



Pathways

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

June 16, 2019

Volume 6, Number 35

Upcoming Dates

- June 17 – Last Day of School – 11:00 a.m. dismissal for students; full day for staff
- June 20 – (6:00 p.m.) School Committee Meeting in RMHS Library
- June 27 – (6:00 p.m.) School Committee Meeting in the RMHS Library
- August 26-First day of School for Teachers
- August 28-First day of school for students

Ending the School Year

As the school year comes to a close, we want to thank our school community for a very successful 2018-19 school year. Success is measured in many ways and our students have made significant achievements and accomplishments this year. The purpose of education is improving the lives of others and for leaving your community and your world in a better place. That is our true goal and it takes our staff, our parents, and the greater Reading Community to make that happen. Thank you for all of your efforts.

We hope that you and your families have a restful and relaxing summer!

Below are some pictures from different end of year celebrations and festivities. Enjoy!



Barrows Kindergarten at Talent Show



Barrows Talent Show Finale



Parker Field Day Tug of War



Coolidge Middle School Field Day

Kudos and Accolades

- Congratulations to the faculty and staff of the Reading Public Schools for a successful school year.



Birch Meadow Grade 5 Living Museum



Joshua Eaton Grade 5 Promotion Ceremony



Joshua Eaton Grade 5 Promotion Ceremony

Superintendent's Office
Half-Hours this Week

All are welcome

*There are no office half
hours this week.*



Reading Food Service at Taste of Metro North, Reading 375



Killam Flag Day



Wood End Field Day

RMHS Rising Senior Published in Local Newspaper for Reading 375

This past week, RMHS Rising Senior Autumn Hendrickson had a history research paper published in the Reading Chronicle as part of the 375th Anniversary of Reading. Below is the published work.

Autumn Hendrickson will be entering her senior year at RMHS in the fall. Autumn also recently won the Christian Herter Scholarship! Ms. Hendrickson particularly enjoys history and writing. She hopes to become a middle school English teacher as an adult and desires to remain a part of the Reading community throughout her college years and beyond. Autumn cites her 7th grade science teacher, William MacIndewar, as her mentor, who has never failed to provide her love and support when she has needed it the most. Autumn also cites her 7th and 8th grade English teachers as her inspiration to become a middle school English teacher herself.

The Role of Reading During the Civil War by Autumn Hendrickson

Historians generally agree that the American Civil War set a definition for who the United States would be and who they would become moving forward. Although Reading was not a town where any fighting actually took place, it has an interesting story. This story of soldiers, industries, rebuilding, and revitalization is the story of Reading during the Civil War.

The Men That Fought

A total of 411 men from Reading--roughly 16% of the town's population--I did the math using the 1860 Census figure of 2662 answered the call of war. These men fought with valor and the desire to prove themselves. As Mr. William Stevens noted in *History of the Fiftieth Regiment of Infantry*, "The men who fought the war for independence had passed, and,

Quote of the Week . . .



"Let go of those who bring you down and surround yourself with those who bring out the best in you."

-Unknown

outside the pages of recorded history, their achievements were little more than fond traditions; the occasion arose, the summons came, and the descendants proved themselves worthy successors of their patriotic ancestors (Stevens et al. 2)." Among the notable men of Reading who fought in the Civil War were Milton G. Holt, a shoemaker aged 28 who died at Baton Rouge, LA on July 18, 1863, George H. Green, a sergeant, aged 28 who was buried at sea on January 10, 1863, Chester W. Eaton, a lawyer from Reading, aged 23 who became the editor and publisher of the *Wakefield Citizen and Banner*, and many more. If the role of Reading's soldiers isn't already clear, among the fallen listed on the Civil War Memorial obelisk in Laurel Hill Cemetery are three men who all died during the month of October 1862 defending the path from the Confederate states to Washington DC. According to Horace Wadlin, the first Reading Volunteer to be killed was Thomas Hetler, who died at Bull Run 98 days into the war. His father, Adam Hetler, enlisted that year, and died in a hospital at Annapolis, aged 56. Reading had plenty of war heroes of all different ages, marital statuses and ranks and each of them served with the same honor as their peers, and they deserve the utmost respect from the generations that have followed.

