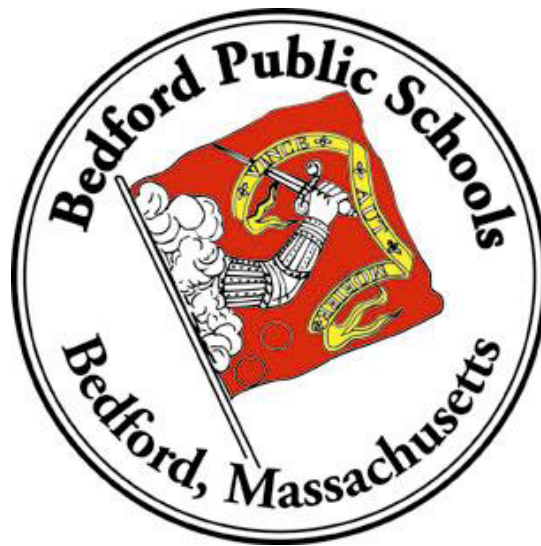


BEDFORD PUBLIC SCHOOLS

Bedford, Massachusetts



STRATEGIC PLAN

2012 - 2017

Approved by the Bedford School Committee: April 24, 2012

BEDFORD PUBLIC SCHOOLS

June 2012

Dear Bedford Community:

The Bedford School Committee is pleased to present the Strategic Plan for 2012-2017. A broad-based working group appointed by the Superintendent in May 2011 prepared the Strategic Plan. The Strategic Planning Committee (SPC) initially reviewed and redrafted the Mission, Vision, Values and Goals of the Bedford Public Schools. Following this review, the SPC posted an online survey for Bedford Public Schools staff and students, as well Bedford residents, asking for input into the Mission, Vision, Values, and Goals of the school system. After a careful analysis of the feedback we received to the survey, the SPC compiled the Strategic Plan and presented it to the Bedford School Committee for its approval in April 2012.

The Strategic Plan focuses on the evolving needs of our schools as we envision classrooms designed to support student learning in the 21st Century. It categorizes the needs of the school system in terms of governance and leadership, curriculum and instruction, assessment and evaluation, human resources and professional development, student academic support, and finance and management. In addition to our overall vision for the schools, this Strategic Plan includes a detailed Technology Vision for 2012-2017. The Strategic Plan has been designed to both articulate the vision for our schools and to identify the resources needed to support that vision.

As we implement the Strategic Plan, the collaboration of parents, residents, and staff will be essential to our success. The Strategic Plan is designed to ensure continued excellence in the Bedford Public Schools. With the support of the Bedford community, we will achieve that goal.

Respectfully submitted,

Maureen LaCroix, Ed.D.
Superintendent of Schools

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Strategic Plan Steering Committee

Armen Arakelian, High School Student

Ben Driscoll, High School Student

Bea Brown, Community Representative

Donna Clements, Program Director Instructional Technology

David Coelho, Director of Finance

Lindsey Goodhue, Parent

Ann Guay, Parent

Polly Herz, Community Representative

Maureen LaCroix, Superintendent of Schools

Kenneth Lord, Information Technology Director

Melinda Macht-Greenberg, Parent

Michelle Matteo, Capital Expenditures Committee

Noreen O’Gara, School Committee Member

Edward Pierce, School Committee Member

Jon Sills, Principal, Bedford High School

Cindy Taylor, Parent

Cyndy Taymore, Assistant Superintendent of Schools

Jessica Tonini, Parent

Daniel Weidman, Parent

Introduction

From May 2011 to February 2012, the Strategic Planning Committee (SPC) has been reviewing and updating the Mission, Vision and Values of the Bedford Public Schools. The broad-based 19 member SPC consisted of parents, residents, high school students, school administrators, and school committee members from the Bedford community. In the initial stages of its work, the SPC drafted statements articulating the school district's Mission, Vision and Values; in addition, members identified a list of critical issues facing the school system. In the second phase of its work, the SPC designed a survey to gather community response to the draft documents. The survey was posted online in September 2011 to allow residents, parents, faculty members and high school students to respond. The survey responses were collated in October and November of 2011 and sorted by categories that included parents, teachers, students, and others associated with the Bedford community. The SPC conducted an exhaustive analysis of the survey responses, which can be found in the full analysis of the survey responses in Appendix C.

The Strategic Plan provides a focus on the future course of action for the school system. The needs of 21st Century learners and teachers comprise the central core of the Mission, Vision Values and Action Plans of the school system and in so doing guides the Strategic Plan. The Strategic Plan allows the school system to respond to emerging trends, events, challenges and opportunities within the framework of its Mission, Vision Values and Action Plan. Through its values and action plan, the Strategic Plan identifies critical issues, strategies to address issues, staff timelines, and resources needed to achieve the goals; in addition, it identifies the leadership staff who will oversee this work. The Strategic Plan is designed to guide the direction and efforts of the Bedford Public Schools and to further the community's understanding of the key system goals for the next five years.

Most importantly, with the continued support of the community, the Strategic Plan will drive Bedford's commitment to excellence in its school system.

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MISSION

The Bedford Public Schools will develop skillful, reflective, lifelong learners who think critically and creatively and 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.

VISION

We envision that the Bedford Public Schools will be recognized as a leader in education. In our work with students, staff and the community, we will strive to:

- Recognize and provide for each student's needs and individual learning style while providing an appropriate level of challenge and support.
- Extend student learning into the increasingly interconnected world.
- Encourage and promote skilled, knowledgeable, and passionate teachers in a collaborative environment that supports innovation in teaching and learning.
- Develop and promote ongoing channels of communication that will foster the involvement, awareness, and support of parents and the Bedford community.
- Ensure that the physical environment and access to emerging technologies continue to support student-centered learning.
- Develop students and staff who are reflective, responsible, adept and discerning learners.

VALUES

We value...

- Equal and equitable access to educational opportunities and success.
- A welcoming and inclusive environment that acknowledges our commonality and respects our individual differences.
- The acquisition of knowledge through the development of higher order thinking skills.
- An innovative environment that encourages individuals to reflect on past learning, explore new learning opportunities, and take academic risks.

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- The development of skilled and inquisitive learners equipped to succeed in a variety of settings.
- Hard work, perseverance and the joy of learning.
- Decision making that is centered on the overall well being of the student.
- Ongoing self-reflection and peer review to promote improvement.
- The participation and partnership of students, parents, community and staff.
- Diverse school-based extracurricular and cultural enrichment offerings.
- A well-rounded, balanced education.

“Through the use of technology students will build their own personal learning networks, collaborate with others, and be producers of knowledge, content and creative expression.”

Bedford Public Schools

Technology Vision 2017

The Vision:

In the year 2017, the Bedford Public Schools will integrate technology in new and effective ways to enhance teaching and learning.

Through the use of technology, students will:

- create, navigate and grow their own personal learning networks
- collaborate with others, locally and around the world
- be producers of knowledge, content and creative expression
- acquire information, build and assimilate knowledge, and communicate their understanding
- engage in real-world experiences and have the ability to creatively solve problems
- learn from a variety of sources and develop critical thinking skills by considering multiple perspectives, bias and evidence
- construct, communicate and defend original thoughts
- learn and be challenged in ways that are appropriate for their individual abilities, ages and learning styles
- access tools and information they need to be active, self-directed, and discerning learners, both inside and outside the classroom

Through the use of technology, teachers will:

- create, navigate and grow their own personal learning networks
- collaborate with others, locally and around the world
- embed technology in instruction in new and effective ways to enhance teaching and learning
- create blended learning environments
- create active, inquiry-based, problem-solving learning environments
- provide greater access to various modes of teaching and learning to support individual learning styles
- review and adjust curriculum integration

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Through the use of technology, administrators will:

