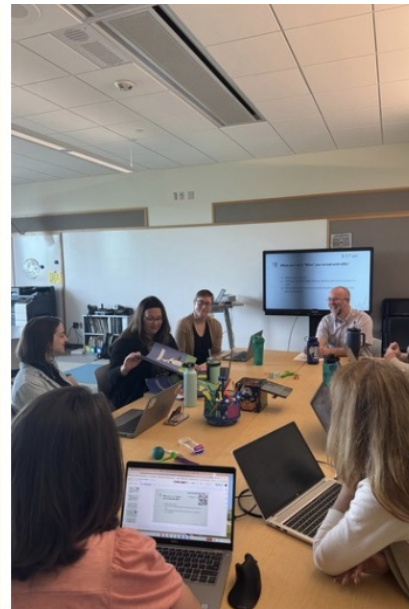
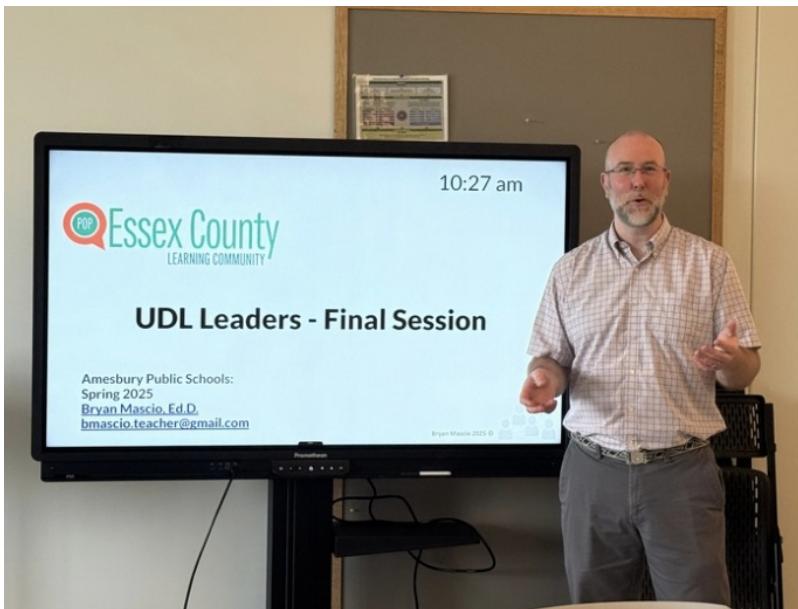


POWER *of* PLACE

LEARNING COMMUNITIES



Dear Colleagues and Friends,

This year we were excited to expand the PoP team to add Dr. Bryan Mascio as our new Faculty-in-Residence, bolstering our ability to support member districts in more targeted, customized ways.

Bryan comes to us as a practitioner-scholar who originally taught in a variety of settings specifically working with students and families who had struggled in the traditional education system. More recently he worked in teacher preparation with a focus on inclusive and equitable practices. Bryan leads professional learning for PK-12 teachers as well as university educators, and publishes both in academic journals and public Op-Eds about inclusive pedagogy, responding to concerning classroom behaviors, and the development of teacher thinking. We brought him on to help strengthen the continuity of our learning experiences by supporting practical implementation of strategies back in classrooms, schools, and districts.

With Bryan on board, this year we were able to provide customized support to two of our member communities.

At the start of the school year we were pleased to pair Bryan with the Amesbury School District to support their work in embracing Universal Design for Learning (UDL), a framework that aims to optimize teaching and learning for all students. This **end-of-year summary** describes how the journey began and how it has evolved.

We also continued our support of the Andover Public Schools Social Work Department in their adoption of equitable mental health practices, concluding a two-year effort. This work began during the 2023-24 school year, under the guidance of Laura Tota, our Senior Director of Professional Learning.

We are grateful to Amesbury Superintendent Elizabeth McAndrews and Joseph Yarid, Andover's Director of School Social Work, for inviting us to partner with their educators on this critical work.

Both of these efforts have been fee-based, and custom-designed to meet the specific needs and budget of the school district. As we continue to build our internal capacity, we hope to do more of this work with other communities going forward. As a complement to the ongoing offerings of the ECLC Learning Agenda, we invite you to consider how our team could provide a similar type of tailored support in your community over the next school year to help you deepen the work in your classrooms, schools, and districts for sustainable impact.

It is our honor and pleasure to walk alongside you, and learn with and from you. We are here to support educators at every level of the system who commit to their own ongoing learning and development on the path to accelerate learning for all students and create cultures of belonging for everyone.

In connection,

Jane

Less Than Two Weeks Away!
Register Now!

Showcase of Learning

A Celebration of Community

May 21, 2025
4:30-7:30 pm
Peabody Essex Museum



RSVP to attend

Opportunities for the ECLC Community

We Want To Hear From You!

- Have you been experimenting with using AI in your classroom?
- Are you supporting your students to leverage AI?
- Are you part of a district or school effort to identify policies or boundaries around AI use in school?

**Email ltota@powerofplaceclc.org
to learn about opportunities to
lead learning at the
2025 ECLC Summer Institute.**

Tomorrow!

CSDN and ECLC invite you to:

Digital Challenges in Schools *with Dr. Jill Walsh*

Friday, May 9th from 9-10 AM on Zoom

Optional Q&A with Dr. Jill Walsh until 10:30 AM

Join us to learn more about the diverse digital challenges we face in our schools and communities, current research on adolescent internet usage, and strategies to address the mental health issues facing our students through social media today.

