



# Pathways

*A weekly collection of information, thoughts, reflections, and accolades for the Reading Public Schools Community*

May 12, 2019

Volume 6, Number 30

## Upcoming Dates

- May 14 – (7:00 p.m.) SEPAC Meeting in RMHS Library
- May 16 – (7:00 p.m.) RMHS Choral – Spring into Song in the Endslo PAC
- May 17 – Seniors Last Day of School; (6:00 p.m.) Joshua Eaton Variety Show at the Parker Middle School
- May 20 – 23 – Senior Final Exams
- May 21 – (6:30 p.m.) RMHS Senior Awards in the Endslo PAC
- May 22 – Grade 6 – 8 Early Release; (7:00 p.m.) Middle School Open Houses
- May 23 – (6:30 p.m.) RMHS Senior Prom at the Boston Park Plaza
- May 27 – Memorial Day – Schools and Offices Closed
- May 28 – (5:00 p.m.) RMHS Senior Boat Cruise and All-Night Party
- May 29 – (7:00 p.m.) Reading Scholarship Foundation Night in the Endslo PAC
- May 30 – (6:00 p.m.) School Committee Meeting in the RMHS Library; (7:00 p.m.) Baccalaureate Service at St. Athanasius
- May 31 – (7:30 a.m.) RMHS Senior's Class Day
- June 2 – (1:00 p.m.) RMHS Graduation in the Hawkes Field House

## Reading Public Schools Special Olympics Athletes Shine

This past Thursday, 42 student athletes from RMHS, Coolidge, Wood End and Birch Meadow participated in the Annual Special Olympics held at Malden. The athletes from Reading Public Schools had the second highest total of participants behind the host district, Malden. A special thanks goes to all of the staff who accompanied the students on that day and to Coolidge Teacher Tara Herlihy for coordinating the Reading Team.







## Kudos and Accolades

- Congratulations to boys and girls lacrosse, baseball, softball and boys and girls tennis for wins recently.
- Kudos to the RMHS Band on an outstanding spring concert performance.

## Holocaust Survivor Visits Coolidge

On Friday, Margot Holender, a child survivor of the Holocaust, visited Coolidge to present and talk to students. In the summer of 1939, Margot was sent for some “fresh air” to a village in the countryside in France from Paris. She was six years old. Her life would never again be the same.

War broke out that summer and Margot’s parents paid for her to stay with her “fresh air” mother in the country. A year later, her parents fled the bombing of Paris and joined Margot. However, as a Jewish family, peril always waited for them. One night, the police came and took away Margot’s father to a concentration camp. A year later, Margot’s father was miraculously released, but he came home sick and damaged. He never again slept in their dwelling at night. Margot’s family survived the war, she thinks, because the mayor of the village protected them, even though he knew they were Jews.

Margot’s story is one of prejudice and cruelty, but also of grace and kindness. Margot still fondly remembers the village where she spent the war, the special teachers that she encountered in her school, and the woman who took her in and became her “other mother.”

The last question presented to her was what she would want the audience to take away from her story. She shared the poem by Niemöller

First they came for the socialists, and I did not speak out—because I was not a socialist.

Then they came for the trade unionists, and I did not speak out— because I was not a trade unionist.

Then they came for the Jews, and I did not speak out—because I was not a Jew.

Then they came for me—and there was no one left to speak for me.

She encouraged the students to "help each others because we are all 'brothers'" One day it's others, but another day it may be you. If you stand together the world could be a better place."

Thank you to Margot Holender for sharing her story with the Coolidge community!



**Superintendent's Office**  
**Half-Hours this Week**

*All are welcome*

*There are no office half  
hours this week.*

## Police, RMHS Students, Community Collaborate To Redesign Public Interview Room



*A release from the Reading Police Department:*

READING – The Reading Police Department, with assistance from Reading Memorial High School students and local businesses, has redesigned its public interview room according to Deputy Chief David Clark.

