

Hanscom Schools EOY Report

May 6, 2021



Strategic Plan

Becoming an anti-racist District

D2. Develop a multi-year action plan to mitigate the impact of racism on access to an equitable school experience for all students and families, and become an antiracist district.

Grow the capacity of faculty and staff to:

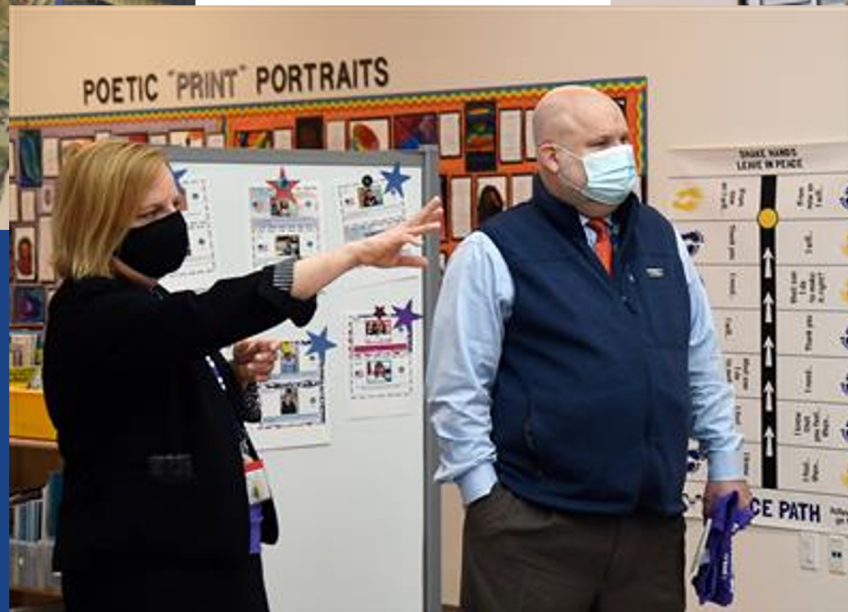
- meet the needs of all learners by providing opportunities to develop anti-racist teaching strategies.
- develop self, other, and organizational awareness related to race, inclusion, diversity, and equity.

Collaborative Practice Teams

What are they?

- Wednesday afternoons
 - Dedicated time for teams
 - Educators define a goal that should strongly impact student learning
 - This year goals have to be centered around the intersection of teaching and learning and AIDE
-

If These Walls Could Talk





Mirrors

Children can see themselves and their own experiences reflected in the book.



Windows

Children can learn through the book about other people, places, things, and experiences.



Sliding glass doors

Children can enter into the "book world" through their imagination.

Adult self-awareness and deeper learning

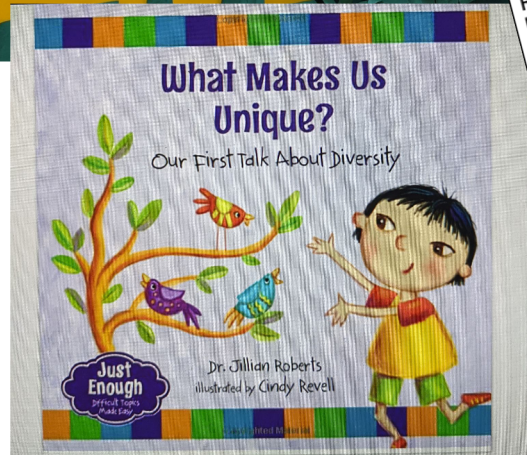
Kindergarten

Our goal was to work on creating activities for Connections that promote inclusion and diversity.

Outcomes

- We compiled a grade-level resource hub that connects the books and resources with guiding questions, potential lesson plans, and teaching strategies.
- We identified children's books and other age appropriate resources that can be utilized within the classroom to facilitate AIDE conversations. These are all compiled into various categories for mini units that include a wide range of diversity related topics.
- We found resources that provide windows and mirrors for our students including visuals of diverse authors.
- We implemented ideas from our resource hub to facilitate conversations during our Connections blocks and reflect on them as a team.

Kindergarten



Diverse
Role
Models

Parker Looks Up (CL)
author photo, michelle
obama photo

Whoosh (Team) author
photo, Lonnie johnson
photo

Barack Obama (Team).
author photo, Barack
Obama photo

Little People Big Dreams
Rosa Parks (Team)
author photo, Rosa Parks
Photo

Jane Goodall (Team)
author?

MLK Little People Big
Dreams (Team) author
photo, MLK photo

-Illustrate how today's read aloud made you feel.

-What do you still want to know after exploring today's read aloud text?

-Relate today's read aloud to another story or text. What does this remind you of in another book you have read? How is this text similar to other things you have read? How is this text different from other things you have read?

-Talk about how you are similar to one of the characters from today's read aloud. Does anything in this story remind you of anything in your own life? Can you relate to the characters in the story?

-What does this story remind you

Developing language to talk about texts

Developing language to talk about texts

Developing language to talk about texts



Grade 1

Goal: The grade 1 team will increase our competency in A.I.D.E (anti-racism, inclusion, diversity, equity), and we will craft curriculum based on the Learning for Justice Social Justice standards for Identity, Diversity, Justice and Action.

Action Plan

- Discuss book *How to be an Anti-Racist* by Ibram X. Kendi using discussion questions to deepen our understanding and professional practice using tools outlined in the book.
- Develop and implement four first grade units that focus on the Learning for Justice social justice standards: Identity, Diversity, Justice, and Action alongside the MA grade 1 social studies standards.
- Develop strategies, tools and common language based on Social Justice Standards to use in classrooms and across the grade level and when communicating with families.

Outcomes

- Reflected on our personal responsibility as facilitators to infuse AIDE work into our classrooms, recognizing that the decisions we make as educators directly impact our students.
 - Analyzed our past social studies curriculum and developed new units that invoked students to learn and reflect on identity, diversity, justice, and action. These units correlated to the MA frameworks.
 - Encouraged students to use language on identity and diversity.
 - Provided students with opportunities for open discourse on these topics.
 - Developed specific projects that helped them to express their personal identities
 - Utilized diverse books/resources
-

Grade 2

We set the goal of mitigating the impact of racism regarding access to an equitable school experience for all students and families, and becoming antiracist professionals by growing our capacity to develop self-awareness related to race, inclusion, diversity, and equity.

