

**BEDFORD PUBLIC SCHOOLS  
ANNUAL REPORT FY22  
(2021-2022)**

**Approved: October 11, 2022**

**A YEAR OF RESILIENCE AND CHANGE**

The 2021-2022 school year was remarkable for the succession of changes that had to be navigated by students, families, staff members, educators, and administrators. Our school nurses exemplified this ability to adapt, transform, and serve more than anyone else. So much depended on them and in true Bedford fashion they came through with flying colors. We are all grateful to them. COVID-19 continued to affect our schools throughout the 201-2022 school year. The School District collaboratively engaged with parents, teachers, administrators, and community members to make educational decisions for the children of Bedford. We also worked closely with elected town boards, and town staff. The third year of the COVID-19 pandemic began with all students and staff in person and we were able to maintain that status throughout the school year despite spikes in infection rates, and pooled, symptomatic, and asymptomatic testing. We worked closely with the Massachusetts Department of Elementary and Secondary Education, to ensure that our schools were safe and that students and educators could be academically successful while also ensuring their social, emotional, and mental health was a top priority. In spite of the challenges of COVID-19, the District, the Town and our families rallied and made the best of a very challenging and ever-changing situation. Students, families, and educators continued to show an incredible amount of flexibility, resilience, and grit throughout the school year.



**BHS Graduating Class of 2021**

The District created a new District Mission, Vision, and Beliefs statement that guided our work for the 2021-2022 school year and will continue to give us direction through 2024.

### MISSION

The Bedford Public Schools will develop skillful, reflective, lifelong learners who think critically and creatively, as well as, who are informed, responsible, and productive global citizens. The school community will provide a safe, respectful, and inclusive environment in which the unique intellectual, social, ethical, and emotional growth of each learner will be realized.

### APPROACH

To accomplish this, the District strives to address the needs of the whole child and of all enrolled children. The District provides a comprehensive curriculum that, in addition to core academics, is rich in art, music, health and fitness, and technology education. Student-centered instruction focuses on developing independent learners, and it prioritizes inquiry and problem-solving collaborative work, and engaging projects. Additionally, particularly at the secondary level, a wide array of sports and extracurricular activities provide opportunities for students to explore new experiences and pursue those interests about which they feel passionate.

Understanding that emotion drives learning and that our students' readiness to learn is impacted by their emotional health, the schools regularly address social-emotional learning. Emphasizing hard work, tenacity, and overcoming obstacles, the schools encourage students to excel and achieve to the best of their abilities. Through regular education and special education, the schools provide a wide array of academic and social-emotional support to each individual student.

Embracing the civic mission of public schools, the District integrates civic education, the importance of fairness, independent thinking, and social responsibility. The schools work to support students' understanding of the commonalities that unite people of different backgrounds, beliefs, and experiences, as well as, the richness that those differences add to our school community. Not only are attention to educational equity, closing opportunity gaps, and enabling all students to succeed, but they require the District to be a learning organization that constantly strives for continuous improvement.



**BHS Class Officers**



## BEDFORD PUBLIC SCHOOLS

### FY22 BUDGET AND CONTINUING IMPACT OF COVID-19

The FY22 operating budget of \$43,630,038 was approved at a 3.8% increase above FY21. As has been consistent for the past many years, the majority of expenditures are related to salary.

Major Expense Category	FY22 Adjusted Budget	%
Salary	\$36,076,180	83%
Non-Salary	\$7,553,258	17%
Grand Total	\$43,630,038	100%

The base budget, again in FY22, was approved in conjunction with a high level of Town reserves as a contingency for the continued operation of schools impacted by the pandemic, plus additional reserves for special education tuition. While lower than originally anticipated, a high level of resources was required to keep Bedford Public Schools open and moving forward during another exceptional year.

The base school budget of \$43.6 million, was supplemented by approximately \$420 thousand in federal American Rescue Plan Act (ARPA) funding. After school ARPA funds were fully utilized, a June Town reserve fund transfer of \$575,017 closed the gap. Close collaboration and great responsiveness to changing fiscal conditions by Town and School officials enabled local financial resources to be conserved to the greatest extent possible.

In total, \$900 thousand in additional support was needed by the Bedford Public Schools in fiscal 2022. This is lower than the \$2M dollars in additional resources spent in the first full school year (2020-21) operating under pandemic conditions.

The FY22 capital budget, developed in conjunction with the town departments as part of the six-year capital plan, has again been a critical source of funding for teaching and learning. Key components of the school district's six-year planning included annual technology replacement, furniture, and equipment (FFE) replacement. The capital funds in the amount of \$567,356 supported lifecycle-based replacements of technology, durable equipment, and school photocopiers. School Facilities projects represent an additional \$305,759 in capital maintenance and improvement to Bedford's four school buildings including JGMS recommissioning, flooring, painting, and space reconfiguration.

### POPULATION

The growth of our student body has tapered in the number of students during the pandemic yet still has increased in complexity and number over the past decade. In FY22, our total school population was 2,602, as compared to FY21's 2,599, FY20's 2,685, and FY19's 2,285. A decade ago (in 2011-12), Bedford Public Schools enrolled 2,383 students. The Bedford Public Schools has a uniquely diverse student population that is unusual for a small suburban town. Our students come from Bedford, Boston, and Hanscom Air Force Base (at Bedford High School). This

## BEDFORD PUBLIC SCHOOLS

combination creates a uniquely diverse community that allows our schools and classrooms to be relationship-focused while also being racially, culturally, and linguistically diverse. Our FY22 student population was 60.3% white and 39.7% students of color. At home, our students speak 52 languages.

BEDFORD PUBLIC SCHOOLS DEMOGRAPHICS*				
	FY07	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)
<b>Integrated Pre-school</b>	---	46	28	46
<b>Davis</b>	495	597	543	499
<b>Lane</b>	523	612	596	598
<b>JGMS</b>	517	593	614	610
<b>BHS</b>	750	841	809	849
<b>Total</b>	2,285	2,685	2,599	2,602
<b>Male</b>	1,141	1,392	1,533	1,533
<b>Female</b>	1,144	1,297	1,244	1,244
<b>Non-Binary</b>		0	2	3
<b>African-American</b>	5.6%	6.5%	6.3%	6.3%
<b>Latino</b>	3.1%	6.7%	7.0%	6.9%
<b>Asian</b>	8.3%	18.5%	19.9%	20.4%
<b>Mixed Race, Not Hispanic</b>	1.9%	5.4%	6.0%	6.1%
<b>Native American</b>	0.4%	0.1%	0.0%	0.0%
<b>Native Hawaiian, Pacific Is</b>	---	0.0%	0.0%	0.0%
<b>White</b>	80%	62.8%	60.8%	60.3%
<b>First Language Not English</b>	7.7%	18.6%	18.6%	17.6%
<b>English Language Learner</b>	1.4%	5.8%	4.6%	3.9%
<b>Special Education</b>	19.6%	17.4%	17.2%	17.9%
<b>Economically Disadvantaged</b>	5.9%	9.3%	13.9%	13.1%
<b>High Needs**</b>	---	31.4%	33.1%	32.4%

\*June 2021 SIMS Data \*\*Includes English Language Learners, students with disabilities, and economically disadvantaged students.

## OPERATIONS

The Bedford Public Schools consist of two elementary schools, a middle school, and a high school. In addition, the Bedford Public Schools is a member of three special education collaboratives (EDCO, CASE, and LABBB). It is important to note that at the end of the 2021-2022 school year the EDCO Collaborative was dissolved. Entering the 2022-2023 school year the Bedford Public Schools will belong to two collaboratives (CASE and LABBB). Collaboratives in Massachusetts are public organizations, made up of school districts working together to provide high-quality, cost-effective, special education programs for students who need a more restrictive setting. Our schools presently house 3 LABBB classrooms and 2 CASE classrooms.

## BEDFORD PUBLIC SCHOOLS

The day-to-day operation of the Bedford Public Schools is under the supervision of the Superintendent, Mr. Philip Conrad, with assistance from the Assistant Superintendent, Ms. Tricia Clifford Ed.D., the Director of Finance, Ms. Julie Kirrane, and the Director of Special Education, Ms. Marianne Vines M.Ed. The policy-making body for the Bedford Public Schools is the Bedford School Committee. The Bedford School Committee consisted of five (5) elected members, for terms of three (3) years. Members of the FY21 Bedford School Committee were: Chairperson, Ms. Sarah Scoville, Vice-Chairperson, Mr. Brad Morrisison, Secretary, Ms. JoAnn Santiago, Mr. Dan Brosgol, and Ms. Ann Guay. In March Dr. Sheila Mehta-Green was elected to the committee. Additionally, in December 2021, the committee voted to add two non-voting members. Ms. Sarah McGinley was appointed to represent the families of the Hanscom Air Force Base, and Ms. Madeline Sanabria was appointed to represent the families of the METCO Program.