The interview room, located off of the lobby at the Reading Police Department, is used for any community member seeking help or advice from an officer.

The room now features family-friendly colored murals painted by Reading Memorial High School students Megan Coram and Jahnvi Patel. These students were recommended by Principal Kathleen Boynton, and worked with the police department to discuss the design of the paintings. Reading Police would like to thank Megan and Jahnvi for their work and dedication to the project.

"I am pleased our students were able to be involved in such a meaningful project," said Principal Boynton. "With their hard work, the room has been transformed into a welcoming and family-friendly space."

Other additions to the room include comfortable seating, children's toys and books and a chalkboard wall for drawing. The work put into redesigning the room was a true community project.



*RMHS Student Jahnavi Patel*

"The newly designed interview room is another example of the positive collaboration between the Reading Police Department and the Reading Public Schools," said Reading Public Schools Superintendent Dr. John Doherty. "This collaboration is important for creating and maintaining a safe and supportive school environment for all of our students."



Deputy Chief Clark believes the redesigned room better reflects the department's community-policing philosophy and hopes the changes create a more welcoming environment.

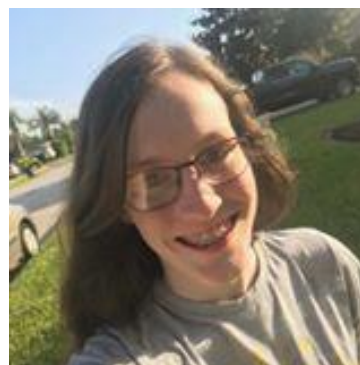
"This project would not have been possible without our continued collaboration with the Reading Public Schools and the local businesses that donated furniture and supplies to *RMHS Student Megan Coram*

us," said Deputy Chief Clark. "No coat of paint or piece of furniture can solve someone's problem. But, by making the room more inviting, we can at least help a person be more comfortable while they receive assistance."

Reading Police would also like to thank the following community members and local businesses for their contributions to the room: Jordan's Furniture for donating a couch; Village Carpet for donating an area rug; Whitelam Books for donating children's books; The Paint Store with the Purple Door for donating paint and supplies; Staples; local illustrator Scott Magoon for an illustrated picture made for the room; and Atlantic Framing for donating a frame for the picture.

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### RMHS Junior Earns Scholarship



Autumn Hendrickson

## Quote of the Week . . .



**"I'm strong because I know my weaknesses. I'm wise because I've been foolish. I laugh because I've known sadness."**

-Ziad K. Abdelnour

Congratulations to RMHS Junior Autumn Hendrickson, who was recently awarded the Christian A. Herter Scholarship by the Massachusetts Department of Higher Education. The **Christian A. Herter Memorial Scholarship Program** was established in 1972 by the Massachusetts State Legislature to recruit students in the 10th and 11th grades who have overcome significant challenges and obstacles in their lives.

Massachusetts students who demonstrate academic promise and desire to attend post-secondary institutions may receive up to 50% of their calculated need at the college of their choice within the continental United States.

Autumn is one of 25 Massachusetts students who will receive this award at a ceremony on May 23<sup>rd</sup> at the State House. Congratulations to Autumn!

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## Reading Institute-Summer is coming June 18-21, 2019 Registration Deadline is May 16, 2019.

Below you will find the information about 6 different ONE credit courses (15 pdps) that we will offer here in Reading during the week of June 18-21. The courses are free and open to all RPS staff. We will be providing more information about credit option but courses can be taken with or without credit option. To sign up for a course, please go to the link below.

### Sign Up Link

If you have any questions, contact Assistant Superintendent for Learning and Teaching Chris Kelley.



