

Fall 2005

Superintendent's Newsletter



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www.bedford.k12.ma.us

It is a privilege for me to pen the first newsletter of the 2005-2006 school year on the heels of a long summer hiatus where we experienced some of the best vacation weather in recent memory. As I do so, I hope that our children and families have enjoyed some unstructured time taking advantage of the opportunity to enjoy a great book, experience a magnificent sunset or take a refreshing trip to the seashore.

In Bedford the administrative team always begins its preparation for the new school year with our annual two-day retreat graciously hosted again this summer by one of our key partners, Middlesex Community College. The retreat is designed to build team commitment, review new policies and procedures, and prioritize the key system goals for the upcoming academic year. At the conclusion of the retreat, administrators receive a text selected to inspire and support our work. This year we have selected the text *Leadership on the Line* by Ron Heifetz and Marty Linsky, well-known scholars and trainers in the field of leadership. On the book jacket for the text, Doris Kearns Goodwin says the following: “Chock full of political wisdom, as well as wisdom for the soul. Anyone with a passion to make a difference in public life ought to read this book before taking another step.” As part of our professional development during the school year, the administrative team will use Heifetz and Linsky’s problem solving protocol which focuses on distinguishing adaptive from technical leadership problems. With the ever-increasing complexity of our jobs, this protocol should provide a great tool for us to fully explore the challenges before us and identify the optimal solutions.

As we look forward to the start of the 2005-2006 school year, realization of the addition/renovation project for the high school continues to pose our most significant challenge. With the 2003 state imposed moratorium on state funding and the subsequent creation of the new School Building Authority in 2005, we have been forced to extend the timeline for this project. Currently we are on a timeline which anticipates the Bedford High School Building Committee completing the design and construction documents for this project by December, 2005. With that goal in mind, it is my expectation that we will be prepared to present the final project to Annual Town Meeting in March, 2006. As part of the work on this project, we have asked the Merrimack Education Collaborative to update the demographic study that was completed more than two years ago. In doing so, MEC will review the census data, the new housing starts, and the impact of an expanded Hanscom Air Force Base. At this time, the high school still remains on “warning” status with the New England Association of Schools and Colleges (NEASC), the accreditation agency for Massachusetts high schools. The high school was placed on “warning” status in 1999 at the conclusion of the accrediting team’s visit. When one looks at the chronology defining this project, it is interesting to note that Bedford has been anticipating and planning for this work for the last decade. Significant milestones for the high school project have included:

1995 Bedford School Facility Study examined needs of Lane, John Glenn Middle School, and Bedford High School. At this juncture, the rising enrollments at the elementary level drove the decision to complete a project at Lane then focus on

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the enrollment increases that were projected for the middle and high schools.

- 1999** Space Needs III examined the needs of Town Center, the DPW Facility, and the results of the JGMS Schematic Design Committee recommending the addition/ renovation for the middle school which was growing in enrollment. This committee identified the need for “future High School Space Study and targeted 2002-2003 as the timeframe for this work. During this year, the NEASC Visiting Team placed BHS on *Warning Status*
- 2001** The Selectmen and Finance Committee encouraged the Bedford School Committee to look at the high school as a “bundled project” rather than continue to attend to the significant facility needs through the annual Capital Budget appropriation.
- ATM 2002** Approval of monies for Feasibility Study for Bedford High School
- ATM 2003** Approval of monies for Schematic Design for Bedford High School
- July 1, 2003** State imposed moratorium on School Building Assistance monies
- STM 2004** Bond Authorization for Bedford High School Architectural Design and Construction Documents
- 2005** State created new School Building Authority under auspices of the Treasurer’s Office
- ATM 2006** Project scheduled to be presented to Town for full appropriation

This school year will also be busy on the personnel front as the Bedford School Committee initiates a comprehensive process to hire the new Assistant Superintendent of Schools. It is my expectation that the process will begin late in the fall. During the 2005-2006 school year, Terry Gerrish will serve in an interim position as Assistant to the Superintendent. Terry currently holds the position of Assistant Principal at the John Glenn Middle School.

Looking toward 2005-2006, key system goals include: Presentation of the five year *Strategic Plan* for approval by the Bedford School Committee; presentation of the *Bedford High School Addition/Renovation Project* to Annual Town Meeting in March 2006, a continuing system-wide focus on *Closing the Achievement Gap* and the development of a system wide approach to minimize bullying behaviors in our schools. In addition, we will continue efforts to improve *communication* with the community through the ever-expanding Bedford Public Schools webpage (<http://www.bedford.k12.ma.us>), with a more focused public relations plan, and with the implementation of a middle school pilot using *Edline*, a software program designed to provide parents with online access to progress reports and report cards.

As is always the case in schools, we begin the new year with an energy and enthusiasm that are the hallmarks of a profession that gets an annual “fresh start.” For those of us who work in Bedford, we feel honored to have the opportunity to serve a community that is so committed to its children and supportive of its schools. On behalf of the Bedford faculty and staff and the Bedford School Committee, I thank all of our residents for making this such a special place to work and learn.

Maureen LaCroix, Ed.D., Superintendent of Schools

Curriculum Highlights

During the 2005-2006 school year the Bedford Public Schools will continue to build on many curriculum and professional development initiatives that occurred last year. In 2004-05, department administrators and curriculum leaders coordinated their efforts to engage in activities designed to improve instructional practice and raise the achievement level of all students who attend the Bedford Public Schools.

The Reading Department at the elementary school level continued to support many of the successful initiatives put into place during the past five years. At Lane School twenty-four teachers met weekly last year from September through January to discuss reading comprehension skills that are stressed in each classroom. The school’s two reading specialists facilitated an inservice course, *Don’t You Get It? Strategies for Reading Comprehension*, wherein emphasis was placed on specific reading skills that engage children in

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what they are reading in order to enhance their understanding, acquire information, remember what they read, and stimulate them to read more. The English teachers at John Glenn Middle School continued their efforts to sequence and map skills and reading selections taught in each grade. The effort was designed to ensure that all students are exposed to a wide variety of readings, types of writing, and language skills. Bedford High School's English Department focused their efforts upon collaboration and developing curriculum units to engage and challenge all students. Particular emphasis on writing, critical thinking, and academic consistency, continued to be an overarching objective for the high school's English Department staff. The school-wide initiative, *Understanding by Design (UBD)*, provided an ideal structure for the department to identify specific aspects concerning what teachers want students to know and be able to do in relation to lesson planning.

