

**Lincoln Public Schools
Lincoln, Massachusetts**

SCHOOL COMMITTEE MEETING OF JUNE 11, 2025

6.0 TIME SCHEDULED APPOINTMENTS

AGENDA ITEM:

6.4 2025-2026 LSF Grants Report and Vote

Supporting Documents: ☒ Enclosed ☐ N/A ☐ Forthcoming

RECOMMENDED ACTION:

☐

Information Only

☒

Discussion/Review

☐

First Reading

☐

Second Reading

☒

VOTE to:

Accept the LSF grant proposals for the 2025-2026 school year as listed.

BACKGROUND:

Below is a list of the Lincoln School Foundation's 2025-2026 grant decisions following the board's review and vote on Tuesday, June 3, 2025.

School Committee is asked to review and vote to accept the grants as listed:

Total Recommended for Approval: \$31,929.80

| Proposal Title | Applicant | School/Location | Amount Requested | Amount Recommended |
|--------------------------------------|----------------------------|-----------------------------|------------------|--------------------|
| AMLE - District Summit | Torrance Lewis | District | \$895.00 | \$895.00 |
| Using Heart Rate to Teach Regulation | Charlotte Fitzgerald | Hanscom K-4 | \$443.88 | \$443.88 |
| Understanding Our Differences | Shawna Young | Lincoln 5-8 | \$1,175.00 | \$1,175.00 |
| Reading Pen Pilot | Colette Kuchel | Lincoln K-4 & 5-8 | \$1,270.00 | \$1,270.00 |
| French Language Games | Karena Hansen | Lincoln 5-8 | \$1,100.00 | \$1,100.00 |
| Growing Local Skills Conference | Gwen Blumberg | Lincoln K-4 & 5-8 | \$2,558.92 | \$2,558.92 |
| Poster Maker Machine | Kristin Hall | Lincoln 5-8 | \$2,359.00 | Not Funded |
| Kinder-GARDEN | Nicole McDonagh | Lincoln K-4 | \$5,130.00 | Not Funded |
| World Drumming | Ryan Ruiz | Hanscom & Lincoln K-4 & 5-8 | \$5,742.00 | \$5,742.00 |
| Middle School Pickle Ball | David Trant | Lincoln 5-8 | \$3,000.00 | \$3,000.00 |
| Reading League Conference | Karyn Saxon | Hanscom & Lincoln K-4 & 5-8 | \$22,394.00 | \$12,000.00 |
| Mosaics Lab | Pam DiBiase | Lincoln 5-8 | \$1,675.00 | \$1,675.00 |
| Buddy Bench | Marisa DiAmicis | Lincoln K-4 | \$2,000.00 | Not Funded |
| Making Student Thinking Visible | Rachel Goldner | Lincoln K-4 | \$970.00 | \$970.00 |
| Hanscom Tripods | Scott Weiner/Nicole Putnam | Hanscom K-4 & 5-8 | \$2,200.00 | \$1,100.00 |



Lincoln School Foundation 2025-2026 Grant Cycle

May 31, 2025

Dear Trustee,

This Grant Application Supporting Materials 2025-2026 packet has been put together to assist you in the evaluation of this year's submitted grant applications.

There are 15 grants under review, totaling **\$52,912.80**

In this packet, please find:

- Guidelines for the grant review process
- Criteria for the evaluation of grants and spreadsheet for scores and rankings
- Grant application chart
- Grant application summaries

Please read *all* grants prior to the first grant review meeting on June 3rd. Come ready to discuss and deliberate! Please remember, all grants submitted are confidential.

If you have any questions, please feel free to contact Christine, Vickie, Philana, Amy, or Cathy (information below). We look forward to seeing everyone on June 3rd. Thank you in advance for your work!

Best,

| | | |
|--------------------|--|--------------|
| Christine Size | christine.size@lincolnschoolfoundation.org | 404-271-6231 |
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Guidelines for Lincoln School Foundation Trustees Grant Review Process

Reviewing and awarding grant applications is one of the most important functions performed by Lincoln School Foundation trustees. The responsibilities of LSF trustees during the grant review process are detailed below:

Each trustee is responsible for:

1. Reading **all** grant applications
2. Attending **the grant evaluation meeting**, Tuesday, June 3, 2025
3. Serving as a **liaison** for a grant.

