Showing up is part of growing up

Attendance initiative targets absenteeism

By Meaghan Casey

Most would agree that any missed school time, excused or not, is a lost opportunity for a student to learn. That's why Lynn Public Schools is stressing the importance of attendance and its correlation to academic achievement.

The district’s new attendance initiative, “Every Student, Every Day,” aims to increase attendance rates in all schools, particularly by targeting at-risk students with chronic absenteeism. Chronically absent refers to a student who misses at least 18 days — the equivalent of 10 percent of the school year. Both in an academic and social context, students experience decreased engagement and ability if they are chronically absent from school. Research has found that along with test scores, proficiency rates were lower for students who missed more school. Patterns of absenteeism can also affect future behaviors and the probability of a student graduating.

SCHOLARLY SWEETHEARTS

English’s Difo destined for Duke

By Paul Halloran

It didn’t take long after arriving on campus in Durham, N.C. last October for Chrisneiris Difo to realize Duke University was the school for her. Difo had already visited at least 10 other colleges, but never experienced the feeling she got at Duke – that intangible, this-is-where-I-was-meant-to-be feeling.

“I need to be here,” Difo recalled thinking as she toured the campus with her mother, Carmen Reynoso, in awe at the Collegiate Gothic and Georgian architecture and impressed by the palpable sense of community. “It was an experience I didn’t get anywhere else.”

Barrios to travel from Tech to Tufts

By Meaghan Casey

There’s not much David Barrios hasn’t accomplished in 18 years. The Lynn Vocational Technical Institute senior and multi-sport varsity athlete is valedictorian of his class, on his way to his choice school, Tufts University, to study pre-med and play football. He already has college credits and work experience in the healthcare field and, on top of that, he’s been a leader in efforts to promote literacy and help combat hunger and homelessness in his community.

Barrios, whose parents immigrated to the U.S. from Guatemala, is a first-generation college-bound student. He follows in the footsteps of his
Plenty of cause for excitement in LPS

After having spent the past year as mayor and chairman of the School Committee I can confidently say that this is an exciting time to be a Lynn Public Schools student. There are so many great things happening in our schools, and I am proud of the success and determination of our entire student body.

We are privileged to belong to a community of high achievers and hard workers. We have students being recognized for high educational accomplishments, moving on to top colleges and academies, and students equipped and prepared for high-demand technical jobs. The art produced in Lynn by our students is featured in exciting places, and citywide band concerts are plentiful at this time of year. We are champions in basketball, SkillsUSA, ROTC Drill competitions, community activism and volunteering, and nationally we are champions in First in Math. Lynn has an incredible wealth of young talent and I am proud of our students and what their leadership means for our city.

Our incredibly accomplished faculty members work hard at creating initiatives to improve attendance, provide wellness education, and support, encourage, and challenge our diverse students. We have teachers who have earned the prestigious National Board Certifications, Educator of the Year, achieved state and regional recognition, and we even have an inductee into the Northeast Regional Educators Hall of Fame!

The teachers and faculty of Lynn Public Schools go above and beyond in challenging times to prepare their students for the next stage of life. This year, thanks to the Language Opportunities for Our Kids legislation, we will graduate high school seniors who have met the state criteria in attaining a high level of proficiency in English and at least one other language with the Seal of Biliteracy on their diplomas. This seal and will provide evidence to universities and businesses that our students have attained these important 21st century skills.

The proposed Promise Act legislation will make changes to the Foundation Budget formula to increase the Chapter 70 funding directed to our district and help fully fund our schools. I attended a hearing at the State House in March with other mayors to impress the need for this formula change. We need teachers, administrators, parents and community members to get involved and let legislators know how important it is to fully fund our schools. If you aren’t sure who your state legislators are you can find them here https://malegislature.gov/Search/FindMyLegislator

There is still much to be done and I’m looking forward to our work together!

Thomas M. McGee is mayor of Lynn.

Guided by core beliefs with students the focus

Though the LPS community is in the final few months of the school year, this edition of The Educator is the first of 2018-19 (with another to follow in late May), so I wanted to formally introduce myself in this space.