Outcomes

- Read Stamped: Racism, Antiracism, and You as a team and discussed the potential impact of this text on our teaching practice
- Created connections block activities that were actively anti-racist, exploring identity.
- Participated in three webinars offered by Learning for Justice, including How to be an Ally in the Classroom, equity Matters: Confronting Implicit Bias, and Painting a Just Picture: Art and Activism
- Studied the artist and author Faith Ringgold, and used her art and activism to inspire a grade-wide art installation created by the students

Grade 2



Picture Write - PART A

Write 3 things you notice in this photograph as well as one wonder you have about it.

pepole are
hold signs

the pichere is
black and
withe

there are
bouding in
the
backgroud



why
are the
pepole
holding
signs

FOR THE PEOPLE of HANSKOM



inspired by...



Grade 3

We will develop our knowledge base around the history of American slavery using children's literature to develop appropriate slavery lessons around the universal theme of freedom to meet MA Social Studies standards for our third graders.



Outcomes

- Read article “Teaching Hard History - A Framework for Teaching American Slavery”- best practices for teaching children about slavery
- Created 8 lessons with theme of “Freedom” and to address the concept of enslaved people as property
- Researched and reviewed related children's books and other resources to support curriculum
- Wrote and awarded an LSF Grant for mentor texts

Grade 3

DIVERSITY

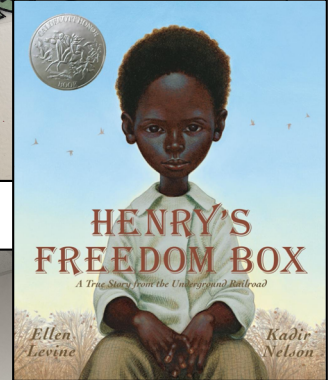
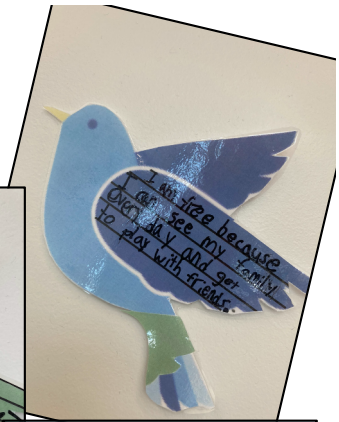
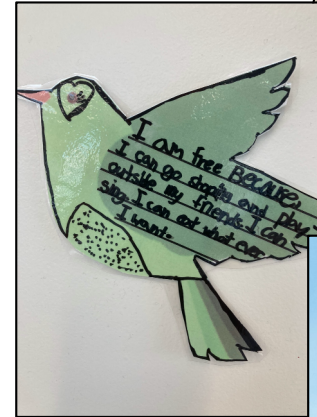


EQUALITY

What do these words mean to you? Write ideas under at least 2 sections.
NO PICTURES. Write your ideas under each section.

LEADER	FAIRNESS	LOVE	EQUALITY
me, a leader is someone who is what is right, not what is easy.	Fairness is getting what you need, not what you want.	Love means to treat others with respect and care, no matter who they are.	Equality means that everyone has the same access.
leader means that he or she is an example.	To me fairness is like when you cheat in a game that is so not fair. So fairness is where you do the rules right.	Love means to be kind to 1 another	Equality means to me treat other people how you want to be.
The one in control that as more power than the others	If you need something if you get it every one does	Helping without being asked that's what I think love means	Equal means that everyone has the same amount
To me, a leader is some one who makes people a leader.			Fair same not different

FREEDOM

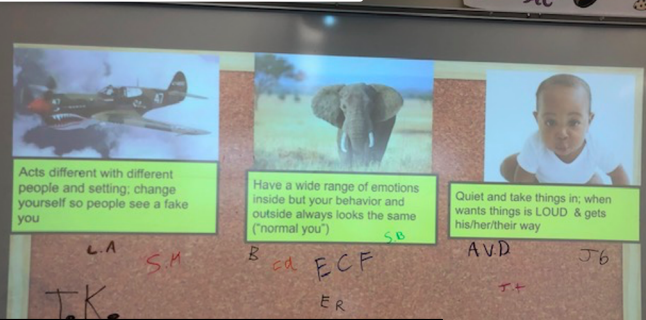


Grade 4

We will work collaboratively to deepen our understandings related to Anti-racism, Inclusion and Diversity Education (AIDE) and to consider and/or implement instructional practices related to these new understandings.

- Conducted a series of teacher-facilitated workshops focusing on marginalized communities, including race, gender, sexual orientation, family makeup, military families, disabilities and immigration
- Used AIDE work to inform social-emotional instruction of all students particularly capitalizing on the time and opportunities during daily Connections block
- Honored student voice and experiences throughout the day; supporting speaking and listening in the class culture across all content areas
- Used AIDE work to introduce students to unfamiliar cultures and personal experiences in literature, social studies and science curricula
- Included profiles of professionals belonging to ethnic groups shared by students
- Facilitated deep conversations about experiences feeling different or viewed as different and challenges related to being in a minority
- Instructed students on concepts of personal identity and belonging to a group ("complex character," "perspective")
- Developing self-monitoring routines to support group goals, as well as individual goals, to nurture identity as both a group member (*what we need and contribute*) as well as identity as an individual (*what I need and contribute*)

4th grade






Acts different with different people and setting; change yourself so people see a fake you

Have a wide range of emotions inside but your behavior and outside always looks the same ("normal you")

Quiet and take things in; when wants things is LOUD & gets his/her/their way

Banking with Aimee






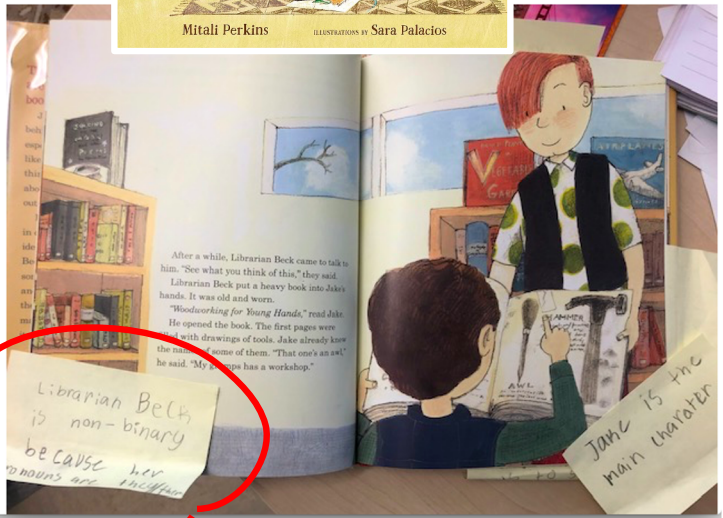
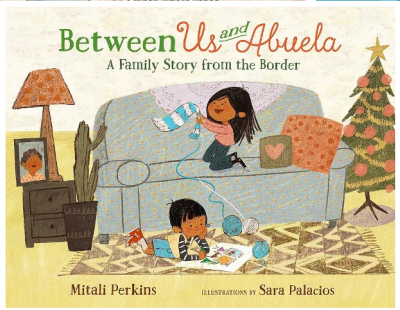
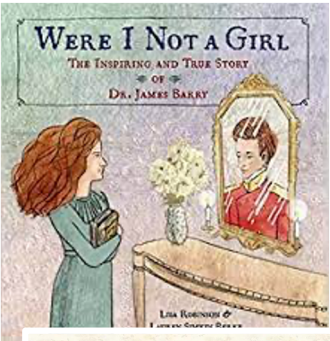
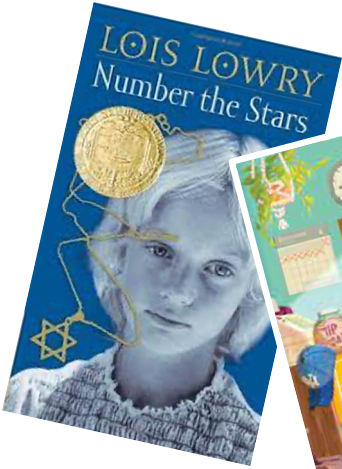
\$25,000 is a lot of money!