- create, navigate and grow their own personal learning networks
- collaborate with others, locally and around the world
- promote, advocate and support innovative use of technology by teachers
- promote, advocate and support broad adoption of technology after it has been proven to provide educational benefit
- promote, advocate and support professional development opportunities for teacher to learn how to effectively integrate technology to enhance teaching and learning
- explore and develop options for blended learning, individualized instruction and expanded course options via the Internet
- build bridges with the community by communicating and collecting feedback about education policies, practices, and philosophies
- minimize costs, manage data and improve performance

Through the use of technology, parents will:

- participate actively in their children's education individually and in the community
- access information related to the schools and information related to their children, quickly and securely
- understand the educational philosophy of the Bedford Schools, including the schools' approach to integrating technology

Through the use of technology, members of the Bedford community will:

- access data that helps them compare their school to other schools locally and beyond
- use a system that provides information about school finances, policies, practices, and curriculum
- share with the schools their time, talents, and resources

Major Project Timeline:

2011-12 School Year

- Launch iPad pilot for incoming BHS Freshmen – Class of 2015

2012-13 School Year

- Launch BHS iPad implementation for Class of 2016
- Replace BHS Wireless Network, relocate existing equipment to JGMS and merge current JGMS equipment with current Lane equipment to make all three buildings able to support 1:1 technology
- Added Computer Technician staff to help support 1:1 equipment
- Allowing Bring Your Own Device (BYOD) at BHS
- Begin 3 year program of SmartBoard installation at Lane

2013-14 School Year

- Launch 1:1 at JGMS

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- Complete BHS iPad implementation for remaining grades
- Change to full time ITS at JGMS to support 1:1 implementation
- Change to a full time ITS at BHS to support 1:1 implementation
- Added additional Computer Technician staff to help support 1:1 equipment
- 2nd year of SmartBoard installation at Lane
- Consider allowing Bring Your Own Device (BYOD) at JGMS

2014-15 School Year

- 3rd year of SmartBoard installations at Lane
- Improve JGMS wireless network to support additional devices

2015-2016 School Year

- Migrate BHS 1:1 devices to Lane as BYOD frees up devices
- Maintain full time ITS at Lane
- Begin 3 year program of SmartBoard installation at Davis
- Improve Lane wireless network to support additional devices

2016-2017 School Year

- Migrate JGMS devices to Lane as BYOD frees up device
- 2nd year of SmartBoard installation at Davis
- Increase Davis ITS to 1.0

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Strategic Plan Executive Summary

The 2012-2017 Strategic Plan for the Bedford Public Schools represents the work of a broad-based Strategic Planning Committee (SPC) appointed by the Superintendent of Schools in May 2011. The purpose of the SPC was to develop a plan that articulates the mission, vision, and values of the Bedford Public Schools and sets forth an action plan for a five-year period. The broad-based 19 member SPC consisted of residents, parents, school administrators, students, and school committee members from the Bedford community.

In the initial stages of its work, the SPC drafted statements articulating the school district's Mission, Vision, and Values; in addition, members identified a list of critical issues facing the school system. In the second phase of its work, the SPC designed a survey to gather community input to the drafted documents. The survey, included in Appendix B of this Plan, was posted online for residents, parents, high school students and all faculty, administrative staff. The survey responses were collated in October and November 2011 and analyzed by responder category including parents, teachers, students, and web responses. In total, 846 surveys were completed. Survey responses included rankings of each statement (e.g., "very important", "important", "somewhat important", or "not important"). Survey participants also had the opportunity to include individual comments.

The SPC conducted an analysis of the survey responses, which is included within Appendix C of the Strategic Plan. Key findings from the survey data include:

Demographics:

Survey respondents by category were as follows:

Staff	284
Web	48
Students	84
Parents	412

Mission Statement: *The Bedford Public Schools will develop skillful, reflective, lifelong learners who think critically and creatively and 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*

The Mission Statement met with approval from:

<u>Respondents</u>	<u>Fully Support</u>	<u>Mostly Support</u>	<u>Total Responses</u>
Staff	269	21	294
Parent	338	65	415
Student	61	19	85
Web	41	8	52

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Vision Statement:

The Vision Statement features authentic learning opportunities, personalized instruction, innovative teaching, open communication among all constituencies, a physically appropriate and technologically current learning environment, and reflective and discerning, lifelong learners. The vast majority of respondents (97%) supported the Vision Statement either fully (76%) or mostly (21%), and roughly 98% understood it, either fully (86%) or partially (12%).

Value Statement:

Eleven statements of core values were provided and responses were requested along the dimensions of understanding and support. The vast majority of respondents (97%) supported the Value Statement either fully (89%) or mostly (8%), and roughly 95% understood it, either fully (82%) or partially (13%).

Action Plan Items:

The survey presented 23 items identified by the SPC as essential elements of an Action Plan. Responses were requested along the dimension of importance, as well as the dimension of evidence. In terms of importance, the seven top action plan items in which greater than 95% of respondents believed the item to be “Very Important” or “Important” were items that related to: recruitment and retention of highly qualified teachers (98%), safe school environment (97%), level of challenge for all students (97%), achieve college and career readiness (97%), sufficiency of the school budget to support the mission (97%), high expectation for student excellence (97%), and appropriate class size (97%).

Goals:

The survey results were used as the foundation for the development of the goals found in the Strategic Plan. With 21st Century student learning as the central focus of the Bedford Public Schools, the action plan items that are developed in the Strategic Plan are divided into the following goal categories:

- **Governance and Leadership:** The maintenance of a nurturing culture of innovation characterized by collaboration is the centerpiece of this goal. The action items that are set forth here include the appropriate integration of technology into instructional practices and the use of social media as a platform for effective communication with all the constituencies.
- **Curriculum and Instruction:** To achieve academic excellence for all students, the schools must be prepared to deliver a comprehensive program tailored to meet the needs of students with varied abilities and interests. The goals and action items set out in this category address the establishment of high expectations for academic excellence; defining and sustaining appropriate class sizes; maintaining a comprehensive, balanced K-12 curriculum; and establishing appropriate levels of challenge for all students.
- **Assessment and Evaluation:** The ongoing measurement of both individual student achievement and overall program effectiveness are included in this goal

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area. Such assessment includes local, state, and national benchmarks such as SAT results, MCAS, and the system's achievement of the federal standards.

- **Human Resources and Professional Development:** The employment and retention of a highly skilled, competent, diverse, adaptable and motivated teaching force is essential. This category targets effective recruitment and retention strategies, multi-faceted professional development, and a desirable work environment.
- **Student Academic Support:** Academic success requires that students feel both emotionally and physically safe in the school environment. The Strategic Plan outlines goals and actions to establish and integrate programs and policies that are designed to ensure that all student populations have access to high quality academic programs within and beyond the classroom.
- **Finance and Asset Management:** The Strategic Plan sets goals in the area of finance and asset management which include the maintenance of annual operating and capital budgets that reflect the mission and values that are supported by the Town as it provides resources for the upkeep of the physical plant. In addition, a goal is established which identified the need to address the need for reconfigured or additional space at Davis, Lane, and John Glenn Middle School. An additional goal area addresses the concern to continue to seek additional state funding for the support of students from Hanscom Air Force Base.

The Strategic Plan reflects the values and goals that the Bedford community has articulated for its schools. The Action Plan, based upon these goals, provides a focus and timeline for the Bedford Public Schools. However, it is recognized that these goals and planned actions will be sensitive to the context of resource limitations, both in terms of staff time and budget dollars. Through time, it is likely that specific action items may need to be rescheduled or reconfigured as the Schools adjust, as necessary, to the level of financial resources that are made available to the Bedford Public Schools.

As a guiding document, the Strategic Plan should be reviewed and updated on an annual basis. Part of that review should include an update of the Comparable Communities Report, a snapshot of Bedford relative to like communities in the Commonwealth. The Strategic Planning Committee hopes that this annual review process will enable the Strategic Plan to serve effectively as a "living document," providing clear guidance for the Bedford Public Schools as it responds to the changing trends, events, challenges, and opportunities that the future will inevitably bring.