The town of Bedford is one of the five founding members of the Shawsheen Valley Technical High School. The student body reflects the community's growing demographic complexity, which is further diversified by enrolling approximately 112 high school students, students from Hanscom Air Force Base, and about 100 METCO students from Boston. The school system also offers an Integrated Pre-K special education program. On October 1, 2020, the enrollment of the Bedford Public Schools was 2,598 and 454.60 (FTE) faculty and staff. On October 1, 2021, we had 2,568 students and 460.85 (FTE) Faculty and staff.

The FTE increases over the past 10 years are primarily the result of our desire to create In-house special education programs to serve our students and families within our schools. This helps to reduce the number of out-of-district placements and allows students to remain with their friends and neighbors throughout their school years. This trend began in 2012.

### CLASS SIZE

Bedford Public Schools endeavor to provide a well-rounded, balanced education that is child-centered. The curriculum of the schools aligns with the Massachusetts Curriculum Frameworks. To effectively meet the needs of each child and deliver our educational programs, we have established class size guidelines. Effective budget development enables us to meet our class size goals and eliminate classes that might otherwise exceed our guidelines. Class sizes were maintained below School Committee guidelines for academic recovery from the COVID-19 pandemic, as reflected in the chart below.

2021-2022 CLASS SIZE				
	Students Per Class Guideline	Max # of Students Per Class Guideline	October 1, 2020 Average	October 1, 2021 Average
Kindergarten	18	20	16.0	15.7
Grade 1	20	22	18.2	17.1
Grade 2	20	22	19.6	18.7
Grade 3	22	25	21.2	19.5
Grade 4	22	25	21.1	19.5
Grade 5	22	25	22.0	18.8

## BEDFORD PUBLIC SCHOOLS

Grades 6-8	23	25	20.5	19.3
Grades 9-12 Introductory and College Prep	18	20	18.1	16.4
Honors and High Honors/AP	22	25	18.44	17.97

### ACHIEVEMENT DATA

STUDENT ACHIEVEMENT DATA						
Year	2019-2020		2020-2021		2021-2022	
Average SAT Scores	Math: 629 Evidence-Based Writing & Reading: 622		Math: 617 Evidence-Based Writing & Reading 614		Math: 616 Evidence-Based Writing & Reading: 611	
Graduation Rate	98.96%		98.92%		98.64%	
Outcomes	Number	% of Students	Number	% of Students	Number	% of Students
2 Yr. College	14	7.37%	21	11.4%	15	7.4%
4 Yr. College	155	81.58%	130	70.3%	178	87.4%
Apprenticeship/ Trade	3	1.58%	4	2.2%	0	0.0%
Employed	7	3.68%	11	5.9%	5	2.4%
Military	n/a	n/a	6	3.2%	5	2.4%
Year Off/Gap Year	n/a	n/a	6	3.2%	0	0.0%
Other Post-Secondary	11	5.79%	7	3.8%	1	0.4%
Total	190	100%	185	100%	204	100%

### **THE COVID-19 PANDEMIC CONTINUES**

The 2021-2022 School Year began with in-person learning and an end to hybrid and remote learning programs. This change was dictated by the Massachusetts Department of Elementary and Secondary Education in the spring of 2021. Spacing restrictions were also reduced from six feet to three feet. This allowed more students into each classroom space. DESE in conjunction with the Massachusetts Department of Public Health continued to require masks through the fall and winter. This mandate was finally lifted in the spring of 2021. At which time masks became optional. As a district, we participated in the DESE/DPH-sponsored pooled testing program. Each school, led by the school nurse tested those students and adults who had opted into the voluntary PCR testing program. The testing was done on a weekly basis throughout the school year. In December, the district received at-home COVID-19 antigen test kits for everyone participating in the pooled testing program. These two testing options helped provide a safe learning environment for all. Both of these programs were discontinued at the close of the 2021-2022 school year.



### **PreSchool Exploration Activity**

The district did continue to follow COVID-19 protection protocols including the disinfecting of occupied spaces on a nightly basis, the use of MERV-13 filtration in our HVAC system, running the HVAC system at higher exchange rates for longer hours, the operation of HEPA filtration machines in all occupied spaces, the continued availability of masks for all who needed or wanted them.



## **BEDFORD PUBLIC SCHOOLS**

Masks included KN-95, N-95, and paper surgical style masks in adult and child sizes. From January to March of 2022, there was a large surge in the number of COVID-19 cases throughout Bedford, Middlesex county, Massachusetts, and the country. There was another increase in cases in May of 2022. These waves required everyone to redouble their precautionary efforts.

Throughout the 2021-2022 school year, all of our schools focused on Academic, Social/Emotional learning, and belonging. Each classroom teacher intervened with students and caregivers as needed. Our academic intervention followed the Tiered Intervention model throughout the district. The process of identifying students' needs, developing and implementing plans, and assessing progress varies based on the developmental age of the student.

The goal of the Tiered Intervention Model is to effectively address students' challenges within the regular education program. Only when these efforts prove unsuccessful are students referred for a special education evaluation. Tier I interventions take place within the general education classroom, as a product of differentiated instruction. Tier II interventions supplement Tier I instruction and may occur at Lane, e.g., in the WIN (What I Need) block, at JGMS, through the Skill Center, and at the High School through the advisory or FLEX time. These approaches provide targeted coaching from our highly skilled teachers.

The school department worked closely with all town departments to ensure the health and safety of our staff, students, and families. The Town Manager's Office, The Bedford Department of Health and Human Services, the Police Department, the Fire Department, and the Department of Public Works were critical allies in our efforts to maintain healthy learning environments for all of our students.

### **THE CONTINUING IMPACT OF COVID-19**

The continuation of the COVID-19 pandemic continued to force the cancellation or virtualization of many activities in our community. School events were no different. Each school had to cancel some events, and insist on safety protocols while others were done virtually, or were moved outdoors. The fall and winter saw the most disruption but as winter turns to spring many events come back for the first time in three years.

At the Davis School, "Davis Town" was offered in person with students and staff welcoming guests to their "stores" and "events." The BEST (Bedford Elementary Schools Together) PTO conducted their Color Run at JGMS in person. The Davis Spring Concerts and Field Day were great successes with community members able to enjoy the performances and activities of the students. With funding from BEST, Davis School enjoyed the Theater Work's Performance of "Pete the Cat" and an Author's Visit from Vera Ahiyya. There were also performances by the Lane School Band and Orchestra.

Lane students experienced a wide variety of field trips, including, The Museum of Science, Take Flight in Maine, Walk of Bedford, Job Lane House, Sturbridge Village, and a hike at the Blue Hills. Our Gr 5 students showed off their skills in the annual Gr 5 Talent Show. In June, the Gr 5 students culminated their year-long Project Adventure Curriculum with Challenge Day on the school's ropes course.





**Lane students enjoying the ropes course.**

At the John Glenn Middle School, we were excited to be in person for the whole year and see students and teachers connect. Our trips to Washington, D.C., and Nature's Classroom went ahead as planned. The eighth-grade students tested prior to their trip, thus allowing the trip to proceed with everyone assured of their health status. The same was true for our sixth graders as they made their way to Freedom, New Hampshire for Nature's Classroom. Our JGMS Musical, High School Musical was presented in person and for the second year in a row our Eighth Grade Moving-On Ceremony was held in person, picnic style on Sabourin Field followed by a Moving-On Celebration at the JGMS field.

At Bedford High School, we were able to build community by reintroducing pre-pandemic traditions. With some safety measures in place, our athletics seasons, theater and music productions, pep rallies, semi-formals, and proms returned. Bedford High School performed two musicals this year which included *The Drowsy Chaperone* and *Mama Mia*. Many of our athletic teams qualified for tournament play and several athletes signed commitment letters to continue their play at the collegiate level. We also celebrated our Women in Science and Tenacity competitions at Bedford High School. Bedford High School garnered high praise during its NEASC Accreditation visit as we continue to prioritize a climate of care in conjunction with courses that are academically challenging and engaging. Always a highlight of the year, graduation made its way back to the Tsongas Center where graduates were celebrated by an audience that included family, friends, and faculty and staff from across the district.

**STRATEGIC DISTRICT-WIDE GOALS AND ACCOMPLISHMENTS FOR 2021-2022**

Despite the pandemic, the District did make progress on a number of our goals. Included below is a sample of the work done throughout the 2021 – 2022 school year.

