

THE LYNN EDUCATOR

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Dads deliver

Fathers get involved with kids' learning

BY RICH FAHEY

Dads make a difference. Patricia Mallett, principal of the Sewell-Anderson School, knows. That's because her dad has made a big difference in her life.

Bob Maher, a retired Lynn firefighter, read to her as a child and instilled in Mallett the value of an education. That's exactly what she is trying to pass on to others with the school's Dads Make a Difference program.

The idea was derived from Mallett observing fathers interacting with their children in the schoolyard. "I thought 'how can I get them involved with the school?'" she said.

Dads Make a Difference provides an educational setting for dads and other male role models to bond with their children, while modeling reading and other skills students need to be a success.

"Without a doubt, the message we're trying to convey from the father to the child is 'I consider this

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Aaron Bradbury reads with his daughter, Lucy, as part of the Dads Make a Difference program at Sewell-Anderson.



Intel does the math: English is tops

BY JESSICA BENSON

It was a huge honor for English High School to even be named a finalist for Intel's annual Schools of Distinction award. English was one of only 18 schools across the country to be named a finalist in the competition, which picked English because of its progressive mathematics programs.

But then came the phone call informing the school that it actually won the contest.

Donna Akerley, coordinator of the Cisco Academy at English, was the one who received the call.

"I dropped the phone on the floor and ran down the stairs to find my principal," she recalled. "I was pleased and shocked."

English was one of only six schools overall and two high schools nationwide to receive the grant from Intel.

In September, representatives of the

See INTEL Page 11

English was one of only six schools in the U.S. selected to receive the grant from Intel.



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LYNN EDUCATOR

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Lynn Public Schools

Catherine C. Latham, Ed.D.
Superintendent

Jaye E. Warry, Ed.D.
Deputy Superintendent

Submit story ideas to:

Thomas P. Iarrobino
Secretary to the School Committee
90 Commercial St.
Lynn, MA 01905
Tel: 781-477-7220 x3157
Fax: 781-477-7487
iarrobino@lynnschools.org

Produced by:

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gccg@grantgroup.com

Schools excelling in tough economic times



Edward J.
Clancy Jr.

the worst economic climate since the Great Depression.

In Lynn, we have done our best to equitably shoulder the burden of

We are all keenly aware of the difficult economic times our city, state and country have been faced with over the last year. Many financial experts have agreed it is

decreased revenues from the state, while trying to ensure that we do not adversely affect the most critical programs. Our public schools fall into that category.

Despite being faced with unprecedented fiscal challenges, our students, teachers, administrators and parents are not only achieving, but also excelling on a daily basis. *The Lynn Educator* gives us the opportunity to share some of the success stories.

I encourage you to read in this edition about the tremendous impact

fathers are having at Sewell-Anderson School, the selflessness of the Washington Community Magnet School students and staff, the cutting-edge technology at Breed Middle School and the unrivaled excellence of Classical soccer standout Miguel Castro. I am proud that Miguel and all of our student-athletes are able to play interscholastic sports without paying a user fee, something which places Lynn in a very small minority of schools statewide.

In difficult times, it is important that our schools get as much outside

assistance as possible, which is why it is gratifying to learn of the terrific partnerships that we enjoy with the likes of Gordon College, the Essex County Community Foundation and Intel Corporation.

Under the capable direction of first-year superintendent Dr. Catherine Latham, our school system is in a good place, especially when placed in the context of the challenging times in which we are living.

Edward J. "Chip" Clancy Jr. is mayor of Lynn.

Plenty of success stories to celebrate in Lynn



Dr. Catherine
C. Latham

As is evident by this year's first issue of *The Lynn Educator*, our schools and our children are thriving, and due to the many exciting programs taking place in every school in the city, the stories included are but a fraction of those submitted.

In addition to our excellent sports programs and a universal focus on reading, you will read about a number of extracurricular academic programs that are involved with science, technology, engineering, and/or mathematics (STEM).

The focus on STEM subjects is directing a majority of our grant applications, and that focus can be seen in every elementary

classroom in the city as well as in the specific content areas at the secondary level with greater offerings in mathematics and science and greater use of technology.

Alliances with Salem State College, Endicott College, North Shore Community College, and Gordon College remain strong and are supplemented with parental and community partnerships. I strongly suggest that as you read and are inspired by the articles about parent and community involvement, you contact your children's schools and ask about opportunities for participation. Involvement in your children's education is directly related to their academic achievement.

With the continued financial support of Mayor Clancy, the grant-writing skill of many teachers, the varied funding opportunities from the Department of Elementary and Secondary Education for urban schools, and the expected arrival of funds from the American Recovery and Reinvestment Act, the Lynn Public School System is strong, and our students are showing excellent achievement.

I hope you enjoy this edition and remain confident and enthusiastic about the education of the children of Lynn.

Dr. Catherine C. Latham is superintendent of schools.



Joey Cintron is thriving at Lynn Tech and the YMCA.

Not your average Joe

Lynn Tech student flourishes at school, YMCA

BY PAUL HALLORAN

By all accounts, ninth grade is a benchmark year for students as they transition from middle to high school and adjust to new surroundings, classmates, teachers and more demanding academics. It can be challenging, to say the least.

For Lynn Tech freshman Xavier "Joey" Cintron, it has gone very smoothly, perhaps because he was already well into a personal transformation that has impressed those around him.

By his own admission, Cintron, who turns 15 in December, was not a model student in middle school, especially at Breed, where current Tech Director Jim Ridley was principal at the time.

