

**BEDFORD PUBLIC SCHOOLS
ANNUAL REPORT FY23
(2022-2023)
Approved: October 10, 2023**

PURPOSE

The mission of the Bedford Public Schools is to provide a safe, respectful, and inclusive environment in which the unique academic, intellectual, social, ethical, and emotional growth of each learner can be realized. Our vision as educators within the Bedford Public Schools is to aspire to be a collaborative school system in partnership with the community and families that develop curious, engaged, resilient, empathetic, and kind learners. Our students are creative and critical thinkers, and who apply knowledge, act responsibly, and make meaningful contributions.

2022-2023 Superintendent: Philip Conrad

EMPLOYEE STATISTICS*

439 full time and 49 part time for FY23

<u>ROLE</u>	<u>FTE</u>
Administrators	32.6
Instructional Staff	234.9
Instructional Support Staff	17.4
Instructional Support, SPED, Non-SPED Shared	16.3
Paraprofessionals	81.5
SPED Related	13.6
Medical Health	3.7
Office, Clerical, Admin Support	29.4
Other	18.5
Food Service Workers	22.0
TOTAL FTE	467.5

* Based on FY23 EPIMS data with the addition of food service personnel FTE based on hours defined in contractual agreements. Facilities staff that are shared with the town are reported in the Facilities portion of this report.

FY23 HIGHLIGHTS**Renewed Focus on Teaching and Learning**

Though the district continued to work with students and families to recover from the ongoing impacts of the COVID-19 pandemic, students engaged in high levels of learning throughout the 2022-2023 school year. Not only were students fully exposed to the academic curriculum, but they also had many different opportunities to learn about themselves as learners, and how to work with others through their social emotional learning activities and lessons. They were also able to participate in extracurricular activities at each of our four schools.

This year we continued to design, implement and assess a robust curriculum in all areas, and continued to hone our instructional practices, focusing more on differentiating within the classroom, which was vital after the past few years due to the pandemic. In Bedford, we were forward thinking in many ways, instituting “local” assessments at each of our schools, beyond just viewing statewide assessments like MCAS. Fortunately, we were able to focus on assessing where our students were early in the school year, and based on those results focus on curriculum and instructional practices that really addressed each child’s individual learning needs, based on where they were at the beginning of the school year. With this focus throughout the year, students were able to show continued growth within their learning in many areas.

We created the District Improvement Plan during the spring of 2021 that was designed to be implemented through 2024. We are now entering the last year of that plan. We will continue to focus on the three priorities within that plan: Diversity, Equity and Inclusion, Student-Centered Curriculum, Instruction and Assessment, and Social-Emotional Learning.

ADOPTION OF A DIVERSITY, EQUITY, AND INCLUSION MISSION STATEMENT

The District’s DEI Coordinator Akil Mondesir worked extensively with the community and the leadership of the district to create the first-ever DEI mission statement for the district. The School Committee formalized the district’s ongoing commitment to welcoming all learned by adopting the Diversity, Equity and Inclusion Mission Statement on January 17, 2023, which reads as follows:

The Bedford Public School system is proud of its ongoing commitment to diversity, equity, and inclusion. As a district, we are aware that achieving true equity for all means that we must be on a path of committed and continuous learning of anti-bias and anti-racist practices.

We have a richly diverse student body with diverse educational needs therefore we believe we must prepare our students for engagement in a complex, pluralistic, and interconnected society. In doing so, we challenge ourselves to regularly evaluate and refine curricula, policies, and practices and commit to having the appropriate resources available to and for all members of the Bedford Public Schools.

We seek to engage all members of our community to interact as people with multiple identities, acknowledging age, gender identity and expression, race and ethnicity, family composition, neurodiversity, learning differences, native language, religion, sexual orientation, and socioeconomic status.

In a purposeful way, we set out to engage in this exploration of identity, culture, and systems, while we teach and learn about impactful advantages and disadvantages, similarities and differences, as well as the humanity that we all share.

OPERATIONS

The Bedford Public Schools consist of two elementary schools, a middle school, and a high school. In addition, the Bedford Public Schools is a member of two special education collaboratives (CASE, and LABBB). Collaboratives in Massachusetts are public organizations, made up of school districts working together to provide high-quality, cost-effective, special education programs for students who need a more restrictive setting. Our schools presently house 3 LABBB classrooms and 2 CASE classrooms.