In Mathematics, professional development at Davis School focused on the nature of early mathematical learning stimulating intensive conversations about mathematics at each grade level. A Mathematics Study Group was initiated and involved all classroom teachers of grades K-2. At the Lane School standardized *Everyday Mathematics* end-of-unit math assessments were developed for all students in grades three through five, and a focus on correctly answering open response questions continued. Strategies for effective problem solving continued to be an important part of the program at all elementary grade levels. At John Glenn Middle School, the *Connected Mathematics Project (CMP)*, successfully used in the seventh and eighth grades in recent years, was integrated into the sixth grade curriculum for the first time last year. High School mathematics teachers of the same courses worked in teams to build *Understanding By Design (UBD)* units. Working in pairs, each team set the goals for its unit, identified a set of essential questions relating to the learning of concepts covered in the unit, established strategies for accomplishing those goals, and identified assessments to be utilized. The mathematics *UBD* project culminated in the spring with an all-day workshop during which the teams shared their experiences. The most valuable aspect of the professional development activity was that it reinforced the need for teachers of the same courses to collaborate in all phases of lesson development, execution, and assessment.

In addition to these school specific activities, a significant addition to the mathematics program at Davis, Lane and the John Glenn Middle School was the reintroduction of the federally funded Title I Math Remediation Program last year after a multiple-year hiatus. Mathematics tutors were provided for these schools to provide extra practice/instruction for eligible students acting on the belief that the sooner an intervention occurs with students who experience early difficulty in mathematics, the more successful they will be in later mathematics studies.

Last year the K-12 Science Department continued the process of evaluating and upgrading science curriculum. Davis School's Cattail Corner, an environmental wetlands area located on school grounds, continued to be a major focus for the science program. Students periodically visited the site to record air and water temperatures, to observe developing life cycles of a wetland, and then to write about their science observations for publication in the *Cattail Quarterly* newsletter. At the Middle School teachers worked on developing curriculum guides and refining the sequence of presentation with an emphasis on ensuring that all Massachusetts Science Standards are met and exceeded. The High School embarked on its third year of transition to a new scope and sequence. This school year Juniors will be taking Biology as part of the new sequence providing an exciting time for both students and teachers that will allow expanded coverage of Biology. Having completed both Physics and Chemistry in advance of their Junior year, students will be able to understand and comprehend more complex issues in their study of Biology.

The Social Studies Department at JGMS continued the process of revising the curriculum to meet the new social studies curriculum frameworks. Last year, for the first time, sixth graders continued their study of U.S. History that they began in the fifth grade by examining the time period between 1812 and 1877. A significant emphasis of the sixth grade study is placed on geography skills that allow students to participate in a number of hands-on activities involving map making and the use of atlases. The Social Studies faculty at Bedford High School successfully designed new curriculum materials to better meet the needs of students at different levels of educational challenge (levels 5, 4, 3, and 2). At Lane School grade three adopted a new textbook called, *Massachusetts Our Home*.

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KEY SYSTEM GOALS 2005-2006

- Adopt and implement the 5-year Strategic Plan.
- Present the *Bedford High School Addition/Renovation project* to Annual Town Meeting for approval in March 2006.
- Increase system-wide focus on raising individual student achievement with particular attention to initiatives designed to *Close the Achievement Gap*.
- Participate in the Attorney General's Safe Schools Initiative promoting civil rights and protecting students from harassment, bullying and hate crimes.

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The textbook closely matches the Massachusetts Frameworks and the material is presented at an age appropriate level.

Last year Bedford High School participated, for the first time, in the *Massachusetts History Day District Competition*, that is part of the *National History Day* competition. Social Studies teachers incorporated the competition into their U.S. History curriculum. In March, Bedford High sent eight research projects to the district competition, held at Winchester High School. Bedford's submissions were as diverse as a documentary on Nicaraguan sign language, a display on the photography of Dorothea Lang, and a performance on the work of Nathaniel Bowditch. A documentary on the propaganda of Mao Zedong during the Cultural Revolution qualified for the state competition. That competition was held at Clark University in April and an improved version of the Mao documentary won **1st place** in the Massachusetts competition and earned the right to represent Bedford and Massachusetts at the National History Day competition that was held at the University of Maryland last June.

The Music, Art, and Reading Departments all continued their efforts to develop meaningful interdisciplinary units of instruction last year. Eighth graders worked on a project that celebrated the culture of Spain by studying Flamenco dance as it relates to other dance styles, and by investigating the history of guitar and the works of Segovia as part of an interdisciplinary unit developed with the JGMS Unified Arts Team. At the Lane School, music classes became involved with the grade three social studies unit on Colonial Life. Students and teachers dressed in colonial garb and performed music from that time period. At JGMS, reading teachers placed strong emphasis on integrating the teaching of reading into each content area by pairing a reading specialist with a classroom teacher to model lessons and by offering an intensive after-school program called Project CRISS (Creating Independence Through Student-Owned Strategies). Eleven teachers from JGMS (as well as two from the High School) were trained in learning strategies to help students become more independent in their learning. The Art Department at the High School was actively involved in developing guidelines and details for implementing the new Senior Project. The pilot course will involve all departments in the development of interdisciplinary connections. Overall, the integration of the arts, literature, and social studies across the curriculum creates a lasting impression on students at all grade levels and it helps to make their learning more meaningful.

The Bedford Public Schools are continuing to implement an exciting professional development initiative designed to promote using technology to improve student learning. The K-12 program is modeled on a successful technology grant-funded initiative called Project MEET piloted at the John Glenn Middle School several years ago. The initial grant allowed for forming a team of six teachers to study successful models for integrating technology into the curriculum, to receive specialized training on using selected software and equipment, and to develop a series of technology enriched lessons for use in their daily instructional programs. Although grant funding expired in the spring of 2002, the district embarked on an ambitious plan for the following year to replicate the MEET initiative by forming four new technology innovation teams, one at each school, based on the MEET model. As we enter our fourth year of district wide implementation the program continues to thrive; more than eighty teachers will be affiliated with the MEET model in 2005-06. The high level of teacher involvement will result in many technology-enabled student learning experiences for our students at all grade levels.