Trustee Meeting:

- Please come to the meeting having read all grant applications and being familiar with the award process.
- Initial “red flag” feedback from the School Administration is shared with the board.
- Board reviews each grant, considering its merit in relation to the LSF Mission and evaluation criteria, and feedback from the School Administration.
- An initial vote will take place after each grant is presented, during which board members will assign a priority score on a scale of 1 to 5 for each evaluation criterion related to that grant.
 - Proposals with an average score of less than or equal to 2 are typically rejected.
 - Proposals with an average score of between 2 and 3.5 are set aside for discussion.
 - Proposals with an average score of greater than or equal to 3.5 are tentatively approved.
- If necessary, any additional questions will be brought back to the applicant and/or the Administration for further review and will be voted on via email.
- Approved grants are assigned a liaison at the meeting. All LSF trustees are able to serve as liaisons.

Award Notification: The Grants Chair, along with the LSF Co-Chairs and, for approved grants, the assigned liaison, will contact each applicant promptly after the Board’s final vote to inform them of the outcome. Grant recipients will be advised that funds are available pending formal approval by the School Committee, typically confirmed at their June meeting. Recipients will be encouraged to reach out to their liaisons with any questions throughout the process. Applicants not funded will be encouraged to apply in future cycles and reminded of the off-cycle grant option.

School Committee Meeting: The Grants Committee delivers the approved grants to the School Committee. The acceptance by the School Committee is the final approval needed to move forward with the grants.

Award Letters: During the meeting, the Grants Committee will assign each grant recipient a liaison who will send them an award packet. This packet will include an official award letter and a *Grants in Action* document to guide recipients through the reimbursement process.

Ongoing Responsibilities of the Liaisons: Liaisons, in collaboration with the Grants Committee, should periodically check in with grant recipients to ensure they have the necessary financial support, assist with documenting grant-related events for marketing, gather feedback on what worked well and what could be improved, and confirm that grant-related activities have been shared appropriately with families.

Thank you for all your efforts!

LSF Grant Proposals 2025-2026

| Grant | Applicant | School | Amount | Award Notes |
|--|---|--------------------------------------|------------|-------------|
| 1. AMLE Middle Grades Leadership Summit | Torrance Lewis, Assistant Superintendent | District | \$895 | |
| 2. Using Heart Rate to Teach Regulation | Charlotte Fitzgerald, Special Education Teacher | Hanscom K-4 | \$443.88 | |
| 3. Understanding Our Differences | Shawna Young, Speech-Language Pathologist | Lincoln 5-8 | \$1,175 | |
| 4. Reading Pen Pilot | Colette Kuchel, Special Education Liaison | Lincoln K-4 & 5-8 | \$1,270 | |
| 5. French-language Games for French Class | Karena Hansen, French Teacher | Lincoln 5-8 | \$1,100 | |
| 6. Growing Local Skills at a National Conference | Gwen Blumberg, School Librarian | Lincoln K-4 & 5-8 | \$2,558.92 | |
| 7. Poster Maker Machine | Kristin Hall, Drama Teacher | Lincoln 5-8 | \$2,359 | |
| 8. Kinder-GARDEN | Nicole McDonagh, Kindergarten Teacher | Lincoln K-4 | \$5,130 | |
| 9. World Drumming | Ryan Ruiz, Performing Arts Teacher | Hanscom K-4 & 5-8, Lincoln K-4 & 5-8 | \$5,742 | |
| 10. Middle School Pickleball | David Trant, Wellness Teacher | Lincoln 5-8 | \$3,000 | |
| 11. Reading League Conference | Karyn Saxon, LASH Coordinator | Hanscom K-4 & 5-8, Lincoln K-4 & 5-8 | \$22,394 | |
| 12. Mosaics Skills Lab | Pamela DiBiase, Art Teacher | Lincoln 5-8 | \$1,675 | |

