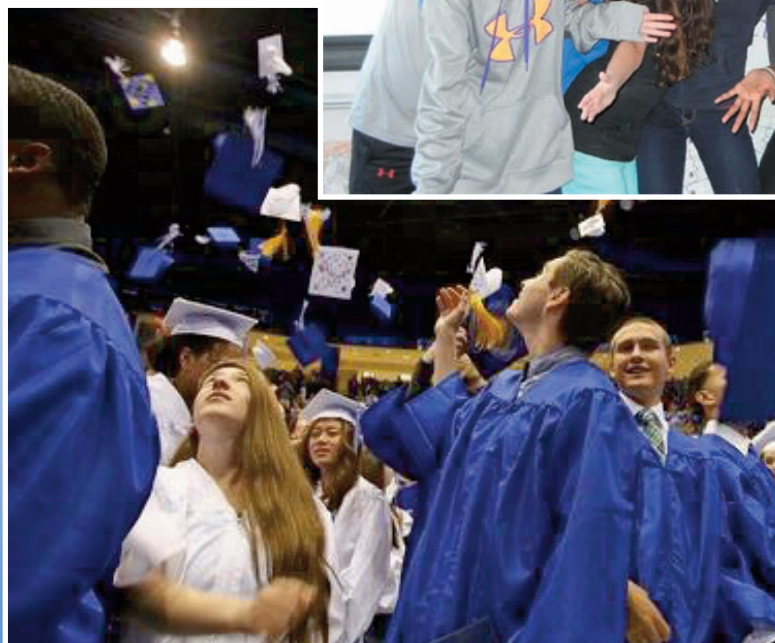


BEDFORD PUBLIC SCHOOLS

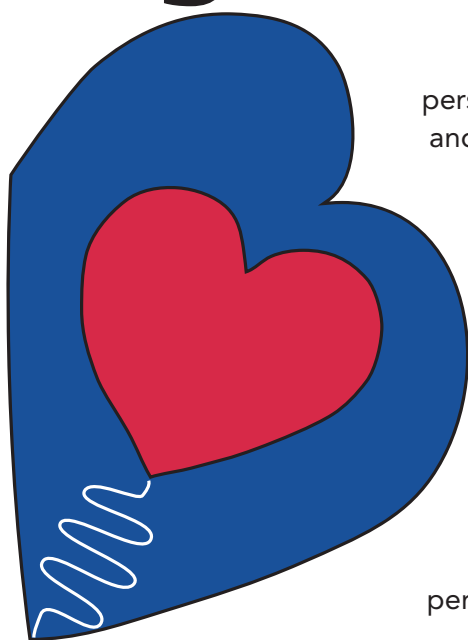


*Developing
Skillful,
Reflective,
Lifelong Learners*



2014
PERFORMANCE REPORT

love your neighbor



Whether people are new to Bedford or have lived here their entire lives, they are often consistent in the way that they describe their reason for choosing to live here: "Bedford has a small-town, New England-feel, is close to many employment and recreational opportunities and has great schools." But what makes our schools so special when we are surrounded by many other high-performing districts in similarly quaint towns? From the School Committee's perspective, we believe that our positive culture, committed faculty and diverse student population create a unique environment that truly benefits our young learners.

It starts with our student body which includes children from Bedford, Boston and Hanscom Air Force base. Each individual child brings their own perspective, interest and style. Our holistic approach is focused on educating the whole child in an inclusive and supportive manner while recognizing that each student is unique. Credit goes to our committed faculty and staff who pride themselves on innovative approaches to instruction and enhancing students' own critical thinking skills to prepare them for the challenges and opportunities of the 21st century. Our kids perform well, not only in quantitative measures such as MCAS and SAT scores, but also in academic achievements.

Examples include Destination Imagination, History Fair, Robotics competition, Tenacity

Challenge, music and

Bedford embraces diversity

arts. Those achievements are carried forward beyond Bedford High School and our graduates often cite how well prepared they are upon entering college or the workforce.

As a School Committee, we are focused on developing policies, plans and budgets that support our mission within our fiscal constraints. Thankfully, the residents of Bedford have consistently shown their strong support for public education and reap the positive return on that investment.

Brad Hafer, Chairperson

Abbie Seibert, Vice-Chairperson

Michael McAllister, Secretary

Ann Guay, Member

Edward Pierce, Member



BHS Student Art



A FEW WORDS FROM THE SUPERINTENDENT

Dear Parents, Guardians and Citizens,

Every day some 2500 students come to the Bedford Public Schools to learn and grow. When they walk through our doors and enter our care, they embark on multi-year journeys of discovery, personal challenge and creative expression. They learn subject specific skills and content knowledge, and they develop the capacity to think with increasing complexity: to understand, to analyze and to create. As they take on increasingly difficult tasks, they develop confidence in their ability to overcome obstacles, to persevere and to learn from mistakes, and, albeit at different rates, they mature into independent learners. They build relationships with their peers and with adults who find delight in their development, and as they navigate the social currents of childhood and adolescence, they learn to work together, and to better understand themselves and the ever expanding worlds to which they belong.

The character of the tasks that students perform is a strong indicator of the quality of the learning that they achieve. A healthy democracy requires citizens who can think complexly, who can independently ascertain the veracity of arguments, who can creatively problem-solve and who can work well together. They need to be knowledgeable of other cultures, of world affairs, and of the workings of their own identity formation. Accordingly, our teachers increasingly immerse our students in “minds-on” learning experiences that challenge them to think about what they are learning and to apply their newly learned skills in authentic ways.

Our students’ sense of themselves in the world, the passions they come to pursue, the communities to which they choose to belong, and the knowledge and skills that they develop are in large measure the product of their journey through the Bedford Public Schools. We believe that the well-roundedness of that education, with art and music, science and math, history, literature and languages, physical and technical education all playing prominent parts, will only enrich their personal, their career and their civic lives.

