

HANSCOM *Schools*

Pride in High Quality Education, Community, and Military Families



Preschool

Ages: 3-5

Current Enrollment: 83

Average Class Size: 14

Primary School (HPS)

Grades: K-3

Current Enrollment: 268

Average Class Size: 17

Middle School (HMS)

Grades: 4-8

Current Enrollment: 235

Average Class Size: 18

Lincoln Public Schools and Hanscom Air Force Base: A Long-Standing Partnership

The Lincoln Public Schools have provided educational programs to eligible military dependent children for the past 52 years under a variety of arrangements. The following provides a brief history of the relationship between Hanscom Air Force Base and the Lincoln Public Schools.

The land on which the Base is situated was originally under the jurisdiction of four towns: Bedford, Concord, Lexington, and Lincoln. The major part of the land was in Lincoln. On March 18, 1957 at the Lincoln Town Meeting a resolution was passed by the Town which supported an agreement for the Lincoln Public Schools to administer the schools on Hanscom Air Force Base at the request of the Air Force and the Department of Health, Education, and Welfare (now Department of Education). This resolution subsequently took the shape of a formal Agreement by which the Lincoln Public Schools agreed to educate the children on the Base under an educational program that "...is comparable to the free and appropriate public education provided for children in the Town of Lincoln who do not reside on Federal property..." Therefore, in addition to the core curriculum of language arts, mathematics, science and social studies, and foreign language, the array of programs offered on the Lincoln Campus (i.e., computer, art, music, physical education, special education) are also provided in the schools at Hanscom.

In April 2012, the Lincoln Public Schools was once again selected as the contractor by DDESS to provide educational services to the children who reside on Hanscom Air Force Base. The contract is for a period of five years. The Principals

and teachers assigned to the Hanscom Schools are all employees of the Lincoln Public Schools, and are included in contractual arrangements as teachers and employees in Lincoln. All of the school programs and employees come under the jurisdiction of the Lincoln School Committee. Additionally, the expenses for the Central Office (the Superintendent, the Assistant Superintendent, Administrator for Student Services, and the Administrator for Business and Finance) are assumed by both the Lincoln Town Budget and the Hanscom School Contract.

The Lincoln School Committee is the elected governing body for the schools in Lincoln and on the Base. The Base appoints non-voting members to the School Committee whose meetings are open to the public and generally held in Lincoln. Under State law, only residents of the town of the governing body may be voting members of the Committee. However, the Hanscom Representatives to the School Committee participate fully in the discussion of agenda items and then cast votes to concur or dissent on motions. They serve on the subcommittees of the School Committee as well as the full Committee and provide an essential communication link for both communities.

Curriculum and Instruction

Mary L. Sterling, Assistant Superintendent

Teaching and learning are at the core of the district's mission. The design, development and implementation of a cohesive, aligned curriculum, supported with effective instruction and quality assessment comprise the foundation on which we build the educational program for our students.

STUDENT LEARNING: THE CORE OF OUR WORK

What content do our students learn?

In the past few years, the school district has shifted from a topic-based description of curriculum (what is taught) to a standards-based description (what students learn). This shift aligns the district with the direction established by the Massachusetts Curriculum Frameworks and with national standards in all subject areas. The district's work to align the curriculum with standards has helped ensure a coherent program, grade to grade, that is comparable on both campuses. A standards-based curriculum focuses teaching on what students should know and be able to do.

The Lincoln Public Schools' standards for students in each subject area are concisely described in the "Lincoln Learning Expectations." These expectations outline the essential learning for students so that administrators, teachers, students, and parents are well informed about the most important areas of focus at every grade. There are four components to the Learning Expectations, which are defined below.

- **State Standard and/or Strand:** taken directly from the Massachusetts Frameworks; these describe K-12 subject area learning goals for all students.
- **Big Ideas:** core concepts embedded in the standards; they are enduring understandings that provide students and teachers with a conceptual base for learning.
- **Key Outcomes:** derived from the standard and big ideas for a specific grade level; they represent a selection of the most important learning that students should know and be able to do in that standard. These key outcomes are the basis for substantive assessments that can be used in common at a grade level.
- **Essential Knowledge and Skills:** a selected set of the most important skills and understandings that support students in reaching the key outcomes and making progress toward meeting the standard.