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|--|---|----------------------|---------|--|
| 13. Buddy Bench | Marisa DeAmicis, Kindergarten Teacher | Lincoln K-4 | \$2,000 | |
| 14. Making Student Thinking Visible Course | Rachel Goldner, K-4 Math Specialist | Lincoln K-4 | \$970 | |
| 15. Tripods | Scott Wiener, 4-8 Art Teacher & Nicole Putnam PK-4 Instructional Technology Specialist | Hanscom K-4 & 5-8 | \$2,300 | |

LSF Summaries 2025-2026

1. AMLE Middle Grades Leadership Summit

Applicant: Torrance Lewis, Assistant Superintendent, Lincoln Public Schools

Total Funds Requested: \$895.00

Purpose: To attend the July 2025 AMLE (Association of Middle Level Education) District Leader Summit to advance middle grades education (Grades 5–8) in Lincoln Public Schools. Participation will promote innovation, equity, and improved learning for young adolescents, positioning Lincoln as a model district.

Project Overview:

- Join a national network of district leaders focused on middle school education.
- Collaborate on best practices and shared resources.
- Event dates: July 13–15, 2025, in Scottsdale, AZ.

Impact:

- Gain leadership strategies to support middle-level educators and leaders district-wide.
- Improve instructional outcomes and learning experiences for students in Grades 5–8.

Budget:

- Airfare: \$775
- Local transportation: \$120
- (Summit registration, lodging, and meals are covered)

Timeline: July 13–16, 2025

Evaluation: Torrance will document outcomes and share key takeaways with the Lincoln School Foundation.

2. Using Heart Rate to Teach Regulation

Applicant: Charlotte Fitzgerald, Special Education Teacher – Foundations, Hanscom Campus

Collaborators: Ally Kelly (Occupational Therapist), Tiffany Shaw (Grade 1 Teacher), Jessica Killian (BCBA), Mara Salis (Social Worker)

School Impacted: Hanscom School, Grades K–3

Total Funds Requested: \$443.88

Purpose: To use wearable smartwatches to help students in the Foundations therapeutic program connect physiological signals (heart rate) to emotional states and develop self-regulation skills.

Project Overview:

- Daily use of 12 smartwatches across the Foundations program and a Grade 1 Ged. Ed. classroom
- Individualized and small-group instruction on using heart rate as a body clue to recognize emotional states
- Integration of lessons from the Zones of Regulation and Wayfinder curricula
- Weekly collaboration with the occupational therapist and general education teachers
- Builds on successful anecdotal use of smartwatches to increase student self-awareness and classroom re-engagement

Impact:

- Increase student awareness of internal physiological cues linked to emotional dysregulation
- Foster greater independence in emotional regulation, with fewer behavioral disruptions
- Promote inclusive learning environments by teaching shared regulation strategies across special and general education settings
- Skills learned will be transferable across time and settings, offering long-term benefits
- Project outcomes will be evaluated through baseline and ongoing progress data, with the potential to expand the model to other grades and programs

Budget:

- 12 kids' smartwatches @ \$36.99 each = \$443.88 (Amazon link provided in original application)

Timeline:

- Baseline data collection: 1–2 weeks after project start
- Individual instruction: begins within 1–2 months, continues through the year
- Classroom collaboration and inclusion work: starts after foundational instruction
- Ongoing data collection every 8 weeks
- Opportunities for LSF observation to be coordinated during implementation

Evaluation:

- Success is measured by increased student accuracy in identifying emotional states and using strategies.
- Baseline and progress data will be collected throughout the year.
- Skills learned are transferable across settings and time, offering long-term benefits.
- If successful, the model may be expanded to additional grades and programs.

3. Understanding Our Differences

Applicants: Shawna Young, Speech-Language Pathologist

Collaborators: Special Education Staff (Grades 5–8)

School Impacted: Lincoln School, Grades 5–8 (Initial focus on 5th grade in 2025)

Total Funds Requested: \$1,175

Purpose: To pilot the "Understanding Our Differences" Autism unit during Neurodiversity Celebration Week in order to promote disability awareness, neurodiversity, and anti-ableism among students and staff.