Reading Soldiers: Dancing with Death

One of the most notable soldiers from Reading was Horace M. Warren, descendant of Moses Warren of Waltham who fought at Bunker Hill during the Revolutionary War. Warren enlisted in the Richardson Light Guard and fought in the first Battle of Bull Run. When his 90 day service term ended, he reenlisted in the 20th Massachusetts Regiment and found himself at the Battle of Ball's Bluff, described as a rather humiliating defeat for the Union. Sergeant Warren took command of his company on account of the loss of superior officers and was so severely wounded it was thought that he could not live. The surgeon at the time instructed his men to: "Put him one side, boys, he won't live twenty minutes." However, the boys did not give up hope, placing Warren in a boat and rowing him to the opposite shore. After twenty-four hours in the rain with no medical attention he was carried to a hospital at Poolsville and survived. Mr. Warren danced with death two more times before he finally fell at the Battle of Weldon Railroad on August 27 in the year 1864, "One cannot but think that had life been spared to him, the highest of honors might have been his reward (Eaton, 288)."

William H. Walker also served with great honor, in the Richardson Light Guard. Walker was one of the many men wounded at the Battle of Antietam, the deadliest single day in American history. Walker was "...seriously wounded through the left thigh" and nearly lost his leg. Shortly after his recovery, he was given the rank of first lieutenant of the 20th Massachusetts Volunteers. At the Battle of Gettysburg, Mr. Walker sustained two bullet wounds to each thigh, yet miraculously managed to survive. Around the year 1863, Walker was honorably discharged on account of wounds he had accumulated through his service.

The Reconstruction Era Reaches Reading

Historically during times of war, the women and men at home have been forced to install new industries and make work for themselves. Reading did just that shortly before, during, and directly after the Civil War. The railroad came to Reading in 1845, "—thanks to the three enterprising Reading businessmen who lobbied and convinced the Boston and Maine Railroad entrepreneurs to run their track through the town (*At Wood End*, 58)." One man who had a significant role in the decision to add Reading to the railroad route was Sylvester Harnden. Sylvester was a relatively successful businessman (who also enjoyed music and encouraged the teaching of said art) who, "...always had the future welfare of Reading in mind (Eaton, 312)." His achievement of securing a place for Reading along the rail line was something that many believed left Reading indebted to him for his perseverance.

Reading has historically been a town of shoemakers as well, "One historian reports that in 1822 nearly every family in town was binding and stitching shoes for many different shoemakers (117-18)." This is not surprising if one looks at the histories of nearby towns

Disney Quote of the Week



“The call isn’t out there at all, it’s inside me. It’s like the tide, always falling and rising.”

– Moana

who also had a rich past full of shoemaking. Although 1822 was a good chunk of time before the Civil War began, in 1855 the Richardson Shoe Factory employed approximately 275 men and 150 women. Reading also was the home of a relatively small but lively clock manufacturing establishment that ran from 1832 to 1916, lasting through the Civil War without much trouble. During the war, Reading worked on as though it was mimicking the quiet ticking of a clock, but working nonetheless and thanks to the humble work of Reading’s citizens, coming home wasn’t as big a challenge for the veterans of the war in question, with plenty of jobs available to them and a strong economy to help support them and their families.

The Man Behind Parker Middle School

Reading has always been a tightly knit community, with citizens often coming to the aid of their fellow man. It comes as no surprise that in the antebellum years, Reading and its people rose to the challenge of picking up the pieces and rearranging themselves. One of the more prominent men who contributed to the post-war reconstruction was Walter S. Parker, who was something of a town legend. Mr. Parker was born on July 21, 1846 in Reading, MA. Walter’s father, Henry F. Parker, assisted John Brown in Kansas during the period of time known as “Bleeding Kansas,” when the family moved out West. Henry was also a member of Colorado’s first state Senate. Walter, however, moved back to Reading in 1859 to go to school and begin working. He, like many other men from Reading, heeded the call to duty and enlisted on July 19, 1864. Mr. Parker went on to become a very well-known teacher, earning the modern-day equivalent of Superintendent of Boston Public Schools with absolutely no campaigning on his own part. Mr. Parker was unanimously selected to be president of the Massachusetts Teachers Association in 1895 after being treasurer for ten years. Walter was key in helping to revive Reading’s education system after the Civil War and was always quick to take on a leadership role within the town, “Mr. Parker has always shown deep interest in the affairs of his native town, and the citizens of Reading have frequently called him to fill many important positions of trust (Eaton, 20).”

