

**BEDFORD PUBLIC SCHOOLS
ANNUAL REPORT FY20 (2019-2020)**

Approved:

AN UNUSUAL YEAR

The advent of COVID-19 dramatically changed the nature of schooling this spring, and prevented the district from advancing a significant amount of its school improvement efforts. Despite this, the District, the Town and our families rallied to make the best out of a terrible situation. This report describes our school year' challenges and accomplishments both before and after the March onset of COVID-19.

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.

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.



Opening Day: these kindergarteners are just “too cool for school.”

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 supports to 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 unites 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 priorities, but they require the District to be a learning organization that constantly strives for continuous improvement.

FY20 BUDGET

The FY20 operating budget responded effectively to our four key budget drivers: enrollment, expanded building space, special education, and program improvements.

FY20 New Requests	FY20 M. of E. Request*	FY20 Total Request	FY19 Approved Budget	M. of E. Budget Increase	FY20 Total Request Increase	FY20 Total Request % Change
\$460,386	\$41,383,979	\$41,844,365	\$40,428,716	\$955,264	\$1,415,649	3.5%

***M. of E. (Maintenance of Effort)** - Cost of all obligations moving forward one year (salary steps, COLAs, personnel and non-personnel contractual obligations, program costs, out of district Special Education costs for existing students).

The FY20 capital budget was developed in conjunction with the town departments as part of the six-year capital plan. Key components of the schools' six-year planning included annual technology budgeting to include cyclical replacements of infrastructure equipment, large scale hardware like interactive projectors, and desktop and laptop computers. Maintaining the district's technology, which is integral to teaching and learning as well as operations, requires an annual outlay of \$350,00 to \$700,000. In FY19, the district received \$562,450.

POPULATION

Bedford's student body has grown in size and complexity during the past several years, with significant changes over the past decade. In FY20, our total school population was 2689, as compared to FY19's 2663 and FY07's total of 2285. The Bedford Public Schools uniquely combine a level of diversity that is unusual for a small suburban town, enabling the District to be both nimble and relationship-focused while being racially, culturally and



linguistically diverse.

Our student come from Bedford, Boston and Hanscom Air Force Base, and given the growing diversity of the town, the number of our resident African-American and Latino students is greater than our METCO numbers. With 62.8% white and 37.8% students of color and 52 languages represented, our student body largely mirrors our broader society.

BEDFORD PUBLIC SCHOOLS DEMOGRAPHICS*			
	FY07	FY19 (2018-2019)	FY20 (2019-2020)
Integrated Pre-school	---	46	46
Davis	495	595	597
Lane	523	616	612
JGMS	517	574	593
BHS	750	832	841
Total	2285	2664	2685
Male	1141	1363	1392
Female	1144	1300	1297
Non-Binary			0
African-American	5.6%	6.2%	6.5%
Latino	3.1%	5.8%	6.7%
Asian	8.3%	17.1%	18.5%
Mixed Race, Not Hispanic	1.9%	5.5%	5.4%
Native American	0.4%	0.0%	0.1%
Native Hawaiian, Pacific Is	---	0.1%	0.0%
White	80%	65.3%	62.8%
First Language Not English	7.7%	18.2%	18.6%
English Language Learner	1.4%	6.6%	5.8%
Special Education	19.6%	16.6%	17.4%
Economically Disadvantaged	5.9%	8.7%	9.3%
High Needs**	---	31%	31.4%

*June 2020 SIMS Data **Includes, English Language Learners, students with disabilities, and economically disadvantaged students.

OPERATIONS

The Bedford Public Schools district consists 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). These public organizations provide high quality, cost-effective special education programs for students who need more restrictive settings. Our schools presently house 3 LABBB classrooms and 3 CASE classrooms.

Moreover, the town of Bedford is one of 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 students from Hanscom Air Force Base, approximately 112 high school students, and from Boston, approximately 100 METCO students. The school system also offers an Integrated Pre-K special education program.

The day-to-day operation of the Bedford Public Schools is under the supervision of the Superintendent, Jon Sills. 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

BEDFORD PUBLIC SCHOOLS

of three (3) years. Members of the FY20 Bedford School Committee were: Chairperson, JoAnn Santiago; Vice-Chairperson, Sarah Scoville; Secretary, Brad Morrison; Ann Guay and Dan Brosgol.

STAFFING (FTE's: full-time equivalents)		
	October 1, 2018 Average	October 1, 2019 Average
Professional Staff w/Nurses	303.1 FTE's	309.8 FTE's
Paraprofessional Staff	87.7 FTE's	87.0 FTE's
Support Staff	57.8 FTE's	57.8 FTE's
October 1 Enrollment	2664	2685

*Educational Collaborative: organization comprised of groups of public school districts that provide less expansive and/or restrictive special education programs than private school placements.

CLASS SIZE

The goal of the Bedford Public Schools is to provide a well-rounded, balanced education that is child-centered. The curriculum of the schools aligns with the Commonwealth's guidelines. To effectively meet the needs of each child and deliver the 21st century education program to our children, we establish goals for maximum class size. Effective budget development enabled us to move closer to our class size goals and significantly reduce the number of classes exceeding our guidelines.