"I was kind of aggravated," Cintron said. "I was looking for attention, and I didn't like being told what to do."

And that was not just in school. Cintron became a member of The Core, the Lynn YMCA's youth drop-in program, in June 2008, after his seventh-grade year. Audrey Jimenez, executive director of the Lynn

branch, recalls speaking with the director of the program at the time, shortly after Cintron started attending the Y. The message was clear: "This kind of behavior is unacceptable."

Fortunately for Cintron, he managed to keep his head above water until last November, when Gregg Ellenberg took over as the director of The Core. That, by all accounts, is what turned him around.

"Gregg understood what I was going through," said Cintron, who had been dealing with mental-health, anger-management and respect issues. "He talked to me about the way I talked to others."

Less than a year later, Cintron's turnaround has been drastic. He will tell you he has stayed out of trouble at Marshall Middle School last year and thus far at Tech. He plays on the freshman football team and was elected class treasurer. He especially enjoys his vocational classes, and is downright enthusiastic about his electrical class, taught by Richard Wall.

He's already made his first invention, using a small light bulb from a video scope, 9-volt battery, wires from a set of headphones, electrical tape and a small tin container. He connects one end of the wires to the bulb and the other end to the battery. When he touches the bulb to the metal, the light goes on.

"Joey is a very enthusiastic kid," Wall said. "His thirst for knowledge is great. He's curious about everything, and that's half the battle."

Wall has asked Cintron to participate in Skills USA, a student leadership training program which has a curriculum taken from management training programs in the business world. Students attend meetings after school, learn interview skills, do community service and take part in competitions with other schools.

"Joey is the type of kid we look for," Wall said. "He's a real ball of fire. I was surprised to hear about the trouble he had gotten into in the past. He's really refocused his life."



Fifth-graders, from left, Joshua O'Neil, Emily Lao, and Katerina Montesinos enjoy the school decor with science teacher Tim Burt at Cobbet Elementary School.

Students take hands-on approach

BY BILL ABRAMSON

Cobbet School is an environment rich with science. Principal Dr. Brian Fay has created habitats throughout the building, mostly fish tanks, to bring science to life for his students.

"We want to bring the school to life, building an environment that kids find exciting," Fay said. "Teachers are doing a wonderful job and are looking to enhance the environment, make it exciting for kids walking the hallways."

Raw Art Works is in the process of producing three science murals at the school, using local students and graduates of Lynn Public Schools.

"We really believe children learn with a hands-on approach," Fay said, "and hands-on science will enrich our students' lives."

There are fish tanks throughout the school, as each teacher is encouraged to have one. The school has developed an arrangement with Pet Express, a local pet store that helps the school's habitats.

"If they can't sell something, they call and ask if we can house them," Fay said. "If someone gives up their tanks and no longer wants them, they donate them to the school."

Erin Magrane has begun the task of collecting, housing, displaying and taking inventory of the science equipment in the school at the science discovery center.

"Right now, we're in the initial phase of compiling all the

materials and literature, any resources available, so it is usable for teachers," Magrane said. "We're taking all science kits that have been floating about the city for years, aligning them to the Lynn Public Schools curriculum and state standards.

"The children want and need a hands-on experience and I'm hoping that's what we'll accomplish," Magrane added. "I really want them to explore with their natural curiosity. Science is problem solving. We need to put pieces in place so they can start solving problems. We don't want them to live through TV and simulations. We want to develop critical thinking skills."

Tim Burt has been teaching science in Lynn for 11 years, and this year the department has put together a way of standardizing that instruction throughout the city's elementary schools.

"We all have to be on same page and use the same terms," Burt said. "We put together a booklet of mapping science through elementary school in the city. Dave Linehan was head of the science department and we spent two weeks putting it together this summer and handed it out to the teachers in the fall. Now we're teaching standards."



First-graders Jennifer Merida-Lopez and Dakota Chau help Cobbet Principal Brian Fay feed the fish in a habitat for exploration.

The hands-on approach will pay off in higher interest in the subject among the students and higher MCAS scores. Science will be tested and must be passed for students to graduate high school.

"We want to make science always positive and exciting for them," Fay explained. "There is a lot of reading and book work, but it's exciting to see kids making mistakes in learning science. Science shouldn't be pretty. You learn more from mistakes or not getting the right results, although, sometimes, it's frustrating. Our fifth-grade students take the science and technology MCAS and we've shown improvement in scores in just one year."

A matter of principal

Constantino takes the reins at Lynn Classical

BY PAUL HALLORAN

Every once in awhile, you come across someone who proves Leo Durocher wrong. Meet Gene Constantino.

Proving that nice guys do not always finish last, Constantino ascended to the role of principal at Lynn Classical High School in July. He was selected for the job by first-year superintendent Dr. Catherine Latham.

"I never really thought I was going to be a principal," said Constantino, who has been at Classical since 1980 and a teacher since 1976. "I was always happy in all my positions."

Those included: special education teacher at the former Cobbet Junior High from 1976-80 and at Classical from 1980-97 and 2000-02; interim guidance counselor from 1997-2000; guidance counselor from 2002-06; and vice principal from 2006-09. It was as vice principal that Constantino started to think about the possibility of one day becoming principal, though he did not plan on having the opportunity so soon.

"When Warren White decided to retire (as principal) I had made up my mind that I would go for the position," Constantino said. "I thought he implemented a lot of great things that I could help carry to the next

level."

