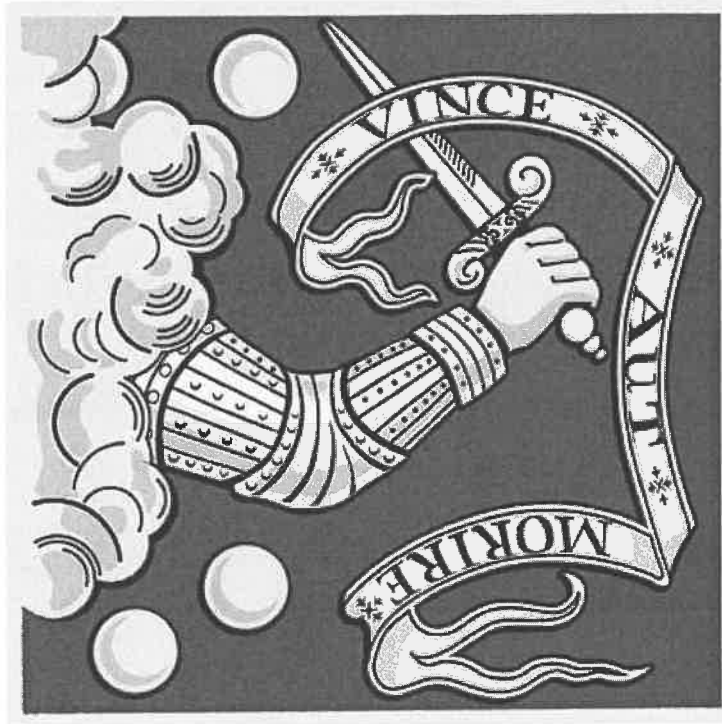


# Bedford High School



Incoming Freshman Informational Packet

Heather Galante  
*Principal*

Thomas Casey    Daniel Hudder  
*Assistant Principals*

Bedford High School  
Bedford Public Schools

9 Mudge Way  
Bedford, Massachusetts 01730



Heather P. Galante  
*Principal*

Daniel R. Hudder  
*Assistant Principal A-K*

Thomas Casey  
*Assistant Principal L-Z*

Dear Eighth Grade Student and Parent(s):

I would like to take this opportunity to welcome you to the Bedford High School Community. We are a school that encourages resourceful thinking, self-advocacy, and good citizenship. Bedford High School regularly ranks as a top school in Massachusetts. We have a talented and dedicated faculty who partner with families to offer a high school experience rich with opportunity. Each year, we strive to challenge, stretch, and support our students as they gain valuable knowledge and life skills. Bedford High School offers a wide range of extracurricular and enrichment activities so that students can enhance their secondary experience. As the Principal of the high school, it is a privilege to work with students through important and formative years of their lives. This year, we are working diligently to make the transition to high school a seamless one. I look forward to meeting the Class of 2026.

Sincerely,

Heather Galante  
Principal  
Twitter: @bhs\_galante  
Instagram: principal\_galante

# PROTOCOLS FOR COMMUNICATION

A full list of phone numbers and email addresses for Bedford High School faculty and staff can be found on the website.

## High School Administration

Mrs. Heather Galante, Principal 781-275-1700 x4401  
 Mr. Daniel Hudder (A-K), Assistant Principal 781-275-1700 x4402  
 Mr. Thomas Casey (L-Z), Assistant Principal 781-275-1700 x4403

Principal's Office	Student Office
Ms. Brenda Sweetland x4406 Ms. Nancy Powell, Registrar x4407	Ms. Amber Loveless-Patterson x4404 Ms. Shannon Orifice x4405
Guidance Office	Student Support
Mr. Lester Eggleston, Director x4408 Ms. Meredith Tobe x4410	Ms. Michelle DellaValle, Special Education x4424 Ms. Kristen Tracy, General Education Supports x4517 Ms. Elizabeth Wilson, Secondary Literacy x4539 Ms. Tracy Metivier x4421

## Procedures for Communication: Who to call when...

- **Contact a teacher when...**
  - you have questions about a grade
  - you have questions about an assignment
  - you have questions about placement or level
  - you have a question about a teacher assigned detention
  - you have a question about an incident that occurred in class
- **Contact a counselor when...**
  - you have a question about placement or level
  - you have an academic question or concern
  - you have questions regarding student support services
  - you have a concern about your student that you would like to discuss
- **Contact a Program Administrator (Department Head) when...**
  - you are concerned about the actions of a teacher and have found that direct contact was non-productive
  - you have curriculum questions
  - you wish to change a level in a subject area
  - you wish to volunteer as a resource person in the classroom
- **Contact an Assistant Principal when...**
  - you have a question about an assigned Office Detention or Suspension
  - you have a concern about the action of a teacher that has not been responded to satisfactorily by the Program Administrator
  - you have a concern about your student that you would like to discuss
  - you have questions about an attendance matter
  - you have school policy questions
- **Contact the Registrar when...**
  - you are moving and need information about withdrawing from Bedford High School
  - you have questions about credits earned at Bedford High School
  - you want to inquire about credits received from another school
  - you have a question about financial obligations
- **Contact the Principal when...**
  - you have not received an adequate or helpful response from the appropriate staff
  - you have a suggestion that may improve the school
  - you have a complaint or concern about school policy
- **Contact the Special Education Office when...**
  - you have questions about the services available under Chapter 28
  - you have questions regarding an Individual Educational Plan (IEP)
- **Contact the Athletic Director when...**
  - you want to contact a coach directly
  - you have a question about interscholastic athletic events
- **Contact the Student Office when...**
  - you have a question about an absence
  - you have a general question related to BHS
  - You do not know who to call to get questions answered
- **Contact the School Nurse when...**
  - you have a question about health records
  - there is a medical condition that requires an adjustment in school procedure

## TYPICAL FRESHMAN SELECTION OF COURSES

**Bold** indicates fixed courses for grade 9  
Students will register for a total of 35 credits.

<b>Course I</b> 5.0 Credits	<b>English I</b>
<b>Course II</b> 5.0 Credits	<b>United States History I</b>
<b>Course III</b> 5.0 Credits	<b>Physics</b>
<b>Course IV</b> 5.0 Credits	<b>Mathematics</b>
<b>Course V</b> 5.0 Credits	<b>World Language</b> (Latin, French, or Spanish)
<b>Course VI</b> 2.5 Credits	<b>Sports and Fitness</b>
<b>Course VII</b> 2.5 Credits	<b>First Elective*</b> (Performing Arts, Technology Education)
<b>Course VIII</b> 2.5 Credits	<b>Second Elective*</b> (Visual Arts, Foods)
<b>Course IX</b> 2.5 Credits	<b>Third Elective*</b> (Business, Computer Science, Robotics)