The district developed a new three-year District Improvement Plan. The plan will allow the district to pursue the same three strategic objectives for the life of the plan.

The Strategic Plan was developed through broad-based participation and expresses our foundational beliefs through goals, objectives, and action plans. It also provides a "blueprint" for long-term direction and decision-making. Our District Improvement Plan embodies a statement of core values, a mission, and a vision. In education, core values are a set of fundamental beliefs of a district and its personnel about children and learning that serve as guiding principles for decisions, behaviors, and actions that the district takes.

Core values are the fundamental beliefs of an organization. These guiding principles dictate behavior and can help people understand the difference between right and wrong. Core values also help us determine the right path and if we are fulfilling our goals by creating an unwavering guide. A mission statement is a statement of the district's primary purpose and reason for existing. Often just a sentence or two, it communicates a sense of direction for the entire district and is intended to remain relatively unchanged over time. The vision is a description of the intended future for a district and its school community if the plan is realized.

The District Improvement Plan (DIP) builds upon the foundational principles and expresses goals, objectives, and strategies that, if accomplished, lead to the achievement of the vision.

The overall goal of the District Improvement Plan and Individual School Improvement Plans is to build systemic and sustainable capacity to carry out data-supported planning going forward. Planning helps prioritize major initiatives and may impact far-reaching areas including curriculum development, teaching and learning, assessment, organization, facilities improvements, and data management.

The Bedford Public School District can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage its performance. To support this purpose, we have developed a multi-year District Improvement Plan that includes processes to support schools, students, and staff in their performance management efforts. The District Improvement Plan has been designed to meet local, state, federal, and program accountability requirements.

**The vision of the Bedford Public Schools (what we strive to do...)**

As educators within the Bedford Public Schools, we aspire to be a collaborative school system in partnership with the community and families that develop curious, engaged, resilient, empathetic, and kind learners. Our students are creative and critical thinkers, and who apply knowledge, act responsibly, and make meaningful contributions.

**Our Mission (What we do...)**

We provide a safe, respectful, and inclusive environment in which the unique academic, intellectual, social, ethical, and emotional growth of each learner can be realized.

**Our Core Values**

**Achievement:** An education that develops the whole child by engaging each child's academic, social, physical, and emotional well-being.

**Inclusivity:** Appropriately challenged, supported, and valued as a contributing member of our [learning] community.



**JGMS Tenacity Challenge**



**Community:** Encouraging authentic and caring connections.

**Empathy:** Instilling curiosity, appreciation for diverse viewpoints, and the promotion of collaborative and courageous conversations.

### **Our Beliefs**

**Diversity, Equity, and Inclusion:** We believe in educational equity where everyone receives the academic, social, and emotional support and services they need within an environment of high-quality teaching and learning for all members of our school community, which includes a rigorous curriculum, instructional models that engage students, and where students utilize critical thinking and have agency.

**Diversity:** We believe in the representation of different and unique identities, characteristics, experiences, and perspectives. **Equity:** Giving everyone what they need to succeed by increasing access, resources, and opportunities for all; especially for those who are underrepresented and have been historically disadvantaged. **Inclusion:** A welcoming culture in which differences are celebrated and everyone is valued, respected, and able to reach their full potential.

**Student-Centered Curriculum, Instruction, and Assessment:** We believe that by creating a curriculum that is student-centered we develop and implement instructional strategies that prioritize the student experience and that we assess our students in a manner that allows each child to develop as an autonomous and independent learner who is responsible for their own learning.

**Social-Emotional Learning:** We believe that Social Emotional Learning (SEL) is an integral part of a student's education. Students learn to acquire, understand, and apply the skills, knowledge, and attitudes to develop healthy identities, manage their own emotions, achieve personal and group goals, feel and show empathy towards others, establish and maintain healthy relationships and make responsible and caring decisions. Social-Emotional Learning provides students with the opportunity to build educational equity, and authentic and thriving peer, school, family, and community partnerships.

**Strategic Objective One; Diversity, Equity, and Inclusion: Provide each student with the academic, social, and emotional support and services they need.**

**Our Strategic Initiatives for strategic objective one are:** Prioritize the strengthening of relationships between and among students and adults within our schools; Ensure that all staff engages in ongoing professional development to implement culturally responsive and inclusive practices with fidelity; Utilize curricula, instructional practices, and materials in all schools and classrooms that are responsive to the diversity of our students and families; Expand the diversity of our leadership and educator workforce to better reflect the students of our communities (Bedford, Boston, and Hanscom)

## **Strategic Objective Two**

**Student-Centered Curriculum, Instruction, and Assessment:** We believe that by creating a curriculum that is student-centered we can implement instructional

**Our Strategic Initiatives for strategic objective two are:** Implement the BPS Literacy Plan at all levels and for all students; Ensure that students understand what they are learning and why they are learning it so that they can take ownership of their own learning; Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for all students

**Strategic Objective Three: Social-Emotional Learning:** We believe that Social Emotional Learning (SEL) is an integral part of a student's education. Students learn to develop healthy identities, and emotions, achieve goals, show empathy, establish and maintain healthy relationships and make responsible and caring decisions.

**Our Strategic Initiatives for strategic objective three are:** Employ disciplinary practices such as restorative justice to ensure that all students are treated equitably and with kindness and respect; Expand the understanding and integration of social-emotional competencies for all educators so that students develop a greater understanding of the role emotions play in their lives; Utilize developmentally appropriate classroom strategies such as Responsive Classroom, RULER, and advisory to develop social-emotional learning skills and emotional intelligence; Continue to hone a unified vision of social, emotional, and behavioral programming that meets the needs of all students

## **The Bedford Public Schools Literacy Plan**

In the second year of implementing the Literacy Plan our focus was on developing all students' ability to independently comprehend increasingly complex nonfiction text, research effectively and write persuasively.

The BPS Literacy Plan is a joint effort among educators throughout the district to accomplish the five goals of the plan. There are action steps outlined under each of the goals. This work is overseen by the District's Literacy Committee, with members from each of the schools. The committee meets every six weeks to monitor the progress of the action steps and to also listen, support and problem solve as a committee, all things literacy related. The five goals that make up the Literacy Plan are as follows:

Goal 1: Vision/Leadership/Communication

Goal 2: Assessment

Goal 3: Intervention Process

Goal 4: Core curriculum and Instruction

Goal 5: Professional Development/Coaching

Goal 1: Vision/Leadership/Communication: An important action step under this goal was to make sure that the Literacy Plan was embedded in School Improvement Plans throughout the district, which it has been. This yielded action steps being embedded in what each school did this year, which added consistency and importance to the plan. We also were able to make sure that funding for programs, including Units of Study for Reading and Writing were supported. That Foundations (phonics instruction) training took place and was implemented with fidelity at the elementary schools. Also, Orton Gillingham, which is a specialized way to teach reading was provided and special needs teachers were trained in this approach (which is ongoing as we add

new faculty who need to be trained). We also have leveraged the expertise of our Literacy Specialists by creating schedules at the elementary level that allow them to work as interventionists at all grade levels, focusing on tiered intervention for students in relation to reading and writing needs. We continue to participate in a specially designed workshop for teachers on “Differentiation” at the end of June from Research for Better Teaching, yearly. This training helps teachers plan and implement lessons and classroom structures that address the different learning needs, and instructional practices that students need.

Goal 2: Assessment: We implemented the Data Wise process for the third year, and it has become a structural facet of teaching and learning in all buildings. During the past few years, we’ve learned about how to use data to inform instruction, including the work of implementing assessments in reading, writing, math, and science. We’ve utilized what we call “assessment sweeps”, where students take assessments, and then we have data meetings where we discuss and analyze the data and then implement interventions to address student needs. This process happens regularly at least twice a year, and in some cases three times a year.

The following information was presented to the Bedford School Committee in May of 2022, and illustrate both local assessment data (BPS) and statewide assessment information.

**Slides 1 and 2** outline how our elementary students performed during the winter of 2021 and 2022 on their Track My Progress (TMP) assessment. TMP is a local assessment, focused on reading comprehension.

**Slides 3 and 4** focus on student performance on another local measure called, DIBELS. This assessment focused on phonics.