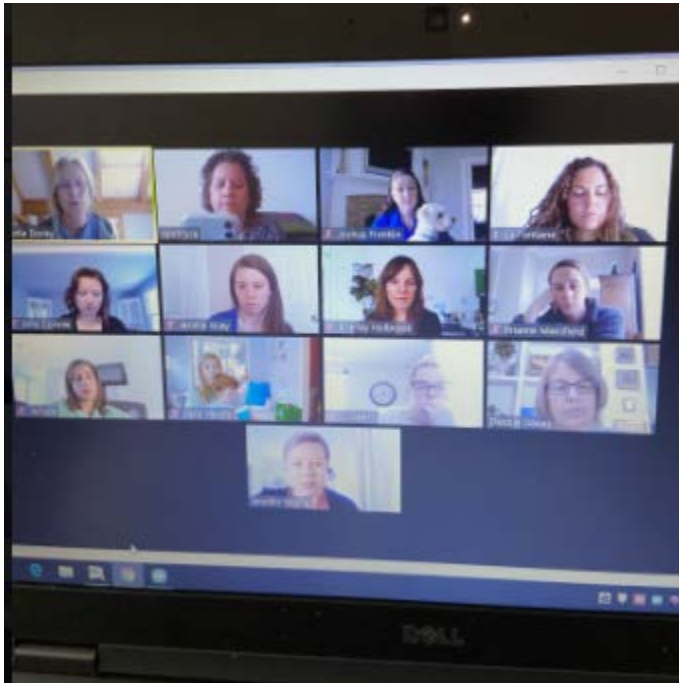
2018-2019 CLASS SIZE				
	Students Per Class Guideline	Max # of Students Per Class Guideline	October 1, 2018 Average	October 1, 2019
Kindergarten	18	20	21.4	18.0
Grade 1	20	22	23.3	22.0
Grade 2	20	22	22.1	22.0
Grade 3	22	25	22.4	21.6
Grade 4	22	25	23.6	22.1
Grade 5	22	25	22.9	23.1
Grades 6-8	23	25	1 Core Academic/11 Arts-Wellness-Tech Over	1 Core Academic/11 Arts-Wellness-Tech Over
Grades 9-12	18	20	10 Majors Over Guideline/ 14 Minors Over Guideline	28 Core Academic Subjects Over Guideline
Introductory and College Prep				
Honors and High	22	25		

***The FTE increases over the past 10 years are attributed primarily to the creation of in-house special education programs that have contributed to a reduction in out of district placements, and to enrollment increases beginning in 2012.**

COVID-19: Rising to the Occasion

Beginning before the closing of school, the District worked closely with Town leadership and contributed to the town manager's daily community-wide communication, and it benefited from the close monitoring of Bedford COVID-19 cases that the Health Department maintained. In anticipation of the need to close, the District began to plan for a remote learning modality. Based upon Bedford health data, including the contraction of COVID-19 by BPS children and parents, and together with

several neighboring school districts, we were the first districts in Massachusetts to announce a two-week closure. Soon afterwards, the Governor announced the closure of all Massachusetts schools.



BPS immediately assessed the technology needs of our families, began to train our faculty to use Zoom and other remote platforms, shut down construction at JGMS and BHS, and began to purchase disinfectant cleaning supplies. Anticipating a long closure period, we decided to postpone high school graduation until the summer.

Once school closed, teacher teams commenced to meet virtually to plan instruction, share creative ideas and support each other as they implemented an entirely and totally alien approach to teaching and learning.

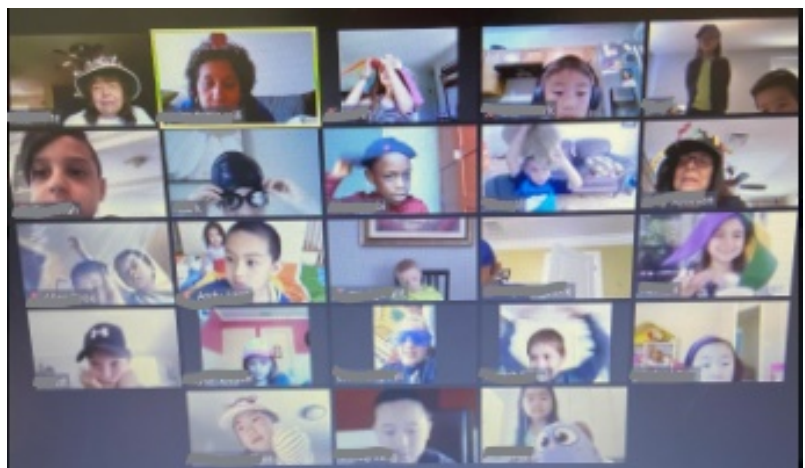
As with most other districts, Bedford transitioned through a two-week period of remote voluntary enrichment to a

more formal model that included both synchronous and asynchronous instruction geared to address the most essential of the state's learning standards. Instruction decisions throughout the spring were based upon:

- Prioritizing the social and emotional needs of our students in this socially isolating pandemic
- Seeking to maintain sufficient teaching and learning to prevent regression
- Recognizing that families, with different work or health factors, were unequally able to support the learning of dependent learners at home (most young students, many students with special needs, etc.)
- Factoring in the capacity of our teachers to respond quickly to an entirely new form of instruction, as well as many having to support their children's own learning or care for a sick family member

Throughout, the District fielded many messages of support and appreciation, as well as concerns and complaints from families who were disappointed that there was either too much or too little expected of them and their children. Teachers, counselors and administrators did an extraordinary job of responding to the crisis.

Their creativity, care and commitment were tremendous.



Despite the challenges, teachers and counselors found ways to connect with their students within and beyond the classroom Zoom session- providing check-in office hours, online lunch groups, cooking lessons, taped morning messages, one on one support sessions, etc.

The District provided close to 400 Chromebooks and a dozen hotspots to families who needed them, and it worked with the Town to provide food on a weekly basis to families in need.



Lane faculty and staff prepare to say a safe goodbye to Lane students

Important School Committee decisions during this period included:

- paying all faculty and staff throughout the closure, with the expectation that all employees would continue working, even if in modified fashion;
- paying Bedford Charter, our bus company, for services that they could not provide up through a certain date, to ensure that the company would be able to provide essential services in the future.

COVID-19 Impact on the FY21 Budget, Collective bargaining and Planning

Prior to the closure of schools, the School Committee and the Finance Committee had agreed upon an FY21 budget of \$43,308,918, which was a 3.5% increase over the FY20 approved budget. In addition, to address extraordinary out-of-district special education costs, the Finance Committee had agreed to put \$450,000 in reserve. Similarly, the evening before we closed school, the District and the Bedford Educators Association (BEA) had settle their three year contract, which included a cost of living (COLA) increase for FY21 of 2.00% (FY22- 2.25%, FY23- 2.00%).

Faced with the COVID-19 related revenue loss projections for the state and town, the District joined the Town in making reductions to our FY21 budgets. The schools reduced our planned for FY21 budget by \$1,300,000. The school department and the school committee worked through the challenges posed by these reductions and responded thoughtfully to parent concerns. The Finance Committee approved a \$1,000,000 reserve fund contingency, in addition to the \$450,000 reserve, in order to be prepared to meet the needs that school reopening under COVID would pose.

As well, the District went back to the bargaining table and, with the well-appreciated collaboration of the BEA, agreed upon a one-year contract that includes a 0% COLA, and reduced the number of professional development days for 2020-2021. The Bedford Educator Associations' willingness to accept this reversal is a testament to its collaborative ethos and profoundly powerful concern for our students.

Beginning in early June, the District convened a Reopening Task Force that included parents, faculty, and community members.

Other COVID-19 Impacts

Unfortunately, health concerns and school closure required us to cancel the high school musical, spring sports and many spring extra-curricular activities. Many milestones and culminating experiences and events fell victim to the pandemic. For example:

- Kindergarteners did not get to experience Davis Town.
- Fifth graders did not get to do their Invention Convention, their culminating Project Adventure climbs or their talent show
- Eighth graders had neither their long awaited DC trip or Moving On ceremony and dance.
- High school seniors lost the traditional *senior week's* fun and nostalgia, the prom, a fully attended graduation ceremony and the All Night Graduation Party.

As well, many of the ongoing instructional improvement initiatives described below were placed on hold, and our ability to see the progress we fully expected in MCAS results was lost to its spring cancellation. Fortunately, important progress, particularly in our literacy work was made during the year's first six and a half months.

STRATEGIC DISTRICT-WIDE GOALS AND ACCOMPLISHMENTS FOR 2019-2020

Every year, the District generates a set of strategic improvement goals, many of which serve for multiple years. These goals are informed by, and in turn inform, the school improvement plans developed by the School Councils (faculty, parents, and at the high school, students) at each school. Over the summer, the district leadership (central office leaders, the principals, the technology and library media director, the facilities director, the director of counseling pre-K-12 and the METCO director) aligns these two sets of improvement plans with each other. In this way, the entire district moves in the same direction, while individual schools contribute their unique approaches to



Cast of "Twelve Angry Jurors" BHS Fall Play 2019

this important work. Individual schools also supplement the common goals with goals derived from school or age specific needs.