The day-to-day operation of the Bedford Public Schools in 2022-2023 was under the supervision of the Superintendent, Mr. Philip Conrad, with assistance from the Assistant Superintendent, Dr. Tricia Clifford Ed.D., the Director of Finance, Ms. Julie Kirrane, and the Director of Special Education, Mrs. Marianne Vines, M.Ed. The policy-making body for the Bedford Public Schools is the Bedford School Committee. The Bedford School Committee consisted of five (5) elected members, for terms of three (3) years. Members of the FY23 Bedford School Committee were: Chairperson, Mr. Brad Morrison, Vice-Chairperson, Ms. Ann Guay, Secretary, Dr. Sheila Mehta-Green, Mr. Dan Brosgol, and Ms. Sarah Scoville. Additionally, there were two (2) non-voting representatives: Ms. Sarah McGinley for Hanscom Air Force Base and Ms. Madeline Sanabria for METCO. In March Ms. Sarah McGinley was elected to the committee, replacing Ms. Guay. At that time, Ms. Scoville became the Vice Chair.

The town of Bedford is one of the five founding members of the Shawsheen Valley Technical High School. The student body reflects the community's growing demographic complexity, which is further diversified by enrolling approximately 115 high school students, students from Hanscom Air Force Base, and about 100 METCO students from Boston. The school system also offers an Integrated Pre-K special education program.

FY23 BUDGET

The FY23 operating budget of \$45,157,090 was approved at a 3.5% increase above FY22. As has been consistent for the past many years, the majority of expenditures are related to salary.

Major Expense Category	FY23 Budget	% Change over FY22
Salary	\$ 37,601,164	3.8 %
Non-Salary	\$ 7,555,926	1.9 %
Grand Total	\$ 45,157,090	3.5 %

The base budget, again in FY23, was approved in conjunction with Town ARPA funding as a contingency for the continued operation of schools impacted by the pandemic, plus additional reserves for special education tuition. ARPA funding was used in the schools primarily for supplemental health services (school nurses) and for HVAC system testing, balancing and repairs.

The base school budget of \$45.2 million, was supplemented by approximately \$273 thousand in federal American Rescue Plan Act (ARPA) funding. After school ARPA funds were fully utilized, a June Town reserve fund transfer of \$250 thousand closed the gap. Close collaboration and planning by Town and School officials enabled local tax dollars to be conserved to the greatest extent possible.

Just under \$500 thousand in additional support was needed by the Bedford Public Schools in fiscal 2023. This is lower than the \$900 thousand dollars in additional resources spent in 2021-22 operating under pandemic conditions, and almost \$2 million in 2020-21.

The FY23 capital budget, developed in conjunction with the town departments as part of the six-year capital plan, has again been a critical source of funding for teaching and learning. Key components

of the school district's six-year planning included annual technology replacement, furniture, and equipment (FFE) replacement. The capital funds in the amount of \$536,900 supported lifecycle-based replacements of technology plus an additional \$118,608 in durable equipment, and school photocopiers. School Facilities projects represent an additional \$622,941 in capital maintenance and improvement to Bedford's four school buildings including Lane elevator control replacement, Lane HVAC/cooling, BHS and JGMS exterior painting, as well as annual maintenance for flooring, painting, and space reconfiguration.

POPULATION

As outlined in the table below, the size of our student body has declined over the past few years as part of a larger trend of declining enrollment of school-age children across the state. Our students come from Bedford, Boston, and Hanscom Air Force Base (at Bedford High School). This combination creates a uniquely diverse community that allows our schools and classrooms to be relationship-focused while also being racially, culturally, and linguistically diverse. Our FY23 student population was 60% white and 40% students of color. At home, our students speak over fifty languages.