A complete description of curriculum initiatives for the new school year will be included in the Superintendent's Annual Goals that will be presented to the School Committee in September. Upon approval, the goals will be published on our district web page (www.bedford.k12.ma.us). Be sure to bookmark and check the web site often during the year to obtain current curriculum updates, news bulletins, storm-related school closing announcements, and other useful information relevant to all of our schools.

Needed: Adaptive Leadership

The adaptive challenges facing education communities today are as sacred in their importance as they are difficult. At times they may seem intractable. The competition for scarce resources has been further intensified by the new demands for security and expenses of the war on terrorism. Policymakers are demanding performance accountability measures for students and educators that bring into question deeply held notions of good teaching, good learning, and success in the classroom; these accountability measures also force us to face our long-standing acceptance of the wide gaps in achievement between rich and poor students and between white and minority students.

We will not meet our current challenges by waiting for higher authorities, such as the state commissioner, the governor, or the federal government, to figure out the answers. **Although many important new insights are generalizable across education contexts, each school district, school, and classroom must discover the adaptations that will succeed in its environment, for its students and their families. The kind of leadership that can fashion new and better responses to those local realities needs to come from many places within classrooms, districts, and communities. In this complex environment, it is more important than ever that educators at all levels exercise adaptive leadership.**

Heifetz, Ronald and Linsky, Marty
Educational Leadership, April 2004

Personnel Changes

New Faces

Banks, Candy — Art Teacher — HS
Boretti, Kristen — Special Education Teacher—LS
Coviello, Linda — Librarian — LS
Ellis, Kristen — Science Teacher—MS
Espejo, John — Grade 3 Teacher — LS
Fay, Thomas — Social Studies Teacher — HS
Gisone, Celia — Special Education/Math Teacher — HS
Howell, Ranessa — Grade 3 Teacher — LS
Kern, Heidi — Special Education Teacher — MS
Kirkpatrick, Christine — Social Studies Teacher — HS
Mitchell, Claire — Social Studies Teacher — HS
O'Brien, LoriAnn — Grade 3 Teacher — LS
Perkins, Stacey — Grade 4 Teacher — LS
Rodin, Erica — Special Education Teacher — DS
Stone, Susan — Special Education Teacher — LS
Sweet, Julia — Mathematics Teacher — HS
Travis, Dorothy — Music Teacher — MS
Wagner, Eileen — Art Teacher — HS
Zellner, Christopher — English Teacher — HS

To Be Announced

.6 Social Studies Teacher, HS
Special Education Teacher, JGMS

Retirees

We would like to take this opportunity to wish all of these teachers best wishes in their future endeavors as they retire:

Frank Hirsch—Mathematics Teacher, JGMS
Tony Pilla — Program Director Art Department
Henry DeRusha—Assistant Superintendent

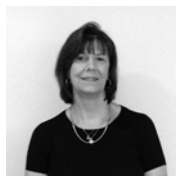
New Administrators

Terry Gerrish
Assistant to the Superintendent



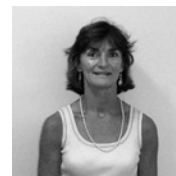
Terry Gerrish was recently appointed to the position of Assistant to the Superintendent. Terry comes to this new position from the position of Middle School Assistant Principal. Terry has a M.Ed. in Curriculum and Instruction from the University of Massachusetts, Lowell. Terry has a B.S. in Management from Babson College. She has been employed for eight years as a public school educator, five in Bedford with three in an administrative capacity at the middle school.

Aleta Devaney
Interim Program Director
Art Department



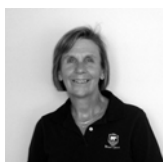
Aleta Devaney has been appointed the Interim Program Director for the Art Department. Aleta earned both her Bachelor's Degree and Master's Degree in Art Education from the Massachusetts College of Art, Boston. Aleta has 22 years experience as an art educator and has served as an art teacher for the Bedford Public Schools for the past 12 years.

Maureen Sullivan
Program Administrator
English Department



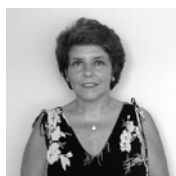
Maureen assumed the position as Acting Program Administrator for the English Department for the 2004-2005 school year. Maureen has 21 years teaching experience. She earned her Bachelor's Degree in Secondary Education/English from the University of Lowell, and her Master's Degree in Teaching and Learning from Nova Southeastern University.

Paula Stott
BBEA Liaison



Paula has been a member of the Bedford faculty since 1974. Paula has taught both Business Education and Social Studies. She received her Bachelor's Degree from Salem State College. Paula's numerous fundraising ventures and deep roots in the Bedford Community will be invaluable to her in her new role.

Lois MacGregor
Program Administrator
Special Education Department



Lois was appointed to this position for the 2004-2005 school year. She earned both her Bachelor of Arts Degree and Master's in Education Degree from Boston College. She has been employed as a special education teacher for the past 23 years—13 of which have been in Bedford.

Angela Menki
Assistant Principal
Middle School

Angela Menki will join the middle school staff as the Interim Assistant Principal. She earned her Bachelor's Degree in Italian from Boston College, her M.Ed. in Secondary Education from University of Massachusetts, Boston, and her CAGS in Educational Administration from Rivier College. Her most recent teaching experience was for the Watertown Public Schools where she was employed as a World Language Teacher.