A Medford native and Medford High alumnus, Constantino graduated from Salem State in 1975 and earned his master's degree in special education at UMass Boston. His first job in the Lynn Public Schools came about as a result of his working for Bridgewell (then known as Greater Lynn Mental Health) at the former Camp Pinecrest – for children with behavioral issues and developmental disabilities.

"I was working at the camp and was recommended to fill an opening in the special-ed department in Lynn late in the school year," he recalled. "That's how I got my start in Lynn."

It has been a very fulfilling three decades since, including 19 years as Classical girls basketball coach, ending in 2006 after he got the vice principal's job.

It has been a

whirlwind three months for Constantino since he got the top job. He said there are still unpacked boxes in his office, and he is constantly amazed at how fast the day goes by, even though he is typically at the school for more than 10 hours. He feels fortunate to be working with an outstanding group of educators and students.

"The staff have been tremendously supportive," said Constantino, who has two very capable vice principals in Amy Dunn and Richard Sakowich.

"And the kids are tremendous. I've gotten a lot of positive feedback."

"Mr. C is a very friendly guy," said Classical senior and two-sport captain Fallon

Gaudet. "He is always there if you need him. He comes through classes and is interested in how we are doing."

As principal of a school in an urban setting, Constantino is cognizant of the ongoing issue of perception vs. reality. And he's determined to fight for reality.

"We could have one or two incidents tarnish the reality of what goes on at our school," he said. "We have a great faculty. I walk around the building and I see teachers teaching and kids learning. Classical is a safe

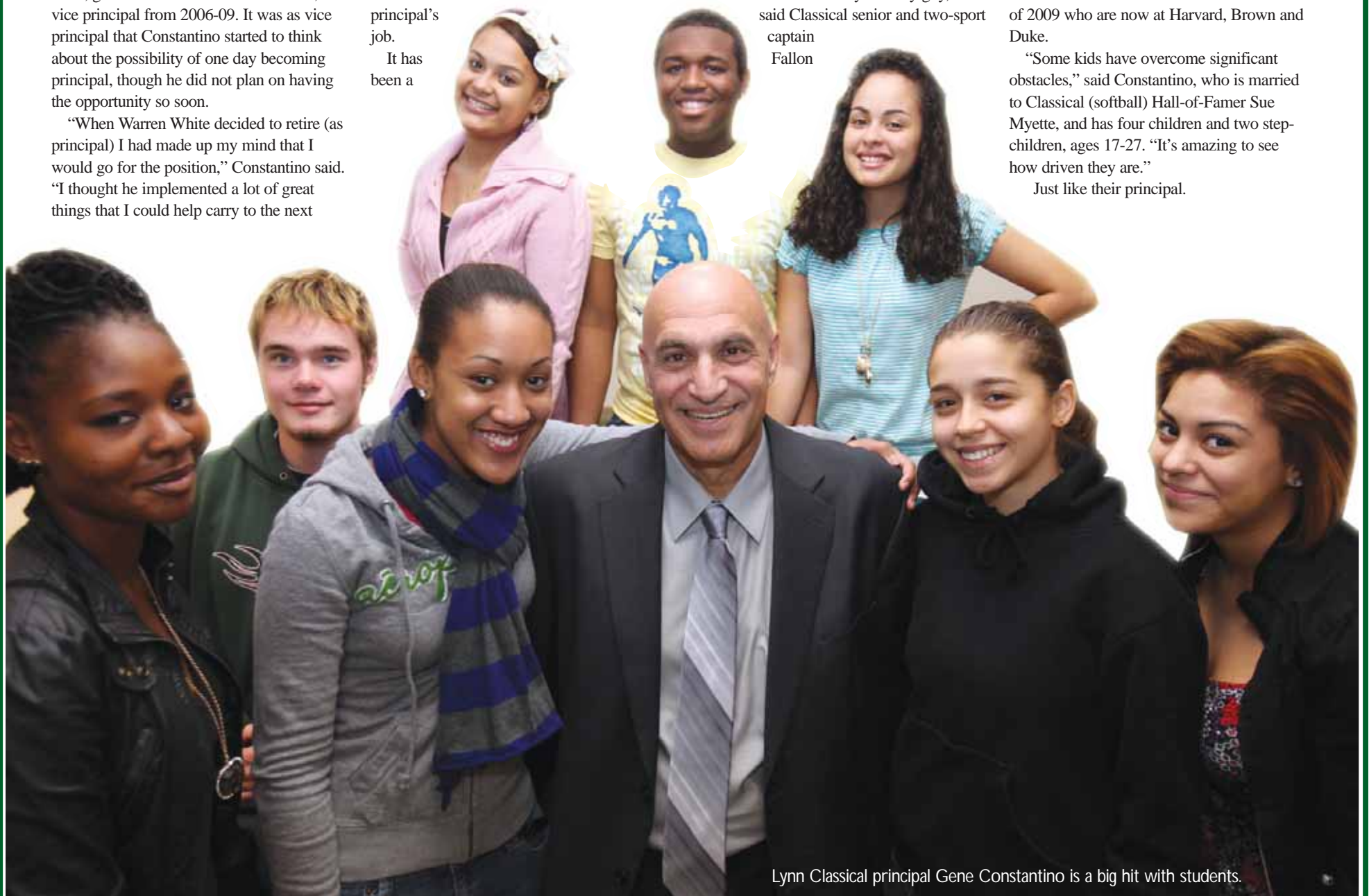
environment. We have sent students to the top colleges in the country."

That would include members of the Class of 2009 who are now at Harvard, Brown and Duke.