The Lincoln Public Schools district website is the source of Learning Expectations at all grades in every subject area: www.lincnet.org. Click on the Curriculum link and follow links by grade level or subject area. These Learning Expectations constitute a "living document." Some areas are fully developed and others are "in development." Teachers use these Learning Expectations as guides for instruction; we continue to develop and revise them as we see the results in student learning.

Instruction: How will our students be taught?

The "what" of curriculum comes alive in the "how" of the instruction. Our school system is committed to small class size as a key condition for classroom cultures that engage students in learning individually and with others. Our teachers are highly qualified and dedicated to substantive learning for all students. Four aspects of instruction are especially important in high quality teaching to support progress in learning for all students:

- Meeting a range of student interests and needs in every classroom. This means holding high expectations and differentiating instruction. Teachers work to provide flexible, timely support for students who struggle, steady guidance for students to meet grade level expectations, and advanced learning opportunities for students who are ready for more challenge.
- Promoting social and emotional growth as members of classroom communities. Academic progress is well supported in engaging learning environments that are socially and emotionally healthy. Through the "Responsive Classroom" program in kindergarten through grade four, students develop social skills and empathy with their peers. In middle school, teachers continue to build social and emotional strength through "Development Design for Middle School," a program that extends the principles and practices of Responsive Classroom.



Reporting on Student Progress

The Lincoln Public School district arranges several ways for parents to learn about their children's progress in school. In all the avenues of communicating about student learning, our focus is two fold: on the individual student's effort and growth as a learner and on academic achievement. In elementary grades, student learning is discussed in parent conferences twice a year and reported in report cards three times a year. In grades six - eight, student learning is discussed in parent conferences once a year, progress reports are sent home two-three times a year, and report cards are distributed three times a year. Finally, the state testing program, known as MCAS, occurs in the spring of each year and results are mailed home in the fall.

Parent Conferences

Parent conference dates are designated by the district and scheduled by the teachers for grades PreK-8 in the fall and grades K-5 in the spring. The fall conference is an opportunity for parents to share information with the teacher, to hear what the teachers have learned about his or her child, and to set some goals together. The spring conference for grades K-5 is associated with the second trimester report card. It focuses on the gains students have made and the goals for the remainder of the school year. Parents may request additional meetings with teachers at any time.

Progress Reports

Progress reports are written for students in grades six, seven, and eight. These reports are an opportunity for teachers to make some comments about student effort and achievement at mid-trimester. We encourage parents to review the progress reports with his or her child and reinforce expectations for effort and achievement for the balance of the trimester.

Report Cards

Report cards are distributed three times a year: early December, March, and June. The purpose of the report card is to communicate: 1) academic achievement in each subject area and 2) progress in effort and growth as a learner. In 2010-11, the district fulfilled a goal to pilot a new report card in grades 4 & 5 and to use information from the pilot to develop a new report card for grades K-3. In 2011-12, this new report card will be used in grades K-5. A pilot report card will be used in grade 6 and the information from the pilot will help develop a new report card for grades 7 & 8.

The new report cards are called "Standards-based report cards" because they:

- describe what students know and are able to do relative to Massachusetts standards and Lincoln Learning Expectations
- separate subject-area achievement from non-academic effort
- use specific categories and a consistent scoring system
- base summative scores on achievement toward the end of a learning period

These new report cards differ from a traditional report card because:

- the level of detail breaks down the traditional categories into more specific areas of learning
- a four point scale is used instead of letter grades
- the scoring scale describes individual student progress in reference to standards rather than using grades to indicate how a student's performance compares to the rest of the class
- scores are based on mastery at the end of a learning period rather than averaging grades earned throughout a learning period

Technology

Hanscom schools are also proud to provide our students with 21st century technology. At Primary School, technology is integrated into classroom curriculum through classroom computers, the computer lab, iPads, document cameras and mobile interactive white boards. There are four computers in each classroom that students utilize on a weekly basis.