Calendar of Events 2005-2006 School Year

September 2005

6	Opening Day of School — Grades K-12		
6,7,8,9,12,13	Kindergarten & Grade 1 Orientation	Lt. Eleazer Davis School	
6	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
9-11	Madrigal Weekend	Lincoln, NH	
14	WORKSHOP DAY—EARLY DISMISSAL		
14	Back to School Night—Grade 3 (Parents only)	Lt. Job Lane School	6-7:15 PM
15	First Full Day for Kindergarten & Grade 1	Lt. Eleazer Davis School	
15	Back to School Night	Lt. Eleazer Davis School	7-8:30 PM
17	Bedford Day		
21	Back to School Night—Grade 4 (Parents only)	Lt. Job Lane School	6-7:15 PM
22	Senior College Planning Night	Bedford High School	7-9 PM
22	Back to School Night	Lt. Eleazer Davis School	7-8:30 PM
27	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
28	Back to School Night—Grade 5 (Parents only)	Lt. Job Lane School	6-7:15 PM
29	Back to School Night	Bedford High School	6:30-9:00 PM

October

5	WORKSHOP DAY—EARLY DISMISSAL		
6	Open House—John Glenn Middle School		7-9:00 PM
10	COLUMBUS DAY—NO SCHOOL		
11	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
19	WORKSHOP DAY—EARLY DISMISSAL		
19	POMS Fall Sampler	Bedford High School	6:30 PM
20	College Fair/Financial Aid Night	Bedford High School	7-8:30 PM
25	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM

November

2	WORKSHOP DAY — PARENT CONFERENCES — EARLY DISMISSAL		
8	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
11	VETERANS' DAY — NO SCHOOL		
16	Take Time For Families	All Schools	No Evening Activities

Calendar of Events 2005-2006 School Year

November (Cont)

17	JGMS Vocal Concert	John Glenn Middle School	7:00 PM
18	Tournament of Plays	Bedford High School	7:00 PM
22	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
23	THANKSGIVING RECESS—EARLY DISMISSAL		
24-25	THANKSGIVING RECESS—NO SCHOOL		

December

2-3	Madrigal Dinner	John Glenn Middle School	6:15 PM
7	WORKSHOP DAY—PARENT CONFERENCES—EARLY DISMISSAL		
7	Parent Conference Night—BHS	Bedford High School	4-8:00 PM
13	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
14	BHS Band/Orchestra Concert	Bedford High School	7:00 PM
15	JGMS Band/Orchestra Concert	John Glenn Middle School	7:00 PM
21	BHS Vocal Groups Concert	Bedford High School	7:00 PM
23-30	VACATION—NO SCHOOL		

January 2005

3	Schools Reopen		
9	National Honor Society Induction Ceremony	Bedford High School	7:00 PM
10	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
11	Wind Ensemble Recitals	Bedford High School	6:30 PM
12	Junior/Senior Semi-Formal	TBA	7-11:00 PM
13	WORKSHOP DAY—NO SCHOOL		
16	MARTIN LUTHER KING DAY—NO SCHOOL		
19	Grade 3 Open House	Lt. Job Lane School	6-7:15 PM
24	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
25	Winter Concert — Lane School	Bedford High School	7:00 PM

February

1	WORKSHOP DAY — EARLY DISMISSAL		
2	Open House Grade 5	Lt. Job Lane School	6-7:15 PM

Calendar of Events 2005-2006 School Year

February (Cont)

9	JGMS Vocal Showcase	John Glenn Middle School	7:00 PM
14	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
16	Grade 8 Parents Night	Bedford High School	7:00 PM
28	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
20-24	WINTER VACATION		

March

1	WORKSHOP DAY—PARENT CONFERENCES— EARLY DISMISSAL		
9 & 15	Celebrations of Learning	Lt. Eleazer Davis School	6:30-8:30 PM
14	School Committee Meeting	Roxbury Community College	7:00 PM
17	WORKSHOP DAY—NO SCHOOL		
21	MCAS Information Night for Parents	Bedford High School	7:00 PM
22	WORKSHOP DAY—PARENT CONFERENCES— EARLY DISMISSAL		
22-25	High School Musical	Bedford High School	
27	Annual Town Meeting	Bedford High School	
30-31	Middle School Musical	JGMS Auditorium	

April

1	Middle School Musical	JGMS Auditorium	
6	Strings Vertical Concert	Bedford High School	7:00 PM
11	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
14	WORKSHOP DAY—EARLY DISMISSAL		
17-21	SPRING VACATION		
25	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
26	WORKSHOP DAY — PARENT CONFERENCES — EARLY DISMISSAL		

Calendar of Events 2005-2006 School Year

May

3	WORKSHOP DAY—EARLY DISMISSAL		
5-7	K-12 Art Show	John Glenn Middle School	TBA
5	Bedford High School Dance Showcase	Bedford High School	7:00 PM
9	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
11	POMS Awards Night	Bedford High School	TBA
17	Vocal Concert—High School	Bedford High School	7:00 PM
18	5th Grade Parent Orientation/Curriculum Night	John Glenn Middle School	7:00 PM
19	Junior Prom	TBA	TBA
22	Academic Awards Night/Hall of Fame Induction	Bedford High School	7-9:00 PM
23	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
23-26	JGMS Washington, D.C. Trip		
24	BHS Band/Orchestra Concert	Bedford High School	7:00 PM
29	MEMORIAL DAY—NO SCHOOL		
30	CSF Awards Reception	St. Michael's Parish Center	7:00 PM
31	Lane Band/Orchestra/Choral Concert	Bedford High School	7:00 PM

June

1	JGMS Recognition Night	John Glenn Middle School	
6	JGMS Vocal Showcase	John Glenn Middle School	7:00 PM
6	Senior Prom	TBA	7-11:30 PM
7	WORKSHOP DAY—EARLY DISMISSAL		
7	JGMS Band/Orchestra Concert	John Glenn Middle School	7:00 PM
8	Graduation	Bedford High School	6:15 PM
13	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM
16	8th Grade Moving On Ceremony	John Glenn Middle School	7:00 PM
19	Tentative Last Day of School		
20	School Committee Meeting	JGMS Multi-Purpose Room	7:30 PM

NOTE: Only events that have been scheduled to date appear. If you wish further information about events not listed, please call the school involved.

Emergency School Closing

POLICY

The Bedford Public Schools will close only in emergency situations when weather or highway conditions make travel to the schools hazardous or when power or heating failures occur. Parents



are urged to exercise their personal judgment concerning the wisdom of sending their children to school on stormy days when schools are

in session. Schools are closed in staggered order: High School, Middle School, Lane School, and Davis School.