Quickly, I have spent 11 of the last 20 years honing my skills as a building leader and most recently in a district level support role. Over the span of many years, I have come to see a set of core beliefs, ones that I hold dear and employ as a steadfast guide in the work:

- As educational leaders, we must love the student, the teacher and the craft of teaching - not more than the other, but in that order.
- Schools rise or fall on the backs of direct service providers.
- Feedback-rich organizations are the most successful.
- While this school year marks my fourth in the district, it is my first as superintendent. As such I have devised an entry approach, one that reflects my core values and is in keeping with a theme of “go slow to go fast.” By this, I mean taking the time to learn about the experiences of students and families, educators, and leadership. I mean engaging meaningfully with the city’s leadership and representatives from partner agencies to understand our relationship and uncover opportunities to expand the partnership for student benefit. I intend this highly collaborative entry process to provide me a stronger grasp of the school community and all of the important related elements, but equally important, new and meaningful relationships. All of this done thoughtfully and carefully at this point will allow us to move more swiftly in the ensuing months.

The entry process is ongoing and through it I have learned a great deal. Some information is new and some of it confirmed and/or validated what I already knew. One constant theme, no matter the individual with whom I speak, is the deep belief and incredible pride in Lynn Public Schools. I share in this feeling. What follows in this edition of The Educator — the first ever bi-lingual edition — reflects these sentiments as well as our unbending commitment to the improvement effort.

Onward!

Dr. Patrick J. Tutwiler is superintendent of schools.
English physics teacher has certified formula for success

Jeffrey Bigler has been teaching for 16 years, including eight at Lynn English, but he hasn’t stopped learning, as evidenced by his earning board certification from the National Board of Professional Teaching Standards.

Bigler received his certification in adolescent science in December after completing an extensive process that includes passing an exam and submitting three portfolio projects, each the equivalent of a graduate-level course.

“It’s a way of showing you are highly qualified in your subject area,” said Bigler, who teaches physics.

A Corning, N.Y., native, Bigler came to Boston to study engineering at MIT and never left. After working as an engineer for 13 years, he changed careers and became a teacher, working in Peabody and Waltham before coming to English in 2011.

Having lived a few blocks from English before moving to Nahant 20 years ago, he feels very much at home at 50 Goodridge St.

“I love teaching in Lynn. I’ve totally found a home here,” Bigler said. “English is by far my favorite of the places I’ve taught. The kids really want to have a positive relationship with their teachers. They want to learn.”

Bigler said he enjoys the opportunity to make genuine connections with his students.

“If you can engage them, they love it,” he said. “If you’re a caring person and you’re willing to listen to what’s going on in their life, you can make a connection here much greater than other schools.”

Having a supportive administration also makes the job easier.

“(Principal) Mr. (Tom) Strangie gets it,” Bigler said. “He understands what we have to do and he is very reasonable. (Science department chair) Lauren Mezzetti is very good to work for. I work for good people and the kids are great to be around.”

When he’s not expounding on the laws of physics, Bigler likes to play the viola. He is an accomplished musician who plays with Symphony by the Sea, recognized as the premier professional orchestra north of Boston, and other orchestras.

Bigler and his wife, Nancy Gilman, have two daughters, Margaret, a freshman at Vassar College, and Nyx, a student at Swampscott High.
Aborn principal still feels at home in the classroom

By Dom Nicastro

Katia Spiess can’t resist the urge to teach. When the first-year principal at Aborn Elementary School leaves her office and finds herself back in the classroom, she puts down the laptop, stops taking notes and engages with students.

“When I walk into a room here, it’s very hard for me to just sit and observe,” Spiess said. “I have to do that as part of this job. But I usually go right to a group of kids and sit down and start working with them. ’Tell me what you’re working on. Explain this to me.’ I question them. If I miss anything, it’s that daily interaction, but I’m getting it because I walk through the building every day at least once to see what the kids are up to.”

Indeed, Spiess calls herself a “teacher at heart.” A good day? Visiting each classroom at least once. The Marblehead High School graduate and Lynn resident was the oldest in the neighborhood growing up and was often a sort of “pied piper,” she recalled, leading the kids on adventures in the woods and down on the rocks at the beach.

She found herself as a teacher in Lynn Public Schools in her 40s and has remained, with prior roles including classroom teacher, curriculum instructor teacher, math specialist and program specialist.

Now, though, Spiess recognizes her role as an administrator has expanded greatly. Less than a year into her job as principal at Aborn, she has implemented initiatives that reflect the school’s pledge of “I respect myself, I respect others, I respect my school, I am ready to learn.”

