

LSF Approved Proposals for 2023-2024

Approved Award - Funded in Full

Identity through Art	Brianna Laughlin, Caroline Curry & Nicole Stroup, Taryn Caira	Lincoln K-4	\$1,025.48	Full
Hanscom Sensory Room	Ally Kelly, Lisa Cloutier & Denise Oldham	Hanscom Primary and Middle	\$4,138.00	Full
Math Games	Rebecca Gerner	Hanscom Middle	\$778.93	Full
7th Grade Outdoor Education	Tara Price, Claudia Fox Tree, Shirley Daniels	Lincoln 5-8	\$2,520.00	Full

Approved Award - Partially Funded

Recess Play Training and Materials	Katie Love, Shelley Moeller , Stacey Clarkin, Michael Chin	Lincoln K-4	\$10,000	\$5,500 (pending storage from district)
Bicycle Rodeo - Connections to a Safe and Healthy Lifestyle	Stacey Clarkin, Ryan Cassidy & Katie Love , Lisa Cloutier	Lincoln K-4 and Hanscom Primary	\$4,150.00	\$960 Funding planning time (with BPAC) with possibility of more out-of-cycle funding next year

LSF Summaries 2023-2024

Identity through Art (Lincoln K-4)

\$1,025.48, Submitted by Brianna Laughlin, Caroline Curry & Nicole Stroup (1st Grade Teachers), Taryn Caira (Art Teacher); Goldner originally submitted idea

The proposal aims to have Taryn Caira, the new art teacher at Lincoln School, collaborate with first grade teachers to help students create identity self-portraits and an identity poem. Taryn will visit each classroom 3 times to conduct lessons that focus on teaching students how to fully create their facial shapes, features, and different hair types and styles. First grade teachers will use this knowledge to be able to teach this lesson to their classes in future years. These lessons will be part of the social studies curriculum in first grade that focuses on identity. Money will go towards books to enhance the curriculum, art supplies for students to create their portraits, and curriculum planning time to allow first grade teachers to collaborate with the art teacher. Students' self-portraits and poems will be put on display at the Lincoln School.

Sensory Room (Hanscom Primary & Middle)

\$4,138, Submitted by Ally Kelly (Occupational Therapist), Lisa Cloutier (Physical Therapist) & Denise Oldham (Student Services Coordinator)

This proposal aims to create a semi-permanent room with equipment for student self-regulation. This grant proposal was developed in response to increased student need post-pandemic for behavioral, social-emotional, and mental health supports. Some students currently have sensory breaks built into their school day as part of behavior plans. These breaks are sometimes done in the OT/PT room, but this is sometimes unavailable due to use for special ed services. The application team proposes that an empty classroom at Hanscom can become a sensory break space, and that students in need, supported by staff, will be able to access this equipment on a more consistent basis. The equipment in this space would serve as a more intensive intervention than the previously funded 'regulation' stations, which will remain in use. The grant funding would support equipment for the space and stipend for staff to learn more and set up the space.

Ammaya Dance & Drum Performance & Lessons (Hanscom Preschool, Primary & Middle)

\$3,000, Submitted by Ryan Ruiz (Hanscom Music Teacher)

The proposal aims to broaden all Hanscom students' knowledge and understanding of other cultures and strengthen their journey of cultural exploration and education through an authentic musical and educational experience with Ammaya Dance & Drum, a Massachusetts-based West African drum and dance group. There would be two events, one for Hanscom Preschool & Primary and one for Hanscom Middle, and would comprise professional performances, audience participation in drumming and dancing, teaching of rhythmic and musical concepts, and a traditional song teaching session. The initiative was inspired by Ryan Ruiz's personal journey of learning about West African culture and music, which he plans to integrate into the school's music curriculum going forward. He hopes to have a West African Music unit in which students create performances on a smaller, more differentiated scale. Despite unique setbacks in the arts due to the pandemic and scheduling experiments in recent years, Ryan wants to get students excited about music again and having fun making music through this engaging performance, which will also foster cooperation, collaboration, and cultural appreciation among students. The project aims to inspire other faculty outside of music to include elements of

African culture in their curriculum. The success of the project will be evaluated based on the community's response and continued interest in West African music and culture.