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STRATEGIC PLAN 2012-2017 BEDFORD PUBLIC SCHOOLS

I. GOAL: Governance and Leadership

Critical Issues Strategies & Actions	Responsibility	Measurement
Continue to nurture a culture of innovation characterized by collaboration, intellectual risk-taking, creativity, and multidisciplinary approaches to learning.	Superintendent Assistant Superintendent Principals	
Develop and mentor the administrative team.	Superintendent	
Implement new Educator Evaluation system.	Superintendent Principals Program Administrators	
Continue efforts to use appropriate technology, including 1:1, as a resource for teaching and learning.	Superintendent Director of Information Technology Program Administrator Technology	
Develop a comprehensive Communication Plan that includes the use of emerging social media.	Superintendent Principals Director of Information Technology	

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II. GOAL: Curriculum and Instruction

Critical Issues Strategies & Actions	Responsibility	Measurement
Continue high expectations for student achievement for all.	Principals Program Administrators	
Continue to develop programs and devote resources that identify and close Achievement Gaps.	Superintendent Assistant Superintendent	
Create and implement common and equivalent assessments, including benchmarks, for all grades and courses K-12.	Program Administrators Curriculum Coordinators	
Complete K-12 vertical alignment of curriculum.	Program Administrators Curriculum Coordinators	
Embed the new Massachusetts Curriculum Frameworks within the Bedford curriculum.	Assistant Superintendent Program Administrators	
Define and articulate Power Standards within the Massachusetts Curriculum Frameworks.	Program Administrators Curriculum Coordinators	
Sustain appropriate class size.	Superintendent	
Maintain a balanced, comprehensive K-12 curriculum that is focused on the development of critical and creative thinking skills in all students.	Superintendent Assistant Superintendent Principals	
Ensure that instruction reflects academic rigor and relevance for all students.	Superintendent Assistant Superintendent Principals	

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Ensure that the teaching of learning strategies is incorporated in all curricula across all grades and subject areas.	Principals Program Administrators	
Train staff in the use of the DESE Teaching and Learning System in order to support curriculum planning and data collection and analysis.	Assistant Superintendent	
Enhance teaching and learning through the effective use of technology.	Principals Program Administrators	
Develop personal learning networks for administrators, teachers and students.	Superintendent Assistant Superintendent Principals	

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III. GOAL: Assessment and Evaluation

Critical Issues Strategies & Actions	Responsibility	Measurement
Assess student achievement on local, state, and national assessment measures.	All professional staff	
Continue to implement a comprehensive Program Evaluation system using external evaluators to validate efforts and make recommendations for continual improvement.	Assistant Superintendent Program Administrators Curriculum Coordinators	
Train and establish data teams to analyze and disaggregate data for both formative and summative evaluation in order to inform and improve instruction.	Principals Program Administrators Curriculum Coordinators	
Evaluate the use and effectiveness of emerging technologies to change classroom practices, to improve longitudinal data analysis, and to enhance communication.	Principals Program Director for Instructional Technology	
Conduct annual School Climate Surveys to measure effectiveness in social-emotional domains including the anti-bullying programs.	Principals	
Conduct annual mandated program evaluations including, but not limited to, Special Ed, Title I, ELL and Civil Rights, in compliance with State and Federal regulations.	Superintendent	

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IV. GOAL: Human Resources and Professional Development

Critical Issues Strategies & Actions	Responsibility	Measurement
Recruit and maintain a competent, diverse, adaptable staff prepared to meet the needs of a changing student population.	Superintendent Assistant Superintendent Principals	
Provide professional development that supports ongoing collaboration with a focus on intellectual risk-taking.	Assistant Superintendent Principals Program Administrators	
Ensure that Bedford remains a regional competitor in terms of efforts to hire and retain faculty.	Superintendent	
Complete the State mandated integration of Bedford's information system for reporting and maintaining student and staff information into the DESE.	Director of Information Technology	
Maintain appropriate staffing to meet program standards and goals.	Superintendent	
Continue to research the ever-changing educational dynamic to ensure that the schools provide a learning environment that continuously adapting to meet the needs of students.	Superintendent Assistant Superintendent Principals	

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V. GOAL: Student Support

Critical Issues Strategies & Actions	Responsibility	Measurement
Ensure that program offerings and supports recognize the need to educate the whole child.	Superintendent Assistant Superintendent Principals	
Ensure that all student populations have access to high quality academic programming within and beyond the classroom.	Superintendent Principals	
Develop inclusive programs and practices as well as an array of supports for all student populations.	Principals Directors of Special Education Director of Reading/Literacy	
Explore and facilitate parent and community partnerships that will support student academic success beyond the school day.	Superintendent Principals	
Reexamine school schedules to create flexibility and adaptability in order to differentiate instruction and enhance individualized support for students' learning needs.	Principals	
Continue to nurture an environment in which all students are known, appreciated and respected as individuals.	Principals	

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VI. GOAL: Finance and Asset management

Critical Issues Strategies & Actions	Responsibility	Measurement
Maintain annual budgets that reflect the mission and values that are supported by the community.	Superintendent Director of Finance	
Assess and address the need for additional and/or reconfigured space for Davis, Lane, and John Glenn Middle schools.	Superintendent Director of Facilities	
Provide for ongoing maintenance of the facilities, including the appropriate infrastructure changes needed to support a 1:1 technology environment.	Director of Facilities	
Continue efforts to increase state and federal support for the Hanscom Air Force Base enrollment.	Superintendent Director of Finance	
Continue efforts to reduce the cost and use of energy in all school buildings, consistent with our commitment to being a Green Community.	Principals Director of Facilities	
Maintain and expand efforts to create in-house, specialized program space for Special Education students.	Superintendent Directors of Special Education	

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Glossary

1:1 Technology	1:1 Technology or 1:1 Program provides each student with his/her own computing device as an instructional resource/tool.
Action Plan	Specific, detailed actions, activities, accountability, designations, resource allocations, and staff timelines based on data analyses that address a critical issue within a goal statement.
Achievement Gap	The disparity in the academic performance between groups of students, especially groups defined by gender, race/ethnicity or socio-economic status.
Best Practices	Lessons and activities used by educators that have been "student tested" to work in the classroom and are aligned with current research and curriculum standards, and may serve as models for other efforts to improve and expand student achievement.
Benchmarks	Benchmarks are aligned with the content standards and major learning goals. They provide feedback on students' strengths and weaknesses relative to those goals and help guide planning curriculum and instruction as well as assess instructional effectiveness.
Common and Equivalent Assessments	A Common Assessment is an assessment created collaboratively by a team of teachers responsible for the same grade level, course, or content area in order to measure how well students are achieving the skills and understanding the concepts critical for mastery.
Critical Issues	An especially important matter that will have an immediate impact on the mission/vision statements and goals of the Bedford School District.
Differentiated Instruction	A model of instruction in which the teacher provides many avenues for students to acquire content, to process information and ideas, and to demonstrate knowledge and mastery.
Goals	Outline in broad terms how the mission will be fulfilled.
Educator Evaluation System	The Commonwealth's 2011 model for evaluating all educators serving in positions that require a license. The model is designed

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	to promote educators' growth and development and places student learning at the center of the process by requiring the use of multiple measures of student learning.
Formative Assessments	Formative assessments are ongoing and take place while instruction is underway. Formative assessment is designed to provide ongoing information about student progress; help determine students' learning needs; and help inform or shape instruction.
Mission	A clear, concise statement of the Bedford School District's purpose and intentions; it defines why an organization exists and provides the rationale for goal setting. It serves as a standard by which all plan components are judged.
Personal Learning Network	Learners create connections, via social media, and develop a network that contributes to their development and knowledge.
Professional Learning Community	A school and/or education system that recognizes its members must engage in the ongoing study and constant practice characterizing an organization committed to continuous improvement.
Power Standard	Prioritized sets of state standards and expectations that are essential for student success.
Rigor and Relevance	A means by which to examine curriculum, instruction, and assessment against a continuum of increasingly complex thinking and application of knowledge skills.
Strategic Plan	A long-range guide detailing specific steps that an organization will take to achieve its mission.
Summative Assessments	Summative assessments take place after instruction is complete and measure students' learning after the teaching of a particular subject or unit.
Teaching and Learning System	The statewide system, established in 2011, to provide instructional resources and dynamic student and teacher data in order to support teacher development and academic success for all students.
Vision	Describes the future attributes we expect to see in the Bedford School District.