At the Middle School level, students participate in both computer and technology engineering courses. We have also made a commitment to provide our students with up to date equipment to get the most out of these curricular experiences. Both of our computer labs and all of our math rooms have recently been updated with new computers and interactive white boards. Additionally, each team of teachers also has access to a portable interactive white board to support their instruction. There are also four student computers in each classroom and each teacher has a laptop to make sure we are delivering our instruction using the most up to date methods.

To help us prepare for a new facility that will be designed for 21st century learning we are going to pilot at 1:1 laptop solution for our 7th and 8th grade students. This pilot will allow us to issue students in 7th and 8th grade their own laptop. This pilot will be supported with both student and teacher training to integrate this new technology component into our everyday curriculum.



AMERICA'S YOUNGEST HEROES: SUPPORTING THE MILITARY CHILD

The Hanscom schools have decades of experience and success supporting military families and their children. We are fortunate to have our learning community enriched by the diverse cultures, experiences, and learning profiles that are commonplace in our schools. We also know the many challenges military families face and are confident in our abilities to provide a strong, secure, safe, enriching, nurturing and engaging learning environment for your children for as long as they might be with us.

At Hanscom, we see children as individuals. We pride ourselves in knowing our students as learners and as people. Whether families join us at the beginning of the year, midyear, or end, we are committed to giving all we have to help your child be as successful as he or she can be.

Here is an overview of the support systems we have in place for children and families.

Beginning Assessments

One way we grow to understand your child as a learner is through our early assessment process. 1-2 days before your child begins school, our specialist teachers will work with your child on literacy and mathematics assessments. These assessments help us begin to understand your child's learning profile (strengths and challenges) and allow us to make thoughtful placement determinations. If your child is in need of any academic, social or emotional interventions, these early assessments also help us to begin the necessary supports in a timely manner. Please call the school to schedule testing times.

Transition Buddies

As children move into the school, we know it can be anxiety provoking to begin anew. Each time a child moves to HPS or HMS, one or two children are partnered with the new student to provide an immediate friendly face, someone to sit with at lunch and someone to play with at recess.

Deployment Groups

Deployment lunch groups are offered for K-6 students by our social workers to any student who has a parent who is deployed, on an extended assignment, away in training, or temporarily assigned to another base. Students in 7th and 8th grade meet outside of lunchtime as we find they enjoy eating lunch with their friends. We talk about how students are communicating with the deployed parents, how they feel about the separation, what changes during a deployment, and what stays the same. We read books about deployments/separations and use the time for the students to connect with the character in the book and to reinforce that they aren't alone. We also talk about how the students feel when they are preparing for their parent to return.

**Classrooms have been able to successfully Skype with deployed parents, which has been a great way to keep everyone connected.*

Care Packages and Letters

At various points in the year, teachers coordinate collections for care packages to be sent overseas to troops. This is an activity that that adults and students look forward to and it helps the school demonstrate to students how important their mom's and dad's jobs are. Through curriculum-based writing activities, teachers will also periodically invite students to write letters to deployed parents and troops. Service men and women love seeing the warm messages from young students!

Farewell Photo Albums and Journals

All of our classrooms have traditions for bidding farewell to students who are moving. Many classrooms create photo books, school memory journals and peer letters throughout the year to give to students when they leave. These items help students remember their time at Hanscom and students love sharing them with family members as they travel to their next destination.

Monthly Celebrations and Recognitions

In conjunction with Hanscom Air Force Base, the schools recognize theme months throughout the school year. The partnerships with Base personnel provide the schools with unique opportunities to enjoy enrichment presentations and take part in Base activities. Both schools also have monthly community meetings (all school assemblies) that recognize and pay tribute to Veterans' Day, Military Family Month, Martin Luther King, Jr, Month of the Military Child and Memorial Day and more.