BEDFORD PUBLIC SCHOOLS DEMOGRAPHICS						
	FY07	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23* (2022-2023)	
Integrated Pre-school	---	46	28	46	51	
Davis	495	597	543	499	476	
Lane	523	612	596	598	581	
JGMS	517	593	614	610	592	
BHS	750	841	809	849	837	
Total	2,285	2,685	2,599	2,602	2,539	
Male	1,141	1,392	1,533	1,533	1,310	
Female	1,144	1,297	1,244	1,244	1,220	
Non-Binary		0	2	3	7	
African-American	5.6%	6.5%	6.3%	6.3%	7.4%	
Hispanic	3.1%	6.7%	7.0%	6.9%	7.6%	
Asian	8.3%	18.5%	19.9%	20.4%	20.2%	
Multi-Race, Non - Hispanic	1.9%	5.4%	6.0%	6.1%	5.9%	
Native American	0.4%	0.1%	0.0%	0.0%	0.0%	
Native Hawaiian, Pacific Is	---	0.0%	0.0%	0.0%	0.0%	
White	80%	62.8%	60.8%	60.3%	60.3%	
First Language Not English	7.7%	18.6%	18.6%	17.6%	17.7%	
English Language Learner	1.4%	5.8%	4.6%	3.9%	4.1%	
Special Education	19.6%	17.4%	17.2%	17.9%	18.5%	
Low-Income	5.9%	9.3%	13.9%	13.1%	12.2%	
High Need	---	31.4%	33.1%	32.4%	32.7%	

*October 1, 2022 SIMS Data

CLASS SIZE

Bedford Public Schools endeavor to provide a well-rounded, balanced education that is child-centered. The curriculum of the schools aligns with the Massachusetts Curriculum Frameworks. To effectively meet the needs of each child and deliver our educational programs, we have established class size guidelines. Effective budget development enables us to meet our class size goals and eliminate classes that might otherwise exceed our guidelines.

2021-2022 CLASS SIZE				
	Students Per Class Guideline	Max # of Students Per Class Guideline	October 1, 2021 Average	October 1, 2022 Average
Kindergarten	18	20	15.7	17.6
Grade 1	20	22	17.1	18.1
Grade 2	20	22	18.7	20.4
Grade 3	22	25	19.5	19.9
Grade 4	22	25	19.5	19
Grade 5	22	25	18.8	21.8
Grades 6-8*	23	25	19.3	19.9
Grades 9-12* Introductory and College Prep	18	20	16.4	15.8
Honors and High Honors/AP*	22	25	17.97	20.6

* Consistent with the methodology used in prior years, calculations for middle and high school are based on class size of English classes because all students must take an English class each year.

STUDENT OUTCOME DATA

STUDENT OUTCOME DATA						
Year	2020-2021		2021-2022		2022-2023	
Average SAT Scores	Math: 617 Evidence Based Writing and Reading: 614		Math: 616 Evidence Based Writing and Reading: 611		Math: 630 Evidence Based Writing and Reading: 622 Embargoed until end of September 2023	
Graduation Rate	98.92%		98.64%		100%	
Outcomes	Number	% of Students	Number	% of Students	Number	% of Students
2 Yr College	21	11.4%	15	7.4%	15	7.5%
4 Yr College	130	70.3%	178	87.4%	171	86%

Apprenticeship/Trade	4	2.2%	0	0.0%	0	0.0%
Employed	11	5.9%	5	2.4%	4	2.0%
Military	6	3.2%	5	2.4%	0	0.0%
Year Off/Gap Year	6	3.2%	0	0.0%	5	2.5%
Other Post-Secondary	7	3.8%	1	0.4%	3	1.5%
Unknown					1	0.5%
Total	185	100%	204	100%	199	100%

STRATEGIC DISTRICT-WIDE GOALS AND ACCOMPLISHMENTS FOR 2022-2023 - Focus on Literacy

The district continued implementation of its 2021-2024 District Improvement Plan, which can be found at [District Improvement Plan | Bedford Public Schools \(bedfordps.org\)](https://bedfordps.org/district-improvement-plan). In this report, we highlight progress on Strategic Objective 2: Student-Centered Curriculum, Instruction, and Assessment via the implementation of the Bedford Public Schools Literacy Plan.

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

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

Goal 1: Vision/Leadership/Communication

Goal 2: Assessment

Goal 3: Intervention Process

Goal 4: Core curriculum and Instruction

Goal 5: Professional Development/Coaching

We have made tremendous progress on our Literacy Plan goals and action steps during the past three years. As we enter the 2023-2024 school year, we only have a few remaining action steps to complete, mainly tied to tier I instruction and differentiation. Below is an overview of the progress we've made and the literacy assessment results as of spring 2023. Full details can be found at [Literacy Plan Progress June 2023 \(bedfordps.org\)](https://bedfordps.org/literacy-plan-progress-june-2023).