Dr. Jill Walsh is a Boston University professor and researcher.

School, district, and district mental health leaders are welcome to attend.

[Register Here](#)



Building Compassionate School Communities: Creating a Grief-Supportive Culture



On Wednesday, April 16th a team from The Children's Room and Salem Public Schools facilitated a PoP Up learning experience to support educators to:

- Understand that they can play an important role in helping students through their grief, and
- Create classrooms that are a place of compassion, belonging, flexibility, consistency, and normalcy.

We are delighted to have the opportunity to now share the session's recording for viewing by all members of Essex County Learning Community. We know you will find this content timely and invaluable. Click the image below to watch!



Please reach out to The Children's Room if you are interested in learning more about any of the trainings they offer for school professionals.

Opportunity from an ECLC Exploratory Mini-Grant Recipient

This year 2024-25 ECLC Exploratory Mini-Grant recipient Lindsey Polizzotti launched "Creating Conversations: Educators' Book Club on Race, Belonging, and Family Engagement." The final discussion of the year will focus on the book "Don't Ask Me Where I'm From," and is open to all ECLC educators. Congrats, Lindsey!

DIVERSITY- EQUITY - INCLUSION

THE POWER OF STORYTELLING

JENNIFER DE LEON



**Speaker, Author, and
Educator, Jennifer De Leon
will be giving a dynamic
presentation on
Tuesday May 27th 6:30pm
at Swampscott Elementary
School.**

**“By sharing stories with
one another, we break
down walls, challenge
biases and preconceived
notions, and make new
connections based on our
shared humanity. Our di
ferences are valuable, only
if they are shared.”**

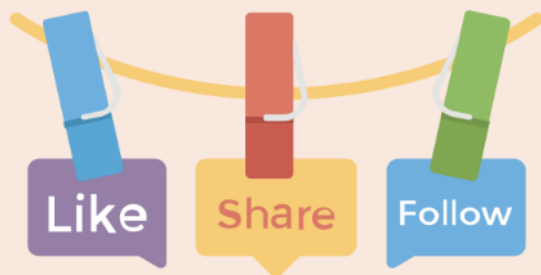
Funded by ECLC and METCO Grants



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to resources, upcoming opportunities, and more.

Resources



Executive Order Explainer

From the Rennie Center for Education Research and Policy, This document outlines President Trump's recent executive orders related to education, using the official White House titles. The orders are presented in reverse chronological order to highlight the most recent actions first. Each section includes a summary of the order's content, its implications, Massachusetts' response, and additional resources. The goal of this explainer is to offer a clear and accessible overview of major federal developments and their potential impact on education policy in Massachusetts. Given the quickly evolving nature of federal policy, this document will continue to be updated by the Rennie Center to keep educators, parents and students informed.

Access the full guide [here](#).



Did We Learn Anything?

The Power of Belonging with Dr. David Rose

Did We Learn Anything? with Nicole Tucker-Smith is a podcast committed to opening a dialogue intended to make room for diverse perspectives, stories of failure, perseverance, and humanity. In this episode, Nicole Tucker-Smith welcomes Dr. David Rose, founder of Universal Design for Learning and CAST. Dr. Rose reflects on his journey as a lifelong educator, the transformative power of inclusion, and pivotal moments that shaped his path—from nearly dropping out of Harvard to finding life-changing mentorship. He shares how recognizing human potential—especially in those who feel like they don't belong—can change everything.

Listen to the podcast [here](#).

Stéphanie Walter

Neurodiversity and UX: Essential Resources for Cognitive Accessibility

What may be an intuitive experience for some can prove challenging or even exclusionary for others. From autism and ADHD to dyslexia, dyscalculia and other cognitive disabilities, designing for neurodiversity demands an inclusive approach. Neurodiversity will impact how people interact with and perceive online content and interfaces. Yet, neurodiversity is not the most commonly thought about aspect of accessibility. This list exists to help you bridge the gap, and find resources to



SCHOOL of LAW
Education Rights Institute

Practical Resources for District Leaders in Protecting Students from Race, Color, and National Origin Discrimination

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives federal funding. School districts are required to comply with Title VI. This summary aims to provide K-12 district leaders, including school board members and district staff, a brief introduction to the prohibitions of race, color, and national origin discrimination detailed in Title VI

help you understand and guide you with cognitive accessibility, aka, accessibility for people with cognitive and learning disabilities: Dyslexia, Dyscalculia, Autism and ADHD.

Access the resources **here**.

so they can better understand how this law should inform their work.

Access the resources **here**.

Just for Fun

Teachers Share the Weirdest Teacher Appreciation Week Gifts They've Ever Gotten

Teacher Appreciation Week is a chance for principals, students, and parents to pull out all the stops for their teachers. But some gifts, though well-intentioned, don't quite hit the mark or can leave teachers in stitches.

[Education Week rounded up the wackiest gifts teachers received during their special week](#), sourced from two informal polls on LinkedIn and Facebook. A few honorable mentions before we dive into the list: a single chopstick. A half-eaten burrito. A homemade ashtray.

Hey, it's the thought that counts!



*Do you have something to share with your fellow educators?
Send it to us at info@powerofplacelc.org.*

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