When Spiess first took over, she asked teachers their priorities. They agreed they would like to see a unified behavior system implemented and, in early 2019, Spiess, her administration and the teachers put a plan into effect.

It includes knowledge of the Aborn School Pledge and the deployment of “Think Sheets,” which help students to learn and practice being reflective when they have made an unkind, unsafe or unwise choice. The Think Sheets ask the students to reflect on how their choice(s) led to a consequence and what they can do to learn from that experience and move forward.

“I’m a big believer that kids will make mistakes, but that’s OK as long as they learn from them,” Spiess said.

Aborn officials and teachers wanted to celebrate those who carry out the behavioral values and show good citizenship. They began by awarding the children who do so with an Aborn Student of the Week award. Winners display the following core Aborn Owls attributes:

• Outstanding citizenship
• Wise choices
• Learns from mistakes
• Serves as a role model

“The kids love it,” said Spiess, who lives with husband, Daniel, and daughters, Ella, 20, and Sydney, 18, cats Fitz and Milo, and rabbit Cinnamon. “They meet me on Friday afternoons, and I congratulate every single one in the classroom.”

That’s fitting since it’s another reason for Spiess to end up where she feels most at home. But she always has the lure of the principal’s office, calling her attention to school- and district-wide initiatives.

She loves professional development days with teachers where they discuss data, benchmarking, MCAS prep, English language learning and strategies to increase student success in Common Core state standards.

Still, it always comes back to seeing students succeed. Asked her most proud moment as an educator, Spiess said, “When I see former students and they tell me how I helped them change their lives.”

Strategic plan marked by spirit of collaboration

By Meaghan Casey

In his first year as superintendent of Lynn Public Schools, Dr. Patrick Tutwiler has wasted no time in developing a strategic plan for the district, representative of all voices.

“When I interviewed for this position, I kept getting asked, ‘What is your vision for LPS?’” said Tutwiler. “Even though I had an answer, I believe sustainable visions are community-derived. It shouldn’t be ‘my’ vision. It should be ‘ours.’”

It felt strongly that in his first year, we needed to develop a vision that had a lot of fingerprints on it. The first step for the district was to define its vision for the future and then identify the core values and mission that would support and reflect that vision. “We needed community agreement on what we value, and every decision moving forward should be anchored by those values,” said Tutwiler.

Two teams were formed as part of the planning process — one made up of all principals and central office staff, and the other comprised of representatives of community agencies, elected officials, students, teachers and parents. Each team had approximately 50 members, each charged with the task of getting input from their circle of neighbors, friends, co-workers and family to widen the outreach. Principals also had visioning sessions with all staff members at their schools. Through nearly a dozen separate retreats and meetings, during which the teams were often broken up into small groups, they came to similar conclusions.

“The themes were very clear and shared, regardless of the stakeholder group,” said Likis.

“This community is in agreement on what’s working and what’s not working,” said Tutwiler, adding that the shared vision very much aligns with his original vision. “The outcomes from this have been such a tight fit to what I personally believe, which is validating.”

As approved by the group, the district’s new mission is to foster an inclusive and accepting environment for students to gain educational and social success. Some of the shared values include inspiring lifelong learning and creating inclusiveness, collaborative relationships, high expectations and shared responsibility.

“One big piece of our strategic objectives is to make learning more relative to students,” said Tutwiler. “We want them making sense of what they’re learning in relation to their lives. We’re also addressing how we’re leveraging technology, embracing students for who they are and making sure our relationships with families and community partners are a two-way street. We’re acknowledging our school facilities need a little love.”

Likis’ work with LPS concluded at the final planning meeting on March 21, where the teams signed off on the plan. The district is now tasked with implementing its strategic initiatives over the next three years.

“It’s been a real joy to work with the Lynn community, listening to the students’ voices and seeing the turnout and generosity of time from community partners and city officials,” said Likis. “From here, they have to look at what they want to accomplish over the next few years, and figure out where they want to start. What do they want to implement first? Everything from the budget to educator goals to individual school improvement plans should be aligned with this plan.”
Marshall teacher puts the fun in science

By Meaghan Casey

It’s almost hard to fathom that just a few decades ago, science education and technology didn’t go hand in hand. Today, in classrooms like Meghan Singleton’s at Marshall Middle School, students are exposed to 3D printers, laptops, design software, circuit boards, laser cutters and more.