Report Title: Parent survey quick view
Survey Title: Strategic Plan Survey-Parent email
Report Type: Quick View
Start Date:2-Sep-11
End Date:25-Sep-11
Invitations Sent:1899
Delivered:1899
Bounced: 0
Completed Responses:415
Response Rate:21.85%
Incomplete Responses:0
Incomplete responses included in this report:0

Q1. Do you understand the proposed Mission Statement as written above?	
Responses	Vote(s)
I fully understand the Mission Statement.	376
I understand parts of the Mission Statement.	34
I do not understand the Mission Statement as written.	2
(Did not answer)	3
Total Responses	415

91%
8%
0%
1%

Q2. How strongly would you support this Mission Statement as written?	
Responses	Vote(s)
I fully support this Mission Statement.	338
I mostly support this Mission Statement.	65
I have little support for this Mission Statement.	7
I do not support this Mission Statement.	3
(Did not answer)	2
Total Responses	415

81%
16%
2%
1%
0%

Q4. Do you understand the proposed Vision Statement as written above?	
Responses	Vote(s)
I fully understand the Vision Statement.	342
I understand parts of the Vision Statement.	64
I do not understand the Vision Statement as written.	2
(Did not answer)	7

82%
15%
0%
2%

Total Responses	415
------------------------	------------

Q5. How strongly would you support this Vision Statement as written?	
Responses	Vote(s)
I fully support this Vision Statement.	293
I mostly support this Vision Statement.	104
I have little support for this Vision Statement.	8
I do not support this Vision Statement.	4
(Did not answer)	6
Total Responses	415

71%
25%
2%
1%
1%

Q7. Do you understand the proposed Core Values as written above?	
Responses	Vote(s)
I fully understand the Core Values.	363
I understand parts of the Core Values.	39
I do not understand the Core Values as written.	2
(Did not answer)	11
Total Responses	415

87%
9%
0%
3%

Q8. How strongly would you support this Core Values as written?	
Responses	Vote(s)
I fully support this Core Values.	327
I mostly support the points (7-10) in the Core Values.	64
I support few of the points (1 to 6) in the Core Values	17
I do not support any of the points in the Core Values	3
(Did not answer)	4
Total Responses	415

79%
15%
4%
1%
1%

Q10. How important is this for education in Bedford?	
(a). Class Size (The number of students in each classroom is appropriate for grade level and subjects taught.)	
Responses	Vote(s)
Very Important	314
Important	88
Somewhat Important	9
Not Important	2
(Did not answer)	2
Total Responses	415

76%
21%
2%
0%
0%

(b). Teachers hold high expectations for student learning.		
Responses	Vote(s)	
Very Important	315	76%
Important	91	22%
Somewhat Important	5	1%
Not Important	0	0%
(Did not answer)	4	1%
Total Responses	415	
(c). Schools make use of technology to enhance teaching and learning.		
Responses	Vote(s)	
Very Important	177	43%
Important	180	43%
Somewhat Important	53	13%
Not Important	3	1%
(Did not answer)	2	0%
Total Responses	415	
(d). High School students will each have a tablet computer (iPad) within 4 years.		
Responses	Vote(s)	
Very Important	44	11%
Important	119	29%
Somewhat Important	147	35%
Not Important	104	25%
(Did not answer)	1	0%
Total Responses	415	
(e). The District appropriately allocates available budget to support student learning.		
Responses	Vote(s)	
Very Important	305	73%
Important	98	24%
Somewhat Important	7	2%
Not Important	2	0%
(Did not answer)	3	1%
Total Responses	415	
(f). Help students prepare for college entrance tests like the SAT.		
Responses	Vote(s)	
Very Important	198	48%
Important	162	39%

Somewhat Important	43	10%
Not Important	11	3%
(Did not answer)	1	0%
Total Responses	415	
(g). Help students achieve college and career readiness.		
Responses	Vote(s)	
Very Important	340	82%
Important	66	16%
Somewhat Important	6	1%
Not Important	0	0%
(Did not answer)	3	1%
Total Responses	415	
(h). Ensuring that schools have the right space and equipment to meet the needs of all students.		
Responses	Vote(s)	
Very Important	257	62%
Important	138	33%
Somewhat Important	17	4%
Not Important	0	0%
(Did not answer)	3	1%
Total Responses	415	
(i). Keeping parents and the community informed of the issues confronting the schools.		
Responses	Vote(s)	
Very Important	285	69%
Important	118	28%
Somewhat Important	11	3%
Not Important	0	0%
(Did not answer)	1	0%
Total Responses	415	
(j). Helping each student with his/her unique learning difficulties.		
Responses	Vote(s)	
Very Important	273	66%
Important	113	27%
Somewhat Important	25	6%
Not Important	1	0%
(Did not answer)	3	1%
Total Responses	415	
(k). Making new courses of study available to students.		
Responses	Vote(s)	

Very Important	129	31%
Important	200	48%
Somewhat Important	77	19%
Not Important	3	1%
(Did not answer)	6	1%
Total Responses	415	
(l). Each student is appropriately challenged for his or her ability.		
Responses	Vote(s)	
Very Important	314	76%
Important	90	22%
Somewhat Important	7	2%
Not Important	0	0%
(Did not answer)	4	1%
Total Responses	415	
(m). Schools provide a safe environment for students (e.g., free from bullying, drugs, weapons, etc.)		
Responses	Vote(s)	
Very Important	360	87%
Important	50	12%
Somewhat Important	3	1%
Not Important	0	0%
(Did not answer)	2	0%
Total Responses	415	
(n). The most qualified and skilled teachers are hired and retained.		
Responses	Vote(s)	
Very Important	369	89%
Important	40	10%
Somewhat Important	3	1%
Not Important	0	0%
(Did not answer)	3	1%
Total Responses	415	
(o). Providing Physical Education in all grade levels K-12.		
Responses	Vote(s)	
Very Important	223	54%
Important	127	31%
Somewhat Important	52	13%
Not Important	11	3%
(Did not answer)	2	0%
Total Responses	415	

(p). Providing Art and Music classes for all grade levels K-12.

Responses	Vote(s)
Very Important	223
Important	132
Somewhat Important	50
Not Important	8
(Did not answer)	2
Total Responses	415

54%
32%
12%
2%
0%

(q). Providing a range of extracurricular opportunities (sports, clubs, etc.) to meet the diverse interests of students.

Responses	Vote(s)
Very Important	167
Important	193
Somewhat Important	47
Not Important	4
(Did not answer)	4
Total Responses	415

40%
47%
11%
1%
1%

(r). Implementing user fees to support extracurricular opportunities.

Responses	Vote(s)
Very Important	45
Important	173
Somewhat Important	109
Not Important	76
(Did not answer)	12
Total Responses	415

11%
42%
26%
18%
3%

(s). Maintaining district funding to support extracurricular activities.

Responses	Vote(s)
Very Important	136
Important	183
Somewhat Important	77
Not Important	12
(Did not answer)	7
Total Responses	415

33%
44%
19%
3%
2%

(t). Providing special programs and extra help for students who have difficulty learning.

Responses	Vote(s)
Very Important	218
Important	150
Somewhat Important	38

53%
36%
9%

Not Important	5	1%
(Did not answer)	4	1%
Total Responses	415	

(u). Providing programs and extra help for students who speak a language other than English.

Responses	Vote(s)	
Very Important	104	25%
Important	170	41%
Somewhat Important	94	23%
Not Important	42	10%
(Did not answer)	5	1%
Total Responses	415	

Hanscom Air Force Base receive the same services and support as children of other Bedford families.