*Elective Requirements: Visual Arts, Performing Arts, and Occupational Education—Students must complete one course in each area during their four years at Bedford High School. Courses shown are for informational purposes only.*

### The Registration Process:

- 3/1 8th Grade student meeting with counselors to discuss 9th grade at BHS
- 3/3 8th Grade Information Night @ 6:30pm
- 2/4-3/4 JGMS teachers input course recommendations
- 3/7-3/18 JGMS students and parents/guardians input course requests at home
- 3/18 Aspen Closes for students to enter requests
- 3/7-4/1 JGMS counselor helps students complete schedule
- 4/1 Level Change/Override Forms Due to Program Administrators

**Summer Events** - Look for information in August to be sent home.

- iPad distribution and instructions
- Incoming Orientation for Students new to BHS
- Arena Day



## Academic Achievement Center

Faculty and Staff

*Director of Student Achievement:* Kristen Tracy, [Kristen\\_Tracy@bedfordps.org](mailto:Kristen_Tracy@bedfordps.org)

*Teachers:* Sarah Berkland and Josh Spirn

*Teaching Assistants:* Brianna Cora, Jerry Freedman, and Shyanne Pires

**Our Mission:** The purpose of the BHS Academic Achievement Center is to support learners to develop the skills and knowledge they require in order to independently access their course curricula and attain academic achievement.

### Courses offered:

#### AAC (Major or Minor) (Grades 9-12)

**Prerequisite:** Director of Student Achievement approval

AAC provides students with extra help on class work, support with organization and study skill development, reinforcement of course content, and additional MCAS support. Peer scholars work in the AAC to help students with material. Periodic consultations with classroom teachers and counselors comprise an important part of the program.

#### AAC SCHOLAR (Grades 9-12)

**Prerequisite:** Faculty or peer recommendation and Director of Student Achievement approval

This program provides an opportunity for students to take a peer leadership role in the Academic Achievement Center at the High School. High achieving students with strong student skills are invited to participate based on recommendations. AAC Scholars are expected to actively impact the atmosphere of the AAC classroom through positive role-modeling, speaking and lifting up, and active leadership. Scholars work with AAC Teachers to identify, enact, and reflect upon their leadership.

#### INDEPENDENT DIRECTED STUDY (Grades 10-12)

**Prerequisite:** Faculty recommendation and Director of Student Achievement approval

Students who work independently on their organization and homework can use directed study as time in their day to complete these tasks. Student progress will be monitored to ensure students' success. If students are not successful and able to work independently adjustments to their schedule will be made, to a more intensive academic intervention.

Who might be referred to AAC?		
Those Who Need Global Student Skills	Those Who Need Assistance in Math/Science	Those Who Need Assistance in English/History
<ul style="list-style-type: none"> <li>• Organization</li> <li>• Time Management</li> <li>• Tracking</li> <li>• Self-Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• General Math or Science Academic Support</li> <li>• Moved up in Math or Science</li> <li>• Needs MCAS prep in Math or Science</li> </ul>	<ul style="list-style-type: none"> <li>• General English or History Academic Support</li> <li>• Moved up in English or History</li> <li>• Needs MCAS prep in English</li> </ul>

**Questions?** Please contact Kristen Tracy at [Kristen\\_Tracy@bedfordps.org](mailto:Kristen_Tracy@bedfordps.org); 781-275-1700 x4448



**Lester Eggleston**  
Director of Counseling Pre-K-12

I grew up here in Bedford. I graduated from Bedford High and I have been happily working here since 2001. When I am not counseling students, I love landscaping, my private practice as a therapist. When I am not working, I am listening to music, watching basketball, going to the gym, hanging with friends and family or looking for the next great restaurant.



**Charles Alpernt**  
Adjustment Counselor  
(783) 918-4411  
charles.alpernt@bedfordps.org



**Alan Chang**  
School Counselor  
(783) 918-4412  
alan.chang@bedfordps.org

Before Mr. Chang and I joined Bedford High School as a School Counselor in 2010, I originally from Newton and graduated from Newton South High School. My passion is about all Boston sports and has a 3-season captain on our high school football. Wrestling and Lacrosse teams. I continued to play football at Colby College and ran a club (I was assistant) football (special New England) and Lacrosse teams in Lacrosse with in Bedford High. I speak 3 languages (English, Mandarin, Spanish) and have traveled to all different countries. My office is open to students any time and I value the relationship I build with all of my students over their 4 years here at BHHS.



**Brian DeChellis**  
School Counselor  
(783) 918-4411  
brian.dechellis@bedfordps.org

I am originally from Brockton, Massachusetts and spend a majority of my life living and working in the city. I also reside in Bedford with my family. I am a husband and father. My wife's name is Diane and I have two boys. I am also a soccer coach (I enjoy soccer for fun) and gardening. I work as an analyst of a student while in high school or college. It wasn't until I started working in my community college back to those in need that I developed a passion for working with teenagers.



**Hermance Sepentyre**  
Performance Support Specialist  
bedfordps.org

Hello, I am Hermance Sepentyre. My family and I are very dedicated to the pursuit of education. My parents are both teachers and my younger brother and sister currently attend Mass Boston. I have a degree in Biology but chose to pursue School Counseling because of my inherent love for working with students. I grew up and live with my family in Taunton, MA. I love traveling, playing video games, and playing active. I also have a special place in my heart for musical theater and dance. In my free time, I enjoy hanging out with friends, exploring sites, along the T, shopping at trying out new restaurants. My office is always open to offer a warm welcome or a listening ear to all who walk through our doors. I am super excited to get to know all of you!



**Janel Halupowski**  
School Counselor  
(783) 918-4413  
janel.halupowski@bedfordps.org

I'm Ms. Halupowski, students typically call me Ms. H. I've worked at BHHS since I was in the Counseling Department. I am someone you'd probably know and feel free to go to a classmate while you're here. I am the advisor for the Student Assistance Committee. I have 2 children, a son who attends Franklin School of Management in Amesbury and a daughter attends the University of Essex in England. I also have a cat named Neko and a dog named Cuddles. Family and friends are very important to me and I enjoy spending time with them. I also love having fun and will often bring in baked goods to share. BHHS is a great place to work and I look forward to seeing you around the school.



**Samantha Tyne**  
School Counselor  
(783) 918-4432  
samanthatyne@bedfordps.org

I am originally from Hopkinton, Massachusetts and went to Framingham College studying Art Therapy and then University of Massachusetts Boston studying School Counseling for graduate school. I am so happy to be in Bedford High School, working with my students and growing the BHSS Staff. I love it!

As a previous student athlete, I still enjoy swimming and other water sports. In my free time, I like to cook, paint, read and go hiking. I love to travel and hope to see more of the world as soon as possible. My biggest hobby is to read and I read a lot. I also enjoy knitting and quilting. I also like to cross-country ski in the winter.