Project Overview:

- Launch a 5th grade assembly and related learning activities using the Understanding Our Differences (UOD) curriculum
- Provide books, posters, and other materials to support neurodiversity education
- Collaborate with special education staff to develop and coordinate programming
- Evaluate pilot for potential expansion to additional grade levels in future years

Impact:

- For educators: Increased tools and strategies to promote an inclusive school culture
- For colleagues: Shared resources for teaching about disability and neurodiversity
- For students: Greater empathy, understanding, and acceptance of neurodiverse peers
- Long-term: Empowerment of diverse learners through visibility, advocacy, and pride

Budget:

- Coordination/Development: 5 hours @ \$40/hour = \$200
- Curriculum Costs: \$675
- Neurodiversity Resources (books, posters, etc.): \$300
- Total: \$1,175

Timeline: Spring 2025 pilot during Neurodiversity Celebration Week, with future expansion planned based on results

Evaluation: Collect feedback from students and teachers after the assembly; if results are positive, expand programming in future years without the need for additional funding

4. Reading Pen Pilot

Applicant: Colette Kuchel, Special Education Liaison, Grade 5

Collaborators: Alechia Torchia (Grade 4 Special Education Liaison), Deb Price (Grade 6 Special Education Liaison), Liz Eisenman (ELL Teacher, Grades K–8)

School Impacted: Lincoln School, Grades K–4 and Grades 5–8 (Specifically students with reading disabilities and English Learners)

Total Funds Requested: \$1,270.00

Purpose: To pilot the use of C-Pen Reader text-to-speech devices to support struggling readers and English Learners by increasing access to text and promoting greater classroom independence.

Project Overview:

- Implement two types of handheld reading pens (C-Pen Reader 2 and Reader 3) with students across various grade levels
- Support students in using the tools to complete reading-based assignments more independently
- Evaluate which device works best for different student needs and age groups
- Collaborate with educators to expand effective accommodations and inclusive practices

Impact:

- For educators: Build skills in assistive technology and apply best practices for supporting students with reading disabilities and ELs
- For colleagues: Share insights on accommodations and promote more inclusive text selection
- For students:
 - Improve curriculum access for struggling readers and English Learners
 - Increase independence, self-advocacy, and confidence
 - Encourage leadership through peer modeling and tool use

Budget:

- 2 C-Pen Reader 2 devices @ \$305 = \$610
- 2 C-Pen Reader 3 devices @ \$330 = \$660
- Total: \$1,270.00

Timeline: Pilot to begin during the 2025–2026 school year with ongoing data collection

Evaluation:

- Track changes in student independence with reading tasks
- Collect teacher feedback on tool effectiveness and usability
- Share findings with Special Education and EdTech departments to inform possible expansion

5. French Language Games for French Class

Applicant: Karena Hansen, French Teacher

School Impacted: Lincoln School, Grades 5–8 (Approximately 75–100 middle school French students annually)

Total Funds Requested: \$1,100.00

Purpose: To enhance engagement, vocabulary retention, and spontaneous communication in French by integrating board games and digital subscriptions into middle school instruction.

Project Overview:

- Implement weekly “Game Thursdays” featuring interactive, French-language board and card games
- Use digital tools (e.g., Wordwall, Gimkit, Blooket) to reinforce vocabulary and grammar
- Incorporate diverse resources that support culturally responsive and equitable instruction
- Curate a reusable library of games to support collaborative and hands-on learning

Impact:

- For educator:
 - Strengthen game-based instructional skills
 - Encourage innovation, creativity, and cultural responsiveness
- For colleagues:
 - Share effective strategies informally through modeling and discussion
 - Inspire game-based learning in other content areas
- For students:
 - Boost motivation, participation, and confidence in French
 - Improve vocabulary, grammar accuracy, and spontaneous communication
 - Benefit students who thrive with hands-on and collaborative methods