Bedford has a proud history of inclusion and it is deeply committed to educational equity. Our students hail from Bedford, with its increasing racial, ethnic and socio-economic diversity, from Boston through our METCO program, and via Hanscom Air Force Base, from the far reaches of the globe. As such, they contribute to the richness of each other's experiences. Our teachers, counselors, coaches and administrators are creative, talented, and hard working professionals who stretch their students’ capacities, celebrate their accomplishments, and support them through their trials and frustrations.

In the pages that follow, you will get a small glimpse of the kinds of “minds-on” learning experiences in which our students engage, where thinking about, analyzing and producing knowledge supersede its simple absorption. This report will provide you with an inside look at our school system, its strengths and its challenges, rendered in both qualitative and quantitative terms. As you peruse its pages, we hope that you will share in the pride that we feel for a school system that genuinely reflects the values of the community; that, according to our graduates, renders them better prepared for college than their college peers; and that creates seminal learning experiences whose transformative power students remember well into adulthood.

Best to All,
Jon Sills, *Superintendent*
Bedford Public Schools

Strategic District Planning and Ongoing School Improvement

The Bedford Public Schools, like any strong school system, engage in a process of continuous school improvement. Deriving our direction from a variety of sources- a strategic plan, educational research and our own reflective practice- we include parents, students, practitioners and elected policy makers in the ongoing improvement process. Unlike many systems, we resist the pendulum like swings of the latest educational panacea, and choose instead to select what is best for our students while pushing back on pressures that violate the community's educational values.

Every five years, we undergo a comprehensive strategic planning process that calls upon the educational community to reaffirm or make adjustments to the district's educational values. The 2012 Strategic Plan (www.bedford.k12.ma.us/images/stories/pdfs/sc/StrategicPlan12-17.pdf) leads with a vision statement that guides the district's work. Annually, the district leadership identifies an actionable number of strategic objectives that are rooted in the values identified in the Five Year Strategic Plan and that guide the year's district-wide improvement work. Meanwhile, School Councils at each school, composed of parents, teachers and administrators (and students at the secondary level) develop annual school-based improvement plans that align with the district's strategic objectives.

Jon Sills
Superintendent

Claire Jackson Ph. D.
Interim Assistant Superintendent

David Coelho
Finance Director

Marianne Vines
Interim Director of Special Education

www.bedford.k12.ma.us



High School Chorus

BPS MISSION STATEMENT & OBJECTIVES

Mission

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



Veterans and BHS JROTC Cadets,
BHS Fallen Veterans Memorial

Theory of Action

There are many competing theories of action that are expressed in legal mandates, school reform philosophies, standardized testing and school curricula. Some prioritize “accountability” and holding teachers’ feet to the fire, by prioritizing standardized testing. Alternatively, Bedford prioritizes capacity-building: maximizing the value of its teachers’ creativity and commitment by creating collaborative structures and school cultures that facilitate sharing of effective “minds-on”* or “student-centered”* instructional strategies. We believe that:

- IF we hire and support great teachers,
- IF we nurture ongoing collaboration,
- IF teacher teams meet regularly to review students' performance on meaningful, common assessments,
- IF we maintain high expectations for all students,
- IF we integrate global multi-cultural content and
- IF we prioritize teaching for understanding & developing students' higher order thinking skills,

THEN all students will become skillful, reflective, lifelong learners who think critically and creatively, and who are informed, responsible and productive citizens.

*“Student-centered” or “minds-on” learning, like hands-on learning, means learning by doing. As opposed to passive listening, students learn best when comparing and contrasting, categorizing, drawing inferences, identifying main ideas and summarizing.



Lane School Music

BPS MISSION STATEMENT & OBJECTIVES CONTINUED

■ Strategic Objectives(2014-2015)

Four strategic objectives guide the district's improvement work and each is addressed through a series of specific initiatives.

Coherent, Global, Higher Order Thinking Curriculum/Student Centered Learning

Ensure the full integration of 21st Century teaching for understanding, thinking, and global curricula and its accompanying “minds-on” student-centered instruction, authentic assessment and frequent checking for understanding.

Equity: Teaching All Students

Ensure that all students are meeting district-wide learning expectations by systematizing the use of formative assessment and collaborative review of student achievement data; implementing appropriate support strategies and achievement gap-closing initiatives while maintaining high expectations for all students; teaching metacognitive learning strategies; and carrying out the cultural proficiency work needed to ensure that all students feel safe to take academic risks and grow.

Effective Communication with Parents and Community

Ensure that parents have the information needed to effectively support their children’s education and that the community understands and supports the district’s mission and objectives.

Collaborative Professional Culture

Nurture a professional culture that maximizes administrator and teacher learning, innovation and creativity by creating authentic opportunities for collaborative work on higher order thinking curriculum, student-centered instruction and authentic, performance-based assessment, and by effectively managing state and federal mandates.



Davis School and the World

To view strategic initiatives, please go to:

www.bedford.k12.ma.us/images/stories/pdfs/super/StrategyStatement14-15.pdf



AT A GLANCE

School Department and Related Cost Centers

FY13	Local appropriations			Other funds		Total	% district	% state
	School committee	Municipality	Subtotal	Local revolving funds	Federal/ state grants			
District administration	1,079,100	564,718	1,643,818	--	--	1,643,818	3.8%	3.2%
Other instructional leadership	2,619,577	--	2,619,577	--	135,109	2,754,686	6.3%	5.9%
Teachers	15,151,738	--	15,151,738	201,500	674,002	16,027,240	36.9%	35.3%
Other teaching services	1,653,951	--	1,653,951	230,157	407,722	2,291,830	5.3%	7.3%
Professional development	519,827	--	519,827	130	26,247	546,204	1.3%	1.5%
Instructional materials, etc.	846,987	--	846,987	72,738	102,340	1,022,065	2.4%	2.7%
Guidance/counseling/testing	975,764	--	975,764	--	116,315	1,092,079	2.5%	2.7%
Pupil services	2,015,056	276,869	2,291,925	535,918	278,923	3,106,765	7.2%	8.6%
Operations and maintenance	2,535,120	422,784	2,957,904	80,224	--	3,038,127	7.0%	7.1%
Benefits and fixed charges	--	4,958,978	4,958,978	--	14,140	4,973,118	11.5%	15.8%
Out of district tuitions/transp	5,477,762	54,463	5,532,225	1,376,845	--	6,909,070	15.9%	9.9%
Subtotal	32,874,881	6,277,812	39,152,693	2,497,511	1,754,798	43,405,002	100%	100%
% district	75.7%	14.5%	90.2%	5.8%	4.0%	100.0%		
% state-wide			88.2%	6.5%	5.3%	100.0%		