Outside of school, I work with my wife at a private day care center for children's therapy and educational resources. One of the things that I love about my job is that I get to work with children and their families. In the summer, I often travel to other states to help deliver the supplies.



**Meredith Toke**  
Assistant Administrator  
(783) 918-4410  
meredith.toke@bedfordps.org





Welcome to the BHS Counseling Department! High school is a new experience; the school is larger, the curriculum more diverse, and the social and emotional issues facing students are different from earlier years.

Choices that students make during high school will have an impact on their future after high school. Thoughtful planning with regard to academic and extracurricular activities will help students make the best use of resources available to them. Decisions students make in personal and social situations can also have an impact on their development as individuals.

The Counseling Team can help students and their families with all of this. We want to be accessible and responsive to you, and encourage you to connect with your school counselor.



Students can schedule appointments with their counselor through the link in their counselor's email, or from the QR codes located outside of the counseling office doors.

The mission of the Pre-K-12 Counseling Department is to promote developmentally-appropriate social, emotional, academic, and career growth for all students. We help students build upon their strengths to develop self-efficacy and resilience, make healthy decisions, and acquire a sense of personal and civic responsibility. Through collaboration within our diverse community, we support access and equity for all learners.

### Counseling

Help students to resolve personal/ social, academic, and career issues and provide counseling strategies and response crisis.

### Guidance

Work with students on academic, career, post-secondary planning and personal development.

### Advocacy

Activities that create a safe and supportive culturally-responsive school environment.

### Prevention & Intervention

Behind-the-scenes activities including referrals, consultations, and collaboration with teachers and parents/guardians.

### Transition Services

Support the transition to and from BHS.

# Bedford High School



## Counseling Department

9 Mudge Way  
Bedford, MA 01730  
(781) 275-1700

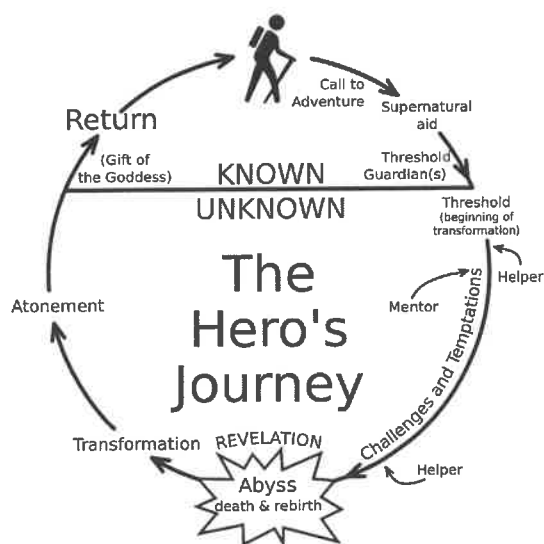
[www.bedfordps.org/high-school](http://www.bedfordps.org/high-school)  
[www.bedfordps.org/district/counseling-department](http://www.bedfordps.org/district/counseling-department)

# Welcome to the BHS English Department!

The mission of the Bedford High School English Department is to foster a lifelong love of reading and writing. Using a selection of literature that is diverse in perspective and complexity, we support students in developing their critical thinking and close reading skills. By guiding students to understand the relationship between critical reading and effective communication, we will enable them to become curious, well-informed, and empathetic individuals.

Faculty	Minors and Other Opportunities
Bill Berlino Jillian Butler Timothy Dolan Allyson Hayden Joel Hebert Sarah Kane Jared Lasonde Patti Messenger Elizabeth Marcotte Dan Niven Kelly Sullivan Victoria Wolk	Creative Writing World Mythology Writing Essentials (Grades 9-10) Digital Storytelling & Journalism Film Analysis (Grades 11-12)  <i>Stylus</i> (Literary Magazine) <i>The Lookout</i> (School Newspaper) Annual Poetry Slam

## 9th Grade English Information



Course placement is based upon demonstrated proficiency and teacher recommendation.

*What is the difference between levels?*

- reading level of some texts
- amount of reading completed outside of class
- pace and structure of skill development, especially with writing

*What is the same for all levels?*

- close reading skills
- BHS Guide to Writing and Analysis
- themes and essential questions
- core texts



# *Welcome to the BHS JROTC Department!*



## Faculty

Lt Col (Ret) Ken Mierz  
Senior Aerospace Science Instructor  
Office Phone: 781-275-1700, ext: 4495  
Email: [Kenneth\\_mierz@bedfordps.org](mailto:Kenneth_mierz@bedfordps.org)

MSgt (Ret) Charlie Humphrey  
Aerospace Science Instructor  
Office Phone: 781-275-1700, ext: 4476  
Email: [charles\\_humphrey@bedfordps.org](mailto:charles_humphrey@bedfordps.org)



The Air Force Junior Reserve Officer Training Corp (AFJROTC) is an incredible program and its mission is “To develop citizens of character dedicated to serving their nation and community.” Contrary to common thought, this opportunity is **not** a military recruiting program. AFJROTC works to teach important skills and reinforce personal traits to help make your son or daughter successful in life, no matter what type of career they choose following high school. These life skills are based on the Air Force core values of “integrity first, service before self, and excellence in all we do.”

What will you do in AFJROTC? You will learn important aspects of leadership, followership, adherence to personal appearance and grooming standards, proper uniform wear, and participate in exciting co-curricular activities. These activities reinforce classroom lessons and provide opportunities to lead while learning alongside your peers. Some examples: Drill Team, Saber Team, Color Guard, Academic Bowl, Military Ball, and even Curriculum in Action (CIA) trips! CIA trips merge classroom lessons with the classic school field trip!



## Secondary Literacy Department

Bedford High School

Phone: 781-275-1700 ext. 4539

<https://www.bedfordps.org/high-school/secondary-literacy>

### Faculty

Betsy Wilson, Program Administrator, [betsy\\_wilson@bedfordps.org](mailto:betsy_wilson@bedfordps.org)  
Stephanie Forrest, Literacy Specialist, [stephanie\\_forrest@bedfordps.org](mailto:stephanie_forrest@bedfordps.org)

### Courses

#### READING STRATEGIES

**Prerequisite: Appropriate screenings and reading assessments, or Recommendation of Secondary Literacy Administrator**

The purpose of the Reading Strategies class is to provide direct instruction in reading strategies to students reading below grade level, with a focus on reading comprehension and vocabulary. Being an active reader, understanding the structure of fiction and nonfiction text, summarizing, determining importance, identifying main ideas and themes, making inferences and connections, understanding author's craft, and vocabulary development are the main components of this intervention. This course will infuse fluency work and advanced instruction in word attack skills as needed. In addition to whole class direct instruction, students will receive individual feedback and support with applying skills and strategies during student-teacher conferencing. This is a tier 2 intervention.