I don't have that kind of money in my bank account!

What should I do?

No worries! You can **borrow** money from the bank. This is called "taking out a **loan**."





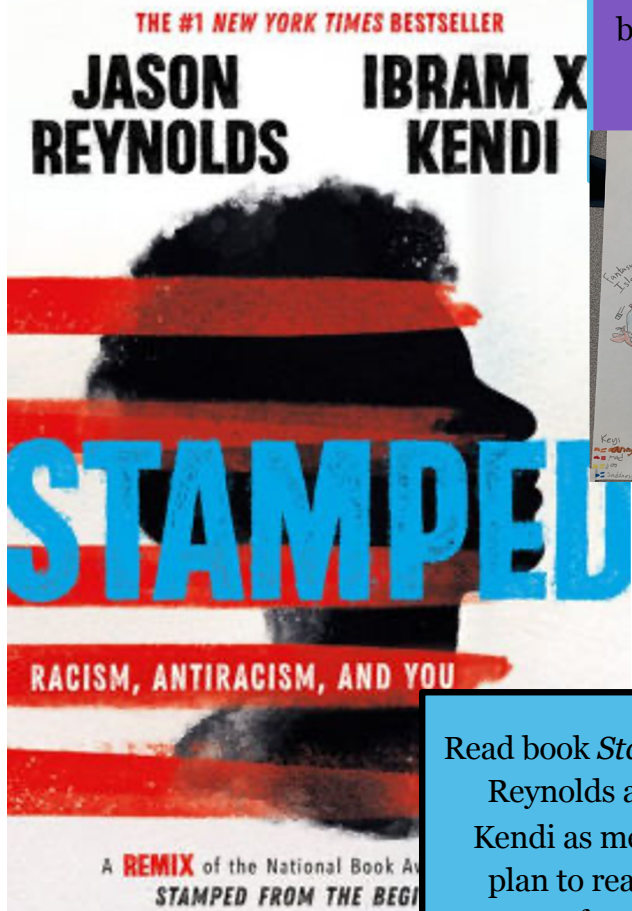
Grade 5

We will be increasing our professional knowledge around students' cultural competence and teach students to be reflective, critical thinkers.

Outcomes

- Read book *Stamped* by Jason Reynolds and Ibram X. Kendi as mentor text to build professional knowledge. (Plan to look at the *Stamped Kids* edition that releases in May)
- Discussed potential outcomes and impact on students and the need to start with identity
- Discussed how to encourage civil discourse in connections and social studies block
- Created and implemented engaging activities revolving around identities and culture.

5th grade



Developed activities surrounding identity. Started by focusing on emotions and identity using the Pixar Movie Inside Out

WHAT MAKES YOU WHO YOU ARE? IDENTITY

You are made up of your family, your friends, your neighborhood, your school, what you watch & read, what you hear/listen to, what you eat, what you wear, what you feel, your dreams, the stories you cannot wait to share and those you don't want to tell and everything in between and all around!

An **identity** is a set of qualities and beliefs that make a person unique or different from another.

Cultural identity is the identity or feeling of belonging to a group.

- Who are you?
- What makes you unique?
- You are everything within you and everything that surrounds you!

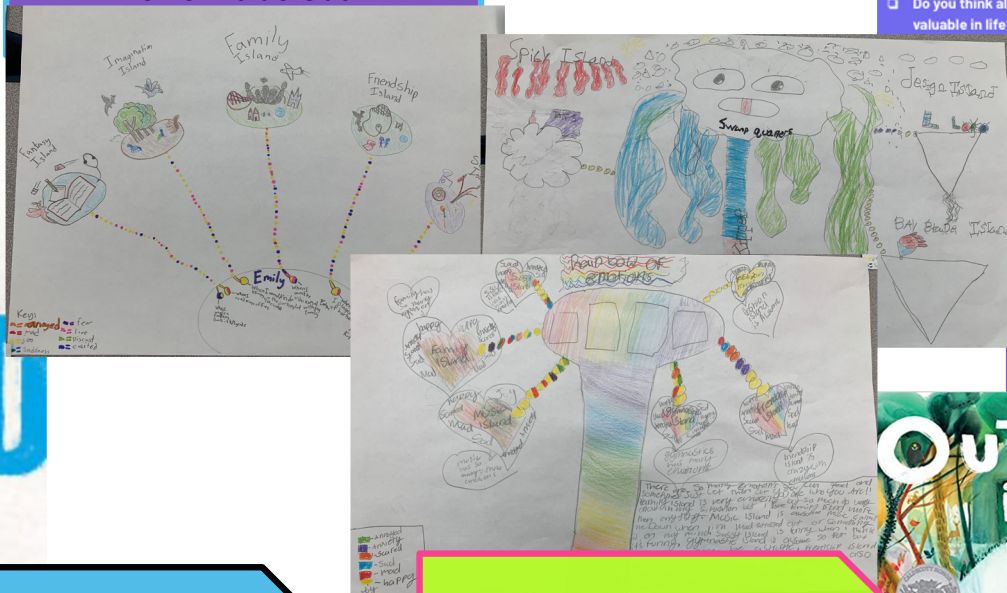
WHAT MAKES YOU WHO YOU ARE? EMOTIONS

An **emotion** is a feeling such as **happiness**, **love**, **fear**, **anger**, or **sadness**, which can be caused by the situation you are in or the people you are with.

Emotions are the part of a person's character that consists of feelings instead of thoughts.

What are some emotions you've felt?
How do your emotions help guide you in life?