Townpeople Worth Recognizing

Carroll Davidson Wright, who truthfully did not spend the majority of his time in Reading, is another figure that many people consider important to the post-war era as it occurred in Reading. Mr. Wright was elected to be the first commander of the Reading Veterans Association in May of 1870. After the war, Wright found himself very closely engaged in political matters, serving as commissioner of the Federal Bureau of Labor for many years and lecturing at many highly respected universities on the subjects of statistics and social sciences. While not a Reading native he is among the more prominent *national* figures that were at least partially built into the great men they became by the streets and industries of Reading, where Col. Wright chose to be interred.

Mrs. Sarah Temple, born in 1805 and dying in 1889, also had quite a large impact on Reading and became known around town as Aunt Sarah, frequently offering up her time to those who required her assistance “...in sickness...” and, “her services were ever sought and freely rendered at births...” She participated in the first female anti-slavery society in the country which was formed in Reading. When her husband asked her why she joined, he said, ““But you will never live to see it accomplished,”” and her response was, ““Somebody will (Eaton, 162).”” Mrs. Temple was a friend to all and enemy to none, holding the wellbeing of others above her own many a time and it was those characteristics that made her so important to the people of Reading especially after such a vicious and divisive war.

Daniel Ford Pratt was a clockmaker who spent almost the entirety of his life in Reading, and although his pursuits were not necessarily humanitarian ones, his business brought life and vitality to Reading’s economy for many years. He served as Town Clerk for twenty-three years, as Selectman several terms and for two years as a Representative to the General Court.

Important Websites

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

[Interface Health Services](https://interface.williamjames.edu/community/reading)
<https://interface.williamjames.edu/community/reading>

The local Grand Army of the Republic Post had a great role in the post-Civil War era in Reading. For 29 years it was known as the Reading Veterans Association before being renamed the Grand Army of the Republic, Veterans Post 194, Walter S. Parker being its first commander. Furthermore, when the local G.A.R. turned its charter in to the State Archives and disbanded in 1933, there were only two veterans from the Civil War left living in Reading, so the state never listed the commander (or a name) as it did for almost all other posts.

The Civil War was a major historical event and Reading was, and still is, a very small town, but despite its size, the Civil War's influence definitely reached the lives of the individuals living here. The war changed Reading itself more than Reading changed the war- the men who went off to fight did so with honor, the families back home continued with their work as best they could, and the men who picked up the pieces after returning home worked in tandem to create the town that Reading citizens live in today.

Works Cited

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<https://www.loc.gov/rr/main/gar/appendix/mass2.html>. Accessed 5/21/2018.

SEI PDP Recertification Opportunity

Looking for SEI PDPs needed for RECERTIFICATION but unable to come in June to our course after school gets out? We have you covered...we will run the course AGAIN in August on August 19/20. The workshop is FREE!

If you would like to register, please click on link below:

REGISTER HERE

Course Name:	<i>Equity for Culturally and Linguistically Diverse Learners</i> For 1 Optional GRADUATE CREDIT (details are TBA) and 15 FREE Professional Development Points
Description:	<p>This course will be taught in 2 workshop days and will focus on working with English Language Learners</p> <p>Sessions 1-2: Culturally Competent Teaching and Learning The first two sessions will support educators to increase their cultural proficiency in the classroom. In Session 1, we will discuss how culture impacts student identity and academic achievement before reflecting on our own cultural biases. Participants will then learn about common cultural differences between school culture and the home cultures of culturally and linguistically diverse students. A 1-hour homework assignment allows educators to evaluate their own cultural competence and explore additional ways to value and affirm students' home cultures. In Session 2, we will discuss the practical applications of cultural competency and then analyze real life case studies to put it into practice.</p> <p>Sessions 3-4: SEI in Practice The next two sessions will deliver practical strategies to shelter and differentiate instruction and assessment for English Learners (ELs). Session 3 will build educators' understanding of second language acquisition and best teaching and assessment practices for ELs. A 1-hour homework assignment requires participants to read and reflect on supporting ELs in the classroom.</p>