Responses	Vote(s)	
Very Important	202	49%
Important	144	35%
Somewhat Important	50	12%
Not Important	16	4%
(Did not answer)	3	1%
Total Responses	415	

(w). Ensuring that children of families who live in Boston and other areas, but send their children to Bedford for school, receive the same services and support as children of Bedford residents. (NOTE: Bedford Public Schools receives money from the state to educate these children.)

Responses	Vote(s)	
Very Important	198	48%
Important	133	32%
Somewhat Important	57	14%
Not Important	23	6%
(Did not answer)	4	1%
Total Responses	415	

Q12. Please select from the following items that describe you (select all that apply).

Responses	Vote(s)	
Parent of a Bedford Public Schools student	397	83%
Teacher in Bedford Public Schools	7	1%
Administrator in Bedford Public Schools	0	0%
Other Bedford Public Schools staff	11	2%
Bedford Public Schools Student	1	0%
Business Owner	24	5%

Appointed or Elected Town Official	14	3%
Senior Citizen	1	0%
Other (please specify)	22	5%
(Did not answer)	1	0%
Total Responses	478	

Q13. I am a resident of:		
Responses	Vote(s)	
Bedford	393	95%
Boston	2	0%
Hanscom AFB	7	2%
Other (please specify)	10	2%
(Did not answer)	3	1%
Total Responses	415	

Q14. Did you attend the Bedford Public Schools?		
Responses	Vote(s)	
Yes	42	10%
No	371	89%
(Did not answer)	2	0%
Total Responses	415	

Q15. How many children do you have attending the Bedford Public Schools		
Responses	Vote(s)	
1	187	45%
2	162	39%
3	44	11%
4 or more	5	1%
(Did not answer)	17	4%
Total Responses	415	

Q16. In what grade levels are your children? (Select all that apply)		
Responses	Vote(s)	
Kindergarten	43	6%
1	50	8%
2	49	7%
3	43	6%
4	52	8%
5	51	8%
6	54	8%
7	57	9%
8	47	7%
9	61	9%
10	51	8%

11	41	6%
12	48	7%
(Did not answer)	18	3%
Total Responses	665	

Q17. Does any of the following describe your children? (Select all that apply)		
Responses	Vote(s)	
Special Education services	73	18%
Has a 504 plan	25	6%
Learned English as a second language	11	3%
(Did not answer)	312	75%
Total Responses	421	

Parent/Community Comment Summary

A) Mission Statement

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

Q1. Do you understand the proposed Mission Statement as written above?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully understand the Mission Statement.	772	91%	71	84%	44	85%	281	96%	376	91%
I understand parts of the Mission Statement.	60	7%	13	15%	6	12%	7	2%	34	8%
I do not understand the Mission Statement as written.	2	0%	0	0%	0	0%	0	0%	2	0%
(Did not answer)	12	1%	1	1%	2	4%	6	2%	3	1%
Total Responses	846		85		52		294		415	

Q2. How strongly would you support this Mission Statement as written?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully support this Mission Statement.	709	84%	61	72%	41	79%	269	91%	338	81%
I mostly support this Mission Statement.	113	13%	19	22%	8	15%	21	7%	65	16%
I have little support for this Mission Statement.	12	1%	3	4%	1	2%	1	0%	7	2%
I do not support this Mission Statement.	4	0%	1	1%	0	0%	0	0%	3	1%
(Did not answer)	8	1%	1	1%	2	4%	3	1%	2	0%
Total Responses	846		85		52		294		415	

Responses

- 415 Total Responses
- 50 Total Comments
- **12 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
too long / too much jargon	9	2 %	18 %
“digital” and “global” should be changed	8	2 %	16 %

Summary:

The majority of parent and community members understand and support the Mission Statement. We don't see any need to change the Mission Statement at this time.

B) Vision Statement

We envision that the Bedford Public Schools will be recognized as a leader in education. In our work with students, staff and the community, we will strive to:

- Recognize and provide for each student's needs and individual learning style while providing an appropriate level of challenge and support.
- Extend student learning with communities and practices into the increasingly interconnected world.
- Encourage and promote skilled, knowledgeable, and passionate teachers in a collaborative environment that supports innovation in teaching and learning.
- Develop and promote ongoing channels of communication that will foster the involvement, awareness, and support of parents and the Bedford community.
- Ensure that the physical environment continues to support the educational program.
- Develop students and staff who are reflective, responsible, adept and discerning digital learners.

Q4. Do you understand the proposed Vision Statement as written above?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully understand the Vision Statement.	724	86%	71	84%	41	79%	270	92%	342	82%
I understand parts of the Vision Statement.	104	12%	13	15%	9	17%	18	6%	64	15%
I do not understand the Vision Statement as written.	2	0%	0	0%	0	0%	0	0%	2	0%
(Did not answer)	16	2%	1	1%	2	4%	6	2%	7	2%
Total Responses	846		85		52		294		415	

Q5. How strongly would you support this Vision Statement as written?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully support this Vision Statement.	646	76%	61	72%	35	67%	257	87%	293	71%
I mostly support this Vision Statement.	174	21%	21	25%	14	27%	35	12%	104	25%
I have little support for this Vision Statement.	11	1%	2	2%	1	2%	0	0%	8	2%
I do not support this Vision Statement.	4	0%	0	0%	0	0%	0	0%	4	1%
(Did not answer)	11	1%	1	1%	2	4%	2	1%	6	1%
Total Responses	846		85		52		294		415	

Responses

- 415 Total Responses
- 88 Total Comments
- **21 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
“digital learners” and “interconnected world” should be defined or changed	16	9 %	18 %
too long / too much jargon	9	2 %	10 %

Summary

The majority of parent and community members understand and support the Vision Statement. There was, however, some confusion and/or concern with the terms “digital learners” and “interconnected world”. We may want to review these word choices.

C) Core Values

Core Values are principles to guide the decision-making process within the district. Eleven core values have been proposed:

1. Equal and equitable access to educational opportunities and success.
2. An inclusive environment that acknowledges our commonality and respects our individual differences.
3. The acquisition of knowledge through the development of higher order thinking skills.
4. An innovative environment that encourages individuals to reflect on past learning, explore new learning opportunities, and take academic risks.
5. The development of skilled and inquisitive learners equipped to succeed in a variety of settings.
6. Hard work, perseverance and the joy of learning.
7. Decision making that is centered on the well being of students.
8. Ongoing self-evaluation and peer review to promote system improvement.
9. The participation and partnership of students, parents, community and staff.
10. Diverse school-based extracurricular and cultural enrichment offerings.
11. A well-rounded, balanced education.

Q7. Do you understand the proposed Core Values as written above?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully understand the Core Values.	756	89%	72	85%	45	87%	276	94%	363
I understand parts of the Core Values.	67	8%	10	12%	4	8%	14	5%	39
I do not understand the Core Values as written.	2	0%	0	0%	0	0%	0	0%	2
(Did not answer)	21	2%	3	4%	3	6%	4	1%	11
Total Responses	846		85		52		294		415

Q8. How strongly would you support this Core Values as written?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully support this Core Values.	696	82%	65	76%	41	79%	263	89%	327
I mostly support the points (7-10) in the Core Values.	106	13%	13	15%	6	12%	23	8%	64
I support few of the points (1 to 6) in the Core Values	25	3%	4	5%	2	4%	2	1%	17
I do not support any of the points in the Core Values	3	0%	0	0%	0	0%	0	0%	3
(Did not answer)	16	2%	3	4%	3	6%	6	2%	4
Total Responses	846		85		52		294		415

Responses

- 415 Total Responses
- 57 Total Comments
- **14 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
too long / too much jargon	15	4 %	26 %
more emphasis on “different learning styles” and educating the “whole child”	8	2 %	14 %
need clarification of “inclusive”, “self evaluation” and “peer review”	5	1 %	9 %

Summary

The majority of parent and community members understand and support the Core Values. We don't see any need to change them at this time, but we may want to clarify “inclusive”, “self evaluation” and “peer review”.