**Reading Public Schools**

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



## the Reading Institute - Summer

Below is the information about the Reading Institute Summer session. Courses are open to employees of the Reading Public Schools. Participants will receive PDPs and have the option to purchase graduate credits from Endicott College, the rate is not yet established it will be approximately \$80-\$100 for one credit. Click on the course titles for more specific details about each course including dates and times of the session. [Click here to register for a course.](#) Course sign-ups will be open until **May 16th**.

### Equity for Culturally and Linguistically Diverse Learners

The 2-day course will help educators and administrators to build their cultural competency and improve racial equity in their schools. This will satisfy the DESE requirement for 15 SEI PDPs.

**Instructor:** Karen Hall

**Intended Audience:** PreK-12 Teachers

**hrs/credits:** 15 PDPs, 1 grad credit

### Number Talks

This course will explore Number Talks as a way to provide discussion opportunities that allow students to share their mathematical thinking, learn from peers, think critically about strategies, and collectively reason about key ideas in mathematics.

**Instructor:** Heather Leonard

**Intended Audience:** PreK-12 Teachers

**hrs/credits:** 15 PDPs, 1 grad credit

### Understanding Dyscalculia and Math Learning Disabilities

In this course participants will learn about math difficulties, cognitive development, and what type of instruction is needed for all students to learn and make progress in math.

**Instructor:** Rebecca Lord

**Intended Audience:** PreK-12 Teachers

**hrs/credits:** 15 PDPs, 1 grad credit



## Disney Quote of the Week



“Open different doors, you may find a you there that you never knew was yours. Anything can happen.”

– Mary Poppins.

### Reading Workshop: The First 20(ish) Days

This course will outline lessons, structures, and routines for Reading Workshop that can be implemented in the first month of school.

**Instructor:** Allison Straker with Keri Dinapoli & Tonia McGuire **Intended Audience:** K-5 Teachers **hrs/credits:** 15 PDPs, 1 grad credit

### Creating Classroom Interventions for Traumatized Children

The aim of this course is to create effective and varied interventions for traumatized children in the classroom. This will satisfy the DESE requirement for 15 Special Education PDPs.

**Instructor:** Barbara Gortych **Intended Audience:** PreK-12 Teachers **hrs/credits:** 15 PDPs, 1 grad credit

### Executive Functioning

This course is designed for gr. 6-12 teachers who are interested in learning more about some of the Executive Functioning work that has been started at CMS, PMS, and RMHS. This will satisfy the DESE requirement for 15 Special Education PDPs. Kate Ryan from Landmark will be the facilitator.

**Instructor:** Kate Ryan **Intended Audience:** 6-12 Teachers **hrs/credits:** 15 PDPs, 1 grad credit

## There Aren't Enough Teachers of Color; What Is To Be Done?

(Originally titled “Following the Lead of Teachers of Color”)

In this *Educational Leadership* article, consultant Jill Harrison Berg cites research showing that students of color perform better with teachers who look like them. However, educators of color are only 20% of the teaching workforce, and 40% of schools have no teachers of color. Long term, says Berg, we must change those statistics, but short term, all educators can learn from the characteristics that, according to researchers, make teachers of color effective:

- *Positive role models* – Schools need to organize visits by accomplished visitors of color from the community and foster positive interactions with students.
- *High expectations* – “Teachers of color have been observed to be more responsive to students who are struggling, to persevere in reteaching these students until they respond, and to persist in pushing students to work hard,” says Berg. Principals should hold all educators accountable for these qualities.
- *Culturally responsive teaching* – Teachers must recognize “the diverse perspectives, communication styles, and experiences of students, and tap into them as assets that can advance learning,” says Berg. “Students deserve to see themselves in the curriculum and to learn from the perspective of others.”
- *Trusting relationships* – Certain schoolwide routines establish trust, says Berg – student work portfolios celebrating the whole child, conferences with families, and service-learning field trips.
- *Advocating for equity* – “[A]ll educators must commit to being advocates both for equity and against racism,” says Berg. This means courageous conversations about race and exposing students to materials that deal honestly with race.