Budget:

- Board/Card Games: \$909.76
- Digital Subscriptions: \$332
- Stipend for Organizing Resources: \$40–\$120 (1–3 hours)
- Total Estimated Cost: \$1,221.96 (Funds Requested: \$1,100.00)

Timeline:

- Late June 2025: Begin procurement and setup
- 2025–2026 School Year: Weekly “Game Thursdays” implemented

Evaluation:

- Collect student feedback on engagement and learning
- Monitor classroom participation and spontaneous language use
- Compare assessment data pre- and post-implementation
- Evaluate vocabulary and grammar retention over time

6. Growing Local Skills at a National Conference

Applicant: Gwen Blumberg, Lincoln School Librarian

School Impacted: Lincoln School, Grades K–8

Total Funds Requested: \$2,558.92

Purpose:

To attend the American Association of School Libraries (AASL) National Conference in St. Louis, Missouri in October 2025, gaining access to leading professionals, national best practices, and in-depth learning to bring transformative practices to the Lincoln School Library.

Project Overview:

- Attend the AASL National Conference (October 15–18, 2025)
- Learn from expert practitioners and build a professional network with school librarians nationwide
- Explore diverse, inclusive, and engaging book collections for K–8
- Reflect on and refine current practices in alignment with national AASL standards
- Begin implementation of selected strategies in library programming, with observation opportunities during library lessons and faculty PD sessions informed by conference learning

Impact:

- On Educator:
 - Professional growth as a first-year librarian
 - Stronger understanding of AASL National School Library Standards
 - Improved strategies for inclusive collection development and literacy support
 - Foundations for future leadership, presenting, and mentoring opportunities
- On Colleagues:
 - Share insights with Hanscom Campus librarian
 - Lead mini-PD sessions on research skills, inquiry-based learning, and digital tools
 - Support curriculum integration with library resources and tools
- On Students:
 - Increased student engagement and enriched library programming
 - Improved media literacy, digital access, and critical thinking
 - A more inclusive, student-centered library experience

Budget: Total: \$2,558.92 (includes airfare, lodging, meals, registration, and possibly a stipend)

Timeline:

- Summer 2025: Register and book travel/lodging
- October 15–18, 2025: Attend AASL Conference
- Post-conference: Share knowledge with staff and LSF; begin implementing ideas

Evaluation:

- Measured through implementation of new tools and practices
- Student engagement and library use
- Faculty feedback and professional collaboration outcomes
- Continued application of national learning standards and network support

7. Poster Maker Machine

Applicant: Kristin Hall, Drama Teacher

School Impacted: Lincoln School, Grades 5–8

Collaborators: Pamela DiBiase & Karen Sheppard

Total Funds Requested: \$2,359

Purpose: To purchase a poster-maker printer to enable teachers to create large, visible educational and announcement materials that support classroom learning and school-wide messaging.

Project Overview:

- Replace the broken poster-maker printer with an HP DesignJet T630 large format printer
- Produce targeted visual materials for classrooms promoting learning, social-emotional learning (Responsive Classroom), and school pride
- Support student-designed posters for visual and performing arts events
- Use visuals to reinforce consistent messaging about routines, behaviors, and values throughout the school
- The Lincoln 5-8 principal Jay was asked about purchasing the printer but he said he wouldn't be able this year and that LSF should be asked. The district however was never asked.
- The printer would initially be used just for performing arts and the specialists. After it is “piloted” this year, the school would consider moving it to a more central location for K-8 to use.

Impact:

- Teachers will refine lesson messaging through the creation of clear visuals
- Students, especially those benefiting from visual learning and repetition, will engage more deeply with classroom content
- Posters will foster a unified school culture and pride
- High-quality visuals will enhance the classroom environment and support student success

Budget:

- HP DesignJet T630 Printer: \$1,550
- Ink Cartridges (color & black): \$684
- Paper Rolls (4): \$125
- Total: \$2,359

Timeline:

Purchase during summer 2025 for use in the 2025–2026 school year

Evaluation:

- Visuals displayed clearly in classrooms
- Students regularly use and refer to visual materials during learning
- Student work showcased in large format to build pride
- Improved classroom engagement through enhanced visuals

8. Kinder-GARDEN

Applicant: Nicole McDonagh, Kindergarten Teacher

School Impacted: Lincoln K-4

Total Funds Requested: \$5,130

Purpose:

To create a safe and welcoming outdoor learning and snack space for Kindergarteners by installing artificial turf, planters, picnic benches, and fencing.