LOCAL SIGNALS

The Bedford Fire Department will sound the fire horn signal 2-2-2 at 6:45 a.m. which signifies that the High School and

Middle School are closed for the day. The same signal will be sounded at 7:15 a.m. when the elementary schools, Grades K-5, are cancelled for the day.

RADIO AND TV ANNOUNCEMENTS

Radio stations cooperating with the schools in making no-school announcements include the following:

AM Stations: WBZ-103; WBUR; WRKO-680. FM Stations: WMJX-106.7; WBUR-90.9, WBZ Channel 4; WCVB-TV Channel 5; WHDH-TV Channel 7; WFXT-Fox 25.

Occasionally, the telephone lines become so jammed with calls from school officials to radio stations, that this fact makes it advisable to try more than one of the stations listed above.

Please do not call the Police or Fire Departments and jam their telephone lines as they should be kept open for emergencies.

EARLY RELEASE OF STUDENTS

Occasionally a severe, unexpected storm may necessitate a decision to close schools early. This has not happened very often in the past, but can cause anxiety for families without a plan for this possibility. Students whose parents work or are not usually at home during the day should have an alternate home in the neighborhood to go to until their parents return. Decisions to close early in these situations are made on short notice, and there is not time to locate and inform parents. For that reason, students should be sure of their alternate homes before the storm season arrives.

Please be sure to maintain current emergency contact information with your building principal.

Information regarding school closing can also be found on the district webpage: www.bedford.k12.ma.us

Policy Notification on Statement Regarding Title IX, Chapter 622, Homeless Liaison, and Title II

It is the policy of the Bedford Schools not to discriminate on the basis of sex, sexual orientation, race, religion, color, national origin, or disability in its educational programs, activities or employment policies as required by Title IX of the 1972 Educational Amendments and Chapter 622 of the Acts of 1978, or Section 504 of the Rehabilitation Act of 1973.

The Title IX Coordinator for the Bedford Public Schools is the Assistant to the Superintendent, Terry Gerrish, 275-7588. Inquiries may also be directed to the Department of Education; or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Bos-

ton. Inquiries regarding compliance with regard to Section 504 may be directed to the Assistant to the Superintendent, Terry Gerrish, at 781-275-7588 or to Section 504 Coordinators:

Lt. Eleazer Davis School
Ethel Furst
781-275-6804

Lt. Job Lane School
Thomas Nolan
781-275-7606

John Glenn Middle School
Thomas Campbell
781-275-3201

Bedford High School
Jonathan Sills
781-275-1700

Harassment complaints should be reported to the Building Principal or the Superintendent/Assistant to the Superintendent.

Homeless Liaison and Title II Coordinator

The Assistant to the Superintendent, Terry Gerrish, serves as the Homeless Liaison and the Title II Coordinator. She can be reached at 781-275-7588.

Special Education

Bedford's Special Education Department works cooperatively with regular education teachers and school administrators to maximize the learning potential of all students with special needs. Each of our schools continually strives to expand its ability to meet the diverse needs of children in the regular classroom. When academic difficulties continue to persist after pre-referral strategies have been tried, a request for a Team Evaluation may be appropriate.

The Evaluation Team, which includes the classroom teacher, specialists and parents, conducts assessments relevant to the student's specific area(s) of difficulty. This process is guided by the mandates of the Massachusetts Department of Education as well as the dictates of the Federal Law (I.D.E.A.). The Team's responsibility is to determine whether the student is eligible for Special Education services and identify what services and/or classroom modifications will support the student's success in school.

The Evaluation Team develops an Individualized Educational Program (IEP) for those students who meet the Massachusetts Department of Education eligibility criteria. Based upon the Team's recommendations, the Bedford Special Education Department provides services in identified areas of deficit, which can include learning disabilities, speech and language, fine and gross motor control, daily functional living skills and social/emotional adjustment. In keeping with Bedford's long established policy on inclusion, services are provided within the context of the regular classroom whenever possible. There is a small percentage of identified special needs students who require specialized instruction in a separate setting. For these students with low incidence disorders, the Evaluation Team may recommend placement in a private 766 school or in a Collaborative program.

METCO Program

The Metropolitan Council for Educational Opportunity (METCO) Program is a voluntary urban/suburban educational desegregation program. It provides opportunities for urban students of color to attend school in suburban public school systems. It also provides suburban students and staff opportunities to interact with children of color and to benefit from a culturally diverse learning environment. METCO provides additional resources to the schools and to our students through out the year in order to facilitate learning and cultural experiences for everyone in the school system.

Bedford has been a METCO Community for over 30 years. Boston resident students are placed into the Bedford METCO Program at the elementary school level. Occasionally, placements are made at the middle and high school level where space exists. Students enrolled in the METCO program are members of the Bedford Public Schools.

The METCO Program is funded by the Commonwealth of Massachusetts under the Racial Imbalance Act. Annually, each METCO Community receives money from the State, which pays for METCO staff, transportation of students and for other services provided for Boston resident students. The program budget makes it possible to sponsor multicultural programs for our schools, workshops and seminars for students and parents, and professional development opportunities for school staff.

The METCO Program is committed to educational excellence for all children. METCO provides support services to students, staff and parents around educational, cultural and social issues. In addition, the program strives to provide opportunities for Bedford and Boston families (as well as staff) to learn together, to break down stereotypes, and to open lines of communication. If you have any question about the METCO Program, Please feel free to call the Bedford METCO Program Director, Donnette McManus at 781-275-1700 ext 3246.

Bedford to Host Teachers from China

As part of our partnership with Primary Source, the Bedford Public Schools will host two English teachers from China during the first week in October. Thus far, three Bedford administrators and two teachers have participated in the Primary Source China Tour. The visit from our Chinese colleagues will enable us to continue exploring the establishment of a formal exchange program with a school in China. During their stay in Bedford, our visiting teachers will stay with local host families and visit classrooms in each of our schools.