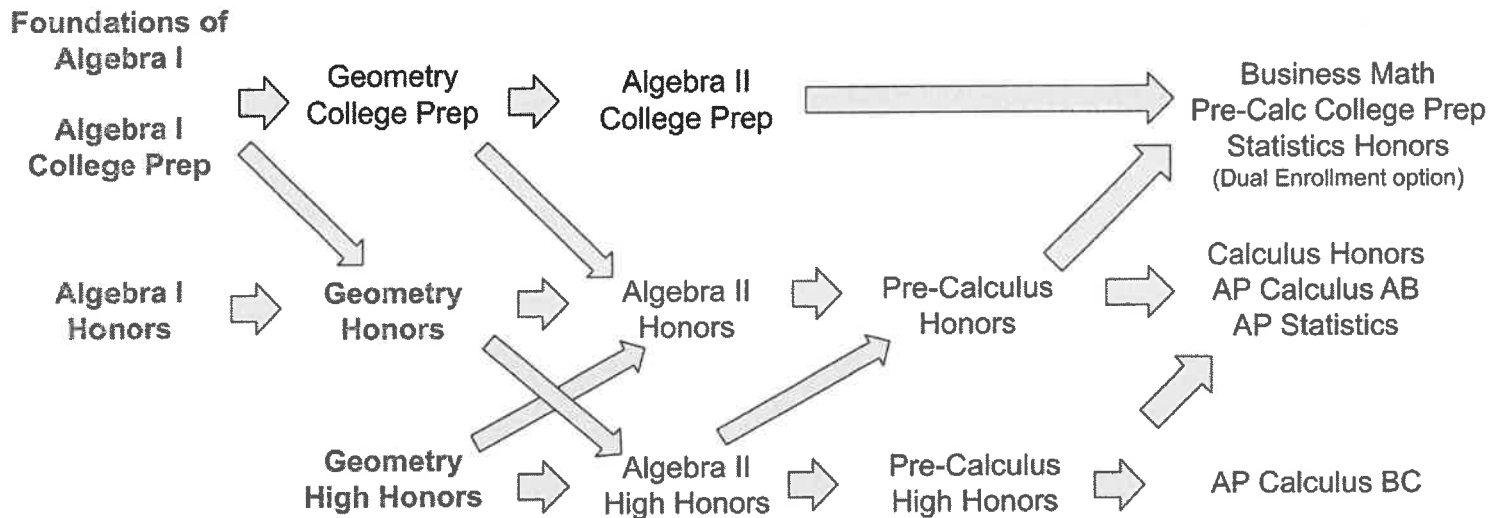
#### READING SKILLS

**Prerequisite: Appropriate screenings and reading assessments, or Approval of Secondary Literacy Program Administrator**

The purpose of the Reading Skills class is to provide direct instruction in word study to build students decoding and encoding skills, and grow their their vocabularies. Students will work to increase their oral reading fluency, as phrasing and tone contribute to overall comprehension. Comprehension instruction is also a focus in this class, touching on many of the same comprehension skills and strategies addressed in the Reading Strategies course. In addition to whole class direct instruction, students will receive individual feedback and support with applying skills and strategies during student-teacher conferencing. This is a tier 2 intervention.

Patrick Morrissey,  
Math Program Administrator (781) 275-1700 x 4507 [patrick\\_morrissey@bedfordps.org](mailto:patrick_morrissey@bedfordps.org)

## Bedford High School Math Progressions



Ninth graders will be recommended by their teachers for the most appropriate course and level, and this chart shows typical course progressions for the next four years. Choices in red signify courses taken by 9th graders. Any 9th grader beginning in Geometry has successfully completed a full-year Algebra I course in middle school.

### Frequently Asked Questions:

#### What Business courses do 9th graders consider taking?

Intro to Business or Intro to Marketing, which can satisfy the Occupational Education requirement, are options that some 9th graders opt for. See the Program of Studies for more information.

#### Will my student be able to take challenging courses later on at BHS?

Teachers have been telling students “honors is a pathway to AP Calculus AB, Honors Calculus, AP Stats, and Statistics, and that only AB Calculus BC is unattainable without high honors.”

**How can my child get extra support outside of class?** Meeting with the teacher before/after school or during our FLEX block are excellent places to start.

Which of the following equations represents a linear function?

A)  $y = \frac{x}{12}$

B)  $y = \frac{1}{2}x^2$

C)  $y = 3^x$

D)  $y = x(x + 3)$

# Mathematics and Business

# Welcome to BHS!

## **I have a question about my child's recommendation for next year, what should I do?**

The 8th grade teachers at Hanscom Middle School and JGMS spend considerable time and thought in making informed recommendations in your child's best interest based on multiple measures. When in doubt, contact them first to discuss their recommendation. After that, you may fill out the Level Change Request form by April 1st and submit it to me.

## **What is Math Essentials?**

This course provides students with math support, especially those with gaps in their prior math knowledge from middle school, and in need of remediation. This minor course is intended for 9th and 10th grade students in Algebra I or Geometry, and is by teacher recommendation only. Students partially meeting expectations on 7/8th grade math MCAS or below state benchmarks on internal, school-wide assessments (e.g. Track my Progress) may be placed in Math Essentials in their 9th or 10th grade year. Eighth grade teachers will inform students who are being recommended for this course.

## **Are there any math/business clubs?**

Math Team: League meets on the first Thursday of each month. New members needed! Adviser: Ms. Stark

DECA: Marketing/Business club that attends regional competitions. Adviser: Ms. Flora.

Investment Club: Meets weekly usually before school. Adviser: Mr. Morrissey

## **What kind of calculator do you recommend?**

A scientific calculator is highly recommended, and a useful tool students will use for many years. We recommend **Texas Instruments TI-30XS Multiview** [first choice] or a **TI-30XIIS** for all 9th graders. Graphing calculators are not required for freshman courses. Mr. Morrissey has scientific and graphing calculators to lend to families if need be. AP Calculus, Honors Statistics, and AP Statistics require graphing calculators.

## **Do you recommend any Algebra or Geometry textbooks for additional practice problems?**

A Geometry textbook for supplemental problems is *Geometry for Enjoyment and Challenge* by Richard Rhoad. My favorite Algebra I/II textbook is *Algebra Form and Function* by William G. McCallum and Deb Hallett.

## **What websites do you recommend for online practice?**

I like **IXL.com**, <https://www.khanacademy.org/sat>, and <https://www.artofproblemsolving.com/alcumus>

**What are the answers to these two math questions?**  $y = \frac{x}{12}$  is a linear function, and  $\sqrt{3}$  is an irrational number. Both tough 8th grade problems.