"Some kids have overcome significant obstacles," said Constantino, who is married to Classical (softball) Hall-of-Famer Sue Myette, and has four children and two step-children, ages 17-27. "It's amazing to see how driven they are."

Just like their principal.

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We have a great faculty. I walk around the building and I see teachers teaching and kids learning.
Gene Constantino
Classical High principal



Lynn Classical principal Gene Constantino is a big hit with students.



Washington Elementary School students, from left, Abraham Diaz, Benjamin Mortaz, Kevin Nunez and Bismarck Rodriguez pose with food they collected.

At your service

Washington gets involved with the community

BY JESSICA BENSON

It started with just one teacher showing her students how to give back to the community by volunteering at the neighborhood nursing home and collecting canned goods for the food pantry.

Just a few years later, that project has grown from one involving only a handful of students to one that has the entire Washington School community volunteering with local charities.

"They get a lot out of it," said Nancy Takis-Conway, director of the Washington Elementary School. "It's part of learning to have civil responsibilities. It's important for character development."

Takis-Conway started the community service initiative back in the 1990s, when she was a teacher. It began with trips to a nursing home and grew from there. When she was named a co-director of the school, she decided to make the project a school-

wide one.

Today, students in every grade give back in some way.

"We made a very strong commitment to it on a school-wide basis," Takis-Conway said. "It's something we've embraced."

This year, students will be involved in a wide array of causes, starting at their own school. On a regular basis, students go out to clean up trash from the playground, which serves the neighborhood as well as the school.

Students will then take the volunteerism out into the community by: visiting nursing homes with apple pies for Thanksgiving; collecting clothes for homeless shelters; and collecting cans and bottles for recycling, with students taking the tabs off the cans first so the Shriners can cash them in and raise money for their burn center.

"Children especially enjoy those projects, because they can count how many cans or tabs they have collected and measure

their progress," Takis-Conway said. "The kids love going to the nursing home. And they love the recycling."

Community service is especially important at a school such as Washington, where the students themselves are faced with their share of hardships, the principal pointed out. By becoming involved with others less fortunate, they are learning that even those in need can contribute in some way.

"Our feeling is that our children, with the hardships they face, can learn that they have a lot to give back to the community," Takis-Conway said. "They can become productive members of the community."

And the volunteering doesn't end with the students. Teachers and staff are also involved in various organizations, such as My Brother's Table.

"They all seem to embrace it," Takis-Conway said. "We all have something to give."

Breeding ground for tech

Students acquire real-world skills at Breed Middle School

BY BILL ABRAMSON

Perhaps a future Katie Couric or Charlie Gibson is walking the corridors of Breed Middle School.

Each morning, students at Breed are treated to the latest news, weather and sports, courtesy of the video production program, just one part of the school's extensive technology education program.

"We put together a live TV news program every morning," Breed principal Fred Dupuis said. "It's about 5-8 minutes long. Our anchors use cameras with teleprompters on them, and there are the green screens, which we use to project images behind the anchors."

"We're fortunate here. We were built 33 years ago as a junior high school and the industrial arts program has evolved into the technology education/engineering part of the science and technology framework under education reform."

The Mass. Department of Education recognizes five components of technical

education and Breed Middle School offers four of them.

The TV studio is part of the desktop publishing/video production program. In addition, students at Breed take part in a computer drawing program, wood shop and a bridge building program.

"Over three years (grades 6-8), every student goes through some part of the technical education program," Dupuis said. "We have been fortunate the school had the (physical) complex to support it and always had administration and teachers who have done great things for the school and students."

Ed Flynn has taken charge of the technology education programs at Breed after Mike Quinn retired last June.

"Each program stresses certain standards set up by the Department of Education," Flynn said. "There are standards for communications, construction, manufacturing, biology and transportation. Each class covers one or more of them."

Flynn went on to describe the programs available to the students at Breed, the largest of the three middle schools in Lynn.

The computer drawing program is done in the computer lab, where there are 25 work stations. Students learn one- and two-dimensional drawings and progress to schematic drawings of electrical circuits and floor plans for



Hailey Papazoglou and teacher Dave Angelli work on a wood shop project.

houses, done to scale. Scale drawings are explained and shown how they work in the construction field.

The wood shop is a place where students make products that they bring home, highlighting manufacturing and construction. The program is all hands-on in an individual work environment. Each student has a bench with its own vise, and each student will cut his or her own wood, sand it, file it, set finish nails, stain, sand and paint the finished

product.

Sixth-graders work with simpler projects such as napkin and pencil holders. The seventh-graders may work on a bird house or wall shelf with scalloped edges, and eighth-graders use the orbital and belt sanders and drill press.

The bridge building starts with a study of the various types of bridges and ends with the students making their own bridge – cutting pieces, making trusses and gluing together a little bridge that the teacher can test for strength. Bridges are built to transport vehicles and/or people.

Desktop publishing is a form of advertising and students print their own business cards.

Combining desktop publishing and video production, Flynn and students take various film clips around school, and when they have 70-100 clips, Flynn downloads them into the students' computers. The students edit the clips they want and design their own 5-minute movie of "A Day at Breed." Once the video is done, students add text, titles and audio.

Flynn then burns a DVD of each movie for the student to take home. "Every kid needs positive reinforcement during the day," Flynn explained. "They must feel that they did something good and they can do that in these programs."



Eduardo Peguero works on a wood shop project.



Nepheli Beos works on a bridge-building project at Breed.