	<p>Session 4 will provide hands-on training in developing and adapting curriculum and assessment for the needs of ELs using the Understanding by Design framework.</p> <p>Sessions 5-6: Breaking Down Bias and Racism in Our Schools</p> <p>In the last two sessions participants will examine sources of bias and racism that undermine equity in our schools. Session 5 will help educators to examine commonly held beliefs about culturally and linguistically diverse students, identify implicit bias, and reflect on ways to eliminate racism and bias. A 1-hour homework assignment encourages participants to learn about and practice finding forms of bias in instructional materials. In Session 6, we will dig deep to examine bias and racism in our curriculum and address ideas for overcoming them. Finally, participants will reflect on the learning from the entire workshop and its potential impact on both their practice and their culturally and linguistically diverse students.</p>
Facilitators:	<p>Karen Hall-</p> <p>Karen is an EL teacher in the Reading Schools. She also teaches workshops and courses for Salem State University.</p>
Location:	<p>2 full day workshops on August 19/20 from 8-3 with a project to be completed.</p>
Core Course Objectives:	<ol style="list-style-type: none"> 1. Participants will identify ways to teach in cultural responsive models. 2. Participants will learn new strategies to support students EL students.
Other Info:	<p>By registering for this course, you may opt to purchase 1 graduate credit (information will be sent to you on how to register. <i>This course also meets the requirement for recertification of professional development training of at least 15 professional development hours dedicated to Sheltered English.</i></p>

Sleepless and Stressed?

Why Your Child's Brain Needs to Unplug at Night

Written by Erin Walsh • June 10 for [Dr. Dave Mind Positive Parenting Blog](#)

Your day is finally over. Having juggled work, relationships, kids, and life you're exhausted and can't wait to finally get some sleep, You're hoping to catch up from the sleep deficit from too many late nights. You flop down on your bed, stretch your arms out, let out a giant yawn. Then you decide for a last minute check on any missed texts or recent Facebook posts.

In the next room your teenager finally dips into sleep after struggling to quiet her mind. Not more than two hours later she's still awake. Her brain's been busy replaying something that happened with her friends the day before. Without thinking much about it your teen reaches for her phone to get her mind off of things and settles in for some late night scrolling.

Do either of those scenarios sound familiar? If so, you're part of the majority of parents in this country, **62% of whom report** sleeping with their phones within reach of the bed. Fewer children keep their phones within an arm's reach at night but those that do are twice as likely as parents to sleep with their phones in the bed with them.

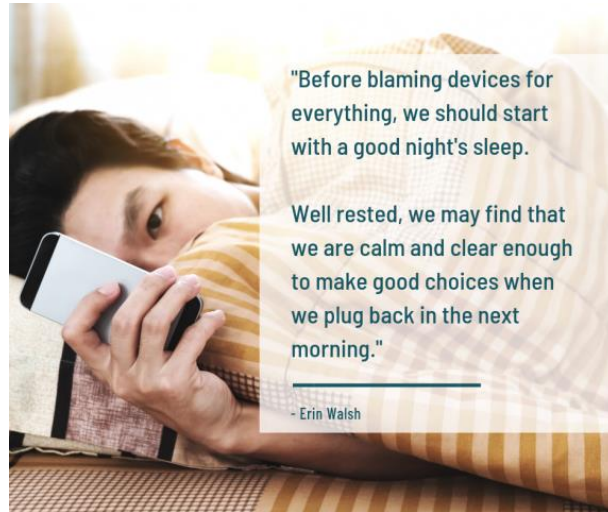
Devices do so many things! They deliver news, music, friends, and alarms so it is no surprise that so many of us sleep with them. Plus it seems fairly harmless to watch YouTube videos of cute cats or connect with a friend right before bed.

Contact Us

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

john.doherty@reading.k12.ma.us

The problem isn't necessarily what we *are* doing on our phones late at night; it's what we *aren't* doing very well: sleeping.



"Before blaming devices for everything, we should start with a good night's sleep.

Well rested, we may find that we are calm and clear enough to make good choices when we plug back in the next morning."

- Erin Walsh

MORE PHONE USE, MORE TROUBLE SLEEPING

A recent [review of the research](#) showed that our phones tend to keep us up later and disturb our sleep. Why? Phones [get in the way of our sleep](#) in several ways:

Effects of blue light. The glow emanating from screens disrupts our sleep cycle by delaying melatonin release. Melatonin, by the way, is the chemical that makes us sleepy.