Comparative Statistics

Town	Standardized Test Performance					Demographics			Financial Data					
District	HS ELA % P/A	HS Math % P/A	K-12 ELA % P/A 2014	K-12 Math % P/A 2014	MCAS Growth Median SGP	Enrollm ent 2014	Low Income	ELL	Per Pupil Within District	Per Pupil Outside District	Total Per Pupil FY13	Avg Teacher Salary FY13	SPED % Total Budget FY13	Average Single Family Tax Bill 2013
Ashland*	98	97	75	69	57/55	2581	12.4%	3.1%	\$12,069	\$25,267	\$12,677	\$72,270	20.3%	\$6,125
Bedford*	99	95	83	77	61/54	2539	13.2%	5.1%	\$14,861	\$70,143	\$16993	\$82275	25.2%	\$7,693
Brookline	97	94	83	78	59/59	7288	11.4%	9.0%	\$16,273	\$73,945	\$16924	\$82488	22.7%	\$13,029*
Burlington	98	90	N/A	N/A	53.5/38	3579	12.5%	2.4%	\$15,192	\$70,250	\$16643	\$85901	20.9%	\$4,536
Belmont	99	98	88	86	58/61	4205	7%	4%	\$11,479	\$77,459	\$12659	\$79244	21.9%	\$10,359
Concord-Carlisle	97	95	N/A	N/A	53.5/58	1228	4.2%	1.1%	\$18,104	\$88,219	\$20,802	\$95,947	26%	\$11,802/ \$11,650
Holliston*	99	97	86	77	55/56	2819	5.5%	2.0%	\$11,823	\$42,047	\$12548	\$76780	26.3%	\$7,090
Lincoln-Sudbury	97	94	N/A	N/A	51/49.5	1641	4.1%	0.6%	\$15,491	\$86,637	\$18,304	\$94,087	28.8%	\$12,378/ \$10,695
Medway	98	90	84	79	54/53	2423	6.3%	0.2%	\$11,597	\$32,041	\$12,432	\$82,758	21.9%	\$6,336
Marblehead*	97	91	83	75	56/57	3293	11.1%	2.9%	\$12,433	\$17,095	\$12706	\$68298	16.0%	\$4,540
Natick	97	93	85	77	53/52	5285	10%	1%	\$12,487	\$44,539	\$13511	\$69673	20.0%	\$6,216
Needham	97	96	86	80	54/57	5523	7%	2%	\$13,461	\$73,225	\$14320	\$81062	21.4%	\$8,416
Newton	98,96	97,93	87	81	56/56	12601	11%	7%	\$16,163	\$86,317	\$17141	\$76904	25.7%	\$9,258
Scituate	98	93	86	78	53.5/46	3122	9%	1%	\$11,621	\$57,858	\$12321	\$83744	19.6%	\$6,056
Stoneham*	98	83	74	64	55/55	2352	21.6%	3\$	\$12,855	\$28,870	\$13,864	\$67,103	26.1%	\$4,970
Swampscott*	94	89	82	73	51.5/48	2293	15%	4%	\$13,793	\$46,199	\$14549	\$75209	21.5%	\$8,541
Walpole*	98	89	84	73	54/53	3996	15%	1%	\$12,028	\$60,369	\$12768	\$71081	23.7%	\$6,231
Wayland	99	96	89	83	59/62	2690	6.5%	1.1%	\$15,490	\$58,139	\$16177	\$89099	18.2%	\$10,529
Weston*	98	97	90	83	55/57	2333	3.6%	3.3%	\$19,791	\$85,887	\$20579	\$87031	15.3%	\$16,121
Wellesley	99	95	89	78	55/62	5033	5%	2%	\$16,093	\$96,907	\$17232	\$82799	25.6%	\$12,198
Westford	98	97	89	87	55/47	5180	4%	1%	\$11,297	\$56,691	\$11838	\$70361	16.9%	\$7,097

*Comparable communities according to DESE demographic data. *2012

ACADEMIC ACHIEVEMENT & STUDENT ENROLLMENT TRENDS

Academic Year 2013-2014

Graduation Requirements

A total of 124 credits are required for graduation for the Class of 2014, which must include:

Subject	Required years	Credits	Subject	Required years	Credits
English	4	20	Art	1	2.5
Math	4	20	Music	1	2.5
Science	3	15	Occupational Education	1	2.5
Social Studies	3	15	Physical Education and	4	10.0
World Language	2	10	Health Education		

SAT 2013 Scores

CRITICAL READING			MATH			WRITING	
Number	Percent	Score	Number	Percent	Score	Number	Percent
24	12%	700-800	35	18%	700-800	22	11%
55	27%	600-699	61	30%	600-699	56	28%
72	36%	500-599	53	26%	500-599	75	37%
35	18%	400-499	37	18%	400-499	37	18%
12	6%	300-399	14	7%	300-399	10	5%
3	1%	200-299	1	1%	200-299	1	1%
565		Mean	578		Mean	564	
201		Number	201		Number	201	

SAT 2013 Average Subject Test Scores

Literature	US Hist.	World Hist.	Spanish	Math I	Math II	Chemistry	Bio. E	Physics
662	614	603	657	666	685	650	654	717

ACT 2013 Average Scores

ACT 2013 Average Scores					
	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
BHS	24.6	25.2	25.1	24.0	24.9
MA - STATE	23.8	24.4	24.4	23.2	24.1



Advanced Placement Program - Percentage of AP Scores

	AP Scholars	AP Exams	% Scores 3+	MA % Scores 3+
2014	135	230	95.6	72.2
2013	104	159	95.2	72.6
2012	119	186	95.0	73.9

Congratulations

Did you know that 95% of BHS students consistently score 3 or higher on AP Exams.