Report Card for the Bedford Public Schools

In May, as part of the *No Child Left Behind* (NCLB) reporting requirements, Bedford released its third annual report card. The report in its entirety can be found on our webpage (www.bedford.k12.ma.us). For this newsletter, we have included a section from the high school report which addresses student achievement as measured by the Scholastic Aptitude Test (SAT I & II) and Advanced Placement Exams. The following charts will give you a sense of typical results for Bedford High School students.



STUDENT ACHIEVEMENT:

CLASS OF 2004:

Size of Class	157
Percentage Continuing Education	84%
Four Year Colleges	79%
Two Year Colleges	5%

NATIONAL MERIT SCHOLARSHIP PROGRAM:

Over the last three years, Bedford High School has averaged three (3) Semifinalists and ten (10) Letters of Commendation each year.

ADVANCED PLACEMENT TEST SCORES—CLASS OF 2004

41 students took 60 AP exams in 9 subjects. Scores 3-5 qualify the student to be considered for advanced placement in college

<u>% of Total</u>	<u>Score</u>
32	5
25	4
27	3
10	2
7	1

SAT II TEST SCORES CLASS OF 2004

<u>Test</u>	<u>Mean Score</u>
Writing	628
Literature	605
U.S. History	552
Mathematics Level IC	600
Mathematics Level IIC	710
Physics	661
French	650
Spanish	541
Chemistry	579

SAT MEAN SCORES CLASS OF 2004

Verbal	584
Mathematics	583

Profile of the Bedford Public Schools Professional Staff

PROFESSIONAL DEGREES

Bachelor's	12%
Bachelor's +30	4%
Bachelor's +50/Master's	55%
Master's +50	7%
Master's +70/DMA/PHD	16%

AGE DISTRIBUTION

20-30	12%
30-40	29%
40-50	20%
50+	39%

Colleges Accepting a Member of the BHS Class of 2005

Albany State University (AL)	Eugene Lang University	Mass. Maritime Academy	Saint Francis Xavier Univ.
Albany College of Pharmacy	Fairfield University	Mass., Univ. of, Amherst	Saint Mary's College of CA
American University	Fisher College	Mass., Univ. of, Boston	Saint Michael's College
Arizona, University of	Fitchburg State College	Mass., Univ. of, Dartmouth	Salem State College
Assumption College	Florida A & M University	Mass., Univ. of, Lowell	Salve Regina University
Auburn University	Florida Gulf Coast Univ.	McGill University	Sam Houston University
Barry University	Florida State University	Merrimack College	San Diego, University of
Bates College	Florida, University of	Miami, University of	San Francisco, University of
Baylor University	Fordham University	Middlebury College	Sarah Lawrence College
Becker College	Framingham State College	Middlesex Comm. College	Simmons College
Bentley College	Franklin Pierce College	Mills College	Sonoma State University
Boston College	George Mason University	Missouri, University of	South Florida, University of
Boston University	George Washington Univ.	Morehouse College	Southern Conn., Univ. of
Bowdoin College	Gettysburg College	Muhlenberg College	Southern Maine, Univ. of
Brandeis University	Goucher College	Nevada, University of, Reno	Southern NH, University
Bridgport, University of	Grinnell College	New England College	Springfield College
Bridgewater State College	Hartford, University of	New England Inst. Of Tech.	State Univ. of NY, Purchase
British Columbia, Univ. of	Harvard College	New Hampshire Tech. Coll.	Stonehill College
Brown University	Hawaii Pacific University	New Hampshire, Univ. of	Suffolk University
Bryant College	Hofstra University	New Haven, University of	Syracuse University
Bunker Hill Comm. College	Illinois, University, Urbana	New Mexico, Univ. of	Texas A & M University
Cal State University, Fresno	Indiana University	New York University	Texas Tech. University
Carnegie Mellon University	Ithaca College	Newbury College	Trinity College
Castleton University	John Carroll University	Nicholls State University	Tufts University
Catholic University	John Hopkins University	Nichols College	Tulane University
Champlain College	Johnson & Wales University	North Carolina, Univ. of	Union College
Chicago, University of	Johnson & Wales Univ. (FL)	North Shore Comm. College	United States Air Force Acad.
Cincinnati, University of	Keene State College	Northeastern University	Unity College
Clark University	Kenyon College	Northeastern State Univ.	University of the Pacific
College of the Holy Cross	King's College, University of	Northfield Mount Herman	University of the Sciences
College of St. Joseph	Laboratory Institute of Tech.	Ohio Wesleyan University	Vermont Tech. College
Colorado College	LaSalle University	Okaloosa-Walton College	Vermont, University of
Colorado State University	Lehigh University	Oxford University	Villanova University
Colorado, University	Lesley College	Palm Beach Comm. College	Virginia Commonwealth Univ.
Concordia University	Loomis Chaffee School	Parsons School of Design	Virginia Tech.
Connecticut College	Loyola College	Pennsylvania State Univ.	Virginia, University of
Connecticut, University of	Loyola Univ. (New Orleans)	Plymouth State University	Virginia Wesleyan College
Cornell University	Loyola University (Chicago)	Portland, University of	Warren Wilson College
Curry College	Louisville, University of	Providence College	Weber State University
Dalhousie University	Macalester College	Quinnipiac University	Wellesley College
Dean College	Maine, Univ. of, Farmington	Reed College	Wentworth Inst. Of Tech.
Delaware, University of	Maine, Univ. of, Orono	Regis University	Western New England
Dickinson College	Manhattan College	Rensselaer Polytech. Inst.	Westfield State College
Drew University	Manhattanville College	Rhode Island, Univ. of	Wheaton College
Earlham College	Marist College	Richmond, University of	Wheelock College
Elms College	Marlboro College	Rivier College	Worcester Polytech. Inst.
Elmhurst College	Mass. Bay Comm. College	Rochester Inst. Of Tech.	Worcester State College
Emerson College	Mass. College of Liberal Arts	Roger Williams Univ.	Wyoming, University of
Emmanuel College	Mass. College of Pharmacy	Sacred Heart University	Xavier University
Endicott College	Mass. Institute of Tech.	Saint Anselm College	

Health Services

Health Services are provided by the Board of Health Nurses assigned to each school as follows:

Nancy Thorsen, RN; High School
275-1700 ext. #1113

Carol Eaton, RN; Middle School
275-3165

Kathy Donati, RN; Lane School
275-7623

Tracy Cotton, RN; Davis School
275-6804 ext. #3

Kathy Webster, RN; All Schools

School nurses welcome health inquiries and discussions regarding any health issue or concern.