Goal	Status	Highlights from our work
Goal 1: Vision/Leadership/Communication District and school-based initiatives and goals will be aligned to the Literacy Plan, including the alignment of K-12 literacy curricula.	Complete/ Structures in Place	<ul style="list-style-type: none"> ● Literacy Plan integrated into District Improvement Plan ● District purchased and faculty implemented classroom libraries,

		<p>decodable texts (including Geodes and Whole Phonics), reading assessment tools</p> <ul style="list-style-type: none"> ● Annual updates reported to School Committee and community
<p>Goal 2: Assessment</p> <p>Consistent administration of literacy assessments will be conducted at every grade level throughout the year; data will be shared across schools, grade levels, and district; and data will be used to inform instruction and intervention.</p>	<p>Complete/Structures in Place</p>	<ul style="list-style-type: none"> ● Reading assessments implemented multiple times per year grades K-10 ● Common Writing assessments implemented 3x/year in grades K-10 ● Data inventories maintained K-12 ● Common assessment calendar K-12 ● Data meetings to examine data at team, teacher, and school level throughout the year ● Instructional leader group selected a new assessment tool to be used 1-10 starting SY23-24
<p>Goal 3: Intervention Processes</p> <p>Consistency and alignment of literacy interventions K-12, including processes for identifying students, informing stakeholders, and delivering interventions, will be strengthened.</p>	<p>Complete/Structures in Place</p>	<ul style="list-style-type: none"> ● Literacy assessment data reviewed at Data Meetings K-12 ● Criteria developed for entry and exit from reading intervention ● Schedules created to include intervention blocks K-12 ● Processes for communication with families, faculty, and administration regarding response to intervention

<p>Goal 4: Core Curriculum and Instruction Core Tier I literacy instruction will be strengthened and differentiated so as to reduce the need for literacy interventions.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ● Focus for Literacy Implementation Team in SY 23-24 ● Continued use of decodable texts, instruction rooted in science of reading ● Continued focus on scope and sequence of literacy skills in K-5 ● Continued training and focus on Keys to Literacy strategies in 6-12 ● Continued focus on consistency and fidelity of implementation of evidence-based instructional practices, including formative assessment
<p>Goal 5: Professional Development/Coaching Appropriate and sufficient professional development and coaching will be provided for all staff who are providing and evaluating literacy instruction.</p>	<p>Complete/ Structures in Place</p>	<ul style="list-style-type: none"> ● Needs assessment surveys administered to staff to determine foci of future professional development ● Internal and external trainings offered in the following areas: phonological awareness, orthographic mapping, teaching with decodable texts, data-driven instruction, Skillful Teaching, differentiation, dyslexia, Keys to Literacy, Orton-Gillingham, goal setting for targeted intervention ● Coaches participated in or facilitated trainings; available to continue supporting instruction

Ongoing Work for Literacy Implementation Team in 2023-24

Action Step	Person(s) Responsible	Next Steps
Goal 1, Action Step 1: Goals on District and School Improvement Plans will draw from the Literacy Plan.	Assistant Superintendent, Literacy Implementation Team	<ul style="list-style-type: none"> ● The Literacy Implementation Team will propose a streamlined literacy plan to be integrated into the 2024-2027 District Improvement Plan.
Goal 1, Action Step 5: Literacy Implementation Team will meet bimonthly to make decisions, assess progress, and make adjustments as needed.	Literacy Implementation Team	<ul style="list-style-type: none"> ● Literacy Implementation Team will continue to meet bimonthly during the 2023-24 school year.
Goal 4, Action Step 1: Consistency in core, Tier I literacy instruction will be created at all grade levels.	Assistant Superintendent, K-12 Program Administrators, Curriculum Coordinators	<ul style="list-style-type: none"> ● Continued professional development in evidence-based literacy strategies and onboarding for new administrators and faculty ● Reinforcement of expectations around integration of programs and instructional practices through faculty and departmental time, as well as through the evaluation tool (ex. Foundations, Keys to Literacy) ● Continue to design, share, and align instructional resources and practices for integration and implementation during faculty and departmental time
Goal 4, Action Step 2: Core, Tier I literacy instruction will be differentiated at all grade levels.	Assistant Superintendent, K-12 Program Administrators, Curriculum Coordinators, Instructional Coaches	<ul style="list-style-type: none"> ● Faculty and administrators K-12 will receive professional development on administering the Star Reading assessment and analyzing data to inform instruction, including through differentiation. ● Data Dives, Student Support Team meetings, and Child Action Planning meetings will be leveraged to collaborate around targeting instruction to specific student needs.