Bedford Public Schools

The Bedford Public Schools (www.bedford.k12.ma.us) serve students in grades preschool through 12. During the 2013-14 school year, the two elementary schools, one middle school, and one high school accommodated 2,509 students.

Enrollment by Grade 2013-14

	PK 26	K	1	2	3	4	5	6	7	8	9	10	11	12
Davis		202	171	170										
Lane					173	206	154							
JGMS								183	182	200				
BHS											231	213	237	187

Total Population Past 5 Years

2013-14		2012-13		2011-12		2010-11		2009-10	
K-2	543	K-2	492	K-2	513	K-2	486	K-2	506
3-5	533	3-5	537	3-5	501	3-5	534	3-5	564
6-8	565	6-8	577	6-8	575	6-8	568	6-8	559
9-12	868	9-12	881	9-12	835	9-12	783	9-12	771
Total	2509	Total	2487	Total	2424	Total	2371	Total	2400

White72%
 Black7%
 Asian12%
 Hispanic4%
 Other/Multiracial5%
 Free & Reduced Lunch12%
 First Language not English11%

English Language Learner5%
 Special Education15%
 Other School Options
 Out of District3%
 Home Schooled005%

WELCOME TO LT. ELEAZER DAVIS SCHOOL



LT. ELEAZER DAVIS SCHOOL (Grades K-2)

Beth Benoit, Principal

410 Davis Rd., Bedford, MA 01730
781-275-6804

In support of the Bedford Public School's mission, Davis School, in partnership with families and the community, will foster respect, responsibility, and readiness for learning in students as they become passionate, courageous, knowledgeable, skillful, reflective, and collaborative life-long learners.



Read Aloud Story Time

The Davis School community educates all students in an inclusive, safe, creative, and child-centered learning environment. The unique intellectual, social, ethical, and emotional growth of each learner is honored by providing hands-on and minds-on learning opportunities in a variety of contexts that allow for deep exploration, problem solving, and skill development.

Citizenship in the school and the community is an important part of learning at Davis School. The goal is for all young students to develop a healthy sense of self,

an understanding and appreciation for diversity, the ability to compare and contrast concepts of fairness and unfairness, as well as problem solving abilities in social and learning situations. The Open Circle Curriculum and teachers' use of class meetings are an important part of this process. Students gather together daily to engage in conversations about learning and social challenges. They share ideas, reflect, analyze, and follow problem-solving processes to address challenges. Sometimes the challenges are posed through literature while, at other times, class and life examples are used. Students and staff act as resources for each other while developing the skills to be successful as learners and citizens.

At The Davis Town

Restaurant - Students take orders and serve food to teacher and student customers.

Gym - Students lead their peers in yoga exercises.

Movies - Students perform for and usher in their fellow students

Students and staff at Davis School support each other through the academic journey together. This journey begins with the celebration of story. Davis School's commitment to celebrating each individual's story can be seen in our writing, reading, math, science, and social studies curricula. Students tell and write personal narrative stories. They read literature and informational text that help them develop skills, knowledge, and vocabulary. They read to make connections, draw conclusions, reflect on the

information in the text, and inspire further investigation and interests. Students observe and share their thinking using the scientific process during projects, play and studies. They add, subtract, and solve math story problems while building their number sense and using a variety of strategies to solve problems. The arts are integrated throughout students' day to support their increasing creativity, innovation, and confidence.

Authentic Learning

Each year, our kindergarten students create and participate in a simulated community experience. Grocery shopping or working the cash register at the Davis Town Shopping Market or writing and posting letters in the Davis Town Post Office, the students apply their early mathematics and literacy skills in authentic ways.

DID YOU KNOW?



LITERACY AT DAVIS SCHOOL:

A Balanced Approach

All Davis School students participate in read alouds designed to deepen their understanding and appreciation of diversity in their school and in their world.

Davis School thrives because of intergenerational and community volunteers. Families volunteer, through our active PTO called BEST, to support enrichment activities, daily operations, and learning activities in the library, classroom, and art program. Bedford High School students, in conjunction with course work at the High School, volunteer at Davis supporting students' reading development and nurture their interest in the arts.

LT. ELEAZER DAVIS SCHOOL CONTINUED

Senior Tutors, retired residents of Bedford, volunteer weekly, reading with students. Their work highlights the importance of our community in the lives of Davis students.

As students embark on their learning journey through the Bedford Schools, Davis School engages students in learning experiences that provide the skills, knowledge, and dispositions to seek out new learning opportunities and to become creative, motivated, life-long learners. ■



Ceramic Artist at Work



Measuring Distance One Step at a Time

The Community Garden: A Student/Neighborhood Collaboration

The Davis School community garden is a great example of how we use cross content studies and community engagement to meet our vision. Students research different ways to grow fruits and vegetables and then make decisions regarding which plants will flourish in the climate, soil, and sunlight that is available. They plan and plot the location of plants to maximize the space taking into consideration the size of the plant, when it will produce fruits or vegetables, and how much space is needed to harvest the fruit or vegetable. Students collaborate across classrooms and grades to ensure there is variety in what is planted and work with the neighbors to tend the garden and ensure the food produced is well used. Students document the growing process, they make predictions on how much and when the plants will produce, and decide on the use of the various parts of the plant. The fruits and vegetables produced from the garden are used to support students and families' healthy eating habits as well as donated to a local food shelter to ensure that all Bedford community members have access to fresh produce.