Project Overview:

- Install artificial turf and a secure fence with gate access
- Add picnic tables for outdoor snack-time and learning
- Build planters to support student-led planting projects and outdoor lessons
- Encourage outdoor learning experiences, including lessons on plant life and nature

Impact:

- Teachers can comfortably and safely conduct lessons outdoors
- Students gain a sensory-rich, collaborative, and beautiful space to learn and enjoy snack-time
- Children will feel pride and ownership after helping plant flowers in their learning environment

Budget:

- Picnic Tables (5): \$500
- Fence, Gates, Concrete: \$1,130
- Turf: \$500
- Turf/Fence Installation: \$500
- Planters, Wood, Soil, Perennials: \$2,500
- Total: \$5,130

Timeline: Construction will begin as soon as possible, with immediate use upon completion

Evaluation:

- Student joy, engagement, and enthusiasm for learning outdoors
- Increased use of the outdoor space for snack and instruction
- Student participation in planting projects as evidence of investment and pride

9. World Drumming

Applicant: Ryan Ruiz, Music Teacher

Schools Impacted: Hanscom K–8, Lincoln K–4 & 5–8

Total Funds Requested: \$5,742

Purpose:

To introduce a world drumming unit that offers inclusive, accessible, and culturally rich musical experiences, culminating in performances that celebrate global traditions.

Project Overview:

- Purchase a 16-piece Turbano drum set
- Launch a world drumming unit integrated into general music curriculum
- Facilitate student learning about music and cultures from around the world
- Present drumming performances at school concerts across both campuses
- Share expertise with colleagues to expand the reach of culturally responsive music education

Impact:

- All students gain access to high-quality, hands-on music experiences
- Enhances cultural awareness and student engagement through global rhythms
- Empowers students who may not traditionally thrive in other performance formats
- Builds school-wide appreciation for diverse musical traditions
- Fosters teacher collaboration and inspires broader curricular enrichment

Budget:

16-piece Turbano Drum Set: \$5,742.20

Timeline:

- December/January: Middle School Winter Concerts
- March: HPS 3rd Grade Concert & Lincoln Middle School Concerts
- April: Hanscom Middle School Concert

Evaluation:

- Student surveys and reflections
- Feedback from collaborating teachers
- Input from administrators and colleagues on student engagement and performance outcomes

10. Middle School Pickleball

Applicant: David Trant, LPS 5–8 Wellness Teacher

School Impacted: Lincoln School 5-8

Total Funds Requested: \$3,000

Purpose:

To introduce pickleball into the middle school wellness curriculum as a fun, inclusive, and lifelong fitness activity that students can enjoy both at school and with family members.

Project Overview:

- Purchase equipment for four pickleball courts (nets, paddles, balls, cart)
- Paint pickleball court lines on the school campus over summer break
- Begin implementation in Fall 2025 as part of wellness instruction

Impact:

- Increases student engagement with smaller-group, fast-paced play
- Reduces pressure to win by allowing multiple games per session
- Emphasizes fun, cooperation, and lifelong physical activity
- Encourages intergenerational play with peers, teachers, and family members

Budget:

- Pickleball Equipment (4 courts): \$1,599
- Court Painting: \$1,300
- Total: \$3,000

Timeline:

- Summer 2025: Courts painted
- Fall 2025: Instruction and play begin in wellness classes

Evaluation:

- Students complete a short assessment on pickleball rules
- Student surveys collected to measure enjoyment and engagement

11. Reading League Conference

Applicant: Karyn Saxon, LASH Coordinator

Collaborators: Andria Gross - Literacy Specialist, Linda Lamenza - Literacy Specialist, Rose Vignola - Instructional Coach, Maureen Markelz - Instructional Coach, Torrance Lewis - Assistant Superintendent

Schools Impacted: Hanscom K-4 & 5-8, Lincoln K-4 & 5-8

Total Funds Requested: \$22,395 (approximate, depending on airfare and hotel rates)

Purpose:

To attend The Reading League's 9th Annual Conference in Chicago and bring back the latest evidence-based literacy practices to improve instruction and student outcomes across the district.