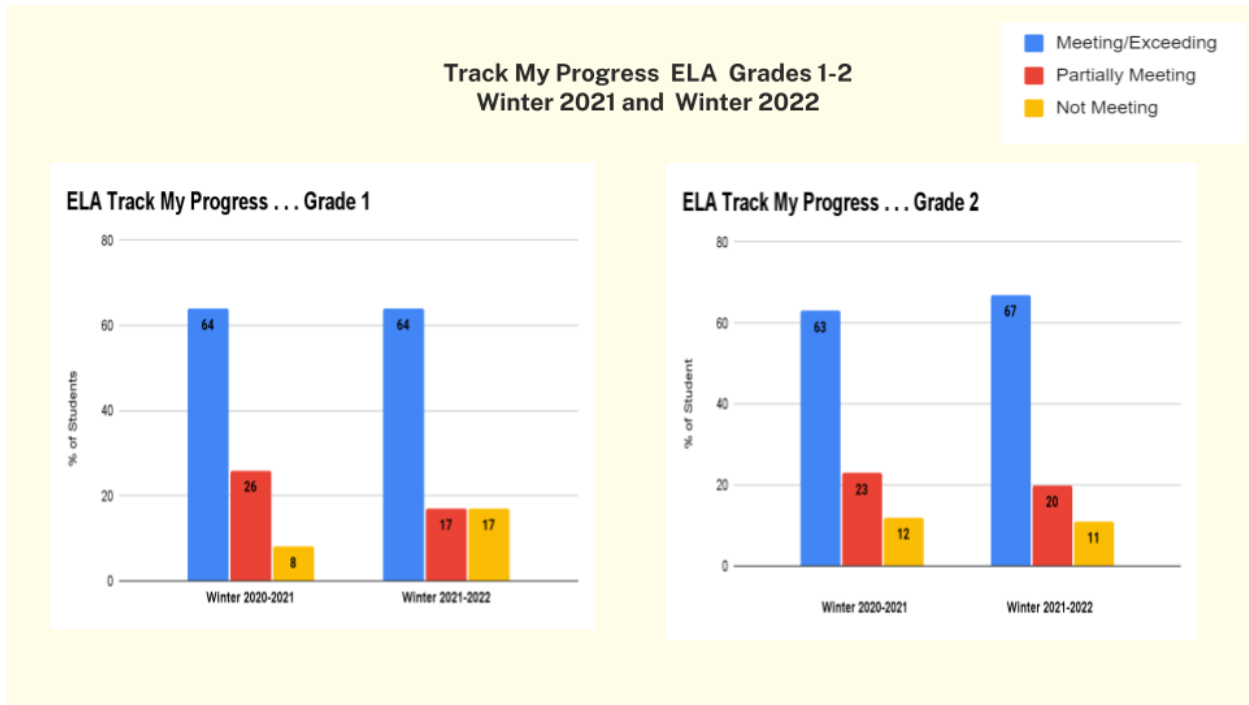
**Slide 5** shows data from the TMP assessment administered at the John Glenn Middle School, again this assessment is focused on reading comprehension.

**Slide 6** is another local assessment, iReady, that assesses Bedford High School students on reading comprehension.

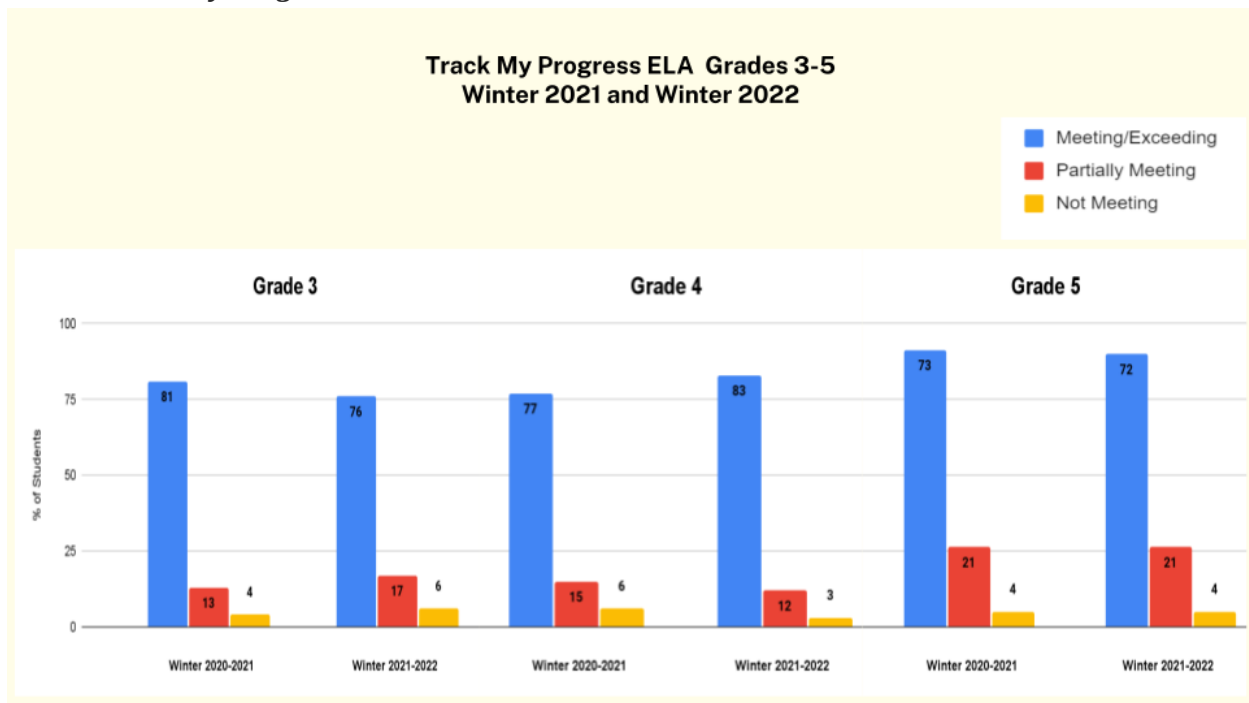
**Slides 7 through 9** are our Massachusetts Comprehensive Assessment System (MCAS) results. MCAS which is a statewide assessment that measures progress in English Language Arts, Mathematics, and Science. The ELA results which are the focus of the literary plan are shown and are focused on literacy skills.



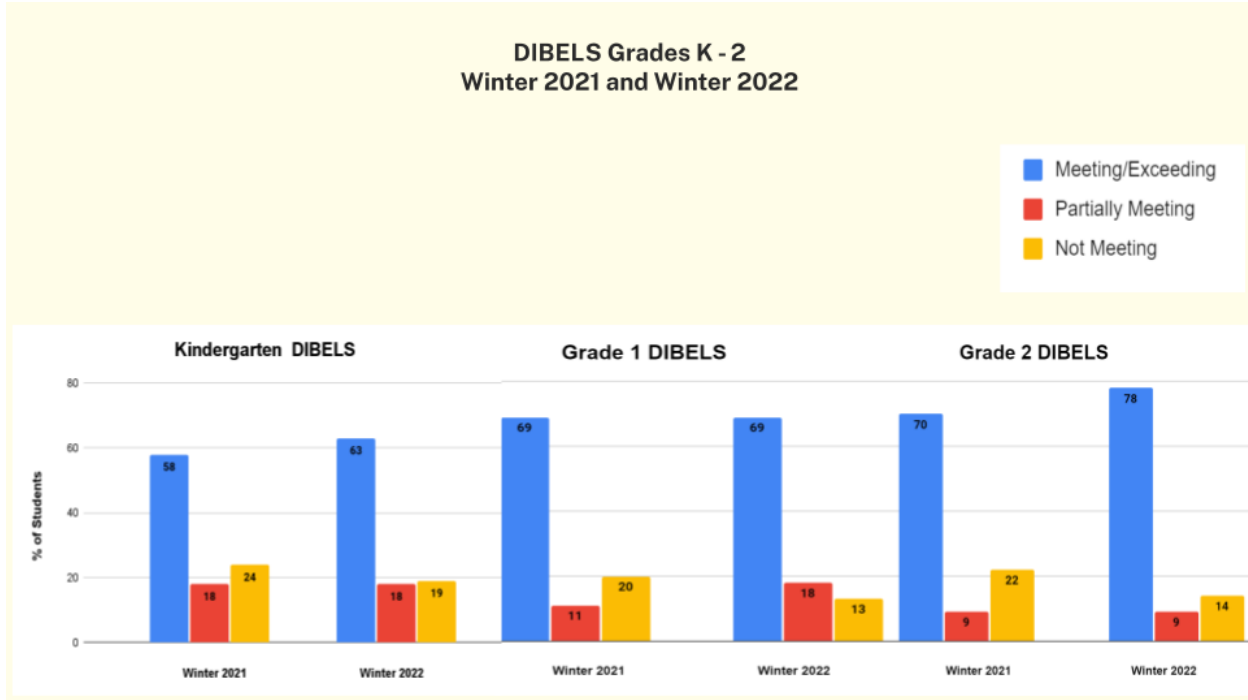
**Slide 1: TMP Grades 1-2 Winter 2021 and Winter 2022**