WELCOME TO LT. JOB LANE ELEMENTARY SCHOOL

LT. JOB LANE ELEMENTARY SCHOOL (Grades 3-5)

Robert Ackerman, Principal

66 Sweetwater Ave., Bedford, MA 01730
781-275-7606

Preparing and Educating Students for a Future They Will Shape

Set in the picturesque Bedford Springs neighborhood, the Lt. Job Lane School was built in 1964, with the latest renovations being completed in 2001. Lt Job Lane, for whom the school is named, was a member of Bedford's Colonial Militia and is remembered through the nearby Job Lane House farm. While we can understand the past, no one can predict the future of our students. With this in mind, Lane's vision is "preparing and educating students for a future they will shape." The mission of the Lane School is a testament to the district's aim of developing well rounded, skillful, reflective, lifelong learners.

The Lane School is committed to providing an enriching, coherent curriculum that equips students with the critical thinking and interpersonal skills necessary to succeed in a rapidly

Veterans Day

In November the Lane School held a moving ceremony to observe Veterans Day. Over 60 active and retired military personnel were welcomed to the school and acknowledged for their sacrifice. This event symbolizes Lane's connection to the community and the importance of students learning about citizenship.



Invention Convention

changing world. Learning at Lane is student-centered, hands-on, and rooted in the important foundational skills needed to develop higher level thinking abilities. Lane staff believe a school is more than academics: the social/emotional well-being of every child is front and center. Lane School affirms the diverse backgrounds and identities of all students, while staff strive to build an enriching and multicultural environment in which every child feels welcomed.

LT. JOB LANE ELEMENTARY SCHOOL CONTINUED

● Foreign Language

Part of living in a global society is making sure students can be effective communicators. Lane distinguishes itself from other elementary schools by its flourishing foreign language program. Students can take French or Spanish, starting in grade 3.

● The Arts

At Lane, each student is given an opportunity to live up to Pablo Picasso's belief that "every child is an artist." The visual and performance art classes play an important role in developing students' creative thinking. During art class, students are given opportunities to explore a wide variety of art mediums. In addition, instrument lessons (grade 4 and 5) and Chorus (grade 5) are

available to students to complement their weekly music class. Several times a year the Lane Orchestra, Chorus, and Band perform at the High School auditorium in front of families and friends.

Invention Convention

Last Spring all grade 5 students participated in the first annual Invention Convention. This hands-on project required students to apply the principles of the engineering process to try and improve everyday items. The redesigned sneakers, improved kitchen tools, and new methods for cleaning gutters wowed the parent audience. A new tradition has begun!

DID YOU KNOW?



Project Adventure

The Lane School's Grade 5 Physical Education curriculum is based on the Project Adventure philosophy of using adventure programming to build teamwork. Our outdoor Project Adventure (P.A.) course, as well as four indoor P.A. elements allow our students to engage in one-of-a-

kind learning. The course is professionally maintained and overseen by the two Physical Education teachers.

● Technology

Lane's well-rounded education is strengthened by the integration of technology. Mobile devices and a vibrant computer lab enable students to use powerful tools for research, critical thinking, problem solving and creativity. The school is in year two of an iPad pilot, which has focused on digital portfolios as a way to capture student work and promote metacognition. Also, students in the upper grades learn basic programming through Lego Robotics and several different coding applications. ■



WELCOME TO JOHN GLENN MIDDLE SCHOOL



JOHN GLENN MIDDLE SCHOOL (Grades 6-8)

Kevin Tracey, Principal

99 McMahon Rd., Bedford, MA 01730
781-275-3201

The John Glenn Middle School (JGMS) is committed to promoting the academic, social and personal development of all students in grades 6, 7 and 8 in a supportive, safe and challenging learning environment.



Team-Building Activities in Physical Education Class

Because children of this age are developmentally transitioning to young adulthood with an increasing amount of independence and self-awareness, JGMS strives to provide a wide range of educational opportunities. Our expansive curriculum includes traditional courses in all core subjects as well as robust offerings in technology, the fine arts and physical education. We strongly believe that our middle school appropriately addresses the developmental needs of the middle school child in a thoughtful, flexible and collaborative approach. The JGMS approach to adolescent education ultimately encourages

our students to expand upon their view of self, school and society as they learn to take intellectual risks, to respect differences and to achieve at high levels.

The greatest strength of the John Glenn Middle School lies in our supportive, dedicated and caring teachers and staff, who work tirelessly on a daily basis in the best interest of all kids. These compassionate adults in the middle school environment act as role models for our students.

JGMS Blog

The administrative blog, lauding student achievements and school events, may be accessed through our school website or at jgmsblog.weebly.com/

COMMUNITY SUPPORT

The Bedford Public Schools appreciates the exceptional support that we receive from the community, our town government and its departments, our legislators, local businesses, and the many volunteers who help us to provide the best education possible to our students. The volunteer organizations listed below, whose caring and committed members generously donate their time and resources, deserve particular acknowledgement.

BEF (Bedford Education Foundation)

Co-President Marge Heckman Maheckman@gmail.com
Co-President Meg McAllister mwmcallister@yahoo.org

BEST (Bedford Elementary Schools Together)

Parent/Teacher organization for both Davis and Lane Schools.
President Peter Ricci bedfordriccis@verizon.net

MSPA (Middle School Parent Association)

Co-Presidents Kerry Rackey JGMSParents@gmail.com
Michelle Saber MSPAmom@gmail.com

BHSPA (Bedford High School Parents Association)

President Lita Verrier LVerrier@rmkb.com

ArtLink

President Judy Turner judy.mt27@yahoo.com

SEPAC (Special Education Parent Advisory Council)

Co-chairs Sheila Mehta-Green smehtagreen@yahoo.com
Erica Colbath Erica.colbath@gmail.com

CSF (Citizens Scholarship Foundation)

President Ron Stewart rfms@aol.com



Since 1855,
Salem Five has been dedicated
to supporting the communities
in which it serves. In keeping
with that commitment, we are
proud to support **the Bedford
Public Schools**.

Visit our Bedford location:

285 Great Road
781.275.1874

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kw
KELLERWILLIAMS.