Parent Educational Visits

On some occasions, parents will have returned from deployment wanting to share a special experience with a grade level. We have enjoyed some amazing parent presentations on Iraqi landforms, children of Iraq, children of Afghanistan and schools in the middle east.

Attentive Staff

One of the finest attributes of our schools are the staff members who attend so closely to the emotional needs of military children. Because staff members know each child so well, they can quickly recognize changes in behavior, affect, and demeanor that might signal an inner struggle relating to transitions, deployments, pending deployments, and returns. Staff members are always eager to support children and work with families to assist.



AMERICA'S YOUNGEST HEROES: SUPPORTING THE MILITARY CHILD

Hearts Apart

We advertise to students and parents when monthly Base activities are being offered to families of deployed family members.

Project Self-Esteem (Kindergarten)

Project Self-Esteem is a parent run program for the kindergarten classes. The program is a 5-week program during which 3 to 4 parents teach lessons on self-esteem. The students learn about self-esteem, making good choices for themselves, and being a caring friend to others. The parents teach through skits, puppets, songs, poems, and stories.

Transition Specialist

We strive to provide numerous supports to the transitional nature of our population. We've created the position of transition specialist to help transition new students and provide academic supports for struggling students. Our transition specialist assists with beginning assessments, welcomes new families, and conducts building tours for new students and families.

Falcon Homework Club

Sometimes students need additional support and structured time completing homework assignments and feeling prepared for the next day. The Middle School Falcon Homework Club is staffed with certified teachers to provide an additional layer of support for our students.

Athletics

We are very proud of the extra-curricular opportunities that we are able to provide for our students. We have a robust sports program including: Cross Country (grades 5-8), Girls Soccer (6-8), Boys Basketball (6-8), Girls Basketball (6-8), Softball (6-8) and Baseball (6-8).

Athletic teams for younger students are supported through neighboring communities.

Administrative Involvement in the Base Community

Beth Ludwig, HPS Principal and Erich Ledebuhr, HMS Principal both enjoy strong relationships with Hanscom AFB leadership and personnel that are constantly strengthening and evolving. Administrators work closely with Fire Department and Security Forces to maintain student and staff safety. The principals are active members of the HAFB Family Advocacy Council (FAC) and the Community Action Information Board (CAIB). The K-8 Coordinator for Student Support Services, Karen Kanter, is an active member of the Exceptional Family Member

Program (EFMP). Both schools participate in the Air Force Quarterly Awards celebrations honoring one staff member from HPS and HMS each quarter.

Collaboration with HAFB Family Advocacy Staff, Youth Center and CDC

We work closely with these groups to support families and students. We work with families in need of assistance to refer students and families to outside counseling supports when necessary. We regularly communicate with outside counseling agencies to update service providers on student's school performance. We share with Family Advocacy staff the supports that are offered in school for military students and families.

Smooth Move

Part of our collaborative work with Family Advocacy staff involves the smooth move program. We organize and co-facilitate presentations to all grades about moving tips for those moving that year.

New Student Lunches

All students new to Hanscom schools are invited to dine with staff during transition times. This helps staff become familiar with transition challenges and helps students feel more connected to their new environment.

Skype, Internet Conferencing and Email

Students and families are able to Skype with deployed family members when requests are made during the school day or year. Teachers also make Skype parent conferences available so deployed moms or dads can be part of the parent-teacher conference experience. Principals at both schools are also available to stay in contact with deployed family members when email is available.

Artsonia.com

The HPS art teacher uses the virtual museum, Artsonia.com, to display students' work. Military families can view student artwork from anywhere in the world, share it with friends and family, and post comments to their child online.

Holiday Gift Giving

We know that the holidays can be a particular challenge for students and families. Social workers offer assistance during these times and are also point people for families in need of gift giving support.

Girls' Group (Grades 4, 7 & 8)

Our social worker offers a safe place for girls to discuss issues and challenges relating to adolescence.

Highly Qualified, Professional Staff Working For You And Your Child

Within the Lincoln Public Schools there are coordinated efforts to assist classroom teachers in analyzing and accommodating diverse learning styles of all students in the regular classroom.