School Physician services are provided via Dr. Toby Nathan's office with Mary Levenstein, PNP as primary contact.

Physical Examination Reports:

There are two types of physical examination reports required in school.

The first type of examination report is the *comprehensive physical exam*. Documen-

tation of comprehensive physical exams must be provided to the school nurse for each student upon entrance to kindergarten, and again during the 3rd, 6th, and 9th grades. Apart from being a state mandate, school nurses need a copy of comprehensive physical exam reports in order to remain up-to-date with students' health history records, i.e. new diagnoses or immunizations.

The second type of examination report is the *sports physical exam*. Documentation of sports physical exams must be current and dated within a year of participation. This is a Massachusetts Interscholastic Athletic Association (MIAA) requirement and it is strictly enforced. Last fall, the MIAA extended the validity of the physical examination from 12 months to 13 months. We would like to use this extra month as a grace period. Please forward all sports physicals to the school nurse. Sports physical exams are a specialty exam involving specific issues including, as an example, "*range of motion*".

We encourage students and student athletes to have their private physician perform the required examinations. The best time to have an examination is at the end of the school year or during summer (between June 15th and August 15th to be

valid for the entire school year).

A sports physical exam form can be obtained by asking the school nurse. Parents of 6th and 9th grade students can take note that the form as supplied by the school nurse, when completed and returned to the school nurse, can satisfy both requirements for that year.

Health Insurance Information:

If you do not have health insurance or need financial assistance for health care services there are two publicly funded programs (MassHealth and Children's Medical Security Plan). To obtain additional information please call MassHealth at 1-888-665-9993.



School Lunch Program

The cost of lunch is \$1.50 for elementary students, \$1.75 for middle school students, and \$2.00 for high school students. All meals include entrée, fruit and/or vegetable, juice, milk and a bread item. In addition, a la carte milk is sold daily at all schools at a cost of \$.40 per carton.

Both the high school and middle school offer many different a la carte items and menu alternatives, including a *super lunch*, which consists of double portions on any two menu items at a price of \$3.00 for high school students and \$2.75 for middle school students. Lane Elementary School also offers a *super lunch* for \$2.50.

Every household is eligible to apply for free or reduced price meals. Applications are sent home with each student during the first week of school. Reduced price meals at all levels are \$.40.

Cash is accepted at all locations except for the Davis School. Davis offers a pre-payment debit card system. The card will be used for lunches and a la carte milk. For more information concerning the debit card system, please call the School Lunch Office at 781-275-9129 or the main office at Davis School at 781-275-6804.



Workshops and Parent Conferences

KINDERGARTEN & FIRST GRADE ORIENTATION

September 6, 7, 8, 9, 12, 13 Kindergarten and First Grade Orientation

FULL-DAY TEACHER WORKSHOPS

January 13 (Friday) (Snow Day January 17); March 17 (Friday)

WORKSHOP DAYS—EARLY DISMISSAL-PARENT CONFERENCES

September 14	December 7	April 14, 26
October 5, 19	February 1	May 3
November 2	March 1, 22	June 7

PARENT CONFERENCES: (times vary)

- Davis School 11-2; 12-7; 3-1
- Lane School 11-2; 12-7; 3-22; 4-26
- JGMS 11-2; 12-7
- BHS 12-7



Local Initiatives that Enhance School Programs

Bedford High School Parents Association (BHSPA)

The Bedford High School Parent Organization provides ongoing support to our high school community, largely by keeping lines of communication open between home and school. We distribute the daily announcements from BHS along with a weekly e-newsletter. This effort keeps parents up to date with deadlines and opportunities their children need to be aware of. We also host monthly meetings with Principal Sills. These Roundtable discussions generally have a predetermined topic and are held in the BHS library on the fourth Monday of each month. We have learned a lot about the school climate, pilot programs, changes in SAT testing, risky behaviors and how all these things play out at BHS. Parents have been fortunate to have an opportunity to share their perspectives with the principal and invited staff. Everyone is welcome at the Roundtables. This year we are happy to announce our own web site bhsparents.org. This web site provides a great deal of useful information, including the Parents Guide. We will again raise funds at our Bedford Day booth, selling BHS tees and sweats.

As a parent organization we are deeply aware of the dedicated work of the teachers, staff and administration. Their talents directly benefit our children. To show our collective appreciation we have provided small meals, donated financially to each department and drawn on the additional support of the Bedford Business community to treat everyone who works at BHS to a lunch with door prizes. We foster our relationships with the Hanscom, LABBB and METCO communities that join with us at BHS for stronger ties that serve us all.

The contacts for the BHSPA 2005-06 school year are: Gail Black Smith, President (781-275-2526 grblack4@aol.com) and Laura Rickman Heyl, Communications (781-276786 heyls@comcast.net).

Bedford Elementary Schools Together (BEST)

BEST was formed by the Davis and Lane Schools' parents organizations to support these schools and their programs. This year BEST's contributions were many and varied. They donated approximately \$50,000 to the schools to provide en-

(Continued on page 17)

(Continued from page 16)

richment programs, sponsored events, Good Cheer, Hospitality, school improvements, teacher grants, and support for a variety of school programs. The contact person this year is Linda White.

Middle School Association (MSA)

The Middle School Association (MSA) is proud to support our teachers, administrators, students, families and schools in a number of ways through our parent volunteer committees such as Bedford Day, Boxtops, Enrichment, Good Cheer, Library, Newsletter, Student Directory and Teacher Appreciation. This year the MSA either funded or contributed to: the annual JGMS Science Fair; scholarships for the 8th grade trip to Washington, D.C.; the 8th grade Moving On ceremony and dance. In addition, the MSA supported the highly successful effort to raise funds to help ensure adequate supplies of JGMS textbooks, particularly for new curriculum initiatives. The MSA also provides appreciation lunches and activities for teachers, welcoming gifts for new staff, camperships at Bedford Summer Adventure Camp, and help with the incoming 5th grade orientation evening and the 8th grade Academic Recognition evening. The contact for the MSA is Jeanne Paganetti.