Top, eighth-grader Samantha Kol works on a video project in the computer lab. Above, Sebastian Franco works on a bridge-building project during mechanical drawing class. At left, Adam Lovett, John McKinnon, Courtney Smith and Stephen Siv practice a broadcast in the television studio.



Parent volunteers Mary Daniels, seated, and Donna LeBrasseur work with first-graders, from left, Melvin Amparo, Thomas Daniels and Renato Pranjeta in the library at Lincoln-Thomson Elementary School.

Parent volunteers are a valuable resource at Lincoln-Thomson

BY RICH FAHEY

There may have been no other period in the history of Lynn Public Schools when community and parental involvement has been more necessary — and more appreciated — than it is now.

Helen Mihos, principal of the Lincoln-Thomson School, says that without a dedicated PTO and corps of parent volunteers at her school, education would be severely impacted.

“If it weren’t for what they do, we couldn’t do what we have to do as teachers and administrators,” she said.

Most recent case in point: After the school lost its librarian due to cutbacks, a network of 12 parents have volunteered their time to open the library for about two hours each day. Each class in the school is assigned a time to visit the library.

Several schools have had parents step into the breach when it comes to school libraries, and at the Lincoln-Thomson parents help students take out books, keep records, catalogue and put materials in their proper place and help students find what they need.

At least one of the parents has previous library experience, which is very helpful.

“The parents even take it upon themselves to find a replacement when they can’t make it,” said Mihos.

Ironically, the library boasts a strong assortment of materials, the result of a Hardscrabble grant that Mihos and former school librarian Barbara Camann obtained to upgrade the library’s math, science and non-fiction collection for different ages and reading levels.

Mihos said there are some areas where a librarian is still keenly

missed. “They are a valuable resource when it comes to helping students with research projects,” she said. “They can gather the materials that are available and even access outside materials.”

The community as a whole also does its part. Employees from St. Jean’s Credit Union, for instance, come to the school each Wednesday on a rotating basis to read to the students.

Karen Interbartolo, vice president of consumer lending at St. Jean’s, said about 20 employees in the Lynn and Salem branches have been involved in the program. “When we send someone over, we try to include pencils, paper, anything to help out,” she said.

“We’ve had a relationship with the school for five years; anything they need us to do, we try to do.”

Still, it is the parents who have the most to gain — if teachers are able to do their jobs effectively.

“There are a core group of parents in the rooms every day, running off papers, doing a newsletter to let people know what’s going on each month,” said Mihos.

Mihos said the parental involvement has other positive side effects. “It greatly strengthens the relationships between teachers and parents, and it lets students know that their parents consider their education very important.”

Leslie Burl is a parent who had one son go through Lincoln-Thomson and presently has a fourth-grader at the school. She has been an officer in the school’s PTO and helped organize the parents’ group that volunteers at the library. She said her daughter loves to see her in the library or helping out at school fairs.

“Even before there was a budget crisis, I was involved,” said Burl. “We parents are the second tier of our children’s education. They know I’m interested in their school, and it’s important to me.”

It greatly strengthens the relationships between teachers and parents, and it lets students know that their parents consider their education very important.

Helen Mihos, principal
Lincoln-Thomson

Ford students experience growth spurt

BY JESSICA BENSON

When Claire Crane first heard the idea, she was skeptical. She had no idea how anyone could turn a barren, asphalt yard into a vegetable garden. A few months later, she was amazed by the transformation at the Ford School, where she is the principal.

“It’s much better than that ugly pavement,” she said.

The garden, in its second year, was the brainchild of David Gass of the Highlands Coalition neighborhood group. He managed to get a grant from the state, as well as donations of free lumber and other supplies.

Gass thought the Ford School was the perfect sight for a garden, because of its visibility in a residential neighborhood.

But there was no usable land at the Ford School, which is surrounded by pavement. That didn’t stop Gass. He figured out a way to build retaining walls and fill them in with soil, creating a garden on top of the asphalt. With help from Lynn Tech students, and using jackhammers, holes were drilled through the pavement to allow water to drain from the garden.

Because the plants do not have access to nutrient-rich soils further underground, the garden requires stronger fertilizer than most gardens. And everything is grown organically. Other than that, it works just like any other garden.

Actually, sometimes it works even better than the average garden. Just recently, the garden won several awards at the Topsfield Fair. Lettuce and yellow peppers earned top honors at the fair, while the garden’s Swiss chard, tomatoes, pickling cucumbers, cherry tomatoes and elongated eggplant were also recognized.

Gass said he heard from some people that the collard greens grown in the garden were the best they had ever tasted. “It tastes better than what they get in the store,” he noted.

Of course, the students also got to taste the vegetables they helped grow. Ford students especially like the cherry tomatoes, because they are so sweet. “They are also fans of the cucumbers,” Gass said.

Crane is using the garden to teach her students about healthy eating. “They love it,” she said. “They really enjoy it.”

Students of all ages were involved in the project, from the elementary students who planted seedling in milk cartons, to high school students who tended the garden over the summer. The teens were hired by the Career Center on Union Street to keep them occupied over the summer break.

Neighbors got involved, too. Every Monday, a Farmer’s Market was held to sell the fruits and vegetables to people in the area. Other residents would come by just to sit and relax on the benches overlooking the garden. For Crane, that was the best part.

“It brought the neighborhood together,” she said. “That was wonderful.”



Lynn Woods Elementary School students Melissa Meagher and Connor Comeau work on science projects with equipment funded by a Hardscrabble grant.