“Following the Lead of Teachers of Color” by Jill Harrison Berg in *Educational Leadership*, April 2019 (Vol. 76, #7, p. 87-88), <https://bit.ly/2YJnEnT> Reprinted from Marshall Memo 785.

## Important Websites

RPS District Website  
[www.reading.k12.ma.us](http://www.reading.k12.ma.us)

Interface Health Services  
<https://interface.williamjames.edu/community/reading>

## Using Multiple Assessments to Improve Teaching and Learning

In this article in *School Administrator*, David Conley (EdImagine and University of Oregon) notes the backlash against standardized testing, which is taking place while a plethora of new assessment tools are becoming available:

- Artificial intelligence methods for scoring student writing;
- Measures of social and emotional learning;
- Classroom-based performance assessments, graded with scoring guides;
- Student demonstrations and projects;
- Student surveys and self-reports;
- Observation tools to gather data on student learning during classroom instruction;
- New ways of displaying data on discipline and attendance.

Conley believes these tools, along with conventional tests, should be shaped into a “next generation system of assessments... designed to gain the greater insight into students that is needed to improve instruction and to increase student self-knowledge and ownership of learning.” He reports on three ways educators are implementing this vision:

- *Student profiles* – Putting together data from a number of sources (test scores, course grades, classroom assessments, demographic information, parental survey responses, teacher observations, and student self-reports) allows educators to spot students who are struggling, inform school improvement efforts, and empower students to take more responsibility for their own learning by building on strengths and addressing weaknesses.

- *Graduate profiles* – The Fairfax County Schools in Virginia have developed a Portrait of a Graduate, which defines the competencies the district seeks to cultivate, including collaboration, creativity, resilience, critical thinking, and focus on goals. Students play an active role through daily reflections on learning, student-led conferences, and capstone projects involving community engagement.

The Mastery Transcript Consortium of 230 schools organizes data on students around performance areas rather than academic disciplines, defines mastery levels required for graduation and advanced work, and uses those levels to target specific skills, knowledge, and habits of mind. “The goal,” says Conley, “is to move away from grades, which can be untethered from actual student knowledge and skills, and toward better, more-reliable and valid measures of what students actually know and can do.”

Summit charter schools, headquartered in California, used detailed student profiles to get insights into the underperformance of English language learners. It turns out that a key factor was students’ mindsets about learning, and once that was addressed, half of the ELL/ regular education achievement gap was closed in a year.

- *Data dashboards* – These measure progress on key performance indicators (including grit, growth mindset, self-management, social awareness, self-efficacy, perspective-taking, emotional regulation, and effort), allowing educators to set improvement goals and provide early warning on students who are not on pace to pass ninth grade or graduate and bring in additional resources.



Conley closes with four suggestions for leaders implementing next-generation assessment systems:

- Develop assessment literacy at all levels.
- Decide whether to grow your own system or purchase one developed elsewhere.
- Avoid high-stakes use of low-stakes assessments.
- Don't underestimate the time and work it will take to implement better assessments.

"The Promise of Next Generation Systems of Assessments" by David Conley in *School Administrator*, May 2019 (Vol. 76, #5, p. 16-18, 20-22), <https://bit.ly/2PNi9AN>; Conley can be reached at [david\\_conley@edimagine.com](mailto:david_conley@edimagine.com). Reprinted from Marshall Memo 785.



## Dementia Friendly Reading Workshops

The Dementia Friendly Reading initiative is pleased to offer the following **FREE** workshops where you, your community organization, or your business can build awareness, fight the stigma and ensure that those living with dementia feel welcomed, valued, and actively engaged in our community.

### Individuals and Community Based Organizations

This one-hour workshop is geared for individuals who want to learn what dementia is, what it's like to live with it and learn tips for communicating with people who have dementia.