All teachers are members of a team, which function at a high level throughout the year to ensure that communication is constant and all students' needs are met. In addition, as educators, much of our professional development is devoted to the thoughtful implementation of common assessments across all grade levels and disciplines with a focus on higher order thinking skills; collaboratively looking at student work and progress to inform our instruction and curricula alignment; promoting a positive school-wide climate and building our own cultural proficiency, and most importantly, adhering to our shared belief that what makes our school great is what occurs within the walls of our classrooms.

DID YOU KNOW?



Building Community with Character

JGMS is a school community committed to creating a positive place for all students to grow as learners and people. Every

child at JGMS takes part in an advisory model that centers on "*building community with character*" with monthly themes dedicated to gratitude, renewal/resolution, respect for others, honoring achievements and other important values.

JGMS Afterschool Activities

Over 30 different enriching afterschool activities for students across the three grades levels, including robust athletic offerings for each season, the annual musical, and a wide array of clubs, such as Math Counts, The JGMS Newspaper, Chain Reaction Committee, Student Council and many others.

Balancing rigor, flexibility and support is a fundamental characteristic of our middle school. At JGMS, the school culture, schedule, curriculum design, creative use of engaging materials and research-supported instructional methodologies all reflect the expanding and changing world for our students. No student is a permanent member of any ability group and all students participate in both homogeneous and heterogeneous classes during the course of the school day. From one grade level to the next, our curriculum is guided by essential questions and anchored in the importance of using content to teach the progressive development of academic skills and to promote an appreciation for different perspectives.

JGMS is committed to expanding student learning beyond the school day. We offer many extra-curricular activities; including, but not limited to musical performances and ensembles, athletics, academic competitions and countless clubs purely based on student interest. Our sixth graders attend a three-day excursion to Nature's Classroom and our eighth graders travel to Washington, D.C. every May. In addition, we structure afterschool programming to support all disciplines in an extended day model for those students who may need extra help. We remain committed to supporting and expecting the best teaching practices across all grades and levels. These



Building School Spirit - Go JGMS

practices actively engage students in problem-solving, critical and creative thinking, in becoming adept users of technology, in reflecting on their own work and progress and in communicating and reading effectively in all disciplines. This work is ongoing and defines the JGMS school community. With this primary focus on instruction and student learning, we ensure that we offer exceptional opportunities and learning experiences for all students to be successful and well-prepared to meet future challenges. ■



Practice Makes Perfect



Student Ceramic

WELCOME TO BEDFORD HIGH SCHOOL

BEDFORD HIGH SCHOOL (Grades 9-12)

Henry J. Turner, Ed. D., Principal

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

Students, parents and faculty are bound by the common phrase: “We ARE BHS”—Active Learners, Resourceful Thinkers and Effective Communicators. Focused on developing skills and intellectual curiosity, Bedford High School teaching is centered on supporting the individual needs of our students.

Mission Statement

The mission of Bedford High School is to educate all students in a nurturing, democratic, challenging, and inclusive environment. Bedford High School, in partnership with parents and the community, helps students attain the knowledge and develop the skills and intellectual curiosity to become independent and self-sufficient adults who will contribute responsibly in a global community. By providing opportunities for students to create meaning and to develop understanding in a variety of contexts, Bedford High School prepares students to grow and to act in a well-informed, creative, ethical and compassionate manner.



Force, Gravity, Momentum - Women in Science

The high school's mission statement reflects our focus on developing students' high level thinking and intellectual curiosity. These skills include problem solving, research and analysis, creativity, written expression, and critical thinking. Driven by this mission, BHS students take rigorous classes that allow them to develop all of these skills. In the foreign language program, students take either Spanish or French classes that prepare them to converse in the chosen language. The Latin program focuses on students' written communication and

understanding the roots of this foundational language. Music and art programs allow students to specialize in some aspect of the discipline. Each year many students audition for and are accepted into music festivals at the district, state, regional and national levels. Every art student at the high school exhibits work in the district wide Art Show. Senior art students create installations that exhibit all or some of their work, depending on their chosen theme. In social

studies classes, students learn how to make effective comparison arguments supported by evidence and understand cause and effect relationships. Centered on an inquiry-based curriculum, BHS students learn math through problem solving and analysis. Problem solving can also be seen in the Cyber-Patriot competition in which the BHS Junior ROTC program participates as well as the BHS Robotics, Math and Science teams.

● Problem Solving, Research

BHS assessments challenge students to develop their higher-order thinking skills, such as problem solving, research and analysis. Students participate in laboratories in all science classes. English students participate in an end-year project such as the I-Search in grade 9, which requires students to be creative and use research

School of Commendation

The Bedford High School was designated by the Massachusetts Department of Secondary and Elementary Education as a "School of Commendation" for closing academic gaps and high achievement and continual improvement.

DID YOU KNOW?



Academic Competitions

Bedford High School has two academic competitions geared towards raising academic achievement for students—Women of

Science Competition and Tenacity Challenge

skills. Additionally, courses such as Senior Project invite seniors to pursue an individual interest and project, often including internships outside the high school. Bedford High School students have participated in the National History Day competition for the past ten years and have met with impressive success, including 22 projects that came in first or second at the state level, which qualify for the national contest.

BEDFORD HIGH SCHOOL CONTINUED

Cultural Proficiency



Enviro Club

Teachers have organized international trips during school vacations and over the summer to such varied locations as Belize, Greece, Morocco, and the Dominican Republic. The purpose of these trips is to provide students a first-hand cultural learning experience and, in some cases, involves community service. Student feedback suggests that these programs work effectively to help provide students a global perspective and understanding beyond what classroom work can do.

One to One iPad Initiative

Following several years of one-to-one iPad integration, all classrooms regularly use technology. Some of the many ways students use technology include simulations, collaboration in and outside of class and creation of documentaries and movies. Many students now develop online portfolios in their classes, allowing for reflection on their own learning and ongoing feedback from the teacher.

English and Social Studies teachers are working closely with Facing History and Ourselves to evaluate and build a curriculum that is representative of the global society. BHS peer leaders, juniors and seniors, developed a Community Day for all BHS students to learn about and celebrate the diversity among the students within the Bedford High School Community.