D) Action Plan

(d). High School students will each have a tablet computer (iPad) within 4 years.		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
Very Important	96	11%	13	15%	6	12%	33	11%	44
Important	228	27%	10	12%	12	23%	87	30%	119
Somewhat Important	315	37%	27	32%	16	31%	125	43%	147
Not Important	201	24%	34	40%	16	31%	47	16%	104
(Did not answer)	6	1%	1	1%	2	4%	2	1%	1
Total Responses	846		85		52		294		415

(r). Implementing user fees to support extracurricular opportunities.		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
Very Important	122	14%	14	16%	6	12%	57	19%	45
Important	309	37%	23	27%	14	27%	99	34%	173
Somewhat Important	239	28%	26	31%	16	31%	88	30%	109
Not Important	153	18%	21	25%	14	27%	42	14%	76
(Did not answer)	23	3%	1	1%	2	4%	8	3%	12
Total Responses	846		85		52		294		415

(u). Providing programs and extra help for students who speak a language other than English.		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
Very Important	311	37%	33	39%	16	31%	158	54%	104
Important	312	37%	30	35%	15	29%	97	33%	170
Somewhat Important	154	18%	17	20%	14	27%	29	10%	94
Not Important	55	7%	4	5%	4	8%	5	2%	42
(Did not answer)	14	2%	1	1%	3	6%	5	2%	5
Total Responses	846		85		52		294		415

Responses

- 415 Total Responses
- 114 Total Comments
- **27 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
more AP classes and support for Gifted and Talented programs	11	3 %	10 %
more opportunities for alternative learning and assessment	8	2 %	7 %
METCO funding questions	7	2 %	6 %
JGMS lack of community and support	6	1 %	5 %

Summary

The majority of parent and community members categorized the items on the Action Plan as “very important” or “important”. The items with the lowest percentages in these categories, D, R and U, can be found on the preceding page. The comments with the highest percentage of responders are listed in the table above.

Staff Comment Summary

A) Mission Statement

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

Q1. Do you understand the proposed Mission Statement as written above?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully understand the Mission Statement.	772	91%	71	84%	44	85%	281	96%	376
I understand parts of the Mission Statement.	60	7%	13	15%	6	12%	7	2%	34
I do not understand the Mission Statement as written.	2	0%	0	0%	0	0%	0	0%	2
(Did not answer)	12	1%	1	1%	2	4%	6	2%	3
Total Responses	846		85		52		294		415

Q2. How strongly would you support this Mission Statement as written?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully support this Mission Statement.	709	84%	61	72%	41	79%	269	91%	338
I mostly support this Mission Statement.	113	13%	19	22%	8	15%	21	7%	65
I have little support for this Mission Statement.	12	1%	3	4%	1	2%	1	0%	7
I do not support this Mission Statement.	4	0%	1	1%	0	0%	0	0%	3
(Did not answer)	8	1%	1	1%	2	4%	3	1%	2
Total Responses	846		85		52		294		415

Responses

- 294 Total Responses
- 12 Total Comments
- **4 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
add “respectful and ethical” for students as well	2	.68 %	17 %
reword “in which the intellectual, social, ethical, and emotional growth of all learners will flourish”	2	.68 %	17 %

Summary:

The majority of comments were focused on semantics or grammar. Some felt that parts of each section were too wordy or needed to be clarified. The need to be more detailed regarding technology was a theme for both the Mission Statement and the Action Plan. Of the twenty-nine comments regarding the Action Plan, a number of themes emerged: technology, support for students and staff, facilities, funding, professional development, and hiring practices and policies.

B) Vision Statement

We envision that the Bedford Public Schools will be recognized as a leader in education. In our work with students, staff and the community, we will strive to:

- Recognize and provide for each student's needs and individual learning style while providing an appropriate level of challenge and support.
- Extend student learning with communities and practices into the increasingly interconnected world.
- Encourage and promote skilled, knowledgeable, and passionate teachers in a collaborative environment that supports innovation in teaching and learning.
- Develop and promote ongoing channels of communication that will foster the involvement, awareness, and support of parents and the Bedford community.
- Ensure that the physical environment continues to support the educational program.
- Develop students and staff who are reflective, responsible, adept and discerning digital learners.

Q4. Do you understand the proposed Vision Statement as written above?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully understand the Vision Statement.	724	86%	71	84%	41	79%	270	92%	342
I understand parts of the Vision Statement.	104	12%	13	15%	9	17%	18	6%	64
I do not understand the Vision Statement as written.	2	0%	0	0%	0	0%	0	0%	2
(Did not answer)	16	2%	1	1%	2	4%	6	2%	7
Total Responses	846		85		52		294		415

Q5. How strongly would you support this Vision Statement as written?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully support this Vision Statement.	646	76%	61	72%	35	67%	257	87%	293
I mostly support this Vision Statement.	174	21%	21	25%	14	27%	35	12%	104
I have little support for this Vision Statement.	11	1%	2	2%	1	2%	0	0%	8
I do not support this Vision Statement.	4	0%	0	0%	0	0%	0	0%	4
(Did not answer)	11	1%	1	1%	2	4%	2	1%	6
Total Responses	846		85		52		294		415

Responses

- 294 Total Responses
- 18 Total Comments
- **6 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
need clarification of “extend student learning with communities and practices into the increasingly interconnected world”	4	1 %	22 %
too much emphasis on “digital learners” and “interconnected world”	2	.68 %	11 %

C) Core Values

Core Values are principles to guide the decision-making process within the district. Eleven core values have been proposed:

1. Equal and equitable access to educational opportunities and success.
2. An inclusive environment that acknowledges our commonality and respects our individual differences.
3. The acquisition of knowledge through the development of higher order thinking skills.
4. An innovative environment that encourages individuals to reflect on past learning, explore new learning opportunities, and take academic risks.
5. The development of skilled and inquisitive learners equipped to succeed in a variety of settings.
6. Hard work, perseverance and the joy of learning.
7. Decision making that is centered on the well being of students.
8. Ongoing self-evaluation and peer review to promote system improvement.
9. The participation and partnership of students, parents, community and staff.
10. Diverse school-based extracurricular and cultural enrichment offerings.
11. A well-rounded, balanced education.

Q7. Do you understand the proposed Core Values as written above?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully understand the Core Values.	756	89%	72	85%	45	87%	276	94%	363
I understand parts of the Core Values.	67	8%	10	12%	4	8%	14	5%	39
I do not understand the Core Values as written.	2	0%	0	0%	0	0%	0	0%	2
(Did not answer)	21	2%	3	4%	3	6%	4	1%	11
Total Responses	846		85		52		294		415

Q8. How strongly would you support this Core Values as written?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully support this Core Values.	696	82%	65	76%	41	79%	263	89%	327
I mostly support the points (7-10) in the Core Values.	106	13%	13	15%	6	12%	23	8%	64
I support few of the points (1 to 6) in the Core Values	25	3%	4	5%	2	4%	2	1%	17
I do not support any of the points in the Core Values	3	0%	0	0%	0	0%	0	0%	3
(Did not answer)	16	2%	3	4%	3	6%	6	2%	4
Total Responses	846		85		52		294		415

Responses

- 294 Total Responses
- 13 Total Comments
- **4 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
too long / too much jargon	4	1 %	31 %
need to be better defined	3	1 %	23 %

D) Action Plan

(d). High School students will each have a tablet computer (iPad) within 4 years.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	96	11%	13	15%	6	12%	33	11%	44	11%
Important	228	27%	10	12%	12	23%	87	30%	119	29%
Somewhat Important	315	37%	27	32%	16	31%	125	43%	147	35%
Not Important	201	24%	34	40%	16	31%	47	16%	104	25%
(Did not answer)	6	1%	1	1%	2	4%	2	1%	1	0%
Total Responses	846		85		52		294		415	