#### Sunday, May 5, 2019

2:00 p.m. - 3:00 p.m.  
First Baptist Church  
45 Woburn Street, Reading, MA

#### Tuesday, May 7, 2019

7:30 p.m. - 8:30 p.m.  
First Congregational Church  
25 Woburn Street, Reading, MA

#### Tuesday, May 14, 2019

9:30 a.m. - 10:30 a.m.  
*\*Breakfast served at 9:00 a.m.*  
Peter Sanborn Place  
50 Bay State Road, Reading, MA

### Businesses

Dementia impacts business clientele in a number of settings. In this one hour workshop, you will learn helpful strategies for working successfully with customers living with memory impairment.

#### Thursday, May 16, 2019

8:30 a.m. - 9:30 a.m.  
*\*Breakfast will be served at 8:00 a.m.*  
Lee Kimball Design Studio  
606 Main Street, Suite 3003  
Reading, MA

#### Wednesday, June 26, 2019

8:30 a.m. - 9:30 a.m.  
Reading Memorial High School  
Distance Learning Lab  
62 Oakland Road  
Reading, MA

*\*Please RSVP for all trainings to [meagan@dfreading.org](mailto:meagan@dfreading.org)\**



[www.dfreading.org](http://www.dfreading.org)



## Contact Us

*The Pathways* newsletter is published weekly for the Reading Public School Community. If you have anything that you would like to share, please email your info to John Doherty at:

[john.doherty@reading.k12.ma.us](mailto:john.doherty@reading.k12.ma.us)

## Reading Public School Happenings

### **RMHS High Five For This Week**

Below is the RMHS High Five for this week. This is the final High Five for this school year.

#### **Madeline Liberman, Class of 2019**

Maddy Liberman is awarded this week's High Five for her outstanding academic achievement and contributions to the school community. Maddy takes a demanding set of classes, including four AP classes and two Honors classes. She enjoys the academic offerings at RMHS and this year struggles to name her favorite class because she is so impressed by all that her teachers do to provide a rigorous but supportive classroom experience. She says of her teachers, "I like how encouraging they are to the students. Even when they face difficult circumstances, they do so much to prepare all of their students." Maddy is extremely involved beyond the classroom. She is a member of the RMHS Drama Club, having worked in set design, lighting, and on the Electrics crew. She is also a leader of the Bold Club, a group dedicated to teaching leadership skills to girls at Reading's middle schools. Outside of school, she volunteers at the Reading Food Pantry, is a ten-year student of the cello, and holds down a job at the Natural Food Exchange on Main Street in Reading. Maddy has won several recognitions for her accomplishments. She is a member of the RMHS chapter of the National Honor Society, she won the Perseverance in Visual Arts Award in 2018, and just last week, she was one of three members of the RMHS Class of 2019 honored at a luncheon sponsored by the Merrimack Valley Superintendent's Association as a distinguished student from the region. Next year, Maddy will bring her many talents to Barnard College, where she will study archaeology, which she views as a subject that marries perfectly her interests in science, history, and the arts. We wish Maddy the very best and congratulate her on being this week's RMHS High Five.



RMHS High Five Madeline Liberman

### **Coolidge Students Perform for Community**

Last Tuesday, band students at Coolidge performed at the Artis Senior Living of Reading. Below are some pictures of our talented students.



### **Reading Police Serve Lunch at Killam and Joshua Eaton**

Over the next several weeks, the Reading Police Department will be serving lunches in our schools. Below is a picture of some members serving lunch at Killam on Wednesday and Joshua Eaton on Tuesday.





### **Reading Public School Staff Participate in Colleen Ritzer 5K Road Race**

Last Sunday, several teachers and administrators from Reading Public Schools participated in the Step Up for Colleen 5K Walk/Race. The friends and family of **Colleen Ritzer** have created this 5K walk/run to celebrate Colleen's life and her commitment to help and inspire others. Proceeds from this race go to providing college scholarships for high school students in Andover and Danvers who study to become an educator. Below is a picture of the High School participants: Amy Dymont, Kelly Bedingfield, Caroline Allison, Melanie DiStaula, Jessica Scalzi, Courtney Pray, Mike McSweeney and Colleen Griffin-Roland.