Lady Bucs

BHS SAT Scores Class of 2014

Results based on 164 Test Takers

	CR	Math	Writing
Bedford HS Mean	575	594	572
Massachusetts Mean	516	531	509
National Mean	497	513	487

Community Outreach

Faculty and staff at the high school use various means of reaching out to students and their families. As part of the graduation requirement all BHS seniors complete community service throughout the entire school year. Our athletic teams are conducting instructional clinics with the community. Our football team volunteers at the VA during the summer. Finally, two courses offered at BHS, Teaching Young Readers and Teaching ELL Readers allow high school students to help teach reading at Davis Elementary School



National History Day Team

Best Buddies Club

Bedford High School Best Buddies Club received the honor of Best Club by the Best Buddies International

and John Glenn Middle School. Students also initiate and facilitate the development of community service within clubs and courses such as Global Voices and ROTC.

Bedford High School staff created two academic challenges focused on raising academic performance for underrepresented groups. The Tenacity Challenge is an annual inter-district academic scholarship competition for teams of Latino(a) and Black students centered on students developing and demonstrating creative problem solving in math, science, English, social studies, and the arts. The Annual Women of Science competition is in its 12th year and involves over thirty teams from Massachusetts and other states. Teams of junior and senior women compete in science

and engineering events and meet women scientists to hear their journey in science careers. Bedford has won the competition three times, most recently in 2013. ■



Working Together to Solve Problems

SPECIAL EDUCATION SERVICES

Bedford's four schools 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 Learning Specialists, Speech and Language Specialists, Occupational Therapists, Certified Occupational Therapy Assistant, Physical Therapist, BCBA Specialist, psychologists and adjustment counselors. In addition, general staff may also provide counseling, LEP (Limited English Proficiency) and reading services as needed.

Marianne Vines
Interim Director of Special Education

Stacy Grillo, Ed. D.
Assistant Director

In keeping with Bedford's long established policy on inclusion, services are provided within the context of the regular education classroom whenever possible. All students who are serviced with an IEP are assigned a Special Education Liaison. This liaison serves as an advocate, case manager and contact person for staff and parents involved in the support and implementation of the student's IEP. The liaison will coordinate with the general education teachers to ensure accommodations and modifications are implemented as outlined on the student's IEP, as well as possibly provide direct instruction as specified on the IEP.

Integrated Preschool



Elementary School Student Art

The Bedford Public Schools Preschool TEAM provides evaluations for three to five year old children. This TEAM consists of the Early Childhood Coordinator, a speech and language pathologist, a school psychologist and an occupational therapist.

Related Services:

Children with identified needs/IEPs are brought to the schools for speech and language therapy, occupational therapy and/or physical therapy. If schedules permit, the therapists may also go to locations serving the preschoolers who have been identified as having special needs for observation and consultation.

Bedford High School Preschool: An integrated preschool program is offered at Bedford High School. Staffed with a special educator, IEP services are provided in a preschool setting.

Integrated Kindergarten and Integrated 1st grade

At Davis School, one kindergarten and one first grade classroom are designated as integrated classrooms. These classes provide special education and regular education services in an inclusive setting, in order to support and facilitate each child's cognitive, language, physical, social and emotional development through an integrated approach to learning. A balanced enrollment between children who are typically developing and children who may have some combination of language, motor and/or social delays is maintained.

Staff includes a general education teacher, a special education teacher, a speech/language therapist, an occupational therapist and teaching assistants. Students participate in all grade-level programming, across all settings.



Davis School Student Art

Learning Center - Davis, Lane, JGMS, BHS

Learning Centers provide students with specialized instruction in areas of need as identified on the student's IEP, as well as instruction in developing compensatory skills so that the student can access the general education curriculum. Learning Center teachers may also provide re-instruction in the core curriculum and test-taking skills in small groups, as needed. Learning Center teachers may provide support in both scheduled small group classes and/or as co-teachers in mainstream English Language Arts and math classes. Teaching assistants may also provide academic, social and behavioral support and accommodations in all settings.

Special Education and Reading - Davis, Lane, JGMS, BHS

The Special Education and Reading Departments collaborate to implement sequential, phonetically based instruction to meet the needs of identified special education students, either individually or in a small group. This instruction focuses on increasing student reading skills, specifically decoding, encoding and phonemic awareness skills. Depending on a student's identified area of disability, reading may be a general education service and not a special education service.

Language Based Classroom (LBC) - Lane, JGMS, BHS

Language Based Classroom (LBC) staff work with students who require more specialized instruction in English Language Arts and/or math due to language based learning disabilities. Students receive direct instruction that is specialized to meet individual needs, yet aligned with state standards and expectations. Instruction may be provided through a combination of inclusion and small group settings, as determined by a student's individual needs to better increase their understanding of language across the curriculum. Teaching assistants may also provide academic, social and behavioral support and accommodations in both the LBC and general education classrooms.

Crossroads - Lane, JGMS, BHS

Students within the Crossroads program have significant cognitive and learning challenges, as compared to students within Learning Center and LBC programs. The Crossroads classrooms provide identified students with specialized and skills based instruction through a modified curriculum primarily in English Language Arts and math, as identified by individual student IEPs. Students are included within the general education classroom for social studies, science and electives/specials. Teaching assistants may also provide academic, social and behavioral support and accommodations in both the Crossroads and general education classrooms.