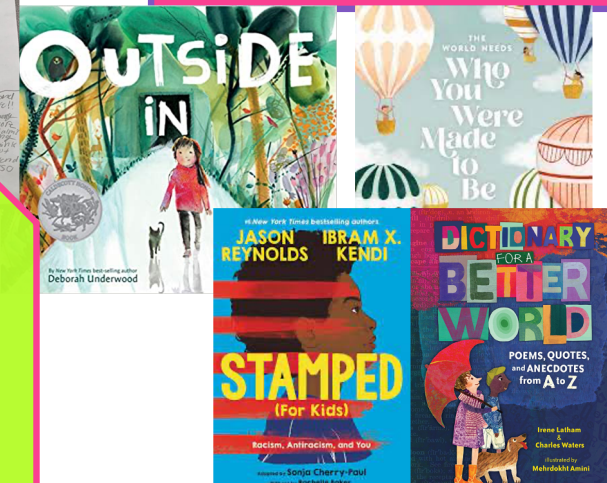
- Do you think all emotions are equally valuable in life?



Students focused on aspects of their own personality and reflected on how their emotions impact their memories. They created their own Islands of Personality

Read book *Stamped* by Jason Reynolds and Ibram X. Kendi as mentor text and plan to read and utilize passages from *Stamped Kids* (releasing in May 2021)

Developing activities to explore cultural identity using the book *Dictionary for a Better World A to Z*, *Outside In*, and *Who You Were Made to Be*



Grade 6

We will create eight digital lessons/activities that actively engage and educate students on the importance of inclusion, identity, and confronting biases. We will implement each lesson during connections block throughout the year and maintain an ongoing conversation.

Outcomes

- 14 connections blocks dedicated to this goal with specific learning targets to address AIDE
- Interactive materials that help students build real life connections to topics and discussions
- Additional opportunities to connect content curriculum and texts with the lessons and discussions from connections blocks
- Open and honest conversations about biases in everyday life and how we can become aware of our implicit biases
- Opportunities for self-reflection and mindful growth

6th grade

Anti-Bias Advisory Lessons

<https://sites.google.com/lincolncol.org/lps-resources-for-antiracism/home>

[Meeting Calendar](#)

Collaborative Practice Days: For each of next four Weds we will focus on creating 2 lessons each day for advisory based on themes that build to a better understanding of Diversity/Inclusion issues & self reflection/action plans for the students.

- Oct 7 - Mapping Out a Plan
- Dec. 2 - Identity
- Jan. 20 - Bias
- Feb. 24 - Historical Context of Current Events
- March 10 - How to be an upstander/advocate

[ADL Bias Vocabulary and Definitions](#)

TOPICS	Resource Link	Link to Final Two Lessons	Date Taught
Dec 2: Identity	<p>My Own Virtual Space</p> <p>Identity Iceberg</p> <p>My Multicultural Self</p>	<p>My Multicultural Self Lesson</p> <p>Creating a Virtual Identity Lesson</p> <p>What is Cultural Identity Lesson</p>	<p>1/6 & 1/12 & 1/13</p> <p>12/7-12/11</p> <p>12/7-12/11</p>
Jan 30: Bias	<p>On-Screen Diversity: Why Visibility in Media Matters Start the discussion America's got talent and 2019 winner, Kodi Lee "Lee is a person who is Asian-American, blind and has autism."</p> <p>Masks, Identity and Bias</p> <p>Unconscious Bias Info Video</p> <p>Do people make assumptions about you because your family is in the military? Or about you</p>	<p>Intro to Bias</p> <p>Implicit Bias</p>	<p>3/09/21</p> <p>3/10/21</p> <p>3/12/21</p>

Plans, Slide Decks, and Dates Taught:

	when you move from one place to the other?		
Feb 24: Historical Context of Current Events	Parable of the Polygons as a valuable point on the shape of society Beyond...and a look at assimilation, is the real problem facing Latinos in America Let's not meet ourselves halfway...we both need each other. Latinos must continue to fight for their rights and not let go.	Historical Context of Current Events	3/22 Redding Polygon-302
Mar 10: How to be an Upstander/Advocate	How Can I Trust Someone with Myself? http://www.thefreelibrary.com/2008/07/how+to+tell+people+they+are+not+real http://www.intolerance.org/article.htm?articleid=699&title=how+to+recognize+false+reflections+about+your+future Worksheet Upstander/Upstander	Upstander to Upstander	48-49

[Anti-Racism Posters](#)

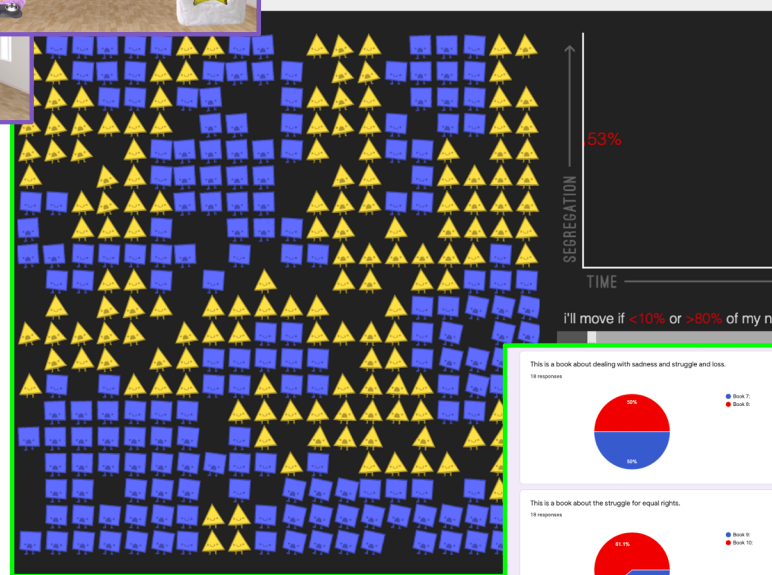
Ideas go here

Do people make assumptions about you because your family is in the military? Or about you when you move from one place to the other?

Exploring Our Own Identity



Interactive Materials



Matching Children's Book Covers with Summaries

* Required

This is a book about a kid who loves to read and the place that kid loves to read. *



☐ Book 1:



☐ Book 2:

This is a book about a kid who loves to read but doesn't have enough money to buy books. *



☐ Book 2:

Grade 7

Students will execute a civic action project that aims to tackle an issue relating to anti-racism, inclusion, diversity, and/or equity.

Outcomes

- Twelve cross-cohort collaboration groups
- Addressed issues around food insecurity, air pollution, mental health resources, representation of marginalized groups in curriculum and holidays, and more
- Interviews with officials at the school, district, base, and state level
- Actions included advocacy, curriculum development, food pantry drive, mental health supports, and more

7th grade: Each group created a presentation about their work, research, actions, and future steps.