There is a commitment to sustain the following organizational structures, procedures and methods to help teachers meet those needs within the general educational program. These resources support the ongoing development of curriculum programs and instructional practices that are responsive to all learners.

Teacher Collaboration and Mentoring:

- Grade level team structure with weekly grade level team meetings
- Meetings regarding specific subject areas
- Differentiated mentoring program for teachers new to district and/or profession
- Training and support for mentor teachers

Coordination of Curriculum and Teaching Practices: In all subject areas there are ongoing efforts to coordinate curriculum within and across grade levels, identify learning expectations, and update curriculum units of study. This work occurs as summer projects, during Wednesday afternoon work time, at team meetings, and occasionally on release work days.

Instructional Assistance and Support

- Classroom instructional assistants are employed in all elementary grades
- Specific procedures exist for Instructional Support Teams (IST) to interpret students' needs and identify accommodations; specific procedures for documentation of IST planning
- Availability of behavioral analyses and consultations
- Varied professional development opportunities supported by district including offerings available through membership in the EdCo and CASE Collaborative

Student Performance Documentation

- Local assessment plans and record keeping to monitor proficiency and to document need for literacy support and mathematics support
- Follow through documentation and planning for students with "NI" or "Warning" MCAS performance ratings
- Record keeping for students identified for Section 504 Accommodation Plans
- Record keeping for students identified as English Language Learners

Special Education

Stephanie Powers, Administrator for Student Services

The Lincoln Public Schools offers a range of special

education services to meet the unique needs of each student with a disability. Individual special education programs are cooperatively developed by a team, which includes parents, teachers, administrators, and, when appropriate, other specialists. These teams make every effort to provide the appropriate special education program for children in a setting as close to the general education setting as possible. The Lincoln Public Schools employs highly qualified special education faculty members including:

- Special Education Teachers
- Occupational Therapists
- Physical Therapists
- Speech and Language Pathologists
- Psychologists
- Social Workers
- Special Education Tutors



When students require services beyond the capacities of the Lincoln staff, the district hires consultants and providers to collaborate with the schools or tuitions a student into a special education placement out of the district.

What is Special Education?

Special education is instruction specifically designed, at no cost to families, to meet a child's unique needs. Special education can include classroom instruction, home instruction, instruction in hospitals and institutions, or other settings. It can also include instruction in social skills, adaptive physical education, and pre-vocational education.

The federal law that supports special education and related services is called the Individuals with Disabilities Education Act (IDEA). Under IDEA, all eligible school-aged children and youth with disabilities are entitled to receive a free appropriate public education (FAPE). Students are found eligible through a comprehensive process that includes:

- Identification
- Request for an Evaluation
- Evaluation
- Eligibility Determination for Special Education
- Individualized Educational Program (IEP) development
- Re-evaluations

Curriculum Extensions & Student Support

The Lincoln Public Schools offers a range of regular education services for students who are meeting grade level benchmarks and require academic extensions and for students who require additional support.

Students who require additional support have *Goal Focused Intervention Plans* that determine the focused, measurable goals for their intervention period. These plans are designed in collaboration with teachers and parents. Remedial reading and remedial math specialists provide specialized, direct, small group instruction to assist students who experience academic challenges.

MCAS: Massachusetts Comprehensive Assessment System

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

1. Test all public school students in Massachusetts, including students with disabilities and limited English proficient students.
2. Measure performance based on the Massachusetts Curriculum Framework learning standards.
3. Report on the performance of individual students, schools, and districts.

In addition, the MCAS program is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of the federal law: No Child Left Behind. Student results of spring MCAS testing are sent home to parents in the fall. School and district administrators review results to see patterns of performance and determine whether there are areas of need that merit further investigation. A report on school and district results is presented to School Committee in the fall.

Literacy and math coaches support cutting edge efforts to enrich a rigorous and engaging curriculum, support classroom instruction, and help teachers provide differentiated instruction to all students.