Schools' wishes granted

Hardscrabble Education Fund benefits many Lynn students

BY RICH FAHEY

In these days of strained school budgets and cutbacks, getting a grant is like finding gold.

Lynn schools have benefited from a series of grants from the Essex County Community Foundation's Hardscrabble Education Fund.

The fund promotes and supports academic achievement in public schools in Beverly, Lynn, Marblehead, Nahant, Salem and Swampscott, issuing grants to teachers, schools or districts primarily in the fields of English, mathematics, and science.

Lynn school librarian Barbara Camann is her own personal Gold Rush when it comes to grant-writing and she has used her skills to foster a long-term relationship with the Hardscrabble Foundation, helping to win eight grants worth \$40,000, benefiting not only students at schools where she has worked, but citywide.

In addition to a citywide grant for a history program, Camann helped win three Hardscrabble grants while at the Lincoln-Thomson School and four more while she was at Shoemaker. The last of the grants she won followed her to her current position at the Sewell-Anderson School.

The latest Hardscrabble grant is funding the Season for Reading program at Sewell-Anderson, a program which will change with each season. Books that highlight the current season are being integrated into the school's



Lynn Tech ninth-graders visited the Amistad in Mystic, Conn. as part of a Hardscrabble grant.

math, science and English language arts programs.

The program kicked off with a Book Fair on Oct. 1. Camann has been giving pep talks to students visiting the school library, helping them pick books appropriate for their reading levels and interests, and challenging them with new authors and genres. Grant money is enabling the school to purchase books on different reading levels, enabling readers of all kinds to participate in the program.

"A school library should reflect teachers and students' needs," said Camann.

Camann said the seasonal programs are:

"Fall into a good book;" "Winterize Your Minds for a Great Read;" "Grow a Book Tree" for spring; and "Sail into Summer." She also hopes to conduct parent workshops to let parents know the type of reading their children should be doing and what titles will support their school lessons.

Camann said multiple Hardscrabble grants she helped win while she was at Shoemaker helped that school to build up a collection of books that not only supported school curricula, but reflected many different ages and reading levels.

A different Hardscrabble grant allowed

history to come alive for a group of 25 Lynn Tech ninth-grade U.S. History students last June in Denise Vinciarelli's class.

They visited Mystic Seaport in Mystic, Conn. to see the Amistad, the re-creation of the ship that ended up being a symbol of abolitionism in the pre-Civil War era.

The story of how President John Quincy Adams argued successfully before the U.S. Supreme Court to win the freedom of a group of Africans who revolted while held in captivity on a Cuban ship was made into a movie starring Anthony Hopkins, a movie that the students watched while en route to see the ship.

Vinciarelli said the Amistad had lessons about politics, abolitionism, international relations, and the workings of the Supreme Court.

"The story of the Amistad provides complete working knowledge of how the American system works," said Vinciarelli.

Lynn Woods Principal Ellen Fritz said the Hardscrabble grant she obtained allowed her school to go beyond "paper, pencils and textbooks" in the teaching of science. Fritz said the grant not only paid for two hands-on science kits to be used by students in grades 3-5, but also for 10 hours of training last summer that allowed teachers to get a head start on designing lessons to use the kits within the frameworks of the MCAS requirements for science in grade 5.

AROUND LYNN SCHOOLS

Breed Middle School

Representatives from the Museum of Science will visit the school Nov. 19 to make presentations about speed, velocity and acceleration to eighth-grade students. Students will study these concepts while exploring the motion of everyday objects, such as a pencil traveling at 100 miles per hour.

Classical High School

A Night of Excellence, an open house for all middle school and high school students, will be held Dec. 3 from 6-8 p.m. Classical students will have their work on display, and tours of the school will be offered.

Harrington Elementary School

Harrington received grant money to purchase \$25,000 worth of books for grades 1-5. The books match the science and social studies topics in each of the grade levels. Some of the titles will be used by teachers as they are teaching the content concepts to the students.

The remaining titles have been organized into traveling sustained silent libraries. The students will have access to a variety of books so they can personalize their investigations of their topics. The school has ordered two SMART Boards, three LCD projectors and 3 vision viewers to enhance instruction of science and social studies.

Lynn Woods Elementary School

The Lynn Woods Drama Club will present "Annie" on Dec. 11 and 12.

Tracy Elementary School

Mrs. Olson's kindergarten class is piloting Insights, a new science program. First grade enjoyed a field trip to pick pumpkins. Grade 2 has been traveling down memory lane writing personal narratives. Third grade has been studying about Lynn landmarks and enjoyed a visit to the Lynn Museum. Grade 4 has been busy writing and receiving letters from different states. The fourth grade also visited the Topsfield Fair and has been working

diligently on personal narratives about the trip. Grades 3-5 have also been using Know Atom science materials to explore the scientific method. Theresa Hurley, from the Lynn Public Library, has sponsored a library card drive for students at Tracy School. She has visited classrooms and read stories to our students, while bringing new library cards to them.

As December approaches, everyone at Tracy Elementary School is looking forward to the annual Ice Cream Social and photos with Santa at the Open House on Tuesday, Dec. 15 at 6 p.m.