Abby S.

Name Changing and Neo Pronouns

"Schools must treat students consistent with their gender identity by addressing them according to their preferred names and gender pronouns."

"Transgender students don't have to have a medical diagnosis or new drivers license or birth certificate, (schools must respect students gender identity). If schools don't accept transgender kids, who will?"

https://www.alison.org/sites/default/files/2022-04/070616_tapscottstudentkyr_brochure.pdf

STATISTICS

question: how would you describe your mental health status at school?	Answers:	Positive/healthy	Neutral	Struggling/unhealthy
Percents		31.6%	51.8%	16.7%

Ale F is presenting

Why is this important to us?

We all chose this project because we all wanted to help solve a problem related to climate change and problems in our atmosphere. Through research we discovered that air pollution was a big problem, and also one that we could fix. -Jack C.

Connections

Ash - I relate to the choice by having seen a lot of landfills in my life.
Chris - I relate to this topic because it speaks to me to know approximately 1 million people die every year as a result of air pollution.
Alex - My Grandpa died from air pollution back when I was 8 so this is a big problem I was change.
Jack C - As a kid with lots of elderly people in my family I want to do what I can to stop air pollution.

REVIEW THE STEPS YOUR ACTION PLAN REQUIRED

Step 1- Research
We did about 2+ weeks of research on food insecurity and what people were doing to help this cause.

Step 2- Volunteer
We tried to volunteer at a food pantry but due to COVID they weren't accepting volunteers. So we made a video for the announcements and hung up posters progressing for our action plan. A food drive.

Step 3- Food Drive (with no food)
We faced some obstacles because we didn't have time to hang up posters so we ended up having to stay after school.

Step 4- Set up for the food drive
We divided up the work by splitting up and putting boxes in classrooms, we also split the presentation slides work evenly.

Step 5- Collect
We collected food and then took it to the food kitchen.

Step 6- What we did
We ran a food drive in our school to help donate cleaning supplies and hygiene products (not food).

THE ACTION PLAN

Our area of focus while making this project was to prevent suicide and self harm in middle schoolers. We want to bring awareness to mental health and normalize it in schools and at home.

Out of 11, 10 students wanted to participate in the support group.

Lay out the plan for your meeting (time, place, people, agenda)

THE WHOLE SCHOOL!

We will try to get our informational slideshow to the whole school or at least the seventh grade.

94%
94% of states have it as an official holiday.

100%
We want people to know about Juneteenth.

Why This Is An Area Of Concern? - TAYLOR

- > This is an area of concern because women are getting paid unfairly in the workplace.
- > This is significant because women do not deserve to get paid less for no reason.
- > In our state of Massachusetts, women get paid 83 cents for every dollar a man earns. This situation worsens for women of color.

Jac N is presenting

Our Next Steps

>After consulting with two school officials, Dr Rose and Tara Mitchell, we learned about something called a walking Wednesday.

>This is where our second idea came in, to make an event where everyone would walk to school one day. This would have less cars.

>This is what we are working on right now

www.fox32.com

Why This Is An Area Of Concern

- > More than 600,000 people use the Merrimack as many things like drinking and bathing
- > This can affect homeless people and people with low incomes
- > Before the river was polluted it was a pristine salmon and sturgeon region

Grade 8

Diversity Council:

- Established a culture at HMS that encourages students and staff to explore, develop, embrace, and celebrate their identities.
- Created a welcoming environment for all members of the HMS community.
- Taught others to recognize their biases and set goals to change.
- Developed a diverse curriculum that recognizes all contributions and points of view.
- Ensured that all students can see themselves in the curriculum.
- Celebrated achievements of both individuals and different groups of people.

Civic Engagement:

- Students collaborated in small groups to identify an area in need of change where there is an inequality, came up with a practical solution to address that inequality, and executed the plan.

Under both goals, students further developed skills in the areas of collaboration, research, writing, CER, presentational speaking and visual presentations.

Outcomes

- Eighth grade students and staff engaged in a book challenge to read a book by an author or about a character that was of a different race or ethnicity than themselves. An HMS “Good Reads” was created with book reviews and summaries.
- Student leaders and staff collaborated to create lessons on Tuesdays and Thursdays for Connections Block around identity, bias, prejudice, macro and microaggressions, BLM, LGBTQ+, and privilege.
- Students redesigned classrooms and the eighth grade breakout space to create an inclusive environment.
- Students made movies reflecting on why they are committed to creating an equitable learning environment and what they have learned.
- Students addressed issues around inequalities in housing, education, healthcare, relationship with law enforcement, access to food, and the impact of climate change.

8th grade

Student leaders gave an informational talk on LGBTQ+ and shared plans to celebrate PRIDE in June.



Student Leadership



Remote and in person Diversity Council meets Tuesdays and Thursdays.



Eighth grade students read selected chapters from *Born on Third Base* and engaged in a simulation on a baseball field around the concept of being "born on 3rd Base" to comprehend the concept of privilege with emphasis on white privilege.

Celebrating Black History Month



Students designed doors to represent contributions of People of Color.

All Students Represented in Curriculum



Students researched and created an informational poster around a Woman of Color's contributions to history.

Civic Engagement



A group of students collaborated on a civic action project to create a program that builds relationships between students and law enforcement with an emphasis on Students of Color.

LPS Specials

We will begin a comprehensive self-reflection and evaluation process that reexamines the diverse Specials curriculum and utilizes that feedback to improve and reimagine student engagement in a way that reflects current needs and our ongoing learning and development with AIDE.

Outcomes

- An entirely new Specials curriculum was developed this year that fits the current model and schedule that was utilized for the Specials
- ITS Team Members led Professional Development and training throughout the year to meet increased tech demands as a fully remote teaching team that instructs the entire district
- The Specials Team discussed the “Who, Me? Biased?” video series from the LPS Resources for Antiracist Learning and Action site
- AIDE curriculum assessments practiced in Professional Development were continued during CPT and CLP time to capture the unique perspectives of our team members

LPS Specials

Art

Observational Drawing in Art Class!

Students in all grade levels have been working on their observational drawing skills. They learned to lightly sketch the overall shapes, and then look more closely to add details.



Middle school students drew dandelions during the Month of the Military Child. We learned about how dandelions are the official flower of the military child due to their resilience, strength, and ability to bloom wherever they are planted. Then we took some time to observe closely and appreciate these often misunderstood - but beautiful - flowers.



Kindergarten students were able to capture the unique shapes, patterns, and colors of many different types of real beetles. It's incredible what even our youngest students can accomplish by slowing down and using their powers of observation!



Respect

Classroom Discussion:

- How do you show respect to your classmates?
- How do you show respect to your teachers?
- How do you show respect at home?
- How do you respect the environment?