SELECT STRATEGIC DISTRICT IMPROVEMENT GOALS

- I. COHERENT HIGHER ORDER THINKING CURRICULUM/STUDENT CENTERED INSTRUCTION**
 - A. YEAR THREE OF LITERACY INITIATIVE: DEVELOPING ALL STUDENTS ABILITY TO INDEPENDENTLY COMPREHEND INCREASINGLY COMPLEX NONFICTION TEXT, RESEARCH EFFECTIVELY AND WRITE PERSUASIVELY
- II. EQUITY, DIVERSITY AND TEACHING ALL STUDENTS/BUILDING COMMUNITY**
 - A. IMPROVING OUR INCLUSION PRACTICES
 - B. STRENGTHEN DATA DRIVEN ACADEMIC INTERVENTION WORK
 - C. CLOSE ACHIEVEMENT/OPPORTUNITY GAPS, DIVERSIFY STAFF, PROMOTE INTEGRATION
 - D. PROACTIVELY ADDRESS SOCIAL AND EMOTIONAL ISSUES AND SERVE STUDENTS WITH MENTAL HEALTH NEEDS
- III. COLLABORATIVE PROFESSIONAL CULTURE**
 - A. ENCOURAGE, SUPPORT AND PROMOTE TEACHER LEADERSHIP
 - B. SUPPORT TEACHER AND EDUCATOR TEAMS
- IV. LONG-TERM PLANNING, COMMUNICATION AND COMMUNITY SUPPORT**
 - A. IMPLEMENT PORTRAIT OF THE GRADUATE/STRATEGIC PLANNING PROCESS
 - B. INVOLVE COMMUNITY IN SUPERINTENDENT SEARCH PROCESS

Theory of Action

The District's work is guided by the following theory of action, a series of "if/then" beliefs to which the District commits in order to create the optimum conditions for realizing the district's mission:

All students will become skillful, reflective, lifelong learners who think critically and creatively and who are informed, responsible and productive global citizens if:

- the system hires and supports passionate, skillful and knowledgeable teachers who personalize learning and regularly collaborate to produce student-centered, "minds-on" instructional strategies;
- the curriculum prioritizes higher order thinking skills development and depth of content understanding;
- checking for understanding is systematic and student achievement is evaluated through authentic, common assessments;
- and deliberate steps are taken to address diverse learning needs, promote cultural proficiency and close achievement gaps while maintaining high expectations.

Key District and School Goals Outputs and Outcomes

- A. Literacy: This year, the K-12 literacy initiative was advanced by the addition of a 6-12 Literacy Coordinator, the establishment of a district-wide literacy steering committee led by our new assistant superintendent, and the implementation of new screening assessments. For example, we newly administered the Grade in grades 6-10. This assessment measures fluency and comprehension. These September/October assessments provided teachers with detailed information about their students and contributed to even more productive planning.

Grade level and subject-specific teams at the elementary and secondary schools used this year to create clear goals and comprehensive plans for advancing the literacy work within their classrooms.

Unfortunately, the progress that we observed in the classroom this year we were unable to measure on the MCAS assessment because it was cancelled due to COVID-19.

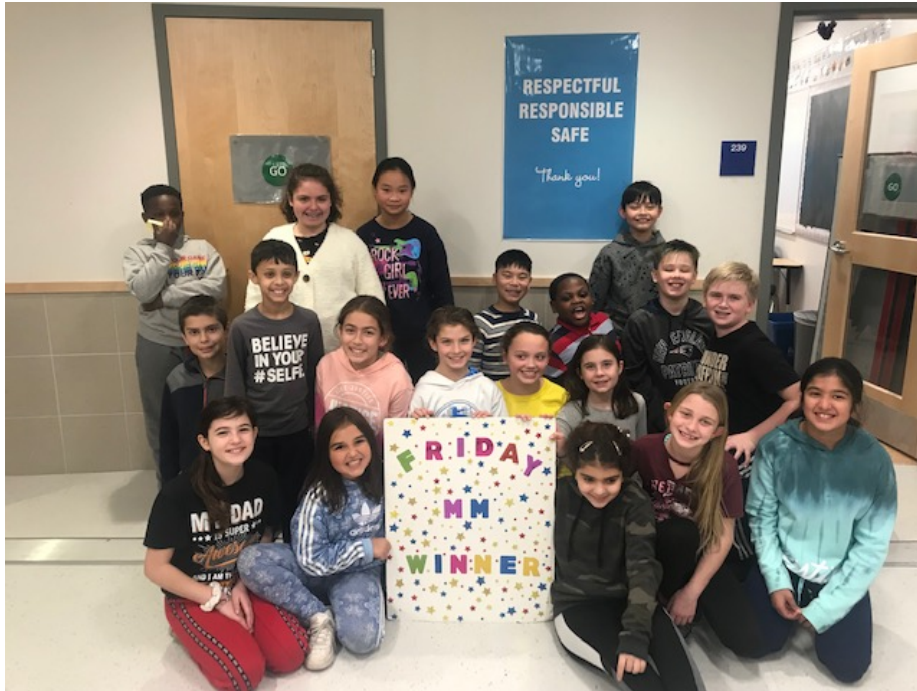
- B. Academic and Social/Emotional Intervention: Academic intervention follows the Tiered Intervention model throughout the district, but the process of identifying students' needs, developing and implementing plans and assessing progress varies from school to school. The goal of this model is to effectively address students' challenges within the regular education program. Only when these efforts prove unsuccessful are students referred for special education evaluation. Briefly, Tier I interventions take place within the general education classroom, 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, or at JGMS, through the Skill Center.

