# NEW BEDFORD PUBLIC SCHOOLS

## Safe & Supportive Schools

Prioritizing the physical, emotional, and social wellbeing of all students.

### QUICK VIEW

| TRAUMA SENSITIVE SCHOOLS | - Understanding impact of traumatic experiences on student learning, behavior, and relationships  
- Using a “whole school approach” to create a safe environment for all children  
- Working together with community partners to address the needs of the whole child  
- Helping students to foster connections  
- Ensuring physical, social, emotional, and academic safety at school |
| POSITIVE BEHAVIOR INTERVENTIONS and SUPPORTS (PBIS) | - Implementing systems that define, teach, and support appropriate student behaviors  
- Using positive reinforcement to teach safe behaviors  
- Ensuring supports are in place to help sustain those behaviors |
| WRAPAROUND SERVICES | - Family-driven, team-based process for planning and implementing services and supports to meet the unique needs of youth, their caregivers, and families  
- Wraparound Coordinators regularly meet with student and providers to implement and monitor the plan to ensure its success |
| SOCIAL EMOTIONAL LEARNING | - Students are supported in developing and using knowledge, attitudes and skills necessary to understand and manage emotions, and in:  
  o setting and achieving goals  
  o feeling and showing compassion for others  
  o establishing and maintaining positive relationships,  
  o making safe decisions. |
| ATTENDANCE | - Ensuring students are attending school regularly, following school rules, and connected to their school community  
- Collaboration among administrators, counselors, teachers, nurses, attendance officers and community partners to help students achieve goals  
- School-based attendance teams monitor and assess data on attendance, tardiness, and school performance and ensure supports are in place for students challenged by regular attendance |
| MINDFULNESS | What is mindfulness?  
- Mindfulness helps improve attention, focus, and helps individuals become more resilient, leading to increased awareness and calmer minds  
- Introducing mindfulness in the classroom will equip students with skills and knowledge to be fully present, to be aware of our physical bodies and of our environments, and to self-regulate. |
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### IN DEPTH VIEW

#### TRAUMA SENSITIVE SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>Coordinator(s)</th>
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</thead>
<tbody>
<tr>
<td>Gomes</td>
<td>Kevin Gifford</td>
</tr>
<tr>
<td>Hayden McFadden</td>
<td>Jasmine Vega</td>
</tr>
<tr>
<td>Pulaski</td>
<td>Erin Duarte</td>
</tr>
<tr>
<td>Congdon</td>
<td>Kimberly Soto-Hurtado</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>Mel Aviles</td>
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</tbody>
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#### POSITIVE BEHAVIOR INTERVENTIONS and SUPPORTS (PBIS)

Visit [www.pbis.org](http://www.pbis.org), a resource to learn more about PBIS, family engagement, and additional resources.

#### WRAPAROUND SERVICES

Meet your Wraparound Coordinator!
- Devalles Elementary School: Kevin Gifford
- Hayden McFadden Elementary School: Jasmine Vega
- Keith Middle School: Erin Duarte
- Roosevelt Middle School: Kimberly Soto-Hurtado
- Whaling City Alternative School: Mel Aviles

#### SOCIAL EMOTIONAL LEARNING

Guided by the curriculums of Social Thinking, Zones of Regulation, and Mindfulness, and supported by:
- Wraparound Coordinators
- Parent Support Specialists
- School Adjustment Counselors
- Guidance Counselors
- Attendance Officers

#### ATTENDANCE

Please see Wraparound Services Staff List for a detailed list of attendance officers.

#### MINDFULNESS

New Bedford Public Schools has partnered with the Mindful Collaborative to provide staff and teachers who have experience and skills in mindfulness with “support, a common language, and a platform for teaching, promoting and expanding mindfulness in the district.” – Julie Paquette, Founder/Instructor of the Mindful Collaborative

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![Diagram](image-url)