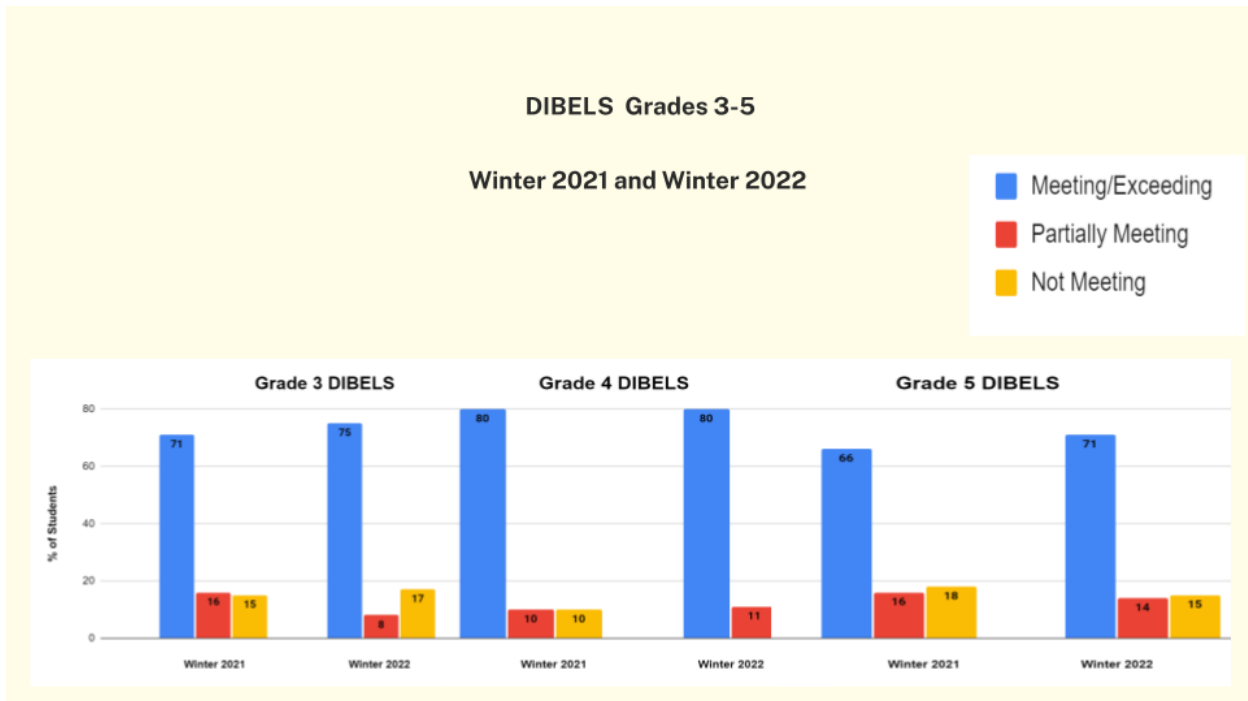
**Slide 2: Track My Progress Grades 3-5 Winter 2021 and Winter 2022**



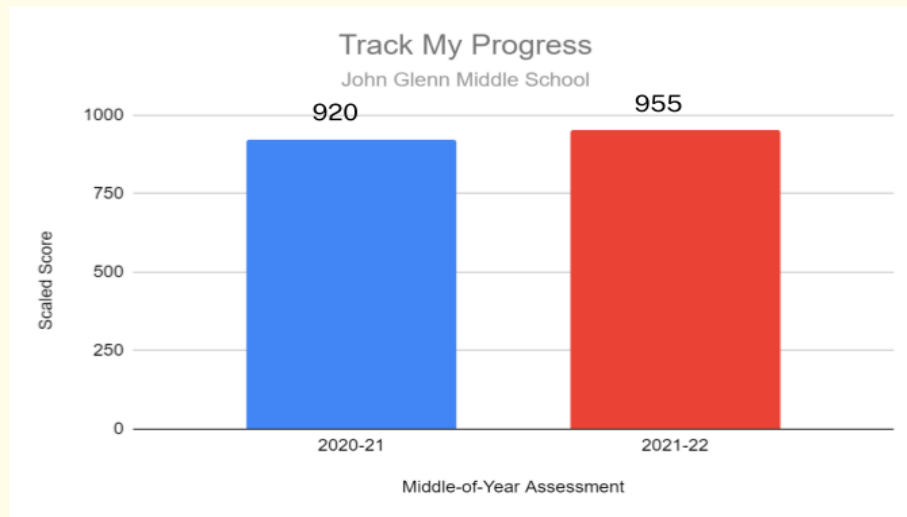
**Slide 3: DIBELS Grades K-2 Winter 2021 and Winter 2022**



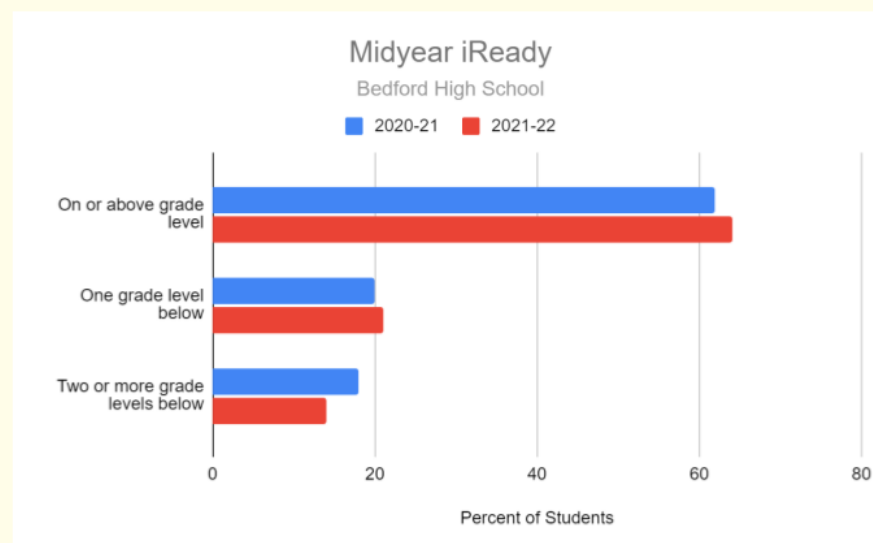
**Slide 4: DIBELS Grades 3-5 Winter 2021 and Winter 2022**



***Slide 5: Track My Progress, Grades 6-8 Winter 2020-21 and Winter 2021-2022***



***Slide 6: iReady, Grades 9 and 10 Winter 2020-21 and Winter 2021-2022***

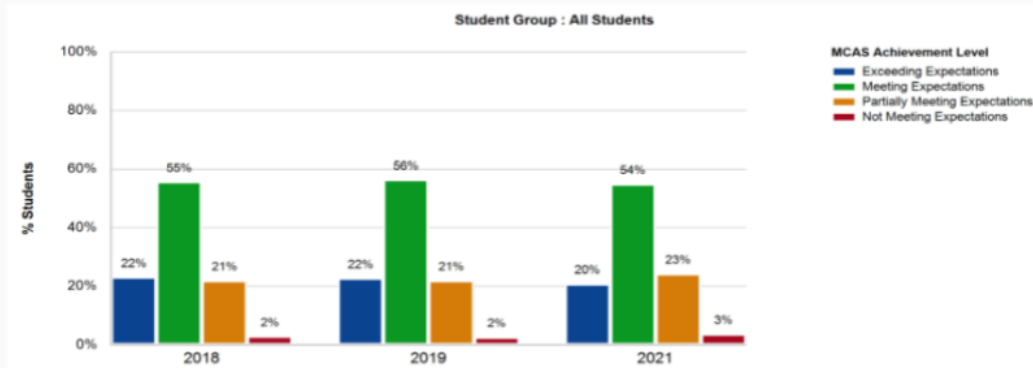




*Slide 7: 2018-2021 MCAS ELA Lane School Grades 3-5*

**MCAS**

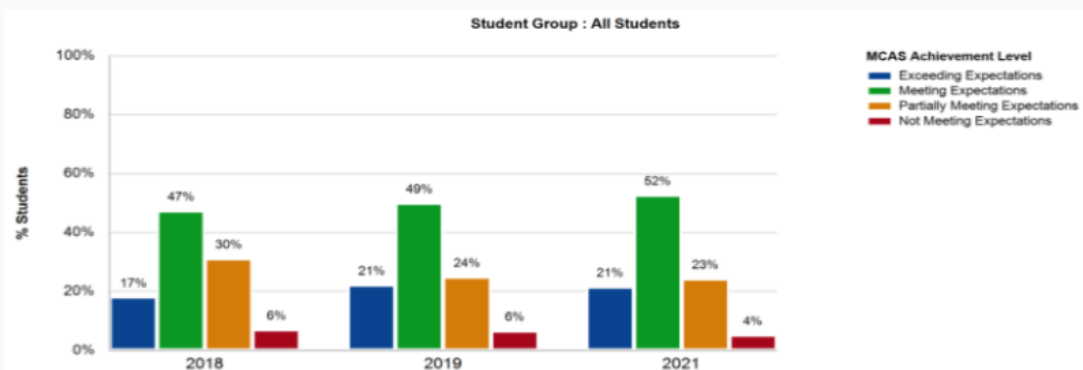
**2018-2021 MCAS English Language Arts-Lane School (Grades 3-5)**