Project Overview:

- Learn and implement evidence-based literacy strategies from national experts
- Build teacher capacity through high-quality professional development
- Strengthen Tier 1 and small-group instruction for K–8 students
- Support rollout of a knowledge-based curriculum

Impact:

- On Educators:
 - Improve literacy leadership and instructional practices
 - Build a shared understanding of research-based strategies
- On Colleagues:
 - Deliver peer-led PD and coaching support across schools
 - Increase alignment and coherence in literacy instruction
 - Share learning through follow-up PD sessions and literacy team meetings
- On Students:
 - Improve engagement and achievement in reading and writing
 - Benefit from more consistent, high-quality instruction

Budget:

- Conference Fee: \$5,394 (\$899 × 6 attendees)
- Flights: ~\$1,500
- Hotel: ~\$10,000–\$12,000 for 4 nights (6 people)
- Transportation: \$200
- Food: \$3,000 (\$100/day × 6 × 5 days)
- Estimated Total: \$22,394

Timeline:

- Conference in Chicago: Fall 2025
- PD and strategy implementation begin immediately upon return

Evaluation:

- Track use of strategies and shifts in instructional practice
- Collect teacher feedback on confidence and effectiveness
- Observe student participation and growth in literacy
- Sustain impact through peer-led PD beyond the conference

12. Mosaics Skills Lab

Applicant: Pamela DiBiase, Art Teacher

School Impacted: Lincoln School 5-8

Total Funds Requested: \$1,675.00

Purpose:

To participate in a four-day intensive mosaic workshop with master artist Cynthia Fisher to enhance artistic skills and develop a student-led collaborative mosaic project.

Project Overview:

- Attend a hands-on mosaic course at Snow Farm in Williamsburg, MA (June 18–22, 2025)
- Participate in full-day instruction with extended studio access
- Stay on-site with provided housing and meals
- Deepen personal artistic practice through intensive training
- Develop skills and a clear plan to guide students in creating a large-scale collaborative mosaic project

Impact:

- On Teacher: Renewed creativity, enhanced artistic practice, and acquisition of collaborative mosaic techniques.
- On Colleagues: Opportunity to share learning and inspire arts-integrated teaching practices.
- On Students: Direct exposure to the professional artistic process and the chance to collaborate on a large-scale mosaic installation.

Budget:

- Course Tuition: \$675
- Materials: \$35
- Housing: \$600
- Meals: \$320
- Registration Fee: \$45
- Total: \$1,675.00

Timeline:

- June 18–22, 2025: Attend mosaic workshop
- Summer 2025: Plan student mosaic project
- Fall/Winter 2025–26: Implement project in classroom

Evaluation:

- Success will be measured by the applicant's growth in mosaic skills and creation of new artwork
- A collaborative student project will be developed and implemented
- Outcomes will support sustainable practices in the classroom

13. Buddy Bench

Applicant: Marisa DeAmicis, Kindergarten Teacher

School Impacted: Lincoln School K–4

Total Funds Requested: \$2,000

Purpose:

To promote social inclusion, empathy, and kindness through the installation of two “Buddy Benches” on school playgrounds.

Project Overview:

- Install one “Buddy Bench” on the South playground and one on the North playground.
- Partner with Parks & Rec and parent volunteers for bench selection and installation.
- Use classroom read-alouds (e.g., The Buddy Bench and The Friendship Bench) to introduce the concept and build understanding of social inclusion.
- Create a consistent, school-wide approach to fostering social-emotional learning and connection during recess.