		<ul style="list-style-type: none"> ● Training and support will continue to be provided in using research-based practices and strategies to address conclusions drawn from data (aligned with science of reading). ● Continued focus on formative assessment and subsequent differentiation 6-12 in classroom observations and evaluation tool.
Goal 4, Action Step 5: A clear scope and sequence for reading and writing in the content areas will be created, using a common template for curriculum mapping.	Assistant Superintendent, K-12 Program Administrators, Curriculum Coordinators	<ul style="list-style-type: none"> ● Review current scope and sequence maps and curriculum templates to ensure they adequately capture literacy skills continuum. Determine gaps. ● Explicitly integrate reading and writing skills and standards into scope and sequence charts and curriculum maps across the content areas. ● Connect common and summative assessments with literacy skills and standards across the content areas.

SUMMER CALCULUS PROJECT 2022

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

FULFILLING METCO'S PROMISE

As we embark on the 50th year of the METCO program here in the Town of Bedford, the district and the community as a whole, has welcomed and continues to welcome our students and families from Boston. The district embraces the METCO Program as it provides a rich cross-cultural, cross-racial, and cross-geographic education for all students in Bedford. While students travel time well exceeds over an hour each way to school, they still show up as their authentic self and provide a unique

perspective of the world as a whole to the community of Bedford. The program continues to foster genuine friendships between students and families and shows that the METCO program, even though one of the few still existing, voluntary, desegregation programs in the nation, is vital to the success of all students. We continue the work of finding meaningful ways to connect students to the community by way of sports, extracurricular activities, and community-based participation. The Boston Bridges Initiative and the Parent Diversity Council are partners in the district's efforts to connect families and students who reside in Bedford, Boston, and Hanscom Air Force Base. We work together through activities inside and outside of school to enhance students' sense of belonging to the community.

HANSCOM AIR FORCE BASE AND BEDFORD PUBLIC SCHOOLS

Bedford High School continues its partnership with Hanscom Air Force Base, providing an education for 84 (Academic Year 22-23) military connected youth. The military connected students represent all service branches of the military and the employees of the Department of Defense. Bedford High School has partnered and collaborated with Hanscom Base Command, the HAFB School Liaison, and Hanscom Middle School to ensure appropriate educational, social, and emotional support are being provided to our HAFB students. Last year the high school participated in the first annual "Base Race" which provided 17 civilian students, accompanied by two HAFB students, an opportunity to visit various sites on HAFB. Some of the sites included an overview of the Autonomous Systems Development Facility and the Theater Deployable Communications Department. The trip was highlighted by a "Buddy Lunch" at Hanscom Middle School where the incoming 8th grade class had an opportunity to have lunch and chat with the students from Bedford High.

The high school has designated a school counselor to be the point of contact for all incoming military connected students, serving as a bridge between the two communities. Our HAFB students bring a global perspective to the high school community which adds to the diversity of our campus. They share their unique experiences as military dependents. On average each student has moved every 2-3 years and it is our hope, as a high school, to make sure they have an enriching and rewarding experience while stationed on Hanscom Air Force Base.

SPECIALIZED PROGRAMS

Special Education

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

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

Professional, highly qualified staff provides special education support and services across the district. Four building-based Program Administrators oversee evaluations and services at each building. There is also a Program Administrator who oversees evaluations and services for special education students who attend school out of district. At the district level, Mrs. Marianne Vines M.Ed., Director of Special Education, supervises the special education department, providing guidance and support to all staff.

Bedford is proud to offer a comprehensive array of programs to support students with special needs, including Co-Taught Classrooms, Learning Centers, Language-Based Services, the Bridge, SAIL, and STEP programs. More information about these programs can be found at [Special Education Department | Bedford Public Schools \(bedfordps.org\)](#)

FY24 PROJECTIONS

The district welcomed a new superintendent, Cliff Chuang, on July 1, 2023. The 2023-2024 school year will be marked by continued implementation of the 2021-2024 District Improvement Plan and the completion of Superintendent Chuang's Entry Plan, which can be found at [Superintendent Chuang Entry Plan - September 2023 | Bedford Public Schools \(bedfordps.org\)](#)