The new approach provides targeted coaching for teachers implementing during class interventions.



The data collected will soon merge with a pre-K-12 data management program, *Student Insights*, that the district has been working on for the past two years. This program will provide a vertical view of students' progress and allow teachers to know a great deal about the students who are brought to them each year.

- C. Social Emotional Learning (SEL): In 2019-2020 under the leadership of our counseling department and principals, the district took multiple steps to implement a comprehensive social and emotional curriculum for all students, K-12. As the district's new SEL website



Lane School students win that week's community-building challenge as part of the Responsive Classroom program.

<https://sites.google.com/bedfordps.org/sel-bedford-public-schools/home> explains, “A systemic approach to Social Emotional Learning intentionally cultivates a caring and equitable learning environment that actively involve all students in their social, emotional, and academic growth.



Challenge Success Speaker Michael Thompson (The Pressured Child) drew 300 K-12 parents to the BHS auditorium on October 7.

This year, critical work was done to improve the models at Davis and Lane, and similar work began at JGMS and BHS. At the elementary schools, the Director of Student Achievement has created a comprehensive data program to track student-specific interventions, facilitate their assessment and track student progress. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.”

Full implementation of *Responsive Classroom* at Lane and *Challenge Success* at BHS are just two

of the many steps taken this year to proactively address students' social emotional needs at these two schools. Deliberate attention to students' social and emotional development has long been integrated into pre-K-2 teaching and counseling, but this year saw new actions at Davis as well. At JGMS, the H.E.A.R.T initiative, its advisory program and the partnering of the Health and Counseling departments to deliver the SEL component of the Health curriculum all attend to students SEL learning.

D. Diversity, Inclusion and Equity

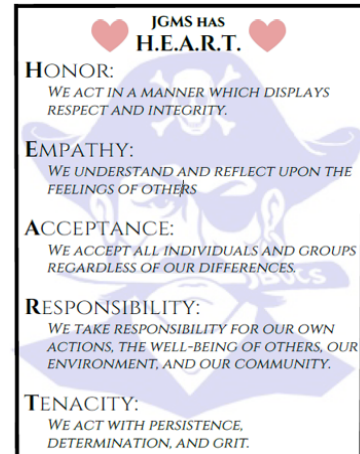
The District is committed to meeting the needs of High Needs students, whom the Department of Elementary and Secondary Education define as students who have special needs, low socio-economic status or whose first language is not English, and for whom achievement often brings additional challenges.

Scaffolding, Push-in and Team Teaching. This year, the District continued the work of creating the more inclusive classrooms that research tells us are most effective for most students on IEP's, ELL and struggling reading and math students, many of whom come from families with lower socio-economic status. In

addition to scaffolding lessons and differentiating instruction, the District has moved most specialized reading and math support into the classrooms. Called "push in", this replaces the "pull out" model that dominated for decades. Additionally, many of our classrooms are team taught, pairing a regular education teacher with a special education teacher. This repurposing of special education teachers, which has involved little extra costs, continues to be evaluated for effectiveness by the district.



Above, our Unified Basketball Team, which brings LABBB and typical BHS peers together



Our in-house programs for our students with Autism or emotional challenges, and our team teaching model both derive from the District's belief in the right of students with special needs to be educated in the least restrictive environment. We have shifted to team teaching as well because the pull-out model proved ineffective in the face of too many students with moderate disabilities struggling on the MCAS test and other assessments. This continues to be a challenge for the District.

Diversity, Equity and Anti-racism. Bedford continues to commit to closing the opportunity gaps that result from systemic racism's insidious reach into our schools. Our district and school-based leadership teams, Equity and Diversity committees, and teacher leaders collaborate to provide appropriate programming and professional development. The latter aims to provide all adults with the will and skill to build meaningful relationship with historically marginalized students, address challenging topics respectfully in developmentally appropriate ways, make all

classrooms intellectually and emotionally safe for all students to thrive in, and to integrate culturally responsive curriculum and instruction.



Our EL Director, teachers and students at Lane School, held a Family consisting of students singing songs and a panel of parents and staff answering questions. About 100 families and staff were in attendance.

Our middle and high school Tenacity Challenges and our two Calculus Projects (one for African-American and Latino students at Boston University, and the other for all students (in Bedford) continue to have a transformative impact on the participants. Evidence includes:

- 5 students in YOG 2020 took BC Calculus this past year.
- The students also become leaders in sports and in activities, including an MVP in soccer and the first METCO student to be senior class president in at least two decades
- Our first group of students are off to UMASS, Curry College, Northeastern, Boston University, Clark University and Yale and other schools.

Bedford HS Math Rank SAT 2018-2019	Out of schools with 10+ in each category	
All Students	25th	342
Asian	15th	126
Black	10th	139
Hispanic	11th	176
White	23rd	301

At right, Bedford's Black and Hispanic SAT rank

Fulfilling METCO's Promise

METCO's initial purpose, and the one still embraced by the Bedford Public Schools, is to provide a rich cross-cultural, cross-racial and cross geographic education for our Boston students, most of whom travel well over an hour each way to school, AND our Bedford resident students.