**Ask your child: which of the following is an irrational number?**

- (A)  $\sqrt{0}$       (B)  $\sqrt{3}$       (C)  $1.\overline{36}$       (D)  $-0.19$



# PERFORMING ARTS DEPARTMENT



*Students must take one of these 2.5 credit electives to fulfill their requirement for graduation.  
Please see full course descriptions in the Program of Studies.*



**Music Performance Major** Students enrolled in either two sections of curricular ensembles OR one section of a curricular ensemble & music theory can earn 5.0 credits for a Music Performance Major. Please refer to the Program of Studies for more information.

## ENSEMBLES

Curricular ensembles meet during the school day and perform at least three evening concerts per year. Many of our students participate in ensembles for all four years of high school.

- **Band**
- **Concert Orchestra**
- **Chamber Orchestra**
- **Concert Choir**
- **Honors Choir**

## MUSIC THEORY

Music Theory discusses the concepts, formulas, and rules of Western music similar to the grammatical rules that govern written language. Students must be willing to learn to read music notation as it is an essential skill for success in this class.

- **Basic Music Theory**
- **Advanced Music Theory and Composition**

## INTRODUCTORY CLASSES

These beginning level classes have no prerequisites. Students learn progressive skills during class time.

- **Beginning Band**
- **Beginning Orchestra**
- **Class Piano**
- **Class Guitar**
- **World Drumming**
- **Multimedia Music Production**

## THEATER & DANCE CLASSES

These courses are designed to give students both behind-the-scenes theatrical experiences and skills to use while on stage.

- **Theater Production**
- **Drama**
- **Ballet 1**

## EXTRA-CURRICULAR ACTIVITIES

There are numerous after school opportunities for students to be involved in the performing arts.

**Marching Band**

**Jazz Band**

**The Musical**

**Playwright's Festival**

**String Chamber Group**

**Pit Orchestra**

**Advanced Guitar Club**

**Drama Club**

**Rolling Tones**  
*an a cappella ensemble*

**The Fall Play**

**Stage Crew**

**Music Improv Club**

## DISTRICT MUSIC FESTIVALS

Music students participating in band, orchestra, or chorus are encouraged to audition for the Massachusetts Eastern District Music Festival. Freshmen are eligible to audition at both the senior and the junior levels. Please inquire with your child's ensemble teacher for more information.

## OUR MISSION STATEMENT

The Bedford Public School Performing Arts Department exists to foster cooperation, imagination, confidence, discipline, and self-motivation in students through creating, performing, connecting with, and evaluating music and theatrical works so that all students fully realize their artistic potential and become lifelong patrons of the arts in a global community.

## FACULTY

**Mrs. Nicole O'Toole**  
Program Director  
nicole\_otoole@bedfordps.org

**Ms. Katrina Faulstich**  
Choruses, Theater & Dance  
katrina\_faulstich@bedfordps.org

**Mr. James Felker**  
Bands & World Drumming  
james\_felker@bedfordps.org

**Mr. Evan Grunwald**  
Music Theory & Guitar  
evan\_grunwald@bedfordps.org

**Mrs. Brianna Creamer**  
Orchestra  
brianna\_creamer@bedfordps.org



# *Bedford Physical Education & Health*

Throughout Bedford's K-12 Physical Education, Health and Family and Consumer Science curricula students experience a comprehensive and sequential approach. This approach fosters cognitive, social, emotional and physical development and the practice of lifelong wellness. Students will acquire the knowledge necessary to make educated decisions concerning the achievement and maintenance of a healthy lifestyle.

## **Freshman Year Required Course: SPORTS AND FITNESS**

Physical Education classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Early in the fall students' fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength and muscular endurance. From these assessments we will develop a baseline in which we will use to set personal fitness goals. We will explore fitness activities designed to improve all areas of fitness. Our goal is that by the end of the year students will improve their scores on their baseline fitness tests through regular cardiovascular endurance training, muscular endurance training, and activities designed to increase current levels of fitness. Students will be introduced to life-long activities designed to increase their likelihood of exercising in the future. Students will understand the benefits that regular exercise can provide for a person's mental, physical, and social health.

Additional PE and Health Offerings:

- Health (Grade 10 requirement)
- Dance
- Cross Training
- Healthy Behaviors
- Peer Leadership
- Sports Activities
- Lifetime Activities

Family and Consumer Science Offerings: (meet Occupational Education requirement)

- Foods and Nutrition 1
- Foods and Nutrition 2
- Fashion Design 1
- Fashion Design 2
- Early Childhood Education



# Science, Technology and Computer Science Department

Michael Griffin, Program Administrator Science ext. 4508

## Science

**Physics** is designed to present topics in mechanics, electricity, magnetism, waves, and heat. It will be taught using a concept-based lab approach while simultaneously integrating the student's mathematical background in order to develop a meaningful physics foundation. This course is the first in the core science series. Students complete the MCAS Physics Exam in June to meet their State Science HS requirement for graduation.

**High Honors** - This course will include an intensive and in-depth study of the topics listed above as well as other topics that are not specifically listed in the State Standards. Students selecting this course should be able to solve problems by applying algebraic methods and analyze text for conceptual and computational understanding. Taken concurrently with Geometry.

**Honors** - This course will include an in-depth study of the topics listed above. Students selecting this course should have reading and math skills at grade level.

**College Prep** - This course will concentrate on the State Physics Standards. The program assumes that students are developing basic algebraic skills.

## Technology Education

### **Drafting and Technology**

This course introduces the student to the methods used by industry to communicate technical ideas. This course provides an excellent background for any student interested in the fields of engineering, manufacturing, or construction.



## **Manufacturing and Production**

**Technology I** This course will emphasize the Engineering and Design strands and standards that fall under the Massachusetts Science and Technology Curriculum Frameworks. The students will

design, plan and manufacture products through a variety of manufacturing processes.

## **Robotics**

Students design, build and program robots to perform specific tasks. The tasks start simple and progressively get more complicated throughout the course. Please see the full description in the Program of Studies.

## Computer Science

### **Computer Science Discoveries**

This is a basic introductory course designed for 9-10th grade students new to computer science and is based on the Code.org program. This course is designed for the student with minimal to no computing experience.

### **Computer Science Principles**

CS Principles is an introductory course designed for 9-12th grade students who have some interest and/or experience with computer science and/or programming. The course does not focus on learning a particular programming language, but uses both console programming and app design to familiarize the student with a variety of programming skills.