Singleton, who teaches eighth-grade science, says she uses a four-pronged approach with her students, focusing on academics, cooperative learning, supports and technology.

“I like to capitalize on the cool things, the active things, and slide in the information,” she said. “Kids have a natural interest and I feel like they’ll take more risks in science classes.”

Singleton’s students have been visited twice since last spring by the Brilliant Career Play mobile lab, launched by GE Foundation and the Boston Celtics. Its goal is to provide local middle school students with access to cutting-edge science, technology, engineering and math (STEM) tools, and hopefully open their eyes to new STEM interests and possible careers.

While the Brilliant Career Play mobile lab visited all three Lynn middle schools last spring, they surprised Marshall with a return visit in September.

“They cited Marshall’s culture and climate combined with Ms. Singleton’s ability to adapt and incorporate the curriculum with enthusiasm into her classrooms,” said Principal Molly Cohen.

Celtics players Jayson Tatum and Semi Ojeleye made the initial visit to Lynn to unveil the mobile lab, while this year, Marshall hosted an assembly and visit from John Borders, Senior Manager of Community Engagement for the Celtics.

During his presentation, he told students about his path to working with the Celtics and how there are many ways to work with an organization like the NBA without necessarily being a player.

“He could tell them that even without dribbling a basketball, he still has a championship ring for being part of the organization,” said Singleton, adding that a science background would be necessary for certain NBA positions such as athletic trainers, who are certified and licensed healthcare professionals.

She also noted that with GE being not only a partner in this program, but local, she hopes some of her students decide to further pursue engineering. “I want them to see themselves following a STEM career path,” said Singleton. “I want them to be able to say ‘I’m good at this. I can do this.’”

During the two-week program last spring, Marshall students used the equipment and technology of the lab to design sneakers with built-in supports. This year, with the expertise of the mobile lab’s instructional manager, Aidan Mullaney, they used Tinkercad software (an engineering design tool) and a MakerBot Replicator 3D printer to design and create a customized finger splint that could be used by an injured athlete to heal faster and return to a game sooner.

Singleton and her eighth-graders later partnered with the school’s TV Media class to film a video to submit in a contest sponsored by the Biogen Foundation. Since the contest was aimed at connecting biotechnology to real-life circumstances, the video followed a student who jams his finger in his locker and immediately goes with his friends to the science lab to build and manufacture a splint with one of the school’s 3D printers (two of which reside in Singleton’s classroom). The Biogen Foundation awarded Marshall a prize of $500, which will be used to provide incentives, additional materials and supplies for Expanded Learning Time (ELT) to better prepare students for the MCAS test in science and technology/engineering.

Earlier this year, Singleton was also awarded an Education in Science grant from Danvers-based Cell Signaling Technology. Additionally, she has been active with the district’s Climate Resilience Action Team, helping to partner students with representatives from outside agencies, such as the New England Aquarium, who have committed their lives to improving the environment and our communities.

Singleton is in her fifth year at Marshall, though she has been teaching since 2002. She is certified in both math and science, but admits “I’ve always been naturally curious about science.” She previously taught in middle schools in Myrtle Beach, S.C. and Bedford, Mass. A Saugus native, she was anxious to return to the North Shore and was looking to fill a role in an urban district. Lynn Public Schools seemed like a perfect fit to her, and it’s certainly been a perfect fit for her students.
English’s Difo destined for Duke

There was the small matter of getting accepted, which is no easy task at Duke; last year, there were more than 37,000 applications for 1,740 spots. Difo had positioned herself well, participating in the Noonan Scholars program in Boston and La Vida Scholars in Lynn. She is ranked No. 1 in her class with a 4.5 GPA, taking several AP and Honors courses. She has served as class president and vice president, participates in mock trial and is a two-sport athlete (volleyball and track). Still, we’re talking Duke.

Difo was at the Lynn English volleyball banquet in December when the good news arrived via e-mail: accepted.

“I was bawling my eyes out,” she said. “You put in all the hard work and to see it come full circle was a great feeling.”

It’s hard to imagine a better ambassador for the city and Lynn Public Schools. Difo will gladly accept that role, though she believes there are many others who could also fill it.

“I’m just one of the stories people are finding out about. There are plenty of kids doing great things,” she said. “I had a lot of support.”

The people at English might think she is understating the magnitude of her achievements.

“She is one of the most together kids I have taught in a long time,” said physics teacher Jeffrey Bigler.