Trouble falling asleep. Our online activities keep us awake. Checking one email, reading a post, or sending something to a friend activates our brains and makes it harder to unwind.

Trouble staying asleep. Chimes, nudges, push notification, buzzes, and alerts wake us up at night. Once we are awake, our [seeking brain](#) immediately starts wondering, "What was that alert anyway?" The urge to check is almost impossible to resist.

Many [parents report](#) that they put a tablet in their child's room because they think it helps their child fall asleep. Moreover we don't reach for our phones in the night hoping for an adrenaline rush. Instead we scroll hoping it will lull us to sleep. While this sounds plausible the research shows that the impact is just the opposite of what we're hoping for.

For teens the impact is even magnified. That's because their natural [sleep-wake cycle](#) changes when they hit puberty meaning that they don't get sleepy until later at night. Combine this natural shift with late night phone use and the result is a lot of tired teens who haven't gotten nearly enough shuteye when the alarm rings for school early the next morning.

THE BRAIN COSTS OF LOW SLEEP QUALITY

Losing sleep doesn't just make children and teenagers tired; it makes their brains less effective when they're awake.

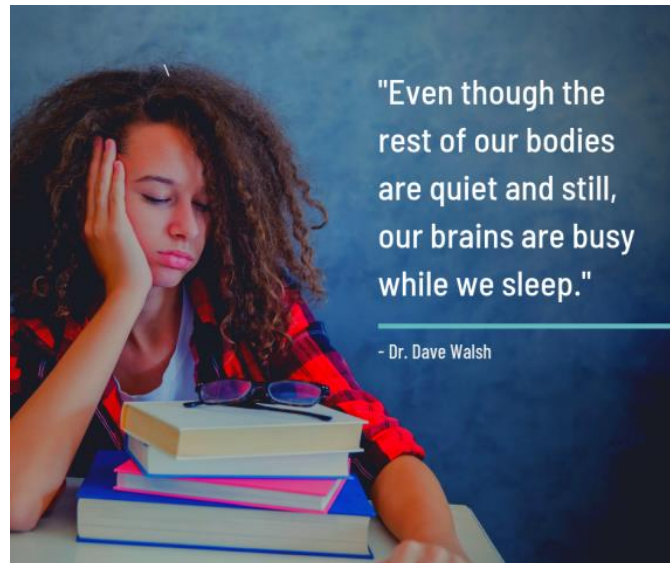
Sleeping isn't as simple as it looks. Scientists believe that as many as 50 brain chemicals are involved in sleeping. Snoozing kids look so relaxed it is hard to imagine that their brains are actually hard at work:

House cleaning: The brain sifts through the day's learning and memories, solidifying important new connections while pruning away weak or less important ones.

Problem solving: Brain scans show that the brain is quite active during sleep, figuring out solutions to those tough-to-solve problems we couldn't figure out the day before.

Recharging: Sleep is the best way to recharge our brain's **executive functions** which allow us to **learn, manage feelings and stress**, use working memory, and make sound decisions. A clinical psychologist at Tel Aviv University, **Dr. Avi Sadeh**, found a significant performance gap between sleep deprived and well rested students. Students who got just one less hour of sleep per night for three nights in a row experienced a cognitive slide equivalent to two grade levels.

When it comes to children and sleep, there are huge consequences to even small amounts of sleep deprivation.



ANXIETY IN TEENS: DON'T IGNORE PHONES AND SLEEP

If you are worried that teens' phone use makes them more anxious you aren't alone. While studies have demonstrated a link between the two it still remains a bit tricky to make conclusive statements phones causing anxiety for a couple of reasons.

First, most of the studies show a correlation, making it difficult to know if phones make kids more anxious or if anxious kids turn to their phones more often. Second, kids are complicated! There are all kinds of things that contribute to mental health and well being including *how* they use their devices.

That said, one thing is coming into focus: there is a clear connection between phone use, sleep, and mental health.

We've known for a long time that sleep is essential for emotional regulation and our ability to manage stress so researchers have long suspected that sleep "mediates" the impact of technology on mental health.