(r). Implementing user fees to support extracurricular opportunities.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	122	14%	14	16%	6	12%	57	19%	45	11%
Important	309	37%	23	27%	14	27%	99	34%	173	42%
Somewhat Important	239	28%	26	31%	16	31%	88	30%	109	26%
Not Important	153	18%	21	25%	14	27%	42	14%	76	18%
(Did not answer)	23	3%	1	1%	2	4%	8	3%	12	3%
Total Responses	846		85		52		294		415	

(s). Maintaining district funding to support extracurricular activities.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	289	34%	39	46%	22	42%	92	31%	136	33%
Important	353	42%	30	35%	15	29%	125	43%	183	44%
Somewhat Important	157	19%	11	13%	9	17%	60	20%	77	19%
Not Important	33	4%	4	5%	4	8%	13	4%	12	3%
(Did not answer)	14	2%	1	1%	2	4%	4	1%	7	2%
Total Responses	846		85		52		294		415	

Responses

- 294 Total Responses
- 29 Total Comments
- **10 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
equity across the district in terms of funding, services and programming	7	2.4 %	24 %
ongoing professional development for administrators, teachers and assistants	7	2.4 %	24 %
emphasize the social and emotional well being of students and staff	3	1 %	10 %

Summary

The majority of staff categorized the items on the Action Plan as “very important” or “important”. The items with the lowest percentages in these categories, D, R and S, can be found on the preceding page. The comments with the highest percentage of responders are listed in the table above.

Student Comment Summary

A) Mission Statement

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

Q1. Do you understand the proposed Mission Statement as written above?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully understand the Mission Statement.	772	91%	71	84%	44	85%	281	96%	376	91%
I understand parts of the Mission Statement.	60	7%	13	15%	6	12%	7	2%	34	8%
I do not understand the Mission Statement as written.	2	0%	0	0%	0	0%	0	0%	2	0%
(Did not answer)	12	1%	1	1%	2	4%	6	2%	3	1%
Total Responses	846		85		52		294		415	

Q2. How strongly would you support this Mission Statement as written?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully support this Mission Statement.	709	84%	61	72%	41	79%	269	91%	338	81%
I mostly support this Mission Statement.	113	13%	19	22%	8	15%	21	7%	65	16%
I have little support for this Mission Statement.	12	1%	3	4%	1	2%	1	0%	7	2%
I do not support this Mission Statement.	4	0%	1	1%	0	0%	0	0%	3	1%
(Did not answer)	8	1%	1	1%	2	4%	3	1%	2	0%
Total Responses	846		85		52		294		415	

Responses

- 85 Total Responses
- 12 Total Comments
- 14 % of total responders left comments

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
too long / too much jargon	2	2 %	17 %

B) Vision Statement

We envision that the Bedford Public Schools will be recognized as a leader in education. In our work with students, staff and the community, we will strive to:

- Recognize and provide for each student's needs and individual learning style while providing an appropriate level of challenge and support.
- Extend student learning with communities and practices into the increasingly interconnected world.
- Encourage and promote skilled, knowledgeable, and passionate teachers in a collaborative environment that supports innovation in teaching and learning.
- Develop and promote ongoing channels of communication that will foster the involvement, awareness, and support of parents and the Bedford community.
- Ensure that the physical environment continues to support the educational program.
- Develop students and staff who are reflective, responsible, adept and discerning digital learners.

Q4. Do you understand the proposed Vision Statement as written above?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully understand the Vision Statement.	724	86%	71	84%	41	79%	270	92%	342	82%
I understand parts of the Vision Statement.	104	12%	13	15%	9	17%	18	6%	64	15%
I do not understand the Vision Statement as written.	2	0%	0	0%	0	0%	0	0%	2	0%
(Did not answer)	16	2%	1	1%	2	4%	6	2%	7	2%
Total Responses	846		85		52		294		415	

Q5. How strongly would you support this Vision Statement as written?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully support this Vision Statement.	646	76%	61	72%	35	67%	257	87%	293	71%
I mostly support this Vision Statement.	174	21%	21	25%	14	27%	35	12%	104	25%
I have little support for this Vision Statement.	11	1%	2	2%	1	2%	0	0%	8	2%
I do not support this Vision Statement.	4	0%	0	0%	0	0%	0	0%	4	1%
(Did not answer)	11	1%	1	1%	2	4%	2	1%	6	1%
Total Responses	846		85		52		294		415	

Responses

- 85 Total Responses
- 11 Total Comments
- **13 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
too much of a focus on technology	3	6 %	27 %
too long / too much jargon	2	2 %	18 %

C) Core Values

Core Values are principles to guide the decision-making process within the district. Eleven core values have been proposed:

1. Equal and equitable access to educational opportunities and success.
2. An inclusive environment that acknowledges our commonality and respects our individual differences.
3. The acquisition of knowledge through the development of higher order thinking skills.
4. An innovative environment that encourages individuals to reflect on past learning, explore new learning opportunities, and take academic risks.
5. The development of skilled and inquisitive learners equipped to succeed in a variety of settings.
6. Hard work, perseverance and the joy of learning.
7. Decision making that is centered on the well being of students.
8. Ongoing self-evaluation and peer review to promote system improvement.
9. The participation and partnership of students, parents, community and staff.
10. Diverse school-based extracurricular and cultural enrichment offerings.
11. A well-rounded, balanced education.

Q7. Do you understand the proposed Core Values as written above?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully understand the Core Values.	756	89%	72	85%	45	87%	276	94%	363	87%
I understand parts of the Core Values.	67	8%	10	12%	4	8%	14	5%	39	9%
I do not understand the Core Values as written.	2	0%	0	0%	0	0%	0	0%	2	0%
(Did not answer)	21	2%	3	4%	3	6%	4	1%	11	3%
Total Responses	846		85		52		294		415	

Q8. How strongly would you support this Core Values as written?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully support this Core Values.	696	82%	65	76%	41	79%	263	89%	327	79%
I mostly support the points (7-10) in the Core Values.	106	13%	13	15%	6	12%	23	8%	64	15%
I support few of the points (1 to 6) in the Core Values	25	3%	4	5%	2	4%	2	1%	17	4%
I do not support any of the points in the Core Values	3	0%	0	0%	0	0%	0	0%	3	1%
(Did not answer)	16	2%	3	4%	3	6%	6	2%	4	1%
Total Responses	846		85		52		294		415	

Responses

- 85 Total Responses
- 6 Total Comments
- 7 % of total responders left comments

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
<i>Each of the 6 comments only had 1 person make the comment.</i>	1	1 %	17 %

D) Action Plan

(d). High School students will each have a tablet computer (iPad) within 4 years.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	96	11%	13	15%	6	12%	33	11%	44	11%
Important	228	27%	10	12%	12	23%	87	30%	119	29%
Somewhat Important	315	37%	27	32%	16	31%	125	43%	147	35%
Not Important	201	24%	34	40%	16	31%	47	16%	104	25%
(Did not answer)	6	1%	1	1%	2	4%	2	1%	1	0%
Total Responses	846		85		52		294		415	

(o). Providing Physical Education in all grade levels K-12.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	455	54%	27	32%	28	54%	177	60%	223	54%
Important	258	30%	24	28%	13	25%	94	32%	127	31%
Somewhat Important	96	11%	21	25%	8	15%	15	5%	52	13%
Not Important	26	3%	11	13%	1	2%	3	1%	11	3%
(Did not answer)	11	1%	2	2%	2	4%	5	2%	2	0%
Total Responses	846		85		52		294		415	

(r). Implementing user fees to support extracurricular opportunities.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	122	14%	14	16%	6	12%	57	19%	45	11%
Important	309	37%	23	27%	14	27%	99	34%	173	42%
Somewhat Important	239	28%	26	31%	16	31%	88	30%	109	26%
Not Important	153	18%	21	25%	14	27%	42	14%	76	18%
(Did not answer)	23	3%	1	1%	2	4%	8	3%	12	3%
Total Responses	846		85		52		294		415	

Responses

- 85 Total Responses
- 17 Total Comments
- **20 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
iPads are unnecessary and a waste of money	4	5 %	24 %
staff should ask students for input and feedback to better understand and empathize with the student population	2	2 %	12 %
ensure teachers are accomplished professionals not just academically qualified	2	2 %	12 %

Summary

The majority of students categorized the items on the Action Plan as “very important” or “important”. The items with the lowest percentages in these categories, D, O and R, can be found on the preceding page. The comments with the highest percentage of responders are listed in the table above.