SCHOOL LYNN DIRECTORY

Elementary schools

Aborn

Anne Graul, Principal
409 Eastern Ave., Lynn, MA 01902
781-477-7320

Brickett

Debra Ruggiero, Principal
123 Lewis St., Lynn, MA 01902
781-477-7333

Julia F. Callahan

Edward Turmenne, Principal
200 O'Callaghan Way, Lynn, MA 01905
781-477-7340

Cobbet

Brian Fay, Principal
40 Franklin St., Lynn, MA 01902
781-477-7341

William P. Connery

Patricia Riley, Principal
50 Elm St., Lynn, MA 01905
781-477-7344

Drewicz

Bernadette Stamm, Principal
34 Hood St., Lynn, MA 01905
781-477-7350

Robert L. Ford

Claire Crane, Principal
49 Hollingsworth St., Lynn, MA 01902
781-477-7375

E. J. Harrington

Michael Molnar, Principal
21 Dexter St., Lynn, MA 01902
781-477-7380

Hood

Joseph Cole, Principal
24 Oakwood Ave., Lynn, MA 01902
781-477-7390

Ingalls

Kimberlee Powers, Principal
1 Collins Street Terr., Lynn, MA 01902
781-477-7400

Lincoln-Thomson

Helen Mihos, Principal
115 Gardiner St., Lynn, MA 01905
781-477-7460

Lynn Woods

Ellen Fritz, Principal
31 Trevett Ave, Lynn, MA 01904
781-477-7433

Sewell-Anderson

Patricia A. Mallett, Principal
25 Ontario St., Lynn, MA 01905
781-477-7444

Capt William G. Shoemaker

Linda Mann, Principal
26 Regina Road, Lynn, MA 01904
781-477-7450

Edward A. Sisson

Jane Franklin, Principal
58 Conomo Ave., Lynn, MA 01904
781-477-7455

Tracy

Mary Dill, Principal
35 Walnut St., Lynn, MA 01905
781-477-7466

Washington

Nancy Takis-Conway, Director
Janice Sheehan, Director
58 Blossom St., Lynn, MA 01902
781-477-7401

Middle schools

Breed

Fred Dupuis, Principal
90 O'Callaghan Way, Lynn, MA 01905
781-477-7330

Thurgood Marshall

Richard Cowdell, Principal
19 Porter St. Lynn, MA 01902
781-477-7360

Pickering

Robert Murphy, Principal
70 Conomo Ave, Lynn, MA 01904
781-477-7440

High schools/Alternative

Lynn Classical

Gene Constantino, Principal
235 O'Callaghan Way, Lynn, MA 01905
781-477-7404

Lynn English

Andrew Fila, Principal
50 Goodridge Street, Lynn, MA 01902
781-477-7366

Lynn Vocational Technical Institute

James Ridley, Director
80 Neptune Blvd, Lynn, MA 01902
781-477-7420

Fecteau-Leary Junior-Senior High

Maura Scully, Principal
33 North Common St. Lynn, MA 01902
781-268-3000

LEEP Evening Program

Karen Twomey, Director
50 Goodridge St., Lynn, MA 01902
781-477-7361



Lee Fannon reads with his daughter, Lily, and son, Aidan, at Sewell-Anderson School.

Dads make a difference

DADS: from Page 1

important," said Mallett.

Hoping to connect the dads with volunteer opportunities, the school has scheduled three sessions over the course of the school year, each one from 5-6:30 p.m. in the school library and including a dinner for the dads and students that would ideally match the night's theme.

Books will be on display for dads and students to read, and each meeting will have a different book theme. The program involves students from grade K-5, and school librarian Barbara Camann is making sure that non-fiction book titles for all ages and reading levels are available.

On Nov. 12 at 5 p.m., the football-themed event will end with a tailgate party, where hamburgers and hot dogs will be served. Mallett announced the event at the school's back-to-school night and hopes to get some Lynn Classical football players involved.

Planning was made easier because of the school's many involved parents. "We have a very active PTO and the moms went to work getting the food, paper goods and books," said Mallett.

Dads Make a Difference will also include other community events that will provide a time for students to bond with their dads, including library programs, kids workshops and museum passes.

Mallett said the initial program last spring was a huge

success, expanding from its original site into several adjoining classrooms.

There are several studies that have drawn a direct correlation between the involvement of fathers and their children's educational success.

A 2005 study by Brent McBride, a University of Illinois professor of human development and family studies, found that a father's interest and involvement in his child's life at school, when added to that of the mother, packs a powerful punch in that child's favor.

The study also found that a father's involvement lessens the impact of growing up in a low-income home or poor neighborhood or attending a school that has limited resources: "When fathers are involved in their child's education, it mediates some of the negative effects these environmental stressors have on the child."

In the study, the researcher worked with 1,334 families with children between the ages of 5-12 to learn how men engage in the educational process with their children, how their activity compares to what mothers are doing, and whether fathers' involvement makes a unique contribution to the student's development.

"We already know from research that a mother's involvement has a direct impact on student achievement," McBride said. "In this study, we found that when fathers get involved, especially when they're communicating and partnering with teachers, there's a significant additive effect over and above the mother's involvement," he said.

Positive partnership

Gordon helps Harrington students build college awareness

BY RICH FAHEY

It may only be 15 miles and a half-hour drive from the Harrington School in Lynn to the leafy campus of Gordon College in Wenham, but to the students at the Harrington, it can seem a lot further than that.

So the school and the college are promoting college awareness for Harrington students through a program called En Camino, Spanish for “on the way.”

Students, parents and faculty at the Harrington School are making visits to Gordon to see what college life is like, and experiencing what it has to offer. Gordon students and faculty are also coming to the Harrington to stage cultural events and reinforcing lessons learned during the students’ Gordon visits.