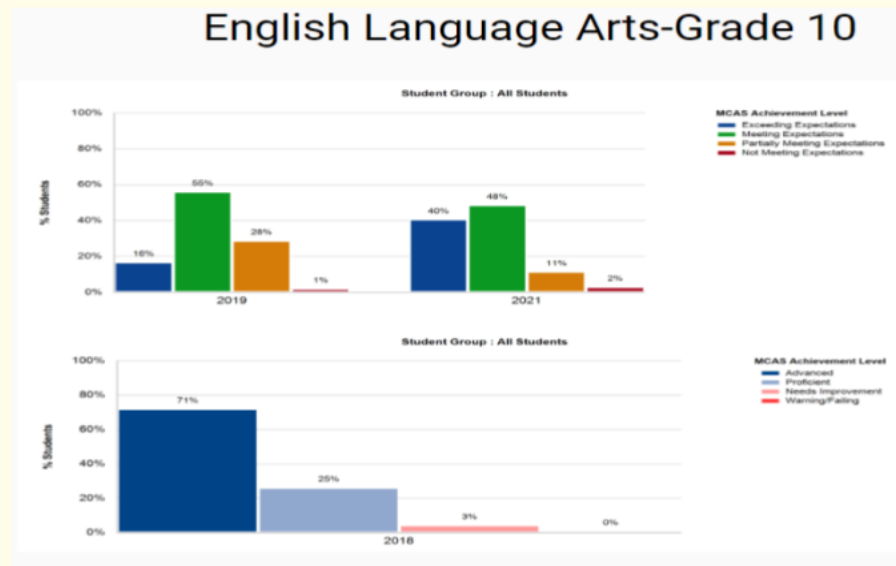
*Slide 8: 2018-2021 MCAS ELA JGMS Grades 6-8*

**MCAS**

**2018-2021 MCAS English Language Arts-JGMS (Grades 6-8)**



## MCAS



**Goal 3: Intervention Processes:** Within this goal we've really been able to examine the RtI (Response to Intervention) structure, looking closely at how we use our faculty/staff to meet student needs, whether in small groups, or one on one, or "push in" to classrooms. This also includes creating school-based schedules that allow for interventions to happen across classrooms. Also, we implemented a data dashboard at the K-5 level, so that we are able to share this information with families at parent/teacher conferences. We continue to improve on our ability to take data and analyze it in ways that inform not only our instruction, but also which students need interventions, and what type of interventions, specifically, are needed.

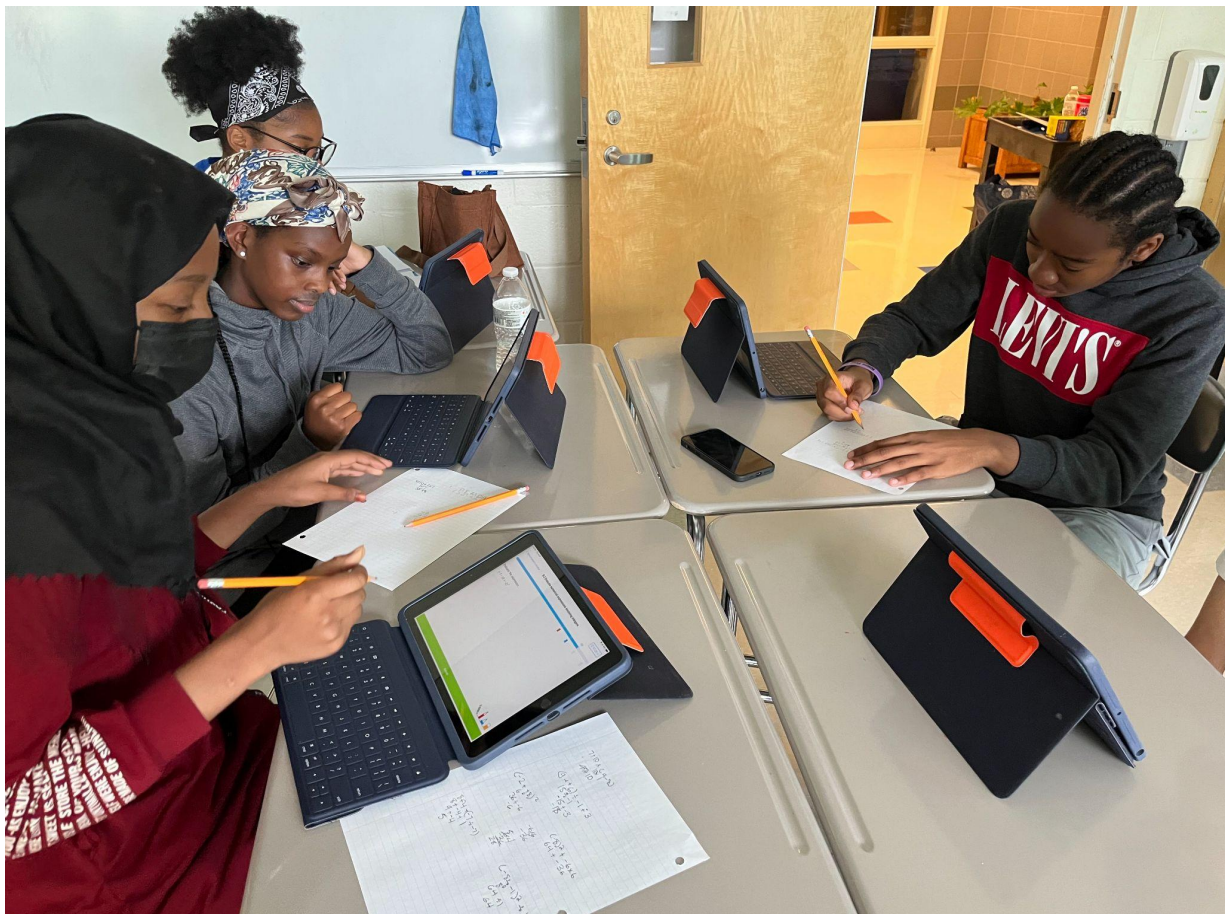
**Goal 4: Core Curriculum and Instruction:** Within this goal, we were able to implement at the elementary level strong fidelity to our reading and writing curriculum and to implement more training on our phonics program, "Foundations". We also continue to train more special needs teachers on Orton Gillingham, which is a specialized reading program. We also continue to implement common assessments for writing at the 6-12 level, and at BHS we will continue the process for school-wide curriculum development and revision of the curriculum, which will be a three-year process.

**Goal 5: Professional Development/Coaching:** We were able to continue to provide professional development based on individual teacher needs. A great deal of time was invested in professional development related to "Data Literacy", learning how to use data to inform instruction, which will continue. We also were able to provide professional development related to DEI (Diversity, Equity, and Inclusion), and instructional differentiation.

During the 2021 - 2022 school year, the District was able to implement many of the year 2 action steps, outlined in the BPS Literacy Plan. The Literacy Committee will continue to meet every other month during the 2022-2023 school year, keeping an eye on the action steps we've implemented, and those that we need to implement in the next few years.

### **SUMMER CALCULUS PROJECT 2022**

This summer twenty-one students from JGMS and BHS participated in twelve days of the Calculus Project Math program. This summer program is a part of our Calculus Project that is focused on supporting the achievement of students who are typically underrepresented in higher-level math. The vast majority of students are students of color. During the summer, students previewed essential concepts in preparation for the upcoming school year with Bedford math teachers. In addition, we were lucky to have two former Calculus Project students return to our program and work as teaching assistants and mentors to the younger students. We visited and toured Bentley University, returned to Boda Borg in Malden for team-building challenges, and some faced their fear of heights at a nearby ropes course. Another highlight was a visit from Bedford Director of Counseling Lester Eggleston who facilitated a Q&A session with our students about a range of topics including counseling services, college admissions and financial aid, and standardized testing.