Impact:

- On Students: Encourages friendship-building, empathy, and social advocacy through a designated meeting space.
- On Staff: Establishes shared language and practices around kindness and peer support.
- On the School Community: Reinforces the CARES values (Cooperation, Assertion, Responsibility, Empathy, Self-Control) and extends SEL into unstructured playtime.

Budget:

- Two Buddy Benches: ~\$964 each
- Installation Costs: ~\$72 **Installation support provided by Parks & Rec and DPW*
- Total: \$2,000

Timeline:

- Spring 2025: Finalize order and plan installation
- June 2025: Benches installed
- Fall 2025: Begin read-aloud lessons and student orientation

Evaluation:

- Teachers will observe and encourage student use of the benches.
- Success will be measured through student engagement and social interactions.
- Read-alouds will provide a yearly, sustainable method to reintroduce the bench concept to incoming students.
- Benches will provide lasting impact with no additional ongoing costs.

14. Making Student Thinking Visible Course

Applicant: Rachel Goldner, K–4 Math Specialist

School Impacted: Lincoln School, Grades K–4

Total Funds Requested: \$970

Purpose:

To enhance student learning in mathematics by developing strategies that make student thinking visible, improving reasoning, discussion, and articulation of math ideas.

Project Overview:

- Rachel will enroll in a course focused on making student thinking visible in math classrooms.
- The course includes personalized coaching to support implementation of new instructional routines.
- The goal is to develop classroom routines that foster students' articulation of their math thinking and increase engagement.
- Strategies learned will be shared with colleagues through Common Planning Time (CPT) and district professional development.

Impact:

- On Students: Increased confidence, participation, verbalization, and deeper mathematical reasoning.
- On Educator: Improved instructional practice, better identification of student misconceptions, and enhanced ability to differentiate instruction.
- On Colleagues: Indirect benefits through shared strategies during team meetings and PD, with potential application beyond math.

Budget:

- Course Registration: \$575
- Graduate Credits (3 credits): \$395
- Total: \$970

Timeline:

- Register and complete the course by the end of 2025 school year.
- Implement strategies and coaching support during the course.
- Share learnings with colleagues during CPT and PD sessions following course completion.

Evaluation:

- Increased quality and frequency of student participation and reasoning in math.
- Clearer insight into student thinking and misconceptions.
- Enhanced differentiation and targeted intervention.
- Documented sharing of best practices with teaching teams.
- Sustained use of strategies beyond the grant period.

15. Tripods

Applicants: Scott Wiener, Grades 4–8 Art Teacher & Nicole Putnam, PreK–4 Instructional Technology Specialist

School Impacted: Hanscom School Grades K–3 and Grades 4–8

Total Funds Requested: \$2,200

Purpose:

To enhance digital storytelling and multimedia learning by providing a class set of iPad-compatible tripods for use in art, makerspace, and integrated classroom projects.

Project Overview:

- Purchase 36 tripods and iPad adapters (one class set for K-3 and one class set for 4-8) to enable high-quality video and photography creation.
- Equip Hanscom classrooms with consistent access to media tools to support student engagement, creativity, and interdisciplinary projects.
- Increase teacher confidence in integrating multimedia tools into instruction.
- Support equity by ensuring all students, including military-connected learners, can access these resources.

Impact:

- On Educators: Builds teacher capacity to use media tools meaningfully and model innovative practices.
- On Colleagues: Expands access to video and photography tools across disciplines, fostering collaboration.
- On Students: Empowers diverse learners to express themselves creatively and demonstrate understanding through multimedia.

Budget:

- 36 Tripods: \$1,438.20
- 36 iPad Adapters: \$467.64
- Contingency for Price Fluctuation: \$294.16
- Total: \$2,200

Timeline:

- Purchase equipment prior to the 2025–2026 school year.
- Integrate tripods and multimedia projects throughout the school year across classrooms and subjects.

Evaluation:

- Track frequency and variety of tripod use.
- Collect feedback from teachers and students.
- Review samples of student-created media.
- Monitor growth of multimedia integration across grades and disciplines.