While some genuine friendships result from one of the few still existing voluntary desegregation programs in the nation, these lasting relationships, the necessary condition for the intended cross-racial understanding, are too few and far between, often confined by high school to those male students who participate in team sports.

B	D	E	G
School Name	Tests Taken	Reading / Writing	Math
Bedford - Bedford High	16	534	546
Concord-Carlisle - Concord Carlisle High	27	506	544
Chelmsford - Chelmsford High	16	536	533
Belmont - Belmont High	18	506	515
Brookline - Brookline High	32	513	491
Wayland - Wayland High School	11	486	491



Above, SAT scores for BPS African-American and Latino students as compared to other districts. At left, elementary students bused early from Boston, awaiting school. Below, lunch bunch group of Boston and resident students at JGMS.



Two initiatives that aim to address this critical gap include the Parents Diversity Council (PDC) that the District launched at the end of 2018-2019, and which has come into its own this year; and the founding, along with a generous philanthropist, of the Boston Bridges Initiative (BBI) this spring. The BBI is an independent organization that will channel funding to family and student activities that aim to build bridges and develop friendships across both race and geography among Bedford's resident families and between Bedford's resident and Boston families. With Bedford as its pilot program, the BBI will scale up to include other METCO and Massachusetts districts in subsequent years. The activities, whether PDC- or District-initiated include: social activities, the Boston-Bedford 5th grade outdoor leadership program, middle school lunch groups, student retreats, play dates, PDC adult anti-racism book groups, speakers, student book groups, cultural activities, etc..

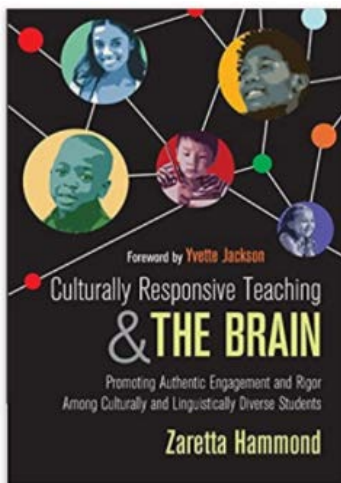
Despite these programs and many successes, both social and academic, BPS continues to wrestle with persistent equity gaps, particularly as expressed in standardized test scores. Too few of our elementary and middle school students in particular scored in the Meets or Exceeds categories on the 2018-2019 MCAS tests. While programs are impactful, the District is reckoning with the understanding that in each and every classroom we must remove the hidden obstacles to high academic performance that unconscious bias and inequitable expectations so often place before our African-American and Latinx students.



By contract for over 20 years, every new BPS educator must take an anti-racism course. While helpful, this work has been insufficient, and our internal professional development efforts have sought, and continue to strive to deepen our educators capacities to implement a



strengths based, rather than a deficit based approach to closing our opportunity gaps. This year, all teachers, counselors, teaching assistants and administrators partook in the first of a two-year study of Zaretta Hammond's book, *Culturally Responsive Teaching and the Brain*.



A. Long-term Planning, Communication and Community Involvement

Beginning at the tail end of 2018-2019, the District embarked on a strategic planning process and completed the first phase, the Portrait of a Graduate, this year. Through a series of workshops in Bedford and Boston parents, community members, students and faculty members generated ideas about what all BPS graduates should know and understand, and what skills and dispositions they should develop by the time they graduate. A team of educators then distilled this input into the graphic and accompanying detail seen below.

The School Committee approved the Portrait of the Graduate on June 25, 2020.

This Portrait of the Graduate, the result of a wonderfully inclusive and thoughtful process, will serve as a guidepost for curriculum review and instructional approaches geared to accomplishing the outcomes for all students.

Much of what is included in the Portrait already exists in our daily practice, but the Portrait also seeks to answer the questions about what students should know and be able to as citizens, community members, and working people in a rapidly changing and shrinking world.