Bridge - Davis, Lane, JGMS, BHS

The Bridge Program is a safe, therapeutic environment that provides academic, behavioral and social/emotional supports that facilitate improved functioning in all areas. The Bridge Program serves students with average cognitive abilities who have had difficulty making effective progress in a fully included program due to a primary social/emotional disability or disorder including Emotional Impairment, Autism, Neurological Impairment or disabilities that fall under the other Health Impairment category such as ADHD. Students may also have other learning disabilities, behavioral disabilities or other co-existing disorders or disabilities that require significant therapeutic supports. Bridge services can range from a small, self-contained classroom providing direct instruction in the core curriculum to a supported full-inclusion program. ■



Elementary School Student Art

VISUAL ARTS

Bedford Public Schools provides a comprehensive visual arts program, aligned with the Massachusetts State Frameworks, for students in grades K-12. We believe that visual art experiences teach students how to look inward and outward. Students are taught techniques that include: drawing, painting, sculpting, printmaking, technology and photography and they are exposed to a variety of media such as graphite, paint, clay, film, paper and "found objects". When students are creating artwork, they are involved with observing, envisioning, innovating, reflecting and revising. Students are encouraged to develop ideas both from their observation of the world and their own imaginations.



Student Photography - Seasons



Student Photography - Creative Expression

Formally and informally, students become culturally aware as they learn about art history and from the art of their classmates. Bedford students have opportunities to collaborate and to work independently. Students learn that art is a language that allows them to "visually" express ideas and emotions. From Kindergarten through Grade 12, Bedford Public School art students are represented in the annual K-12 Art Show. This show was started in 1994 by a group of parents who worked with K-12 art teachers to prepare and hang work by every student enrolled in art. For this show, Senior Art Major Students create installations of their work and some of these senior students have shared that they had been planning their exhibits since they were kindergarteners themselves! ■

Formally and informally, students become culturally aware as they learn about art history and from the art of their classmates. Bedford students have opportunities to collaborate and to work independently. Students learn that art is a language that allows them to "visually" express ideas and emotions. From Kindergarten through Grade 12, Bedford Public School art



Student Photography - Creative Montage

MUSIC & PERFORMING ARTS

The Bedford Public School Music & Theater Arts Department believes that every student should have the opportunity to develop their:

- literacy
- intuition
- imagination and creativity
- fine and gross motor skills
- critical thinking
- cultural awareness
- aesthetic values
- artistic collaboration
- emotional intelligence
- personal expression
- innate musical aptitude



The Musical

through the analysis, composition, and performance of music and theater arts.

In grades K-6, students participate in weekly music classes where singing, movement, improvisation, and composition are part of the curriculum. Starting in the 4th and 5th grades students may choose to learn an orchestral or band instrument and sing in a choir. These curricular ensembles continue through the 12th grade with many of our students performing for all nine years. At BHS, students may take many hands-on music courses at an introductory level in addition to our advanced ensembles and music theory classes. Additionally, students may study four years of theater arts by enrolling in our Drama & Theater Production courses.



Advanced Choir

Starting in middle school there are extracurricular music ensembles and theater events in which many students participate. These include our annual musicals, plays, marching band, jazz bands, guitar ensembles, vocal groups, string quartets, and drama club.

The Music & Theater Arts department has numerous public performances throughout the school year. The department calendar can be found on the district's website. ■



The Computer and Experimentation

The Bedford public schools believe in promoting student centered learning by integrating technology in new and effective ways to enhance teaching and learning. Bedford's K-12 students use technology to build their own personal learning networks to collaborate with others locally and around the world. Students collaboratively and creatively solve problems by applying their knowledge and skills to create content through the use of interactive technologies, which allow students to be challenged in ways that are appropriate for their individual abilities, ages and learning styles. The use of multi-modal technologies enables students to access and create content in various formats,

such as text, images, audio files, and videos, promote independent learning, and increased understanding of content. Students engage in higher order thinking skills as they become active, self-directed, and discerning learners, both inside and outside the classroom. ■



Minds-on Learning

Computer Technology and the Bedford Public Schools Report

www.bedford.k12.ma.us/images/stories/pdfs/sc/computer%20technology%20and%20bps.pdf

"While digital technology promises to yield certain modest cost-saving or time-saving efficiencies, when it comes to teaching and learning, cost savings are not the principal impetus for its inclusion. And while we should also see improvements in the standardized test scores of some of our struggling students, as technology enables increasing instructional differentiation, this too is not its primary educational role. Technology's greatest promise lies in its capacity for deepening and extending student learning, in large measure by making the learning process increasingly student-centered."

"To see exciting examples of student work, please go to: bedfordtechlibrary.weebly.com/"

ATHLETICS



Defense Sticks With It!

The philosophy of interscholastic athletics is an extension of the general educational philosophy of the Bedford Public Schools. Participation in interscholastic athletics will strengthen and enhance both the Academic Learning expectations and the Social and Civic Expectations. Athletic competition of student-athletes should be fun as well as a significant part of a sound educational program, embodying high standards of ethics and sportsmanship while developing good character and other important life skills.

Bedford High School offers 28 sports and a total of 59 different teams. John Glenn Middle School offers 10 different sports. Two-thirds of our student body participate in at least one sport, while 50% play at last 2 sports. During three seasons of competition, we employ 76 coaches between the high school and middle school program. All of our athletic programs practice/compete on the campus with the exception of swimming, alpine skiing, ice hockey and golf.

Bedford High School is a member of the Massachusetts Interscholastic Athletic Association (MIAA), whose purpose is to organize, regulate and promote interscholastic athletics for secondary schools in Massachusetts. As an MIAA school, Bedford High School abides by the standards set forth by this organization. On the local level, Bedford High School is a member of the Dual County League (DCL), which is comprised of eleven area schools. ■



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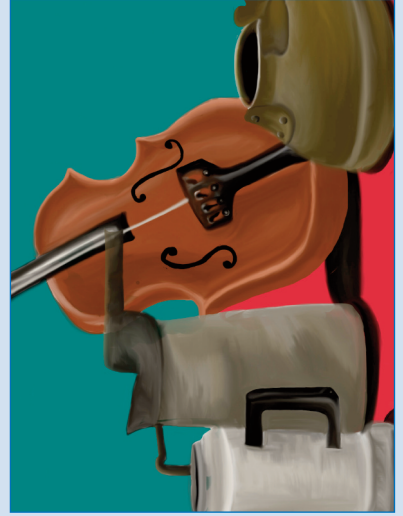
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Bedford Public Schools 2014 Performance Report



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