Bedford Public Schools Gift Accounts

During the 2004-2005 school year, the Bedford School Committee established a formal mechanism to ease the process of "gifting" to the schools.

In the last school year parents have organized significant fundraising initiatives for the replacement of textbooks and, through a special employee donation plan, for the purchase of new IBM computers. Residents interested in contributing to special gift accounts for the schools can do so by contacting David Coelho, Director of Finance (781-275-7708).

Bedford Business Education Alliance (BBEA)

The BBEA is a 501 (C) 3 chartered organization that supports innovation, enrichment and pilot programs in the Bedford Public Schools. For five years Barb Davis served as the Executive Director of the BBEA taking it from a fledgling operation to the well-known entity that it is today. When Barb left the organization to pursue new business ventures, the BBEA Board of Directors reorganized and, in doing so, created the board-funded position of liaison. Paula Stott, a long-standing member of the Bedford High School faculty, will serve as the liaison between the BBEA and the schools. Paula is looking to build on the organization's many successes and, in addition, add some new fundraising events. New initiatives will be announced in the months ahead.

As always, the BBEA will continue to rely on its partnerships with businesses and parents as we all work together to support innovation in the Bedford Public Schools.

Paula can be contacted at BHS by e-mail (paula_stott@bedford.k12.ma.us) or phone (781-275-1700).

Bedford School Committee

Edward Pierce, Chairperson
Michael Rosenberg, Secretary
Noreen O'Gara, Member

Abbie Seibert, Vice-Chairperson
Anne Bickford, Member

The public is encouraged to attend meetings of the Bedford School Committee:

Time: 7:30 PM

Place: John Glenn Middle School
Multi-Purpose Room

Dates: Monthly—2nd and 4th Tuesdays



PLEASE NOTE SPECIAL SEPTEMBER SCHEDULE—September 6 & 27

Facilities Department

While students and staff are on summer break, the Facilities Department is working feverishly to complete capital projects while simultaneously attending to preventative and routine maintenance and repairs. Major capital projects scheduled for completion this summer or early fall include:

At the High School:

- Steam coil replacement in the gym and auditorium
- Conversion of the Youth & Family Services Office to Classroom Space
- Roof Repairs
- Sump Pump Replacement

At John Glenn Middle School:

- Courtyard railing installation

At the Lt. Job Lane School:

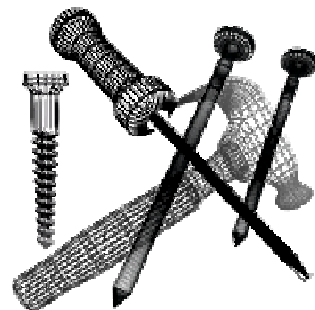
- Installation of New Kitchen Equipment
- Exterior Painting

At the Lt. Eleazer Davis School:

- Glass Block Window Repairs in Gym

Preventive maintenance activities scheduled for completion during summer break include:

- Boiler cleaning and inspection
- Univent cleaning and filter replacement
- Testing and inspecting air conditioning equipment
- Air handling unit inspection and filter replacement



MCAS Calendar for 2005-2006

TEST	ADMINISTRATION DATE	WHO PARTICIPATES
<u>November 2005 Retest</u>		
Mathematics	November 14-15	Grades 10-12 as appropriate
ELA Composition	November 16	Grades 10-12 as appropriate
ELA Lang. & Literature	November 17-18	Grades 10-12, as appropriate
<u>March 2006 Retest</u>		
Mathematics	March 6-7	Grades 10-12, as appropriate
ELA Composition	March 8	Grades 10-12, as appropriate
ELA Lang. & Literature	March 9-10	Grades 10-12, as appropriate
<u>Spring 2006</u>		
Reading	March 27-April 7	Grade 3
ELA Lang. & Literature	March 27-April 7	Grades 4-8
ELA Composition	March 28	Grades 4, 7, 10
ELA Lang. & Literature	March 29-30	Grade 10
ELA Composition Make-up	April 5	Grades 4, 7, 10, as appropriate
<u>MCAS Alt. Assessment</u>		
MCAS Alt. Assessment	April 12	Grade 12, Students w/Significant Disabilities
MCAS Alt. Assessment	May 5	Grades 3-8, 10, Students w/Significant Disabilities
<u>May 2006</u>		
Mathematics	May 15-June 2	Grades 3-8
Science & Tech./Eng.	May 15-June 2	Grades 5, 8
History & Social Science (Tryout)	May 15-June 2	Grades 5, 7
Mathematics	May 23, 24	Grade 10
Science	May 25-June 2	Grades 9, 10, as appropriate
U.S. History (Tryout)	May 25-June 2	Grade 10, 11, as appropriate
<u>English Language Learners</u>		
MELA-O	October 3-28	Grades K-12, New LEP Students
	February 27-March 24	Grades K-12
MEPA	October 24-28	Grades 3-12, New LEP Students
	March 20-24	Grades 3-12

BEDFORD PUBLIC SCHOOLS
97 McMahon Road
Bedford, MA 01730

******ECRWSS******

**NON-PROFIT
ORGANIZATION
U.S. POSTAGE**

PID

Permit No. 44

Residential Customer for Bedford

Bedford, MA 01730

Telephone Numbers

If you wish to contact:	Call:	Davis School Principal - Ethel Furst	781-275-6804
Superintendent of Schools - Maureen LaCroix	781-275-7588	Lane School Principal - Thomas Nolan	781-275-7606
Assistant to the Superintendent - Terry Gerrish	781-275-7588	Middle School Principal - Thomas Campbell	781-275-3201
Director of Finance - David Coelho	781-275-7708	High School Principal - Jonathan Sills	781-275-1700
Director of Special Education - Mary Koert	781-275-5296	METCO Program Director - Donnette McManus	781-275-1700
Director of Facilities - Richard Jones	781-275-5290	Director of Adult Education - Mary Hurley	781-275-3437 781-275-8659

We're on the web!
www.bedford.k12.ma.us