

## **SCHOOL COMMITTEE, LINCOLN PUBLIC SCHOOLS**

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The Lincoln Public Schools (LPS) student population is comprised of children from three communities; Lincoln resident students, children who reside on Hanscom Air Force Base, and students who reside in Boston and attend the Lincoln School via the METCO Program. Additionally, many children of our faculty members attend the Lincoln School.

The district provides educational services to students beginning at age 2 years, 9 months when they enroll in the LPS Preschool and continues through eighth grade. The student population is diverse with students who speak over 20 different languages. Students who attend the Hanscom schools arrive with a broad range of experiences gained from living in different states and other countries.

### **District Enrollment 2022-2023**

As of October 1, 2022, the LPS total enrollment pre-K - 8 was 1035 students. Enrollment on the Lincoln campus was 549, including 34 pre-K students, 299 students in the Lincoln School grades K - 4, and 216 students in the Lincoln School grades 5 - 8. Enrollment on the Hanscom campus was 486, including 67 pre-K students, 186 students at Hanscom Primary School in grades K - 3, and 233 students at Hanscom Middle School grades 4 - 8. Included in these totals, the district had 25 students in out-of-district placements. In addition, there are 7 students attending a CASE Collaborative program located in the Lincoln School. Of these students, 6 reside at Hanscom Air Force Base. The seventh student resides in another school district.

### **Highlights of 2022-2023**

The Lincoln School building project is in its final stage of completion. This fall marked the official ribbon cutting and opening of the school. The School Committee and Administration is grateful to the residents of Lincoln for supporting the renovation of the Lincoln School, the first net zero renovation project in Massachusetts.

The Lincoln Public Schools District Portrait of a Learner (PoL) was rolled out this year to provide aspirational goals for student and adult development, growth, and achievement. The PoL is a document that specifies the cognitive, personal, and

interpersonal competencies that students should have when they finish attending ~~a school or district~~ [our schools](#). The portrait makes visible the priority goals for teaching and learning so that all staff, students, and families can align their collective efforts. The PoL can be found at <https://www.lincnet.org/Page/5748>.

The impacts of the COVID-19 pandemic continue to affect students and school operations. While there are fewer spikes in COVID cases, we are still experiencing a steady number of students and staff who are absent from school and work due to COVID. This has a detrimental effect on school attendance and the ability to maintain sufficient staffing in our schools. In addition, we continue to experience increases in Social and Emotional issues amongst the members of our school communities. This has resulted in the need for increased supports for students.

The district has committed to training all employees in Responsive Classroom, a student-centered, social and emotional learning approach to creating classroom culture and responding to student behaviors. Re-calibrating the culture of our district, schools, and classrooms is a top priority as we move beyond the early years of the pandemic.

#### **District Strategic Objectives:**

***Educator Growth and Innovation:*** Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices and equity for all students.

***Curriculum:*** Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students.

***Instruction:*** Instruction is student-centered and focused on the engagement, achievement, and social and emotional development of all learners.

***Equity and Culture:*** Educators and students work together to build a school culture that values, respects and responds to students' identities, and develops the social and emotional well-being of all students.

**District Strategic Plan, <https://www.lincnet.org/strategicplan>**

#### **2022-2023 District Strategic Priorities:**

Overall Priority: Establish a culture that is built upon the intersectionality of social and emotional learning, Antiracism Inclusion, Diversity, and Equity (AIDE), student and adult learning, and fostering strong connections.

**Priority 1 -** Build a culture of trust, engagement, and pride in our schools through:

- reinvesting in the relationships among and between students and caregivers, staff, administrators, partner organizations, and community members

- creating spaces where feedback is welcomed and used to facilitate transformative change
- developing our awareness, ability, skills, desire, and stamina to navigate and work through barriers that arise

[Priority 2 - Improve student investment, academic outcomes, and sense of belonging by providing engaging learning experiences, culturally responsive instruction that builds upon and embraces students' identities, and safe, nurturing, collaborative learning environments.](#)

Finally, Superintendent Rebecca McFall, Ed.D. has announced that [after 12 1 years with the district](#) she will retire at the end of the 2022 – 2023 school year. [Dr. McFall has led the district through multiple building projects, numerous contract negotiations, and provided steady leadership through the –unprecedented school shut-down, remote learning and in-person learning in cohorts with learning coaches due to the COVID pandemic. We are grateful for her dedication to this district and congratulate her on her retirement.](#) At the time this report was written, the search for a successor superintendent was underway and interviews were being conducted. By the time of publication, a new superintendent for the Lincoln Public Schools will have been appointed.