## Stepping Stones...

- Congratulations to Food Service Secretary **Jerri Donahue** and Barrows Computer Technician **Mike Donahue** on the birth of their granddaughter Keira James on May 3<sup>rd</sup> weighing 6 lbs., 9 oz. and 20.5 inches long.
- Congratulations to Central Office Administrative Assistant **Paula Santarpio** on the birth of her granddaughter Callie Rose on May 7<sup>th</sup> weighing 5 lbs., 14 oz. and 18.5 inches long.
- Our thoughts go out to District Occupational Therapist **Karin Rando** who lost a loved one recently.
- We welcome the following new staff to the Reading Public Schools:
  - ✓ Anastasia Sokolova, Substitute, District
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

1.0 FTE Special Education Learning Center Teacher, Joshua Eaton Elementary School
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<a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=720">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=720</a>
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0.6 FTE Kindergarten Teacher, Joshua Eaton Elementary School
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<a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=721">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=721</a>
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1.0 FTE Special Education Compass Program Teacher, Birch Meadow Elementary School
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<a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=722">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=722</a>
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1.0 FTE Grade 8 Social Studies Teacher, Parker Middle School
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<a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=723">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=723</a>
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Theatre Technician
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<a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=724">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=724</a>
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0.6 FTE Integrated Preschool Teacher, RISE Preschool
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<a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=725">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=725</a>
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1.0 FTE Integrated Preschool Teacher, RISE Preschool
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<a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=726">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=726</a>
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## Blazing Trails...

**"10 Things I Do to Boost My Students' Self-Esteem."** Every day, students come into our classroom spaces from their own life experiences the day before. As educators, we do our best to make students feel welcomed and engaged every time they cross our thresholds. Mansfield, Massachusetts, 5

<sup>th</sup> Grade elementary school teacher, Rayna Freedman works hard to make sure students feel safe, cared for, and loved. To do this there are several activities or spaces in her classroom that build students' self-esteem. In this post, she encourages other educators to try a few and see the impact it has on their own students. [Read More](#)

**"MA Principal Gets Student's View of Life During 'Shadow' Day."** Swansea, Massachusetts, Joseph Case High School Principal Brian McCann said, "By 12:15 I was so hungry I could have eaten my watch. The day is exhausting so it made me think, how can there be a pause in the day.... It's definitely put me in a reflective mode to say, 'How can we do this better.'" McCann got a different perspective on school on Wednesday, February 27. Instead of greeting students as they got off the bus, McCann rode to school on the bus with freshman Ethan Gonsalves. It was the start of a day accompanying the student for Shadow a Student, a national school administrator challenge. This is the fourth year in a row McCann has taken part in the challenge. [Read More](#)

**"SEL 'Kernels' Deliver Fast Lessons."** Harvard professor Stephanie Jones has developed more than 40 social and emotional learning "kernels" -- short, fast activities that allow teachers to easily deliver SEL lessons at any time. Jones says she is working with teachers to help refine the kernels, one of which is "belly breathing" to help students cope with stress and anxiety. [Read More](#)

**"Embracing the Power of Less."** School leaders could see all their students ascend to new heights of academic achievement and find their jobs de-stressed and joyful if they focused on only the one or two most urgently needed instructional initiatives. Mike Schmoker makes the "case for less" in the latest issue of ASCD's Educational Leadership magazine. [Read More](#)

**"The Seven Characteristics of Globally Competent Educational Leaders."** There are common characteristics that globally competent education leaders share, according to research by the Longview Foundation and ASCD. In this blog post, two executives share seven ways leaders can help to prepare students for the world, including establishing a professional community that supports this vision. [Read More](#)

**Have a Great Week!**