## Science, Technology, Engineering, Computer Science Staff

**Beth Billouin** – Biology, Anatomy & Physiology

**Deborah Darlington** – Physics, Biology, Astronomy

**Alexis Duffy** – Biology, Anatomy and Physiology

**Erin Eggers** - Biology

**Richard Estes** – Chemistry

**Mirfat Farooqi** - Physics

**Liana Heldman** - Chemistry, Astronomy

**Linda Herlihy** - Biology, Chemistry

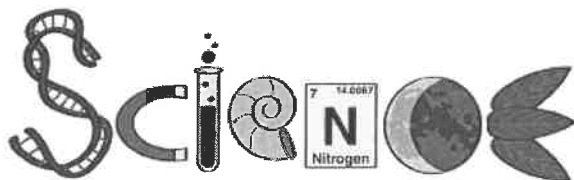
**Heather Kurzman** – Chemistry, Forensic Science

**Sarah Leshay** – Biology, Robotics,

**John O'Connor** – Robotics, Drafting, Computer

**Scott Stief** – Physics, Astronomy

**Lucas Wickham** - Physics, Computer Science



## Science Clubs and Competitions

All Clubs and Competitions are open to all students throughout the year. If a student is involved in sports, drama, or music, they may still be involved in the many clubs and activities. Each club coordinator understands the busy schedules students have and encourages students to participate in a science activity beyond the classroom when they can.

### Science Team

*Liana Heldman and Scott Stief*

The Science Team participates in the West Suburban Science League and the Science Olympiad. There is one meet per month and practice sessions occur during X-Block, After School, and at night.

### Buc Robotics

*Sarah Leshay and John O'Connor*

The Robotics team participates in various Robotics competitions and Vex Challenge. Students in the club design, build, and compete with their robot in two regional events.



### Environmental Club

The environmental club coordinates recycling efforts at BHS and looks at ways to reduce the impact of the school community on the environment. Other activities include gardening, hiking, camping and various other outdoor activities.

### Additional Clubs and Competitions:

New England Science Bowl  
Envirothon  
Women of Science Competition

## Bedford High School Science Courses

**Core Science Curriculum:** Physics (Gr. 9 Physics MCAS), Chemistry (Gr. 10), Biology (Gr. 11)

### Advanced Placement:

Biology, Chemistry, Computer Science Principles and A, Physics 2, Physics C (Mechanics and E&M), Environmental Science

### Science Electives

Astronomy, Anatomy and Physiology, Forensic Sciences, Marine Science,

### Technology Courses:

Robotics I-IV, 3-D Drafting, Manufacturing and Production Technology

### Computer Courses:

AP Computer Science Principles and AP Computer Science A

*Please visit the Program of Studies for more information on all STE Offerings*



## Social Studies Department

Bedford High School

Phone: 781-275-1700 ext. 4460

<https://www.bedfordps.org/high-school/social-studies>

### Faculty

Christine Butler,\* Program Administrator

David Boschetto  
Kasie Costopulos\*  
Patrick Culhane  
Richard Donnelly

Elizabeth Goetschius  
James Nagle  
Lisa Predaina\*  
*\*currently teaches 9th grade*

Milena Rosecan\*  
James Sunderland\*  
Dennis Walsh\*  
John Wysokowski

## Social Studies in 9th Grade

### United States History I

The overarching goal for this course is for students to understand that they are part of a democratic society in which the acts of individuals impact the course of history, and that they gain the skills to become responsible contributors to the wider community. The course content focuses primarily on the 1800s, including the early republic, antebellum America, the Civil War and Reconstruction, westward expansion, and industrialization. However, special emphasis is placed on connection to present day and current events. To help develop the skills necessary to productive democratic participation, emphasis is placed on critical thinking skill development including: understanding and diagramming different types of historical reasoning, reading, interpreting, and critically examining primary and secondary sources to assess the effectiveness of the different methods for change, and using critical thinking and research skills to understand and interpret current events related to their study of history. Students will conduct short as well as more sustained research projects. Students will write clear arguments that are well supported by evidence. This course is required for graduation.

## Social Studies after 9th Grade

### Required for Graduation

Modern World History  
United States History II

### Activities

Winter History Fair  
National History Day Competition  
International Economic Summit

### Elective Offerings

Economics\*  
Gender Studies  
Government\*  
Law\*

Psychology\*  
AP Psychology\*  
Real World Social Studies  
Sociology\*

*\*Eligible for dual enrollment credit at  
Middlesex Community College*



# SPECIAL EDUCATION DEPARTMENT

## At Bedford High School

[www.bedfordps.org/high-school/special-education](http://www.bedfordps.org/high-school/special-education)

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### Faculty

Michelle DellaValle, M.Ed.  
Special Education Program Administrator  
(781)275-1700 x4424  
[michelle\\_dellavalle@bedfordps.org](mailto:michelle_dellavalle@bedfordps.org)

Courtney Barrett, B.A, Special Educator  
Victoria Breslin, M, Ed., Special Educator  
Kim Doherty, M.Ed., Special Educator  
Cassie Hinz, M.Ed., Special Educator  
Christina O'Donnell, M.Ed, Special Educator  
Tammy McGeoghegan, M.Ed., Special Educator  
Nicole Myles, M.Ed., Special Educator  
Lael Piehl, M.Ed, Special Educator  
Michael Schreiber, M.Ed., Special Educator  
Tami Toomey, M.Ed., Special Educator  
Katherine Wipf, Special Educator

Tracy Metivier, Administrative Assistant  
Lisa Brecher, M.Ed., CAGS, School Psychologist  
Rebecca Mangini, Ed.S, NCSP, School Psychologist  
Sarah Berejik, LMHC, School Adjustment Counselor  
Ella Bitman, LICSW, School Adjustment Counselor  
Erin Murphy, LICSW, School Adjustment Counselor  
Jennifer Valteau, LICSW, School Adjustment Counselor  
Elizabeth Aleo, M.S., CCC-SLP, Speech/Language Pathologist  
Jodi DeCleene, M. S. OTR/L, Occupational Therapist  
Margo Stitt, Physical Therapist

Staff Email: [firstname\\_lastname@bedfordps.org](mailto:firstname_lastname@bedfordps.org)

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## Special Education at Bedford High School

Special Education services at Bedford High School are determined on an individual basis through the IEP process as dictated through federal and state regulations. Bedford High School has a diverse population of learners and offers a wide variety of services and supports to meet the needs of these students.

### Transition to BHS:

High School staff work with liaisons and providers from sending schools (John Glenn and Hanscom Middle Schools) to understand specific student needs and facilitate a smooth transition to BHS. For students in specialized programs at JGMS, there are often several group transition activities to visit the corresponding programs at BHS.

### Service Delivery Model:

Services are provided by Special Education Teachers, Related Service Providers, Counselors and Teaching Assistants as needed. Services can be provided within or outside of the general education classroom depending on the individual needs of the student. Most often students receive specialized instruction through Learning Centers. Learning Centers are typically scheduled for 2x70 or 4x70 minutes per six day cycle. These classes are graded on a Pass/Fail basis and count toward the credit requirements for graduation.