“She is an incredible young lady,” said guidance counselor Matt Wilkins, who could not recall English sending anyone to Duke in at least the last 20 years. “She’s overcome some adversity and she never makes excuses. She is a great success story.”

Difo, who has two brothers, Styven and Cristhin, is grateful for the education and support she has received at English—and, before that, Marshall, Hood and Ford schools. “My teachers have always been well versed in their subject areas and they have gone the extra mile,” she said.

Difo hasn’t decided on a major or career path yet—maybe biology/pre-med/surgeon, or perhaps economics/finance/asset management. Whatever it is, it seems like a very safe bet that she will excel.

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Barrios has seen first-hand the impact of his own helping hand. Through Lynn Tech’s co-operative education program, he has been working at Bridgewell, which delivers support to individuals with disabilities through community housing, day programs, outpatient treatment, recovery services, education and employment training. He cared for residents at one of Bridgewell’s group homes in Lynn last summer, while also making time to take courses at North Shore Community College.

Since September, he has been working in Bridgewell’s day program, where he sees individuals before they go out to employment sites or into the community. He does this every other week, returning to Tech for classes during the alternate weeks.

“It’s the real world,” he said. “You’re out on your own with the patients. There’s no instructor behind you.”

Barrios, who hopes to be an orthopedic surgeon, says the experience has prepared him for his future in an exceptional way.

“I think we’re learning a lot about the emotional aspect of care that we won’t learn in the classrooms or labs,” said Barrios. “That’s been very fulfilling. It’s just awesome to be helping people out.”

On April 11, Barrios was honored by the Massachusetts Vocational Association and the Massachusetts Association of Vocational Administrators with the Outstanding Vocational Technical Student Award. The top honor is given annually to a student who displays leadership, academic success and personal commitment to career and technical education.

Barrios to travel from Tech to Tufts

Barrios was recruited to Tufts for his skills, medical terminology and nutrition.

2017. He also plays varsity basketball, is a member of the National Honor Society, a peer mentor and president of the school’s SkillsUSA team, through which he has competed amongst the best career and technical education students in the nation. In 2017, the Lynn Tech SkillsUSA team earned the title of National Outstanding Chapter of Excellence for placing first in the category of developing leadership skills, while Barrios and two of his teammates won the gold medal in the community service competition.

As part of their projects, the students have surprised first responders in Lynn with goodie bags, campaigned against teen substance abuse and put together baskets of kitchen essentials for the city’s veterans moving into homes. This year, while promoting both literacy and vocational pathways, they distributed back-to-school care packages to elementary school students and have continued to visit those classrooms.

With the help of the Lynn Teachers Union, they also brought in 20,000 new children’s books through First Book. Families were encouraged to take books of their choosing and the remainder were donated to the Gregg House. The students also created their own children’s book, starring the school mascot, Tech the Tiger, called “Tech goes to Tiger Town.”

The main character, Tech, doesn’t want to be like the other tigers in the jungle, so he goes to Tech and explores different career options, explains Barrios, who was just named SkillsUSA Massachusetts’ member of the month in February.

Barrios, who previously attended Ingalls and Marshall schools, explained his own decision to enroll in the Health Technology program at Lynn Tech. The program, designed for students who are interested in healthcare and human services, provides them with a knowledge base in human behavior and development, geriatrics, nursing assistant skills, medical terminology and nutrition.

“This was my top choice of programs, so I was very lucky to be placed in it,” said Barrios.

In middle school, he actually had an interest in chemical engineering, but that shifted to healthcare after a visit to Guatemala to see his ill grandfather, who has since passed away.

“I saw the way his doctors and nurses helped him in such a positive way,” said Barrios.

Once she visited Duke University, Chisneiris Difo knew it was the college for her.
Attendance initiative targets chronic absenteeism

ATTENDANCE from page 1

from high school.

Since launching the initiative, 21 of the district’s 26 schools have reduced the number of chronically absent students. From last year to this year, chronically absent percentages among LPS high school students have seen the biggest decrease — 6.1 percentage points — surpassing state targets. It’s a step in the right direction, decreasing chronic absences, but to improving attendance. Each school the No. 1 priority.

At Classical High School, Acting Principal Amy Dunn has committed not only to decreasing chronic absences, but to improving the school’s tardy and dismissal rates. “Each absence from a class can negatively impact learning,” said Dunn, adding that students who miss class will be asked to make up missed work after school. Recognizing that students have after-school activities, work or other obligations, she urges families to “help your student make school the No. 1 priority.”