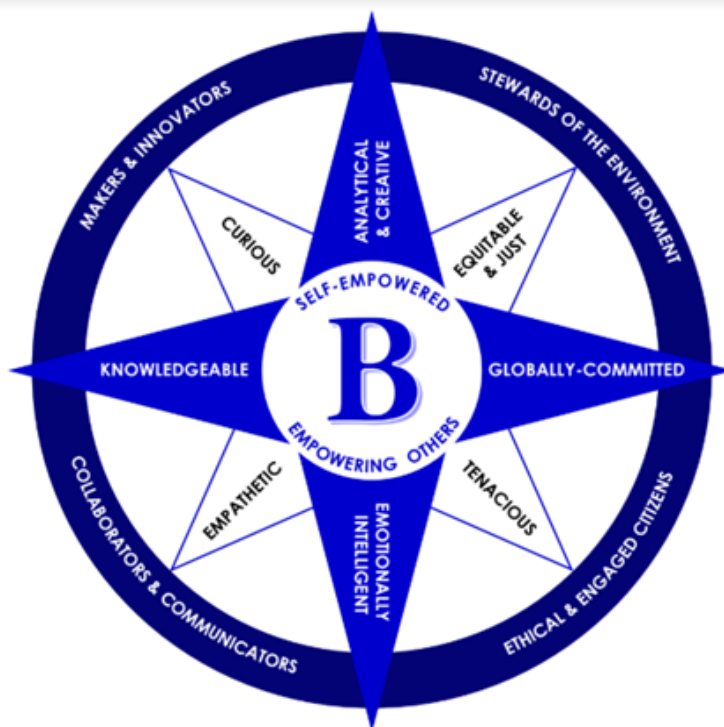


Middle School Tenacity Challenge Team

STUDENT ACHIEVEMENT DATA						
Year	2017-2018		2018-2019		2019-2020	
Average SAT Scores	Math: 599/ Evidence Based Writing and Reading: 602		Math: 620/ Evidence Based Writing and Reading: 604		Math: 629 / Evidence Based Writing and Reading: 622	
Graduation Rate	97.3%		95.1%		98.96%	
Outcomes	Number	% of Students	Number	% of Students	Number	% of Students
2 Yr College	24	11%	21	10.55%	14	7.37%
4 Yr College	180	83%	150	75.30%	155	81.58%
Apprenticeship/Trade	n/a	n/a	4	2.00%	3	1.58%
Employed	8	4%	15	7.50%	7	3.68%
Military	2	1%	2	1.00%	n/a	n/a
Year Off/Gap Year	n/a	n/a	4	2.00%	n/a	n/a
Other Post-Secondary	n/a	1%	3	2.00%	11	5.79%
Total	214	100%	199	100%	190	100%

With these ends in mind, and allowing for the COVID-19 disruption, the District will subsequently embark on phase two, the strategic planning needed to enable us to fulfill these important educational aspirations for each and every student.

While the District and the schools have annual strategic goals, many of which carry over for multiple years, a five year strategic planning process is important to undertake to create a more inclusive process and to allow the District to step outside the normal influences on planning to consider novel approaches to curriculum and instruction.



Self-Empowered	Bedford graduates cultivate personal growth and seek fulfillment in ways that are purposeful, reflective, and joyful.
Empowering Others	Bedford graduates practice kindness and generosity as they strive to bring out the best in others.

IDENTITIES	
Makers and Innovators	Bedford graduates create original and interpreted works that show care and craftsmanship. They apply design principles to solve problems, and they bring their unique individual perspectives to their products and solutions.
Stewards of the Environment	Bedford graduates are responsible caretakers of the environment. They make choices that help sustain our natural resources and protect our ecosystems.

Ethical and Engaged Citizens	Bedford graduates take ownership of their words and actions toward others and make ethical decisions. They are informed and active participants in our democracy.
Collaborators and Communicators	Bedford graduates share their ideas clearly and listen actively to others. They work effectively with others to merge thoughts, opinions, and solutions in order to achieve the best outcomes.

SKILLS	
Globally-Committed	Bedford graduates recognize the connection between themselves and an increasingly interdependent world. They are mindful of the effects their actions have on the global community, and they strive to improve life for all.
Emotionally Intelligent	Bedford graduates respect the mental and physical well-being of themselves and others. They have a flexible frame of mind for coping with setbacks and changes in their lives.
Knowledgeable	Bedford graduates read actively and purposefully. They have strong foundational knowledge in the humanities, STEM subjects, health and wellness, and the arts. They find resources and build knowledge in subjects of importance in their lives.
Analytical and Creative	Bedford graduates probe beneath the surface for explanations of social and natural phenomena, and they strive to understand the complex patterns and systems of which they are parts. They generate logical and persuasive arguments, as well as imaginative narratives and solutions.

QUALITIES	
Curious	Bedford graduates actively inquire about the world around them and the people they encounter. They seek out diverse ideas and life experiences.
Tenacious	Bedford graduates apply persistent effort to solve problems and overcome challenges. They evaluate and make plans to improve their performance and see these adjustments as opportunities to learn.
Empathetic	Bedford graduates seek to understand other people's backgrounds, perspectives, and needs. They feel the emotions of others and see issues from different points of view.
Equitable and Just	Bedford graduates go beyond simply respecting differences; they are agents of change in their encounters with injustice.

Parent Support and Community Connections

The Bedford Public Schools benefited greatly from parents who volunteered their time and talent to advance the mission of the public schools. Organizations like SEPAC (Special Education Parents Advisory Council) gave valuable feedback. The Bedford Educator Foundation and each of the school-based parent organizations (BEST, MSPA, and BHSPA) all provided funding for various projects, with the school-based groups also celebrating teachers by providing food at various events. POMS (Patrons of Music) provided funding and facilitated private music lessons. The BAA (Bedford Athletic Association) raised funds for sports, and the PDC (Parents Diversity Council) initiated bridge-building activities for families across race and geography.