Diversity....means being different



What does it mean to be kind?



Ways to Calm Down

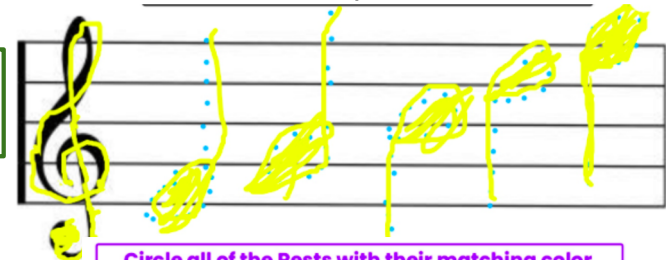
1. Go take a drink Water
2. Count to 5
3. Deep Breaths
4. Self-Talk
5. Ask for a break

Wellness

Students in grades K-2 focused on Social Emotional Learning during one of their Health Education Units. Respect, Kindness, Bullying Prevention, and Managing Emotions were some of the topics covered.

Music

Students have been successfully continuing their Music Education in all areas of Music this year. One example is the development of reading and writing standard notation which is now being completed in Seesaw.



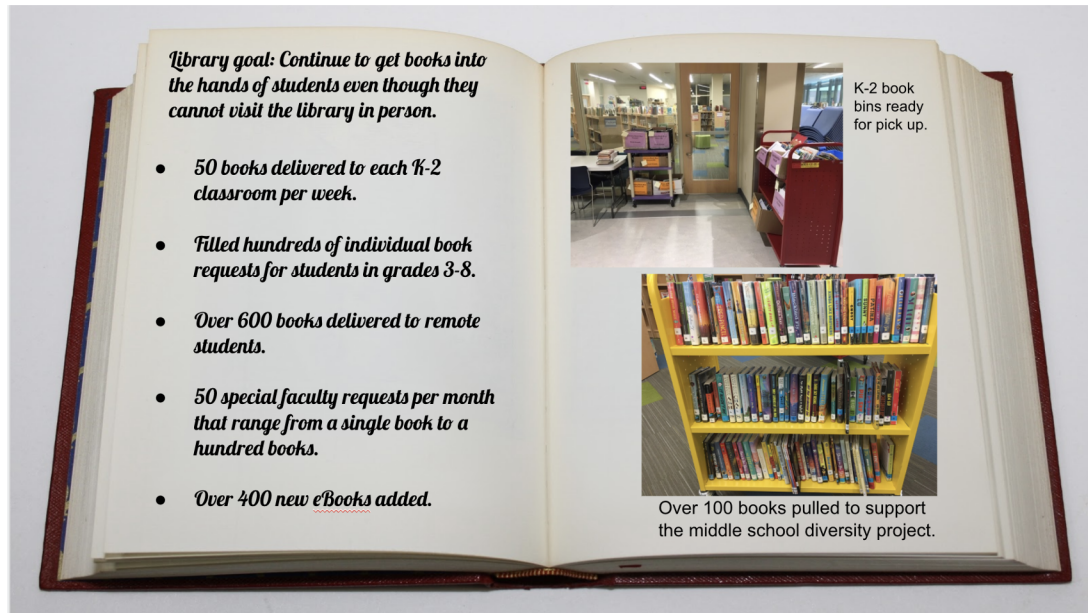
Circle all of the Rests with their matching color.



LPS Specials

Spanish

For Spanish, Mrs. Hughes interviewed students, who come from all over the world to convey the importance of learning about other cultures and foreign languages to her students. She has asked them why learning Spanish and other languages is important. Here is a video of their responses.



Library



LPS Specials

Wellness

During the Sexual Education Wellness Unit, 7th and 8th grade students learned about a variety of inclusive topics such as Gender Identity, Sexual Orientation, and Forms of Discrimination and Abuse

LESBIAN

A woman whose enduring physical, romantic, and/or emotional attraction is to other women. Some lesbians may prefer to identify as gay or as gay women.

TRANSGENDER

An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. People under the transgender umbrella may describe themselves using one or more of a wide variety of terms—including transgender.

QUEER

An adjective used by some people, particularly younger people, whose sexual orientation is not exclusively heterosexual. Typically, for those who identify as queer, the terms lesbian, gay, and bisexual are perceived to be too limiting and/or fraught with cultural connotations they feel don't apply to them. However, it is not a universally accepted term even within the LGBT community.

GAY

The adjective used to describe people whose enduring physical, romantic, and/or emotional attractions are to people of the same sex.

BISEXUAL

A person who has the capacity to form enduring physical, romantic, and/or emotional attractions to those of the same gender as to those of another gender.

QUESTIONING

Sometimes, when the Q is seen at the end of LGBT, it can also mean questioning. This term describes someone who is questioning their sexual orientation or gender identity.

THE CENTER

THE CENTER FOR GENDER & SEXUALITY EDUCATION

Sexual orientation is different from gender and gender identity.

Gender Identity

Gender identity is the personal sense of one's own gender. Gender identity can correlate with a person's assigned sex at birth or can differ from it. Gender expression typically reflects a person's gender identity, but this is not always the case.

Healthy Relationships Are About Respect!

Discrimination is the act of making unjustified distinctions between human beings based on the groups, classes, or other categories to which they are perceived to belong.

Sexual abuse

Sexual harassment

Gender discrimination

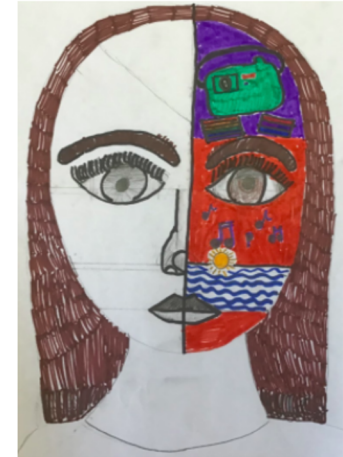
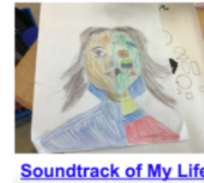
Discrimination based on gender identity

Discrimination based on sexual orientation

Sexual Orientation

Sexual orientation is about who you're attracted to. Sexual orientations include gay, lesbian, straight, bisexual, and asexual. There are many more!

Music & Art



#1 "Vie en Rose" by Louis Armstrong

Why is this song important?

This song is important to me because it makes me think of my dad and I'm close with my father. I also just really like the song.

Students self-reflect to create a “Soundtrack of My Life” and share why they selected those particular songs. Then they added their own “Album Covers” using Self-Portraits drawn in Art Class.

