

# LINCOLN SCHOOL FOUNDATION

*advancing education through innovation since 1983*

June 6, 2024

Dear Lincoln School Committee Members:

On behalf of the Board of Trustees of the Lincoln School Foundation, it is our pleasure to present to you the grants we have approved for the 2024-2025 academic year.

During the 2023-2024 school year, the Lincoln School Foundation awarded funding to six annual-cycle grants and two off-cycle grants, with a total award amount of \$17,120. Six of those grants have been successfully implemented this past school year, and two have been granted an extension to complete their implementation next school year.

For the 2024-2025 school year, the LSF has voted to award five grants, totaling \$7,500. Combined with the grant extensions, Lincoln Public School teachers will implement seven grant initiatives next school year, with just under \$10,000 of funding.

Our total awarded grant funding for next year is lower than last year because we received fewer grant applications overall. However, each application was carefully developed, supported areas of focus for LPS, and aligned with our mission 'to inspire and fund innovative teaching and authentic learning experiences that foster critical thinking, collaboration, and cultural understanding to advance equity and engagement for students in the Lincoln Public Schools.' Thus, we were able to award funding for each of the teacher initiatives proposed during our annual grant cycle.

The grant initiatives we funded this year allow our teachers to participate in professional development, foster innovative academic programming, and provide resources to support students' social-emotional learning and wellness. We are excited to be able to fund these thoughtful initiatives.

We look forward to your review of these grant initiatives at your upcoming School Committee meeting. If you have any questions in the meantime, please feel free to contact us.

Sincerely,



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## Lincoln School Foundation

### Grants Awarded and Grant Extensions

### 2024-2025

#### Annual-Cycle Approved Proposals

ELA Makerspace	Shirley Daniels	Lincoln 5-8	\$1,325.02
Student Conflict Resolution	Jenny Nam	Lincoln 5-8	\$2,075
Hygiene For All	Amanda Jones	Hanscom 5-8	\$1,500
Understanding Our Differences	Shawna Young Collaborators: 5-8 Special Education Staff	Lincoln 5-8	\$1,200
Massachusetts Aggression Reduction Program (MARC)	Julie Reynolds Collaborators: Hilary Skelton & Jodie Conway	Lincoln 5-8	\$1,400

#### Grant Extensions

Mosaic Garden Balls	Pamela DiBiase	Lincoln 5-8	\$903.63
Bicycle Rodeo - Connections to a Safe and Healthy Lifestyle	Stacey Clarkin, Ryan Cassidy, Katie Love, Lisa Cloutier	Lincoln K-4 and Hanscom Primary	\$960

## LSF Summaries 2024-2025

### **ELA Makerspace (Lincoln 5-8)**

\$1,325.02 - Submitted by Shirley Daniels (6th Grade ELA Teacher) Collaborator: Wendy Glosband (6th Grade Social Studies)

Shirley Daniels, who will be moving to 6th Grade next year, would like to build a makerspace in her ELA classroom. The goal of this makerspace is to increase student engagement by using multisensory materials and lessons to help them grow their skills in literary analysis and writing. Shirley created a smaller makerspace in her 7th grade classroom and now wants to fully incorporate the makerspace into her lessons for next year. This proposed makerspace will give all students the ability to see their classmates work, hear their stories and develop an appreciation for perspectives that may be different from their own. Grant funding will help her develop lesson plans, activities and buy materials that she will be able to use each year. She will do the majority of the work on her own, either after school or on weekends, therefore part of the grant money will go towards a teacher stipend to help create lesson plans and task cards with prompts.

### **Student Conflict Resolution Program (Lincoln 5-8)**

\$2,075 - Submitted by Jenny Nam (Middle School ELA Teacher) Collaborator: Jay Peledge (5-8 Principal)

This grant would provide the funding for Jenny Nam (6th grade ELA teacher) to be trained in professional conflict resolution skills by MetroWest Mediation Services (professional mediation organization) in July 2024, in order to help supplement the schools psychologists/social workers' effort to teach Social and Emotional skills. She has at least one class period per week set aside to conduct conflict resolution sessions with students (in consultation with Mr. Peledge). The goal for this project is to provide another intervention step by training a regular education faculty in professional conflict resolution skills crucial to the prevention of bullying. Considering this 1-year grant as a pilot program, MetroWest Mediation Services offers training to establish Peer Mediation programs in schools. This would be the ideal long-term system for conflict resolution (which Lincoln School 5-8 used to have many years ago) that empower our students to pass on the skills, with older students training younger ones.

### **Understanding Our Differences (Lincoln 5-8)**

\$1,200 - Submitted by Shawna Young (Lincoln Special Education Teacher) Collaborators: Lincoln 5-8 Special Education Staff

The goal of this project (Summer, 2024 – June, 2025) is to build a culture of awareness and inclusivity by expanding and deepening student's understanding and empathy for disabilities and differences. The organization, Understanding Our Differences (UOD) has created a series of learning units that teach students about differences. The project will model ways to talk about disability, neurodiversity, and anti-ableism. The intended outcome is for students with diverse learning styles to feel empowered to be successful in their school careers, as school culture is influenced to reduce the use of negative labels for students with different learning styles and disabilities. The grantee, Shawna Young, has also participated

in the Leadership Education in Neurodevelopmental Disabilities and Related Disorders Program. She learned to rethink ways in which services are delivered to children with disabilities and their families.