Math Club/Enrichment

Math Club is an HPS after school enrichment program open to all second and third graders. It provides students with a chance to explore and extend mathematical concepts through math games, puzzles, group problem solving, and other creative hands-on explorations. Each Math Club session is limited to 8 students and runs approximately 5 weeks. Math Club is taught by HPS Staff and planned in coordination with the Math Specialist.

Reading Enrichment

The HPS Reading Enrichment program is organized as a book club and links closely with the Reader's Workshop curriculum that is taught in classrooms. As part of book club, students read novels and participate in discussions that challenge them to dig deeper into text to consider alternative perspectives, character motivations, and insightful questions. In addition, students work on developing higher-level comprehension and interpretive

thinking skills such as making connections, mental imaging, inferring, synthesizing, and questions. The Reading Enrichment group meets once a week for approximately thirty to forty-five minutes. Students complete most of the reading and written assignments outside of school and participate in structured book discussions with their peers during each session.

Enrichment Science and Foreign Language Programs

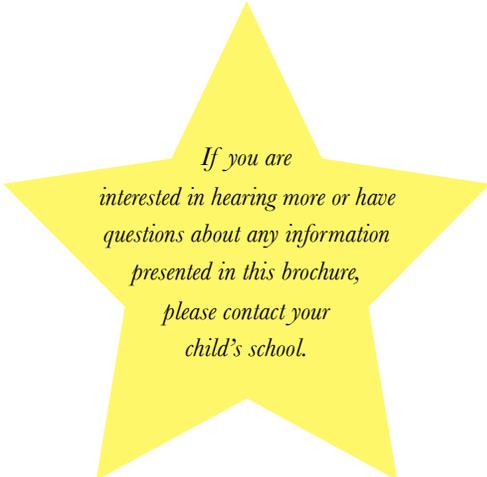
The school is fortunate to offer exemplary programs in science and foreign language. All students in grades 1-3 participate in weekly science enrichment classes offered by our district science specialist. These courses target an array of standards-based, hands-on learning experiences ranging from tide pool habitat to a computer-generated LEGO robotics program. Hanscom schools begin foreign language instruction in third grade by offering 60-minutes/week of Spanish instruction where students engage in beginner vocabulary and conversational Spanish.

Title I

Title 1 of the No Child Left Behind Act of 2001 is the largest federally funded educational program in the

United States. This program provides supplemental funds to assist schools and school districts with the highest student concentrations of poverty to meet educational goals.

During the past school year, two programs for Hanscom School students were designed and implemented to improve educational achievement. The first was an after-school program to provide targeted instruction and homework support for struggling students. The second program was a summer academic program. The students with the greatest need for supplemental academic instruction were invited to attend at no cost to the families.



If you are interested in hearing more or have questions about any information presented in this brochure, please contact your child's school.

English Language Learners (ELL)

Hanscom schools know the value that diverse backgrounds and experiences bring to our community. We are proud to offer support to English Language Learners (ELLs) as well as preserve students' home-spoken language, culture and traditions. ELLs are students whose first language is not English and who are in the process of learning English. Students receive this designation if they are also unable to perform ordinary class work in English. The term ELL is used interchangeably with the term LEP (Limited English Proficient).

The Lincoln Public Schools strives to provide services to ELL students. A parent home language survey is completed when children register for school. Additionally, in September classroom teachers identify any new students who may use a language other than English at home. State and federal laws require that ELL students receive instruction that is designed to assist them both in learning English and in learning subject matter content.

PARENT PARTNERSHIPS

Parent Ambassador

Cathy McSwain, Parent Ambassador

The Lincoln Public Schools employs a Parent Ambassador to facilitate a collaborative relationship between families and the schools. This individual works to increase and improve parent/family and community involvement, provide information in order to encourage participation in the school activities, welcomes arriving families to Hanscom, and assists in the school registration process. The Parent Ambassador also contacts parents to encourage them to serve on committees and attends Hanscom Air Force Base events as a representative of the Schools. The Parent Ambassador can be reached at 781-698-6578.