LPS Specials

Technology

The ITS researched different technology services available to LPS teachers and identified specific resources within those services and/or how teachers can use the services with their AIDE related work with students. They created a webpage to be shared with the LPS faculty and staff and to be added to the rest of the AIDE resources created by Jess Ross and Marika Hamilton.

Lincoln Coders

Learn to code through virtual sessions led by staff from the MIT Lincoln Laboratory. Open sign up to grades 6-8. No experience needed! Space limited.

```

self.file = None
self.fingerprints = None
self.is_debug = True
self.logger = logging.getLogger(__name__)
self.path = None
self.file = None
self.fingerprints = None

class Method:
    def from_settings(cls, settings):
        debug = settings.get('debug', False)
        return cls(debug)

def request_send(self, req):
    fp = self.fingerprints
    if fp in self.fingerprints:
        return True
    self.fingerprints.add(fp)
    self.file.write(fp)
    def request_fingerprint
    return request_fingerprint
        
```

Students will choose projects based on their interests and abilities.

Beginner Activities: Virtual Assistant in Swift, Animations in Scratch, Quiz Game in Scratch

Intermediate Activities: Chatter in Python, Adventure Game in Scratch, Meteor Collector Game in Java Script

If your child is advanced in Scratch, it is recommended they choose Python or Java Script for their project.

Lesson Structure:
All sessions will be virtual via Google Classroom. Students will form breakout rooms based on project choice with Lincoln Laboratory staff to facilitate the session. Club sessions will run from 10 AM to 12 PM.

Club Schedule:
Sessions begin Saturday, February 1st at 10 AM and recur every Saturday for 8 weeks at the same time.
There will be no session February 20 to accommodate winter break, resulting in 7 club meetings in total.

Necessary Accounts:
All release forms and a list of required accounts will be emailed to parents on February 1.
Different languages require accounts with different websites, with the exception for Swift, which will require an app on the iPad. Students not are using the Girls Who Code curriculum, an account on this site will also be required, regardless of the student's gender.
The only hardware required to participate will be the school issued iPad.

For more information please contact:
Hansonville Middle School:
- aburwell@hansonville.org
Lincoln Middle School:
- mhanton@lincolnet.org
- mmcdonough@lincolnet.org

Home Courses for Educators Digital B

TECHNOLOGY-BASED AIDE RESOURCES FOR THE CLASSROOM

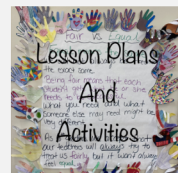
The Lincoln Public Schools use several technology services (Brainpop/Braintop Jr., Epic!, Flipgrid and NewsELA) that contain content that teachers can use to support their AIDE related work. To make this content easier to find and use, we have grouped these resources in the following categories: Courses for Educators, Digital Books and Articles, Lesson Plans and Activities, and Videos.



COURSES FOR EDUCATORS



DIGITAL BOOKS AND ARTICLES



LESSONS PLANS AND ACTIVITIES



VIDEOS

Lincoln Coders

This year HMS extended their Saturday robotics/coding partnership with MIT Lincoln Labs to all Lincoln campus students. Twenty students from both campuses participated in an 8 week coding program led by engineers from MIT Lincoln Labs. This is what the lead engineer said about the students and the program

"I wanted to let you know all the facilitators were incredibly proud of the students. They all did a phenomenal job and really impressed us in every way. I think the facilitators and students all considered this to be a great experience."

- Kelsey Yee

HPS MBHT

We will collect data on the race and gender breakdown for students referred to IST and BESST. We will explore the data for trends. We will take the information we learned and determine how we can revise the IST and BESST processes in order to bring more cultural sensitivity and awareness to the processes.

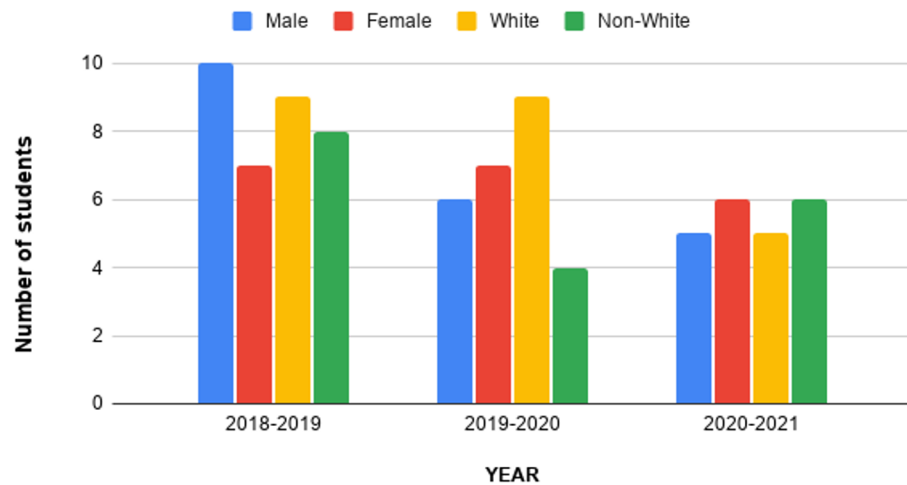


Outcomes

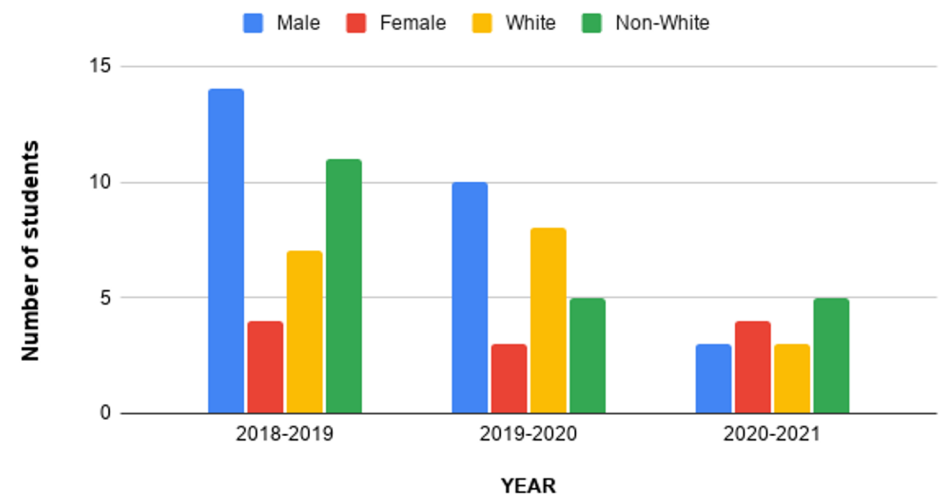
- Collected student demographic data from Powerschool and IST/BESST referrals
- Analyzed demographic data from BESST and IST to identify possible trends
- Reflected on our own privilege and biases, and researched different cultural norms to better understand our student population
- Brainstormed ways to revise BESST/IST process to be more culturally sensitive

Hanscom MBHT

IST - HPS Demographics 2018 - 2021



BESST - HPS 2017-2021



LPS Speech & Language

Students were read a selection of children's books featuring characters from diverse backgrounds. A survey was designed to help students identify similarities and differences between themselves or their lives and the characters.