Gordon College is a multi-denominational Christian college with about 1,600 students located on a 450-acre campus. Harrington School Principal Michael Molnar, a Gordon graduate who has also taught there, said the school is putting its money where its mouth is when it comes to programs such as En Camino.

“They are committed to developing relationships and seeing them through,” he said.

The program for students in grades 4 and



5 has evolved into two distinct parts. Each spring, grade 4 students — as well as any parents who are interested — will visit the campus for an overview of campus life, touring dorm rooms and meeting professors, and visiting the school’s science building for lessons.

In November, grade 5 students, having already experienced the school the spring before, will journey to Gordon to explore what it means to be a leader and how their gifts and talents can lead to a future beyond college.

“We want to plant the idea that there is this other world out there and you have to start getting ready for it now,” said Molnar.

“High school is too late. Middle school is too late.”

Gordon students will visit Harrington fourth- and fifth-graders to follow up on the campus visits, bringing pizza and conducting small discussion groups to go over what they have learned.

There are other aspects to the relationship. The Gordon College Wind Ensemble will perform at Harrington at the end of October. Harrington teachers will have their second staff development day at the science center on the Gordon campus.

Molnar is also hoping to get a mentoring program up and running in January whereby Gordon students will have interaction with



Harrington Elementary School fifth-graders Iyaa Ali, front, and Gabriella Garcia participate in class. At left, Jeovana Almeida, left, and Suzanne Musema work in math class.

Harrington students on a weekly basis, perhaps in areas such as arts or sports.

Parents are an important part of the equation, said Molnar, which is why they’re included in the program.

“Parents need to convince their kids that is possible,” he said. “Our goal is to broaden the expectations of students and their families.”

There are many hurdles students must scale to make the trek from Dexter Street in Lynn up Route 128 to Gordon, but the first step is believing it can be done.

“You might be the first in your family to attend college but there is that possibility,” Molnar said.

English gets Intel grant

INTEL: from Page 1

school traveled to Washington, D.C., to accept the award. Part of the festivities included a black-tie gala. “That was when we celebrated,” Akerley said. “It was awesome.”

Intel’s contest is meant to honor schools which demonstrate the most up-to-date learning environments and innovative math and science programs. Judges cited English for the courses offered to students, from algebra to trigonometry to calculus. The judges were also impressed with the Cisco Academy, which provides courses and certification programs in such areas as biotechnology and computer-aided drafting.

Akerley, who completed the application for the award, said judges spent a lot of time in the Cisco Academy when they came for a site visit last year.

The time spent with Intel representatives paid off: English received \$2,500 in cash for being a finalist, and another \$10,000 for being named a winner. In addition, the school is slated to get \$200,000 in educational materials, including computer software. The amount was doubled from the original \$100,000 at the last minute. Among the sponsors donating goods are SMART Technologies and Inspiration Software.

Castro sets records at Classical

CASTRO: from Page 12

live, as a 14-year-old freshman. His skills on the soccer pitch were obvious to anyone who saw him play. “He’s not selfish on the field,” Skahan said. “He’s not the kid that’s going to take the ball and it’s a black hole. He’s very level-headed.”

“The people know he’s good,” Skahan added. “After his first year, he had 30 goals and they put 2-3 guys on him and he still ended up with 27 goals as a junior. On free kicks from 20-25 yards, there’s an 80 percent chance he’ll score. He’s a lot of fun to watch. He bends the ball.”

The 2008 Northeastern Conference Player of the Year is also a starter on the New England Revolution’s U-18 junior team.

“My friend saw something about tryouts on the Internet my sophomore year,” Castro said. “I went there, signed up and made the team. I never thought I would

make it. There were about 1,000 players there from throughout New England and only 16 would make it.”

As good a soccer player he is, Castro is a better person.

“Miguel is one of those all-around kids,” Skahan said. “He’s a good student and is very personable to the coaches and faculty, and he’s willing to work with the younger kids on the team.”

“There are a lot of great Division 1 colleges looking at him,” the coach added. “People are calling me, covering the bases to know that not only is he great soccer player, but a terrific student and part of the community.”

The Castro influence is a family affair as Miguel’s brother, Salvador, is a freshman at Classical and Javier is a seventh-grader.

“My brother is a freshman and this is the first time we’re playing on a team together,” Miguel said. “It feels good having someone you really know and he’s a good player.”

SPORTS

The Lynn Educator

Soccer st★r

Castro sets records

By BILL ABRAMSON

When Miguel Castro graduates from Lynn Classical High School in June, he will leave quite a legacy for future soccer players to follow.

Castro has proven to be a scoring machine in a game that doesn't usually have a lot of scoring, reaching the 100-point mark in just over two years on the Classical varsity. Through 15 games this year, Castro had 125 career points, including 87 goals.



Miguel Castro

“As a freshman, Miguel played on the JV team,” Classical coach Joe Skahan said. “He was new to the country and said, ‘I can play soccer. Can I try out?’ I said that he could and in his first game, he scored eight goals. Yeah, he could play. He came from

El Salvador where he was part of the Real Madrid soccer team, a high-performance soccer program.”

Castro began playing as a toddler and has been at it ever since.

“I started when I was 3 years old,” he said. “My uncle started teaching me and I liked it a lot. I started playing almost every day after school and on weekends. I’ve been playing my whole life. I play other sports (basketball and football), but I’m not really as good at them as I am in soccer.”

Castro was unable to play football and soccer in the same school season, but had he been allowed, he would have been the kicker on the football team.

Castro moved to Lynn, where his dad and uncles

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Miguel Castro has 125 career points and counting.