Math Games for Hanscom 7th Grade (Hanscom Middle)

\$778.93, Submitted by Rebecca Gerner (Hanscom 7th Math Teacher)

The proposal aims to use math-based board games to improve fluency in math facts and critical thinking while building community and helping students develop their interpersonal skills. Rebecca Gerner will purchase enough copies of each of four math-based board games for all 7th grade Hanscom students to play the games at the same time. She is also requesting four hours of professional development time for planning and implementation. This grant was inspired by observations that 7th grade students who join the Hanscom community mid-year enter with a wide range of experience and ability with math. These students, as well as students that have already been in the community, would be able to improve their math skills, build relationships with their peers, and feel more confident about their ability to do math by playing these games. (**NOTE:** This grant is requesting funding for enough games for 40 students. This is the number needed for next year's cohort. In other years, class size has been as large as 60 students. If LSF were to fund enough games for 60 students, that would be an additional \$290.97 for a total of \$1069.90)

Furniture for Outdoor Learning Space (Hanscom Primary)

\$6,710.36, Submitted by Elaine Herzog (K3 Math Specialist) & Sasha Stavsky (Primary Special Education Teacher)

The grant proposal seeks to secure funding for three outdoor tables, complete with umbrellas and bases, aiming to transform the currently unused 2nd-floor balcony into a functional outdoor learning space. The proposal outlines a plan to provide comfortable seating for up to 24 students, including those with ADA requirements, thereby maximizing the balcony's use for various educational activities from special projects (i.e. scientific observations of shadow and light) to everyday classroom activities that are rejuvenated by an outdoor learning environment. The balcony is situated between Grades 1 and 2 with two doors providing access. The lack of shade and seating have made it inhospitable for learning most of the time and limited what could be done outside. They currently use it for bird watching for Project FeederWatch, science experiments about the wind, or messy art projects. By incorporating shade and outdoor furniture, teachers will be able to extend learning outdoors and facilitate more innovative teaching and learning experiences, bolster student engagement, and encourage critical thinking and collaboration. First and second grade teachers hope to use it for Grade 1 Science Units: Air and Weather, Sound and Light, and Plant Cycle and Grade 2 Science Units: Lifecycle, Rocks, and Matter. The space would also provide an inviting place for students to take sensory breaks and opportunities to use tabletop regulation tools in a specified outdoor location that can be used independently with adult supervision. The proposal carefully considered a selection of durable and low-maintenance furniture for long-term sustainability. Branden Kelly, LPS Facilities Manager, has been included in the planning of this proposal and will help build and move the furniture and store the umbrellas when needed.

Combined Recess Grant, Lincoln K-4

\$10,000, Submitted by Katie Love (Lincoln Wellness Teacher), Shelley Moeller (Lincoln Social Worker), Stacey Clarkin (Hanscom Wellness Teacher), Michael Chin (Lincoln K Teacher)

This grant proposal aims to improve the recess experience for K-4 students on the Lincoln campus. It includes both funding for materials and training. The grant application began as two ideas - Michael Chin (K teacher) with an idea for improving dramatic play options and recess materials (such as a sand/water/ball wall), and Katie Love (Wellness) and Shelley Moeller (social worker) with an idea for improving student collaboration and social-emotional learning through play. Both grant ideas required similar things - materials, training, and storage space. Both grant ideas addressed similar needs - novel ways for students to interact at recess that encourages student engagement and decreases conflict. The grant proposal builds off of a previous application for Playworks, and instead of contracting with an outside organization, this grant application proposes that the Hanscom Wellness teacher, Stacey Clarkin, trains Shelley and Katie on utilizing recess games as a means of fostering social and conflict resolution skills. They will in turn train the assistant teachers and tutors. A recess "playbook" or manual (rules, game suggestions) will be developed by Stacey, Katie and Shelley for all staff to utilize. The storage requirements for the recess materials have been approved.

7th Grade Outdoor Education, Lincoln 5-8

\$2,520, Submitted by Tara Price (Lincoln 5-8 Math), Claudia Fox Tree (Lincoln 5-8 Special Education), Shirley Daniels (Lincoln 5-8 English)

7th Grade students used to attend a retreat at the Sargent Center as a team building adventure. The Sargent Center closed, and last year, the 7th grade teachers attempted to recreate parts of the experience locally, with district funding. Through the planned activities, the 7th grade teachers build community through encouraging the school's 4 C's (Cooperation, Commitment, Care, and Communication). This year, the team is hoping to expand and solidify the full local "retreat," and is applying for LSF to fund a few of the initiatives, while the district is funding the rest of the project. The three parts of the project the team is seeking funding for include: (1) Wampanoag Nation Dancers (2) Foraging Consultant: Russ Cohen; and (3) World Language training for the project. The intention is that the district will fund this full project after this expanded version of the local 'retreat' is piloted this coming year.

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

\$4,150, 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 (50 youth medium and 50 youth large), one balance bike for adaptations, and 200 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. The idea came out of a bad accident Stacey Clarkin’s son had last year on a bicycle.