The project connects with the 5th grade social studies curriculum which will include the Disability Rights movement, as well as align with DEI learning. The grant will fund the purchase of two units from UOD, Learning Disabilities and Autism. Eventually the grantee would like to integrate the UOD curriculum into a more comprehensive disability awareness framework. The impact on colleagues will be to provide new tools to teach about disability. Students will enhance their comprehension and compassion for diversity in learning styles. If there is positive feedback, the desire is to continue to provide this opportunity and expand the learning units offered.

#### **Hygiene For All (Hanscom 5-8)**

\$1,500 - Submitted by Amanda Jones (Hanscom Nurse)

In an effort to create equity around hygiene, Amanda Jones (Hanscom Nurse) would like to offer “Hygiene Packs” to every student in 6th-8th grade. Each student in 5th - 8th grade would also receive a deodorant of their choice. The goal of this grant is to help support students and their growing/changing bodies, especially if they don't have access to proper hygiene at home. During their 5th grade puberty talks in February 2024, each student received deodorant and she has received a lot of feedback that this has helped reduce the amount of body odor in the classroom. With this grant funding, the school nurse will be able to purchase enough hygiene products to support every student starting at the beginning of the school year.

#### **Massachusetts Aggression Reduction Program (Lincoln 5-8)**

\$1,400 - Submitted by Julie Reynolds (8th Grade Teacher) Collaborators: Hilary Skelton (8th Grade) & Jodie Conway (8th Grade)

This grant would supplement an initiative by the eighth grade teachers (Julie Reynolds, Hilary Skelton and Jodie Conway) for the benefit of all middle school students. It would provide the funding needed for the Massachusetts Aggression Reduction Center (MARC) to run two middle school assemblies, 1 hour each, that augment and support both new professional development for teachers and a new Advisory curriculum that is also being planned by the eighth grade teachers to be implemented next year. The assemblies focus on friendships and conflict; and bullying and cyberbullying. The grant will allow to raise awareness about the harmful effects of bullying; by encouraging students to stand up against discrimination; by promoting diversity and inclusion; and by training faculty in the prevention and response to bullying as there has been an uptick in bullying across grades 5-8. Teaching an anti-bullying curriculum benefits teachers by promoting a positive school climate, fostering healthy relationships, and supporting students' social and emotional development. For students it will help develop empathy, build skills, promote inclusivity and foster long term social and emotional development. If successful, the hope would be to continue to work with the MARC and based on student and faculty feedback, it will be determined if, in three years, they will run these assemblies for middle school again.

Timeline:

Fall 2024: 5-8 faculty will do training with anti-bullying professional development from MARC

Fall 2024-Spring 2025: Students engage in series of lessons in new Advisory Curriculum

Winter 2024-Spring 2025: Students attend two assemblies (1 hour each) from MARC.

## **Grant Extensions**

### **Mosaic Garden Balls (Lincoln 5-8)**

\$903.63 - Submitted by Pamela DiBiase (Lincoln Art Teacher)

Pamela DiBiase, the middle school art teacher, would like grant funding to create mosaic garden balls for the middle school inner courtyard. Along with a team of teachers, she would identify students who have a feeling of not belonging, and teach them to create these sculptures. Their creations would then be installed in the courtyard where they would permanently reside. Thus filling a decorative void that was created when previous artwork was removed during the renovation. Her hope is that by creating these sculptures the students would feel more apart of the larger school community through their art. Although facilities have not been involved in the planning of the placement of these sculptures, she anticipates strategically placing these balls within the mulched areas, possibly on flower pot saucers. This activity would start in April and run until June. There will be a total of 12-15 students and they would work in the art room on Tuesday/Thursday during the Performing Arts Block. Pamela is well versed in this medium, however she would need to take a class in order to learn how to create these garden balls for the New England outdoor climate. Additional grant funding would cover the cost of materials.

### **Bicycle Rodeo - Connections to a Safe and Healthy Lifestyle, Lincoln K-4 and Hanscom Primary**

\$960, Submitted by Stacey Clarkin (Hanscom Wellness Teacher), Ryan Cassidy & Katie Love (Lincoln Wellness Teachers), Lisa Cloutier (Physical Therapist), Possible Members of Lincoln PD and Hanscom Security Forces

This proposal aims to educate students in both Lincoln K-4 and Hanscom Primary on the fundamentals of bike riding and also the importance of safety through the Massachusetts Safe Routes to School Bike Rodeo Curriculum in partnership with the Lincoln Police Department, Hanscom Safety Forces and The Bicycle & Pedestrian Advisory Committee in Lincoln. Bicycle riding is fun, healthy, and a great way to be independent. It's important for all students to know how to ride and how to be safe. The best outcome for this project would be to have students feeling confident to ride their bikes safely to school, around their neighborhood and/or with their friends all while being physically active. Through the Bicycle rodeo, students would learn to properly fit a helmet, how to make sure a bicycle is safe to ride (the ABC check), why biking is good for them and the environment, basic bicycle maintenance, the rules of the road, and bicycle hand signals. They will also benefit from a social emotional perspective of biking in a group or using biking as an opportunity for mindfulness and self-reflection. At the end of the program, the students will receive a bike "license" and a properly fitting helmet if they do not already have one. Funds will be used for curriculum planning, helmets for students that don't have them, one balance bike for adaptations, and traffic cones. Bikes will either be donated to or borrowed for the program and children with bikes will be asked to bring them. The teachers plan to integrate this into their curriculum and run the program with parents and the community on a yearly basis, depending on district funds after the first initial year. They will pilot this with the second grade at both Hanscom and Lincoln if not feasible for more than one grade the first year.