### Role of the Liaison:

Every student who receives Special Education services at BHS is assigned a Liaison. The Liaison is a Special Educator who serves as the case manager and main point of contact for caregivers. Depending on the student's needs, the Liaison typically serves as the service provider for Learning Center. Most often the Liaison will remain with the student for the entirety of their time in Special Education at BHS.



**Faculty: Mr. Sean Hagan, Program Director, Ms. Heather Falardeau, Mr. Lawrence Sheinfeld & Ms. Eileen Wagner**

**2022-23 Courses:** *Students must take one of these 2.5 credit electives to fulfill their requirement for graduation. For a full description of courses, please see the Program of Studies*

**[Please click here for full course descriptions and examples of student artwork.](#)**

### **ART I**

Art I is organized around a variety of concepts and media to help students express ideas and feelings through the use of elements and principles of design. Students will use a variety of media techniques in the areas of drawing, painting, sculpture, printmaking, ceramics and mixed media. The emphasis of Art I is on skill building and problem solving, while also developing an appreciation and comfort level in creating many genres of art.

### **Ceramics I**

If your student likes making functional art (art you can use), enjoys working with their hands and doesn't mind getting a little messy, this course is for them. In Ceramics 1, students will learn all about hand building techniques and may even work on the throwing wheel to make bowls, vases or cups. Students learn about the multi-step process of taking clay from its natural state to finished, glazed and fired form.

### **Digital Art I**

In Digital Art, students use a variety of tools, including computers, iPads, digital cameras, apps, and key programs such as Adobe Photoshop and Affinity Photo. Projects may include photo manipulation, collage, varieties of digital mark-making and drawing, video and animation work. The aim throughout the course will be to help students gain skill and confidence with both the technical and the artistic skills involved in making digital art.

### **Photography I**

This course introduces students on how to take photographs with a 35mm film camera, how to develop the film and then printing images through the use of an enlarger in the darkroom. This highly technical class includes projects in areas such as: the development of semi-abstract images, descriptive and interpretive visual essays, environmental studies, and portraiture.

### **Digital Photography I**

In Digital Photography, you will use a variety of image capturing devices, ranging from iPads and camera phones to DSLR cameras (digital single lens reflex cameras), for artistic purposes. You will gain a good working understanding of basic principles underlying all photography, including manual vs. auto camera controls, exposure and image quality, as well as using different kinds of lighting, using simple tools and methods. You will also use Photoshop and/or Affinity Photo to further refine your images.

**Many thanks to the Bedford Education Foundation for funding the Nikon DSLR cameras used in this class!**



# World Language Department

## Bedford High School

<https://www.bedfordps.org/high-school/world-language>

phone: 781-275-1700 ext.4522

### Faculty:

Adriana Thomas, Spanish, Program Director (3-12)

Kimberly Alexander, Latin  
Anna Bueno, Spanish  
Carlos Caprioli, Spanish

Lisa Flannery, French  
Cíntia Laurencio, Spanish  
Francine McColgan, French  
Steven Mondloch, Latin

Oswaldo Mejía, Spanish  
Lisa Taub, Spanish  
Karen Santos, EA – Language Lab

### 9<sup>th</sup> Grade Courses:

**Students who have not yet taken a language, or wish to switch languages:**

French I, Latin I, Spanish I

**Students continuing their language studies\*:**

French II, French III, Spanish II, Spanish III, Spanish III-advanced, Spanish for Native/Heritage Learners\*

\*Course placement is based upon demonstrated proficiency and teacher recommendation.

\*Spanish speaking EL students who have not taken a language are encouraged to take this course.

### Clubs:

**Latin Club:** Meets to celebrate and learn about the culture and history of ancient Rome. Club highlights include: cooking Roman cuisine, reenacting the death of Julius Caesar, and an annual toga competition.

Advisors: Mag. Mondloch and Alexander

**le Cercle français:** Meets to organize events, cultural experiences and food pertaining to the francophone world.

Advisor: Mme. Flannery

**el Club de español:** Offers students the opportunity to use Spanish outside the classroom, and participate in celebrations pertaining to the Spanish-speaking world.

Advisor: Sra. Laurencio

### Seal of Biliteracy:

The MA Seal of Biliteracy recognizes the value of language diversity and honors the multiple cultures and languages in a community by providing a means to recognize high school graduates who attain high functional and academic levels of proficiency in English and another language, meaning that those

students can function in those languages in authentic, real-life situations. Seniors who meet all graduation requirements, in addition to the language requirements will be eligible for a biliteracy award.



# Clubs & Organizations



Club	Contact	What we do!	Meetings
<b>Art Club</b>	Sean Hagan	Student artwork for the BHS community	After school.
<b>Asian American Club</b>	Jared Lasonde	Discuss and promote awareness of Asian-Americans	After school.
<b>Atmosphere Committee</b>	Janel Halupowski	Promote a positive BHS Community Spirit	Before school.
<b>Bellachords</b>	Katrina Faulstich	Bella Chords is a student-run all-female acapella group.	Wednesday after school from 1-2:30
<b>Best Buddies</b>	Karen Santos	High school students are paired with LABBB students to form a lasting relationship.	After school and evenings
<b>BHS Jazz Ensemble</b>	Jim Felker	The Jazz ensemble is an after-school group that performs arrangements of jazz and popular tunes, and explores creativity and improvisation on instruments.	Monday afternoons, 2:30-3:30. Late October-June
<b>BHS Live</b>	Jill Butler	BHS Live show crew helps create material for BHS morning news.	Flex block and before/after school (when needed)
<b>Bucapella</b>	Katrina Faulstich	The student-run all-male acapella group.	Sunday nights from 8-9
<b>Chamber Ensemble</b>	Brianna Creamer	Chamber Ensemble is a small group of string students that meet to learn a select piece of music meant for a chamber orchestra, quartet, trio, or duo. Prior strings or piano experience is necessary.	Tuesdays 2:30-3:30
<b>Class of 2021</b>	Charlie Humphrey & Sandra Arena	Promote community spirit through events and fundraising for class activities.	Occasionally
<b>Class of 2022</b>	Janel Halupowski & Nicole Myles	Promote community spirit through events and fundraising for class activities.	One to two times a month before school
<b>Class of 2023</b>	Beth Billouin & Cassie Hinz	Promote community spirit through events and fundraising for class activities.	
<b>Class of 2024</b>	Nicole Myles & Jill Butler	Promote community spirit through events and fundraising for class activities.	