Now there are some studies confirming this hypothesis. They show us that '**night-time specific use of technology**' is a stronger predictor of anxiety and depression than simple measures of screentime. In other words, studies like this shed light on a pathway where phones at night → worse sleep → increased levels of anxiety and depression.

Given that many of us sleep with phones within reach, this is no small thing. We will continue to parse out the various ways that technology either boosts or erodes our mental health. But it will be much more difficult to get a clear view of this if we are too tired to make sense of it. Before you throw your child's devices out the window entirely, start with a good night's sleep.

Well rested, we might just be better able to make good choices when we plug back in the next morning.

WAYS TO SLEEP BETTER:

Model good habits. The data is clear - we adults aren't any better than our kids. Model what it looks like to protect your sleep.

Charge phones outside of the bedroom. Start this as soon as your child gets a phone. It becomes more difficult with teenagers. If your teen already sleeps with their phone, start with a whole family conversation, "We all need good sleep. Let's all commit to a refresh on how we use our phones at night."

Get clear on sleep recommendations for your child's age. Every age cohort is chronically underslept and many of us have lost track of what brains and bodies need.

Go screen free before bed. Check out these [apps](#) that can help you stick to that downtime. It is challenging that homework is screen-based as well so do what you can based on your child's online responsibilities.

Limit caffeine.

Exercise and get moving during the day. Tired bodies lead to better sleep.

Wind down. Even if your child isn't sleepy, help them identify what helps them calm their bodies and brain. For example, my eight-year-old loves to watch a lava lamp from his bed to calm his brain down :)

Use Apps carefully. If your child uses apps like Headspace, Calm or other calming mindfulness apps, restrict all other functions on the phone overnight.



Dementia and Your Community

presented by the



Dementia impacts the community in many ways.
Learn what dementia is, what it's like to live with it, and tips for
communicating with those living with memory impairment.

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 online at dfreading.org
or contact @ Meagan@dfreading.org

Reading Public School Happenings

Parker Science Project

Below is an example of the type of creative science projects designed by Parker students this year. Two sixth grade Parker students from Connie Quackenbush's class, John House and James Lanzo, designed, created, and built a model of a dog house that they air conditioned. The dog house uses solar panels and natural ventilation with a small roof to protect the ventilation from weather.



Stepping Stones...

- Our thoughts go out to Wood End Custodian **Jeff Beaulieu** who lost a loved one recently.
- **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 School Psychologist, Wood End Elementary School
	https://reading.tedk12.com/hire/ViewJob.aspx?JobID=765
	Special Education Paraeducator, 58 hours biweekly, Joshua Eaton Elementary School
	https://reading.tedk12.com/hire/ViewJob.aspx?JobID=766

Blazing Trails...

"Quincy Middle School Curriculum Asks Tough Global Questions." Middle-school students in Quincy, Massachusetts recently presented projects about topics including sustainable construction of schools, child marriages and the state of education around the world. The projects were part of the global "Girl Rising" initiative, sparked by the 2013 documentary of the same name and book about girls who face cultural and financial obstacles to getting an education. [Read More](#)

"One Step at a Time: A Traditional School's Journey Into Personalized Learning." Teachers can make incremental progress -- or "microshifts" -- to adopt personalized learning, writes Elena Silla, a fourth-grade teacher in California. Silla shares three steps she took on her personalized-learning journey, including incorporating flexible grouping and stations into her classroom. [Read More](#)

"Avoid the 'If-Then' Trap." We all want students to grow in their capacity to make choices for the right reasons. But many teachers use language around reward or punishment to motivate students, which takes away from their capacity to use moral reasoning. Mike Anderson, author of "What We Say and How We Say It Matter," offers alternatives to change those speaking habits in this ASCD post. [Read More](#)

"Why Getting Special-Ed Tech Right Takes Teamwork." A report from the National Center for Learning Disabilities urges schools and vendors to involve special-education experts at every stage of the technology-acquisition process if they want to ensure full inclusion. Decisions should not be made in a vacuum and should always support a school district's strategic plan, says Matthew Lentz, business manager and board secretary for the Upper Moreland district in Pennsylvania. [Read More](#)

"Schools Turn to T'ai Chi to Relieve Stress." Some primary schools in the United Kingdom are helping students cope with exam stress and other pressures with T'ai Chi lessons. The practice also is common in schools in China. [Read More](#)

Have A Restful and Relaxing Summer!