Parent Advisory Council for Special Needs (PAC)

PAC membership includes parents, professionals, and community representatives. The PAC advocates for children with special needs and also supports school staff, advising special education administrators, school departments, school committees, parents, and the community about issues affecting special education. The Lincoln/Hanscom Parent Advisory Council (PAC) for Special Needs offers parents of special needs students the opportunity to share concerns, offer mutual support, and exchange information and ideas. The Lincoln/Hanscom PAC is chaired by parents and holds meetings and programs throughout the year.

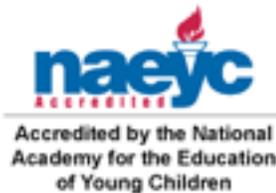
School Council

A school council is a representative, school building-based committee composed of the principal, parents, teachers, and community members established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C. The council assists the principal in identifying educational needs of the students, reviewing the annual school budget, and formulating a school improvement plan. The council and the principal are responsible for adopting educational goals for the school and formulating a plan to advance such goals and improve student performance. They also address professional development for the school's professional staff, the enhancement of parental involvement in the school, safety and discipline, extracurricular activities, and other issues agreed upon by the principal and the council. Parents and community members interested in serving on their school council should contact the building principal directly.

Parent Teacher Organization (PTO)

Hanscom has a tradition that welcomes parent involvement in our schools. Parents are active supporters of many of our programs and countless activities within individual classrooms. The school has an active parent organization, which provides a formal way for parents to be involved in both Hanscom schools. All families are urged to participate in the PTO. The main functions of the PTO are to organize parent led events, to network with parents, to bring arts and enrichment performances to the community, and to provide support to many school efforts.





NAEYC Accreditation

The Lincoln Public Schools is proud to announce that the the Hanscom Primary Kindergarten and Preschool have received accreditation from the National Association for the Education of Young Children (NAEYC). NAEYC Accreditation represents the mark of quality in early childhood education. Over 7,500 childcare programs, preschools, early learning centers, and other center- or school-based early childhood education programs are currently NAEYC-Accredited. These programs provide high quality care and education to nearly one million young children in the United States, its territories, and programs affiliated with the United States Department of Defense.

Accreditation is a voluntary process in which programs participate in self-assessment to gauge how closely the program meets the standards. Standards are defined in 10 areas: Relationships, Curriculum, Teaching, Assessment of Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management. To achieve this accomplishment, the team in each program went through an extensive self-study process, measuring the program and its services against the ten NAEYC Early Childhood Program standards and more than 400 related accreditation criteria. The programs received NAEYC accreditation after an on-site visit by NAEYC assessors.

Through the accreditation system, NAEYC uses standards and criteria to define program quality and to recognize programs that have demonstrated the capacity to sustain quality over time. This is a prestigious recognition that is to be acknowledged as a mark of excellence. To find out more about NAEYC, visit their website at www.naeyc.org.

Preschool Program

Lynn Fagan, Preschool Coordinator



The Lincoln Preschool provides a developmentally appropriate preschool program that addresses each individual child's physical, emotional and intellectual growth. High standards are set for all children while valuing and accommodating individual differences, strengths and needs.

The program is open to children of the residents of Lincoln, Hanscom Air Force Base and the children of Lincoln Public Schools faculty and staff members. Children between the

ages of 3 and 5 years old are eligible for enrollment. The district engages in a transition process into the program when students reach the age of 2.9 years old.

The Lincoln Preschool is a fully integrated, inclusive program designed to meet the needs of students with and without disabilities. Children are assigned to classrooms with an appropriate balance of typically developing students and students with disabilities. Faculty and staff are expertly trained to facilitate learning for all students in the program.

The program is accredited by the National Association for the Education of Young Children (NAEYC) and provides high quality programming with flexibility in scheduling and placement. The Lincoln Preschool program follows the preschool curriculum standards as implemented by the Early Childhood Center staff of the Lincoln Public Schools. These standards are based on the Massachusetts State Curriculum Frameworks that includes instruction in: English/Language Arts, Mathematics, Science and Technology/Engineering, History and Social Sciences, the Arts and Health Education. In addition, the Preschool offers music, movement and art programs to students once per week for 25-30 minutes per session as well as other experiential learning opportunities throughout the year.