Web Comment Summary

A) Mission Statement

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

Q1. Do you understand the proposed Mission Statement as written above?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully understand the Mission Statement.	772	91%	71	84%	44	85%	281	96%	376
I understand parts of the Mission Statement.	60	7%	13	15%	6	12%	7	2%	34
I do not understand the Mission Statement as written.	2	0%	0	0%	0	0%	0	0%	2
(Did not answer)	12	1%	1	1%	2	4%	6	2%	3
Total Responses	846		85		52		294		415

Q2. How strongly would you support this Mission Statement as written?		Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)
I fully support this Mission Statement.	709	84%	61	72%	41	79%	269	91%	338
I mostly support this Mission Statement.	113	13%	19	22%	8	15%	21	7%	65
I have little support for this Mission Statement.	12	1%	3	4%	1	2%	1	0%	7
I do not support this Mission Statement.	4	0%	1	1%	0	0%	0	0%	3
(Did not answer)	8	1%	1	1%	2	4%	3	1%	2
Total Responses	846		85		52		294		415

Responses

- 52 Total Responses
- 6 Total Comments
- **12 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
should be more of a focus on academics	3	6 %	50 %
too much emphasis of “safe, respectful, inclusive”	2	4 %	33 %
need clarification of “global citizen”	1	2 %	17 %

B) Vision Statement

We envision that the Bedford Public Schools will be recognized as a leader in education. In our work with students, staff and the community, we will strive to:

- Recognize and provide for each student's needs and individual learning style while providing an appropriate level of challenge and support.
- Extend student learning with communities and practices into the increasingly interconnected world.
- Encourage and promote skilled, knowledgeable, and passionate teachers in a collaborative environment that supports innovation in teaching and learning.
- Develop and promote ongoing channels of communication that will foster the involvement, awareness, and support of parents and the Bedford community.
- Ensure that the physical environment continues to support the educational program.
- Develop students and staff who are reflective, responsible, adept and discerning digital learners.

Q4. Do you understand the proposed Vision Statement as written above?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully understand the Vision Statement.	724	86%	71	84%	41	79%	270	92%	342	82%
I understand parts of the Vision Statement.	104	12%	13	15%	9	17%	18	6%	64	15%
I do not understand the Vision Statement as written.	2	0%	0	0%	0	0%	0	0%	2	0%
(Did not answer)	16	2%	1	1%	2	4%	6	2%	7	2%
Total Responses	846		85		52		294		415	

Q5. How strongly would you support this Vision Statement as written?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully support this Vision Statement.	646	76%	61	72%	35	67%	257	87%	293	71%
I mostly support this Vision Statement.	174	21%	21	25%	14	27%	35	12%	104	25%
I have little support for this Vision Statement.	11	1%	2	2%	1	2%	0	0%	8	2%
I do not support this Vision Statement.	4	0%	0	0%	0	0%	0	0%	4	1%
(Did not answer)	11	1%	1	1%	2	4%	2	1%	6	1%
Total Responses	846		85		52		294		415	

Responses

- 52 Total Responses
- 10 Total Comments
- **19 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
less emphasis on digital learners	4	8 %	40 %
need clarification of “extend student learning with communities and practices into the increasingly interconnected world”	3	6 %	30 %
need clarification of “ensure the physical environment continues to support the educational program”	2	4 %	20 %

C) Core Values

Core Values are principles to guide the decision-making process within the district. Eleven core values have been proposed:

1. Equal and equitable access to educational opportunities and success.
2. An inclusive environment that acknowledges our commonality and respects our individual differences.
3. The acquisition of knowledge through the development of higher order thinking skills.
4. An innovative environment that encourages individuals to reflect on past learning, explore new learning opportunities, and take academic risks.
5. The development of skilled and inquisitive learners equipped to succeed in a variety of settings.
6. Hard work, perseverance and the joy of learning.
7. Decision making that is centered on the well being of students.
8. Ongoing self-evaluation and peer review to promote system improvement.
9. The participation and partnership of students, parents, community and staff.
10. Diverse school-based extracurricular and cultural enrichment offerings.
11. A well-rounded, balanced education.

Q7. Do you understand the proposed Core Values as written above?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully understand the Core Values.	756	89%	72	85%	45	87%	276	94%	363	87%
I understand parts of the Core Values.	67	8%	10	12%	4	8%	14	5%	39	9%
I do not understand the Core Values as written.	2	0%	0	0%	0	0%	0	0%	2	0%
(Did not answer)	21	2%	3	4%	3	6%	4	1%	11	3%
Total Responses	846		85		52		294		415	

Q8. How strongly would you support this Core Values as written?			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
I fully support this Core Values.	696	82%	65	76%	41	79%	263	89%	327	79%
I mostly support the points (7-10) in the Core Values.	106	13%	13	15%	6	12%	23	8%	64	15%
I support few of the points (1 to 6) in the Core Values	25	3%	4	5%	2	4%	2	1%	17	4%
I do not support any of the points in the Core Values	3	0%	0	0%	0	0%	0	0%	3	1%
(Did not answer)	16	2%	3	4%	3	6%	6	2%	4	1%
Total Responses	846		85		52		294		415	

Responses

- 52 Total Responses
- 6 Total Comments
- **12 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
<i>Each of the 6 comments only had 1 person make the comment.</i>	1	2 %	17 %

D) Action Plan

(d). High School students will each have a tablet computer (iPad) within 4 years.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	96	11%	13	15%	6	12%	33	11%	44	11%
Important	228	27%	10	12%	12	23%	87	30%	119	29%
Somewhat Important	315	37%	27	32%	16	31%	125	43%	147	35%
Not Important	201	24%	34	40%	16	31%	47	16%	104	25%
(Did not answer)	6	1%	1	1%	2	4%	2	1%	1	0%
Total Responses	846		85		52		294		415	

(r). Implementing user fees to support extracurricular opportunities.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	122	14%	14	16%	6	12%	57	19%	45	11%
Important	309	37%	23	27%	14	27%	99	34%	173	42%
Somewhat Important	239	28%	26	31%	16	31%	88	30%	109	26%
Not Important	153	18%	21	25%	14	27%	42	14%	76	18%
(Did not answer)	23	3%	1	1%	2	4%	8	3%	12	3%
Total Responses	846		85		52		294		415	

(u). Providing programs and extra help for students who speak a language other than English.			Student Responses		Web Responses		Staff Responses		Parent Responses	
Responses	Vote(s)		Vote(s)		Vote(s)		Vote(s)		Vote(s)	
Very Important	311	37%	33	39%	16	31%	158	54%	104	25%
Important	312	37%	30	35%	15	29%	97	33%	170	41%
Somewhat Important	154	18%	17	20%	14	27%	29	10%	94	23%
Not Important	55	7%	4	5%	4	8%	5	2%	42	10%
(Did not answer)	14	2%	1	1%	3	6%	5	2%	5	1%
Total Responses	846		85		52		294		415	

Responses

- 52 Total Responses
- 11 Total Comments
- **21 % of total responders left comments**

<i>Comments</i>	<i>Number That Commented</i>	<i>Percent of Total Responses</i>	<i>Percent of Total Comments</i>
<i>Each of the 11 comments only had 1 person make the comment.</i>	1	2 %	9 %

Summary

The majority of web responses categorized the items on the Action Plan as “very important” or “important”. The items with the lowest percentages in these categories, D, R and U, can be found on the preceding page. The comments with the highest percentage of responders are listed in the table above.