Powers says the district has been doing more to engage community partners, to advise doctors’ offices against scheduling appointments during the school day, and to educate parents about the importance of daily attendance. It’s working to put into place the needed supports for the social and emotional well-being of every student, since chronic absenteeism can often be a result external factors such as mental or physical health, a lack of transportation, homelessness and more. The Massachusetts Department of Children & Families has become a major partner with LPS on this initiative. Additionally, each school has formed its own wellness team, comprised of some combination of principal, assistant principal, program specialist, social worker, attendance supervisor, adjustment counselor, parent liaison and guidance counselor. They meet monthly to identify students at risk for chronic absenteeism and intervene.

Powers is encouraged by the progress. “Many of the schools show only small attendance gains, but when the schools are already at 95- or 96-percent attendance, it’s difficult to show huge gains,” she said.

At Washington Elementary School, Principal Anthony Frye and his wellness team have been proactive in their outreach — sending letters to their families, hosting family support meetings and making home visits and community referrals.

“We’ve always been concerned with attendance, talking to the kids about it and making contact with families,” said Frye. “We’re still doing all that, but Ms. Powers asked us, ‘What do you do to bring it alive?’ and that’s when we thought about celebrating the kids and their efforts to get here.”

Since December, Washington has hosted school-wide attendance challenges, where classrooms compete to have the highest number of students with perfect attendance. Challenge winners have been rewarded with parties to build gingerbread houses, drink hot chocolate and have a “snowball” fight (using white yarn), and decorate cookies. Playing on March Madness, classrooms competed within brackets in their own Attendance Madness.

Frye said that competition has been friendly, yet fierce, with a different classroom winning each month. And that means more students are striving for better attendance. In one year, not only has overall attendance increased, but there has been a 4.8-percent decrease of chronically absent students at Washington.

“I’ve had parents tell me the challenge has motivated their child,” said Frye. “If it hits even one or two kids, that’s a success in my mind. We’re trying to create an environment where students want to be here; where they feel like they’re adding to the fabric of our school. We want them committed to showing up. That’s why we’re constantly promoting the challenge and that’s why I’m outside every day greeting the kids and celebrating them for being there.”
Ingalls students earn their miles as part of the 100-Mile Club.

Su mensaje es que el cuidado personal es importante en nuestra vida cuenta el autocuidado. Creo que es muy importante que los maestros practiquen yoga en el gimnasio de la escuela. Los padres hacen ejercicio en el Café de los Padres y los maestros con una oferta de yoga y mindfulness, pero también hay otras actividades deportivas como el fútbol, la natación y el tenis. Creo que es importante para los estudiantes que los maestros también se cuiden.

Los estudiantes también tienen la oportunidad de mejorar sus habilidades de estudio a través de los kits de aprendizaje socioemocional. Los kits incluyen técnicas de respiración, alimentación consciente y yoga.

El Club de 100 Millas es un programa que fomenta el ejercicio y la meditación, lo cual es muy importante para los estudiantes.

En Ingalls, se fomenta el autocuidado y la mindfulness, lo cual resulta en estudiantes más felices y motivados.

La trabajadora social Megan O’Rourke ha estado trabajando con los estudiantes para mejorar su concentración y su manejo del estrés. Ha implementado actividades de mindfulness y los estudiantes tienen acceso a kits de aprendizaje socioemocional y a una oficina de relajación.

Los estudiantes pueden participar en actividades de mindfulness como la meditación, la coloración y la artesanía.

En Ingalls, se fomenta la conciencia de los estudiantes sobre sus pensamientos, sentimientos, sensaciones corporales y el entorno.

La trabajadora social Megan O’Rourke guía a los estudiantes a través de estas actividades.

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La trabajadora social Megan O’Rourke ha estado trabajando con los estudiantes para mejorar su concentración y su manejo del estrés. Ha implementado actividades de mindfulness y los estudiantes tienen acceso a kits de aprendizaje socioemocional y a una oficina de relajación.

Los estudiantes pueden participar en actividades de mindfulness como la meditación, la coloración y la artesanía.

En Ingalls, se fomenta la conciencia de los estudiantes sobre sus pensamientos, sentimientos, sensaciones corporales y el entorno.