**Students working in the Summer Calculus Project**





**Team building field trip for Calculus Project**

### **FULFILLING METCO'S PROMISE**

Embraced by the Town of Bedford, the Bedford Public Schools, and our students, the METCO Program provides a rich cross-cultural, cross-racial, and cross-geographic education for our Boston students. Most of them travel well over an hour each way to school. We strive to foster genuine friendships between students and families from one of the few still existing, voluntary, desegregation programs in the nation. This program continues to form lasting relationships and the continued understanding intended for cross-racial acceptance. We continued the work of finding meaningful ways to connect students to the community by way of sports, extracurricular activities, and community-based participation.

A few initiatives that have continued to address the critical gap are the Boston Bridges Initiatives (BBI) and the Parent Diversity Council (PDC). Both of these were launched in 2018-2019 and have continued to flourish even through the COVID-19 pandemic. The purpose of the PDC has and continues to be, a way to connect the families that make up the key constituents (Bedford, Boston & Hanscom Air Force Base) and have them work together in activities outside of school to enhance their sense of belonging to the community. The BBI is an independent organization that has continued to channel funding to family and student activities aimed at building bridges and developing friendships across both race and geography among Bedford's resident families, Hanscom Air force families, and Boston families. Since the pilot school/District Bedford, the BBI has grown to and included other METCO and Massachusetts districts this past year. The different



activities from both PDC and District-initiated include social activities, the Boston-Bedford bus tour outing when permissible, a high school leadership program, middle school lunch groups, student retreats, and play dates. The PDC has also started and will continue adult anti-racism book groups, student book groups, speakers, and cultural activities.

## **SPECIALIZED PROGRAMS**

### **Special Education**

The Davis Elementary, Lane Elementary, John Glenn Middle School, and Bedford High School offer a continuum of services to students with special needs. Each building has created programs that accommodate the developmental needs of the child, as well as, the grade level demands of curriculum and instruction. Special education teams at each building provide services to students who meet the eligibility criteria set by the state and federal guidelines. Services are provided by Special Educators, Speech and Language Pathologists, Speech Language Pathologist Assistants, Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Adjustment Counselors, and Board-Certified Behavior Analysts. In addition, general staff may also provide counseling, English Learners (EL), and reading services as needed.

In keeping with Bedford's long-established policy on inclusion, services are provided within the context of the regular education classroom whenever possible. A small percentage of students who require specialized instruction in a separate setting, attend collaborative or private special education programs. A full explanation of Bedford's special education practices is described in the Special Education Department Policies & Procedures Manual, available online.

Professional, highly qualified staff provides special education support and services across the district. Four building-based Program Administrators oversee evaluations and services at each building. At the district level, Mrs. Marianne Vines M.Ed., Director of Special Education, supervises the special education department, providing guidance and support to all staff.

### **Co-Taught Classrooms**

Co-teaching is an instructional delivery approach in which two equally qualified general and special educators share responsibility for planning, delivery, and evaluation of instructional techniques for a group of students. General and special educators work in a coactive and coordinated fashion, which involves the joint teaching of academically and behaviorally heterogeneous groups of students in integrated settings. The co-teachers provide specially designed instruction to which students with disabilities are entitled while ensuring access to the general curriculum in the least restrictive environment with the provision of supplementary aids and services. General and special educators are present while co-teaching in the general classroom, thus maintaining joint responsibility for specified classroom instruction. Research shows that general educators have expertise in knowledge of the curriculum while special educators have expertise in instructional processes used to teach individual students who may learn atypically. There are a variety of co-teaching approaches. Each approach is designed to enhance different types of activities or learning environments.

### **Learning Centers**

Learning Centers provide students with specialized instruction in areas of need as identified on the student's IEP, as well as instruction in developing compensatory skills so that the student can access the general education curriculum. Learning Center teachers may also provide re-instruction in the core curriculum and test-taking skills in small groups, as needed. Special

Education Teachers may provide support in both scheduled small group classes and/or as co-teachers in mainstream English Language Arts and Math classes. Teaching assistants may also provide academic, social, and behavioral support and accommodations in all settings.

**Language-Based Services**

A language-based learning disability (LBLD) or Dyslexia refers to a spectrum of difficulties related to the understanding and use of spoken and written language. LBLD or Dyslexia is a common cause of a student's academic struggles because weak language skills impede comprehension and communication, which are the basis for most school activities. Dyslexia falls under the category of a specific learning disability in reading and impacts phonological processing, fluency, or both.

A definitive diagnosis of dyslexia is often provided by speech-language pathologists, psychologists, reading specialists, and educational specialists. Intervention starts with effective classroom instruction which includes several components: structured phonemic awareness (orally identifying and manipulating syllables and speech sounds), phonics (making associations between letters), fluency (developing speed and automaticity in the accurate letter, word, and text reading), vocabulary expansion, and text comprehension. Each student is an individual and is impacted by their disability in various ways and to differing degrees. Therefore, services are provided to students based on their individual needs. Some students require multi-sensory engagement and to be explicitly taught the phonological features of spoken language using motor, visual, auditory, and kinesthetic feedback combined with extensive, controlled practice in word recognition. Those services may be provided outside of general education classes in small groups.

At the elementary levels, students are often identified as struggling with sound/symbol correspondence, phonological processing, decoding, and/or fluency which can impact speaking, listening, reading, and/or writing. Adolescents at the middle school level and high school students can continue to struggle with reading, writing, and executive functioning weakness. These students may have some degree of fluency but continue to suffer from a phonological deficit that makes reading slower and they do not catch up with their typically reading peers. Special Education staff will collaborate with the speech and language pathologist to develop compensatory skills to improve a student's ability to access the curriculum independently.

**Bridge Program**

The Bridge Program provides a safe, therapeutic environment supporting the academic, behavioral, and social/emotional needs of students. These supports and services are provided for students who have had difficulty making effective progress in a fully inclusive setting due to a primary Emotional disability or other disability including Neurological Impairment or Health Impairment (such as ADHD). Students may also have other specific learning disabilities, behavioral disabilities, or other coexisting disorders or disabilities that require significant therapeutic support.

Bridge services can range from a small, self-contained classroom setting providing direct instruction in the core curriculum to a supported, full-inclusion classroom. The Bridge Program can offer a range of services to support the child in all areas (academically, behaviorally, and socially). Special Education and General Education teachers, as well as trained teaching

assistants, collaborate to provide targeted support, monitor progress, and assist in the implementation of accommodations and modifications.

**The SAIL (Students Achieving Independent Learning) 1**

SAIL 1 is a substantially separate program designed to serve Bedford Public School students in grades Preschool to age 22 with educational needs due to a diagnosis of Autism Spectrum Disorder (ASD) and other related disabilities. Program components include highly structured, individualized programming based on the principles and procedures of Applied Behavioral Analysis (ABA), intensive communication and language training, social skills training, utilization of natural environments for instruction, positive behavioral programming, educationally-based sensory activities, and inclusion with mainstream peers and activities. Small-group and/or individualized instruction can be provided for the entire school day, when necessary and appropriate. Modifications to curriculum content and methodology will be carefully considered by the Team and tailored to meet individual student needs. Related services including speech/language, occupational therapy, physical therapy, Board Certified Behavioral Analyst consultation, and counseling are provided based on individual needs.

**The SAIL (Students Achieving Independent Learning) 2**

Our SAIL 2 program provides support and services within an inclusion model. It is designed to serve Bedford Public School students in grades Preschool to grade 12 with educational needs related to an Autism Spectrum Disorder and other related disabilities. This program utilizes an integrated model to include students for the majority of their day within the general education setting, providing support to facilitate a safe, nurturing learning environment to foster the growth of language, social, behavioral, life, and academic skills. Modifications to curriculum content and methodology will be carefully considered by the team and tailored to meet individual student needs. Instruction will be provided by both General Education and Special Education teachers, as well as trained ABA Behavior Technicians. Related services including speech/language, occupational therapy, physical therapy, Board Certified Behavioral Analyst consultation, and counseling are provided based on individual needs.

**STEP (Succeeding Through Experience Program)**

The BHS STEP Program is a small, therapeutic program designed to support students in grades 9-12 with social/emotional disabilities who require a substantially separate setting. Students receive academic instruction through a co-taught model that includes a special education teacher and a general education teacher. Students have access to elective courses developed specifically for students with social/emotional disabilities. Inclusion opportunities are provided to the maximum extent possible depending on individual student progress. Students participate in therapeutic support including group and individual counseling, flexible scheduling, and community meetings. The focus of the program is to engage learners and to promote social/emotional resilience both in school and in the community in preparation for post-secondary life.