ENGAGEMENT: FUN, LEARNING AND SHARING

The Hanscom Schools understand the connection between student engagement and learning. We believe that learning experiences are enriched through meaningful, connected activities that provide opportunities for learning to extend beyond the classroom experience. We also know the joy and pride students of all ages feel when their parents take part in school events and visit their child's learning environment.

Community Meetings

The HPS and HMS students and staff gather as communities on a monthly basis. These school-wide meetings create opportunities for school-wide enrichment presentations, sharing student work, celebrating accomplishments or reviewing school expectations.

Meet and Greet (August)

Each fall HPS and HMS open their doors the afternoon before school begins for a Meet and Greet celebration. This informal back-to-school visit creates an opportunity for students and families to learn about class placement, tour the school, meet new teachers, friends, and say hello to former teachers you have not seen since June.

**Kindergarten Meet and Greets are held separately the day before Kindergarten begins.*

Open House (September)

Each school in Lincoln hosts an annual fall Open House for families. This evening event is intended to be a formalized introduction to classroom expectations and curriculum. Older children at the middle school are invited to attend. Because we do not have supervision for our younger students at HPS, this is a parent-only event.

Fall Festival and Winter Mardi Gras (PTO Sponsored Events)

These family events invite parents and students to come to the schools for fun! These events include food, games, face painting and much more!

Student Council (grades 4-8)

This student leadership opportunity has two components: service and student advocacy. Students are elected by their peers in early fall.

Math Game Nights

HPS Family Math Night is an annual event where families come together for an evening to play math games. Games are selected from the Everyday Mathematics program. It is a wonderful opportunity for students to share the mathematics learned in class with parents and siblings.

Musical Performances

All students at HPS participate in music class. There are annual grade level musical performances held each year. Over 92% of the students at Hanscom Middle School participate in music through the school's orchestra and various choirs. These students present concerts for the school community as well as having the honor of annually participating in the Great East Music Festival.

Field Days

HPS and HMS have annual field days where students participate in physical activities. This is an event that students really look forward to and enjoy. The HPS field day is held in June and the HMS field day is held in September/October.

Field Trips

Both HPS and HMS students take part in various curriculum-related field trips during the year. Students visit local sites within a day's trip to experience learning in its most authentic, hands-on form. Parents are invited to chaperone field trips with permission from the teacher and a completed, state mandated CORI background check.

Drama Production

Each year Hanscom Middle schools provides an opportunity for students in grades 5-8 to participate in a full drama production. Past productions have included:

Alice in Wonderland, When in Rome , The Legend of Sleepy Hollow and You're a Good Man Charlie Brown

HOPA

Hopa You Make It Race: Each May, staff, students and families have the opportunity to participate in a 3-mile "fun run." Named after the Hopa Crab Apple tree, this race has been a tradition for twenty-five years. Participants may run or walk, and the top runners from each grade level are recognized. After the race, there is a cook-out sponsored by the PTO.

Curriculum Night (Spring)

HPS and HMS have curriculum nights in the spring. This event is a student and parent event held in the evening. This activity is intended to bring the curriculum alive for all as parents visit various classrooms and experience learning and activities just as their children do during the day.

Happy Feet Walking Club

The Walking Club is the walking for fitness and fun program that takes place on the HPS playground four days a week. The program is designed to encourage all students to increase their fitness level while having fun with their friends during recess. The walking club keeps track of each student's mileage and rewards him or her along the way with feet charms for their club necklace!

Author Visits

Each year HPS and HMS have school-wide and classroom visits from authors and/or illustrators. These engaging visits connect directly to our grade level reading and writing expectations and provide for students a true sense of what authorship is about.



HPS students participate in a week-long enrichment activity, "Circus Smirkus", where they learn about effort through challenging games