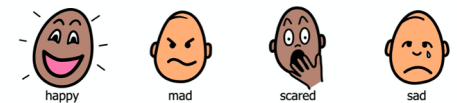
Outcomes

- Books were read and discussion was facilitated to address IEP goals and AIDE work.
- Surveys were presented to students.
- Visual supports were used for younger students.
- Survey results indicated increased awareness of self and others.

Did you like the book?

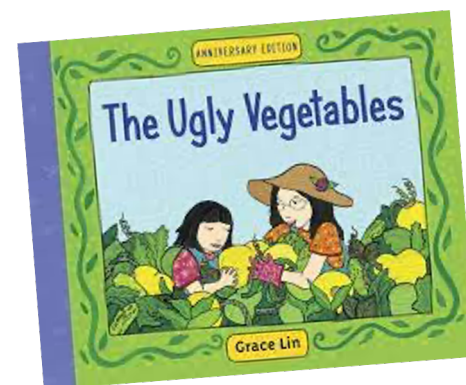
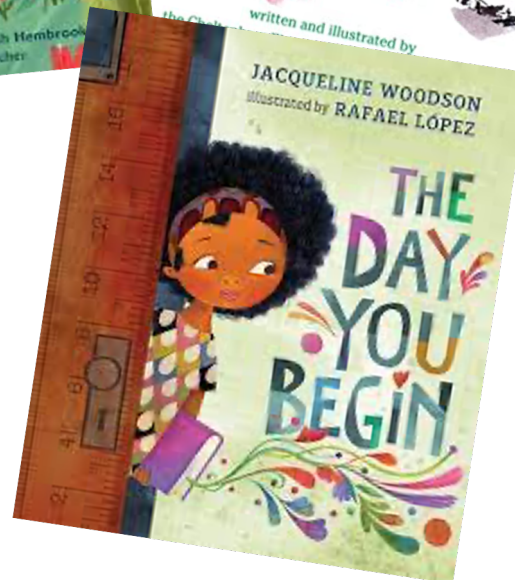
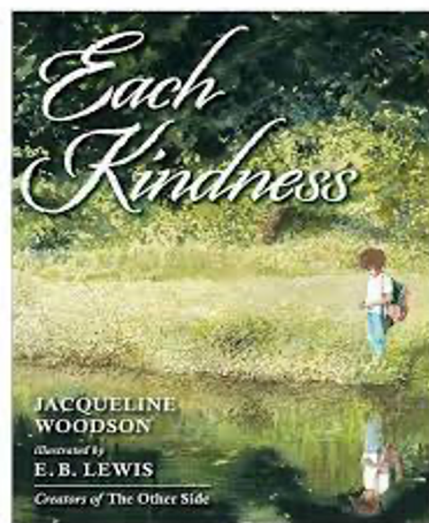
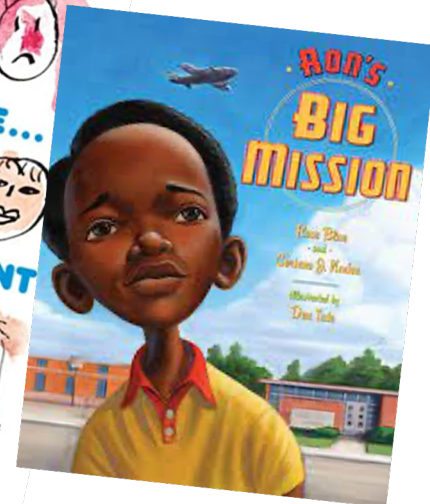
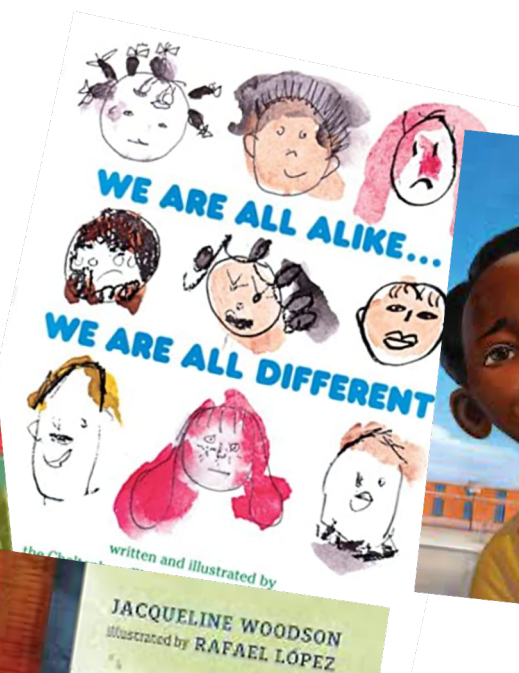
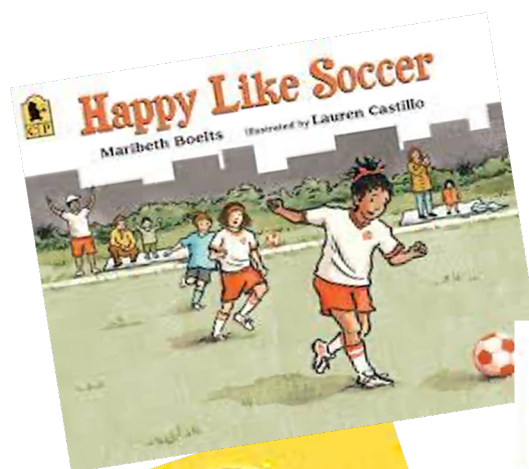


How does the character feel in the story?
Why?



Tell me about a time you felt that way.

LPS Speech/Language



LPS OT/PT

We will use AIDE (antiracism, inclusion, diversity, and equity) as a guide to examine existing lesson plans and identify areas for growth and modification.

All students will broaden their knowledge of cultures and differences.

All students will feel safe and seen when engaging in lessons and home programs (fine and gross motor) both live and virtually.

Outcomes

- Spotlight different cultural traditions occurring within the current timeframe, by learning about traditional games and dances, crafts and projects, exercises and breathing techniques.
- Review images shared with all students to determine if they represent all children. Replace images as needed
- Develop culturally diverse lesson plans
- Start to develop a rubric to check new materials to determine if they are diverse and inclusive