A few examples of outstanding support this year include: BEST's buying books for students' summer reading at Davis and Lane; MSPA paying for our afterschool homework club, academic planners and speakers around key issues such as mental health and responsible technology use; and BHSPA sponsoring contactless water dispensers and supporting Challenge Success at the high school. A few examples of BEF's generous funding include a weather station at Davis, iPads for art at Lane, a Girls STEM Club project at JGMS, and a Fab Lab Maker Space at BHS.



Thanks to BEF, Gary Schmidt, author of *The Wednesday Wars* shares his expertise and insight on the writing process with both JGMS students

New Superintendent. Of particular note was parent involvement in the new superintendent selection process which was led by School Committee chair, JoAnn Santiago, upon the announcement by Superintendent Sills of his impending retirement. This inclusive process, assisted by school committee member, Dan Brosgol, included parents, community members, faculty, staff and students, and resulted in the hiring of Philipp Conrad as the District's new superintendent.



Bedford National winners!
citizens History Day

SAMPLE DISTRICT HIGHLIGHTS FROM FISCAL YEAR 2019-2020

Self-directed Learning

In the two panels below, you will notice that the students are all working on their own projects. Art teacher, Hailey Yerova, has redesigned and continues to refine, her instructional approach. Developing their independence, creativity and love of art, students no longer all do the same project, but are free to create their own art. Hailey does sample lessons and shows samples of different techniques to expand the students' range of mediums, and she integrates skill development and art history along the way. This is her own version of an approach called Teaching for Artistic Behavior. She reports that the students are consistently excited and engaged!!



Collaborative Problem Solving

Students at all four schools engage in collaborative problem solving. Learning to work well with others, to recognize the value of other students' ideas, and to see how their own thinking plays off of others are important to their future success as citizens and workers.



Here, Lane School students work together to apply their science knowledge to solve problems

Authentic Learning

Activities and experiences both within the classroom and beyond provide students with opportunities to connect their learning to, or derive their learning from, the real world. This includes field trips to museums, overseas travel, History Day research assignments, World Language festivals, math or engineering problems to solve, the 5th Grade Invention Convention (cancelled this year due to school closure), and visiting authors, to name a few examples.



BHS science students visit the rainforest in Ecuador.

Below, students in our Lane School SAIL program explore an ambulance. At right, BHS robotics.



Below, Lab work at BHS



Below, sixth graders spend overnight at Nature's Classroom



Social and Emotional Learning



Kindness stones at JGMS



Social and emotional connection at Lane School

Well Rounded Education



4th Grade Artist



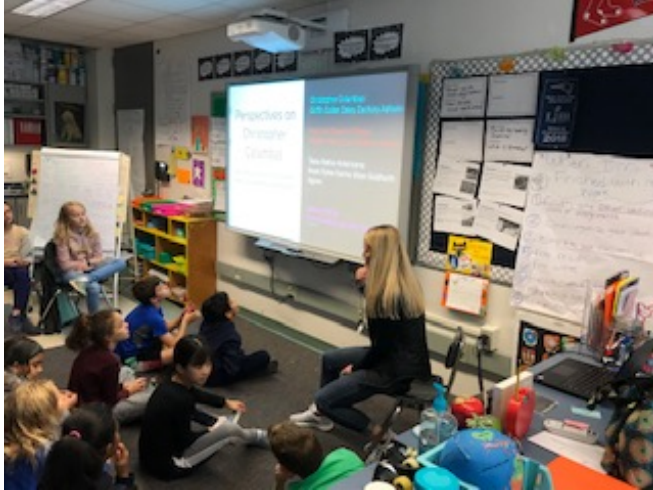
Lane School World Language



High School DECCA champs



Honoring grandparent veterans



Talking about Columbus Day from multiple perspectives



A cappella singers serenade office staff



At left, everyone is concentrating at Davis

Below, Vertical Fall Concert





BHS Hockey Team



Davis School students learn through play



8th grade artist



Chess at Lane teaches focus, strategy and engagement with others

At left, JGMS mentors. Below, BHS Students compete at the West Suburban Science League (WSSL) meet



Learning to count at Davis



Competing as a team!



Competing as a team virtually during COVID-19



Playing as a team!



Pulling as a team!



Winning as a team!



Kindergarten artist – individual distinction



High School artist – individual distinction



Friendship at Davis



Theater at JGMS



Below, middle schoolers, teacher and counselor On MFA trip



Davis School up close and personal



Bedford young women competed with women from other district in the annual Women of Science Competition.

Facilities

John Glenn and BHS Building Projects

Thanks to the generous support of the town boards and the town's citizens, as well as the advocacy of the School Committee and the leadership of our facilities director, these projects proceeded as planned during the first part of the year. Despite the COVID-19 interruption, the BHS renovation and JGMS renovation-addition resumed once it was deemed safe for construction to continue and was completed over the 2020-2021 summer.



Lane School singers