<b>Computer Science</b>	Jerry Freedman	Computer Architecture, Programming, memory management and discrete math	Every other Thursday afternoon
<b>Culinary Club</b>	Sandy Arena	Learning to be safe, sanitary, productive and independent in the kitchen. Students will learn to read and alter a recipe and produce sweet and savory recipes that they can make at home using a variety of cooking methods.	We haven't set a schedule yet. Every other week after school.
<b>DECA</b>	Justine Flora	DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.	After school
<b>Drama Club</b>	Katrina Faulstich	We perform a play in the fall, musical in the winter, playwrights festival in the spring, 2 cabarets, and run various theater workshops throughout the year.	We have rehearsals after school.
<b>Drill Team</b>	Charlie Humphrey & Ken Mierz	Learn and perform Military Drill.	As Scheduled
<b>Environmental Club</b>	Michael Griffin	Promoting Environmental Awareness and enjoying the environment	Various mornings and afternoons
<b>French Club</b>	Lisa Flannery	This club aims to expose students to various cultures of the francophone world and extend their learning of French beyond class.	Every other Tuesday in room C201
<b>Garden Club</b>	Michael Griffin	Work in the greenhouse and courtyard to help green the school	Meets second and fourth Tuesdays after school 2:30-3:30
<b>Guitar Club</b>	Evan Grunwald	One hour, once a week club focusing on a weekly guitar technique, song, or skill	Mondays
<b>History Day Team</b>	Jim Sunderland	Competition of Historical Research Projects.	As Scheduled
<b>Improv Club</b>	Evan Grunwald	This club teaches the skills to learn how to improvise musically - how to think about scales as a vehicle for expression, being able to deduce what notes/scales to use in a given situation	As Scheduled
<b>Interact Club</b>	Christy Walker Magoon	Interact Club is a student-led division of the Rotary Club. It is a service organization devoted to volunteer work for the school and community. All are welcome to attend.	Monthly at 7:15 am in the library
<b>Interactive Gaming Club</b>	Breana Daniell	RPG (role playing games Ex: Dungeon & Dragons) Tabletop, Card (Magic The Gathering, Pokémon) and small hand held (DS or Switch). A chance for kids to play games, socialize, build relationships as well as improve their skills at leading and instructing.	Every Monday 2:30-4:00 or if there is a Monday holiday on Tuesday in the front cafeteria
<b>International Economic Summit/ Inquiry</b>	Richard Donnelly	Activity in which students engage in a simulation of international trade and global relations.	After school in the months from November to February.
<b>Korean Club</b>	Jill Butler	Learn and experience the Korean Culture.	2 times a month after school from 2:30-3:30 (typically Thursday)

<b>Latin Club</b>	Tara McKenna	Celebrate and learn about the culture and history of ancient Rome. All are welcome to come help cook Roman cuisine, reenact the death of Julius Caesar, or serve as a model in our annual toga competition, to give just a few examples of our activities.	After school on Tuesdays, about twice a month
<b>Lookout Student Newspaper</b>	Tim Dolan	We investigate and report on news relevant to BHS students.	2x month in B209 We alternate AM & PM meetings to accommodate student schedules.
<b>Marching Band</b>	Jim Felker	We play, we march, we perform, we have fun!	Seasonally
<b>National Honor Society</b>	Amanda Faulkner	An organization for students that demonstrate high leadership, character, scholarship, and service standards.	After school.
<b>PAW</b>	Eileen Wagner	Protecting Animal Welfare - The club meets to talk about current animal welfare issues, ways to help animals in our community, and plan a trip. Last year we went to the Lowell Humane Society.	As Scheduled
<b>Ping-Pong Club</b>	Carlos Caprioli	Play ping-pong.	1x/ month Friday after school in the cafeteria.
<b>Recycling Crew</b>	Michael Griffin	Collect recycling from the school.	Wednesday from 1-1:30
<b>Republican Club</b>	John Wysokowski	Discuss and promote the Republican Ideals	As Scheduled
<b>Robotics</b>	Sarah Leshay & John O'Connor	Design, program, and build autonomous VEX robots for competitions among local/national/international high schools.	Monday - Thursday after school. Some competitions on Saturdays in November and January.
<b>Rolling Tones</b>	Katrina Faulstich	Rolling Tones is the all gender a cappella group at BHS. You must audition to be a part of this group.	Monday nights from 7-8:30, plus various performances throughout the year.
<b>SAGA</b>	Lisa Flannery	SAGA is a group whose mission is to create a safe space for all students regardless of gender identity or sexual orientation, and to spread awareness of these issues.	Every other Tuesday in C201
<b>Science Bowl Team</b>	Michael Griffin	National competition related to STEM Fields	Scheduled days from Late Nov - March.
<b>Science Team</b>	Liana Heldman & Scott Stief	We compete in monthly meets as part of the West Suburban Science League (WSSL). Events in the meets include pencil and paper tests, lab-based tasks, and pre-build engineering events.	Practices are usually held Tuesdays and Thursdays after school.
<b>Spanish Club</b>	Cintia Laurencio	Use the Spanish language outside their classroom, read books and sing songs in Spanish to the families and their children in our community, celebrate the culture of Spanish speaking countries by celebrating their holidays and learning different types of dances.	Twice a month, after school

<b>Stage Crew</b>	Katrina Faulstich & Hayden Bauer	Stage Crew builds the sets for the fall play, winter musical, and spring playwrights festival.	At night from 5-9, sometimes after school
<b>Student Atmosphere Committee</b>	Janel Halupowski	We work to make the school a more friendly place. We run activities such as Compliment Cards and community service activities.	Once a month before school
<b>Students Against Destructive Decisions (S.A.D.D.)</b>	Charlie Humphrey	Back in the 90's there was a program called Students Against Drunk Driving or SADD, now the program has expanded to meet a greater need of prevention and awareness, now called Students Against Destructive Decisions.	Twice per month, creating PSA's, posters for awareness and general knowledge.
<b>STYLUS (Literary magazine)</b>	Larry Sheinfeld	STYLUS is the BHS magazine for creative writing and visual art. Everyone at BHS is invited to contribute stories, poems, and other creative writing, as well as art. We give authors thoughtful and constructive feedback, work to publicize the magazine and its efforts, run occasional workshops, and produce both electronic and print versions of the magazine. New members are always welcome!	Every Thursday (except in very rare cases) from 2:30 until 3:30 in A-108
<b>Upcycle/CEEO Club</b>	John O'Connor & Michael Griffin	The group competes in a reuse competition where we are given materials to make new things.	Late winter to Spring
<b>Women of Science</b>	Scott Stief	Women of Science is a scholarship competition that is meant to encourage and empower young women to pursue careers in STEM fields. Teams of 3 compete in a day of rigorous science based events and have an opportunity to interact with practicing Women of Science from around the state.	Preparation begins in October and the event is in the beginning of December.
<b>Yearbook</b>	Karen Santos	September through March we gather pictures, interviews, and whatever else happens at BHS to publish a book that records all the memories for that year.	Flex, after school.