**LABBB Collaborative**

The LABBB Collaborative was formed in response to the need for more specialized programs. The original member districts of the collaborative were Lexington, Arlington, and Burlington. Bedford and Belmont joined later.

The LABBB Collaborative Programs are all located in public school buildings. In Bedford, we have LABBB classrooms at JGMS and BHS. LABBB provides educational programming and support services for over 350 special needs students from over 60 districts. LABBB serves students with a variety of special needs including students on the autism spectrum, students with multi-handicaps, pervasive developmental disorders, developmental delays, language deficits, and social/emotional challenges. The unified leadership of the LABBB Superintendents was a key factor in establishing the Collaborative. Together, they continue to promote all programs, keeping them strong and progressive.

**CASE (Concord Area Special Education) Collaborative**

For 45 years, Concord Area Special Education (CASE) Collaborative has been an organization that allows school districts to plan, develop and implement programs for students with special needs. It allows school districts to augment local services and provide a continuum of special education programs through collaboration with member school districts. It provides a mechanism for people to share ideas and resources to meet a common need. CASE is an educational collaborative agency made up of 11 regional and municipal districts serving the Greater Boston metropolitan area. CASE is governed by a board of directors comprised of ten school superintendents representing each of its member school districts. CASE was formed in 1974 to meet the regional needs of member school districts. The main focus, although not the exclusive focus of the CASE Collaborative is children and young adults who require special education.

**FACILITIES**

The Facilities Department was established in 1997 to protect the capital investment made by residents of Bedford in their public facilities. The department plans and fulfills operating and maintenance requirements for approx. 785,000 Sqft of building space. Furthermore, it provides maintenance, custodial, and construction management services in a cost-effective, customer-oriented manner while working to maintain a safe, efficient, and functional environment for all building occupants.

The department handles various aspects of Facilities Management including administration, building maintenance, custodial services, procurement, project design & construction administration including the initiation of IFBs, RFPs and RFQs, energy and utilities, real estate leases, and the Town and School buildings security access control systems.

The Administrative responsibilities include operating and capital budget management, purchasing, accounts payable, maintenance management system administration, energy management, and environmental and regulatory compliance. Many of these responsibilities require managing separate accounts to track both school and town operating and revolving fund expenses.

Maintenance activities include scheduled preventive maintenance and the routine and emergency repair of all building systems, weekend building checks, and on-call emergency response services.

Custodial Services include daily and periodic cleaning, integrated pest management, non-hazardous waste disposal, recycling, general safety/security, and custodial coverage for special events.

Project management responsibilities include defining the scope of work for each capital project, procuring and managing design services, reviewing design documents, bidding on projects, construction contract management, and overall project management.

**EMPLOYEE STATISTICS**

Town Funded: 8.25 FTEs  
School Funded: 27.75 FTEs

**Building Statistics**

Town Buildings (17): 240,127 sq. ft.  
School Buildings (4): 561,907 sq. ft.  
*Total:* 802,034 sq. ft.

**FY22 HIGHLIGHTS**

**Administration**

The Facilities Department continues to add assets and asset requirements to its Asset Management System in preparation of the up-coming Capital Projects process. Facilities also, in collaborative efforts with other Town Departments, continue to work on improving the Town's six (6) year capital improvement plan (CIP).

The Department Staff also share the responsibilities of all energy efficiency initiatives as well as all utilities tracking and monitoring. Facilities Staff also develops a list of potential energy efficiency projects as well as research and apply for State Green Communities energy grants.

The Facilities Department continues to look for ways to conserve energy use and cost. The lighting system is approximately 90% LED in the schools. Many Variable Frequency Drives (VFDs) have been installed. Facilities have developed their own 6-yr energy plan and identified those projects. Facilities have applied to the State DOER for a Green Community grant to do more energy efficiency projects. Furthermore, Facilities will introduce a 10-year energy plan to achieve the ENZ goals as established by the Selectmen Board.

The COVID pandemic highlighted the value and tenacity of the Facilities Department. The Department facilitated a wide range of services for Town and School departments, including new cleaning protocols, creation of a call center, barrier installations, procured and provided PPE for the Town and school employees and students, and implemented an enhanced ventilation system with more fresh air flow and increased the numbers of hours for the HVAC, procured and installed Air Purification systems, as well as MERV13 filters for HVAC units. With schools and municipal buildings open

**Custodial**

This division implemented and adapted new cleaning procedures for all buildings due to COVID-19. During the summer break, the school buildings were cleaned out to allow social distancing. Following the design for town buildings that have no protracted period of non-use, certain tasks historically performed during the summer vacation period are now being performed during the winter and spring vacations. This has allowed an overall more effective use of time resulting in more effective annual cleaning of the buildings.



### **Maintenance**

The Facilities Department uses a Computerized Maintenance Management System (CMMS) to manage regular requests for repairs (Work Orders) as well as for scheduled preventive maintenance. In an effort to be more efficient in completing work orders the maintenance division began working in buildings on a rotational basis; working in a building for an unspecified period of time to ensure work completion before moving on to the next building. During the spring and summer of 2020, the entire maintenance staff was dedicated to retrofitting town and school spaces for the safe return of staff and students during the Covid19 pandemic. In addition, the maintenance staff contributes considerable time and resources to various issues in relation to the Capital Projects listed below:

### **Capital Projects**

Facilities had a busy calendar/fiscal year performing and managing capital improvement projects. The following is a partial list of some of the projects. Please note that some construction projects are design-bid-build; others could be a hybrid model where Facilities staff will take on certain aspects of the projects and some projects are 100% in-house such as school painting, flooring, etc.

### **Energy Management, Efficiency & Sustainability**

Facilities Dept. continues to seek ways to conserve energy usage. As the price of electricity and natural gas commodities are expected to rise in New England, more emphasis is being put on saving energy. Maintenance calls that impact energy use are being addressed immediately. Building custodians have been reminded and trained to report any abnormal conditions. Through a combination of energy savings measures and mild weather, Facilities have had some substantial savings in the utility budget. Furthermore, Facilities is currently purchasing electricity from a supplier with a 100% Green & Renewable option. A 10-year energy net zero plan is being developed to be included in the six-year capital plan.

### **SCHOOL PROJECTS**



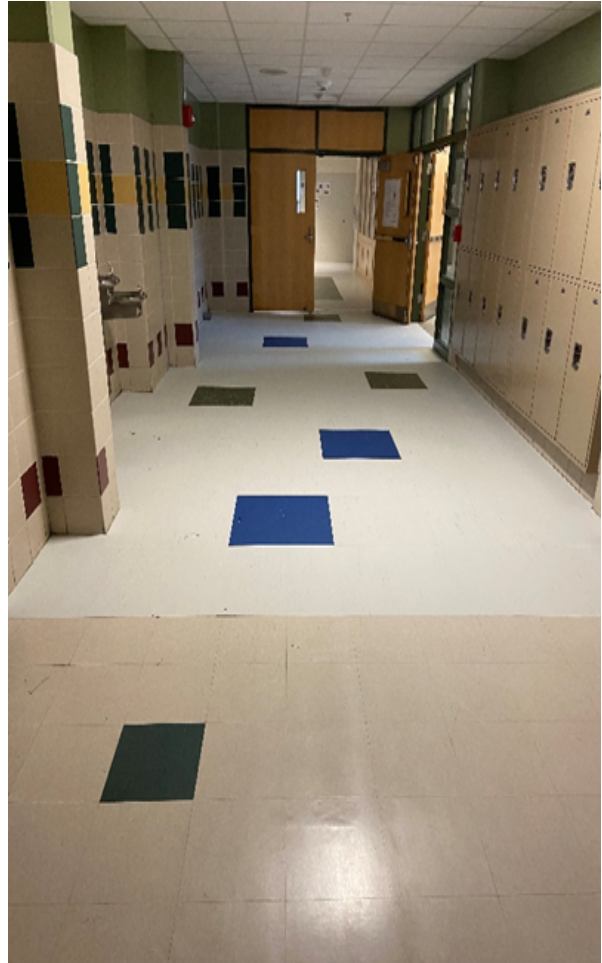
**New VQT Flooring at John Glenn Middle School**



**Old Gas-Fired Hot Water Heater (above) replaced with Electric Hot Water Heaters (below)**







**Old 12"x12" VCT (vinyl composite titles) replaced with low maintenance and more durable VQT (vinyl quartz tiles) at John Glenn Middle School.**





**Painting at Lt. Eleazer Davis Elementary School.**







**Painting at Lt. Job Lane Elementary School**



**Composting at John Glenn Middle School.**