



**SCHOOL COMMITTEE MEETING: MARCH 9, 2020**



**Superintendent Update**

**General Updates**

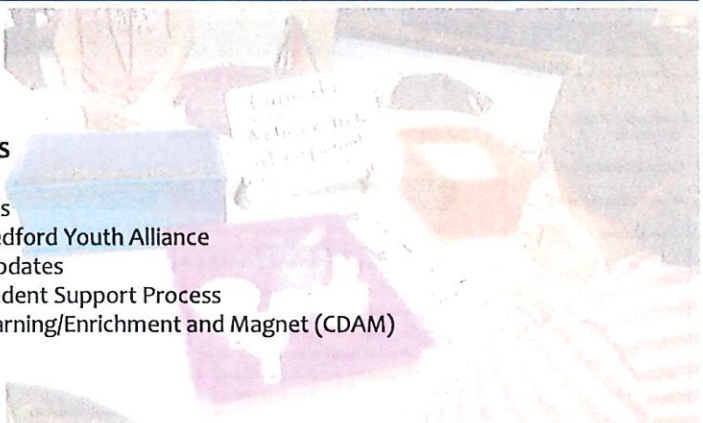
**Student Opportunity Act Review**

**Fiscal Year 2021 Budget Presentation**

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**SUPERINTENDENT UPDATE**



**GENERAL UPDATES**

- General Updates
- Greater New Bedford Youth Alliance
- Key Program Updates
- NEW Whole Student Support Process
- Accelerated Learning/Enrichment and Magnet (CDAM)

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**SUPERINTENDENT UPDATE**

cdc.gov/coronavirus/2019-ncov/index.html

## Coronavirus Disease 2019

CDC is responding to the novel coronavirus outbreak.

[Learn More](#)

**What You Should Know**

- People at Higher Risk
- How it spreads
- Symptoms
- Prevention & treatment
- Frequently Asked Questions

**Situation Updates**

- Situation summary
- Cases in the U.S.
- Global locations with COVID-19
- Risk assessment
- CDC in Action

**Information For**

- Communities, schools, and businesses
- Healthcare professionals
- Health departments
- Travel
- Laboratories

[About COVID-19](#)      [Latest Updates](#)      [For Specific Audiences](#)

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**CDC** Centers for Disease Control and Prevention  
CDC 24/7. Saving Lives. Protecting People™

## COVID 19

### Coronavirus Disease 2019 (COVID-19)

CDC - Coronavirus Disease 2019 (COVID-19) - What You Should Know

[Home](#) | [Español](#)

**Coronavirus Disease 2019 (COVID-19)**

- COVID-19 Situation Summary
- What You Should Know**
- How It Spreads
- Symptoms
- Prevention & Treatment
- What to Do if You are Sick
- Sigma and Resilience
- COVID-19 FAQs
- Travel Information
- Preventing COVID-19 Spread in Communities
- Higher Risk & Special Populations
- Healthcare Professionals
- Resources for Healthcare Facilities

## Prevention & Treatment

### Prevention

There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19). The best way to prevent illness is to avoid being exposed to this virus. However, as a reminder, CDC always recommends everyday preventive actions to help prevent the spread of respiratory diseases, including:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Follow CDC's recommendations for using a facemask.
  - CDC does not recommend that people who are well wear a facemask to protect themselves from respiratory diseases, including COVID-19.
  - Facemasks should be used by people who show symptoms of COVID-19 to help prevent the spread of the disease to others. The use of facemasks is also crucial for **health workers** and **people who are taking care of someone in close settings** (at home or in a health care facility).
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.
  - If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if hands are visibly dirty.

For information about handwashing, see [CDC's Handwashing](#) website

For information specific to healthcare, see [CDC's Hand Hygiene in Healthcare Settings](#)

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CDC 24/7. Saving Lives. Protecting People.™

## COVID 19

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## COMMUNITY SUPPORT




**GREATER NEW BEDFORD YOUTH ALLIANCE**

We envision a diverse community in which success is within reach for all children.



Home
Resource Guide
Alliance Members
Partners
Contact Us

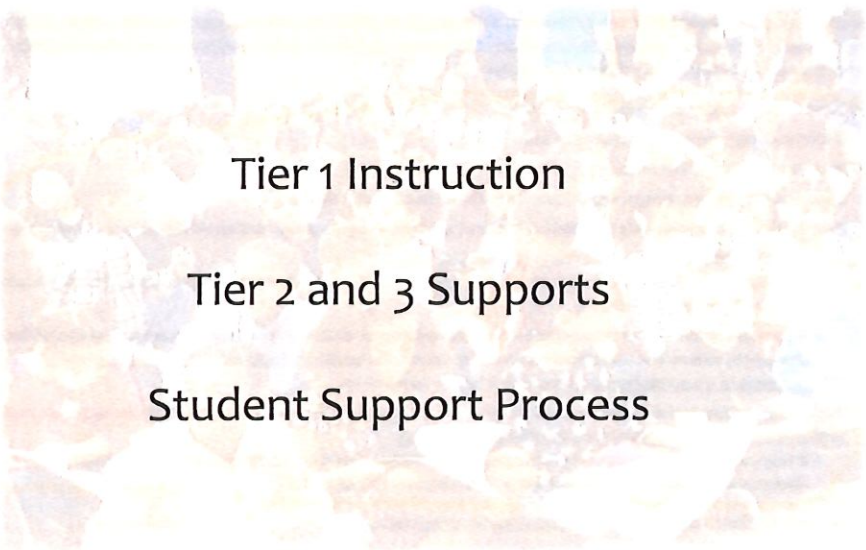


Building Capacity  
Through Collaboration

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**WHOLE CHILD SUPPORT TEAM**



Tier 1 Instruction

Tier 2 and 3 Supports

Student Support Process

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**ACCELERATED LEARNING AND MAGNET PROGRAMMING**

*Advancing the Future*

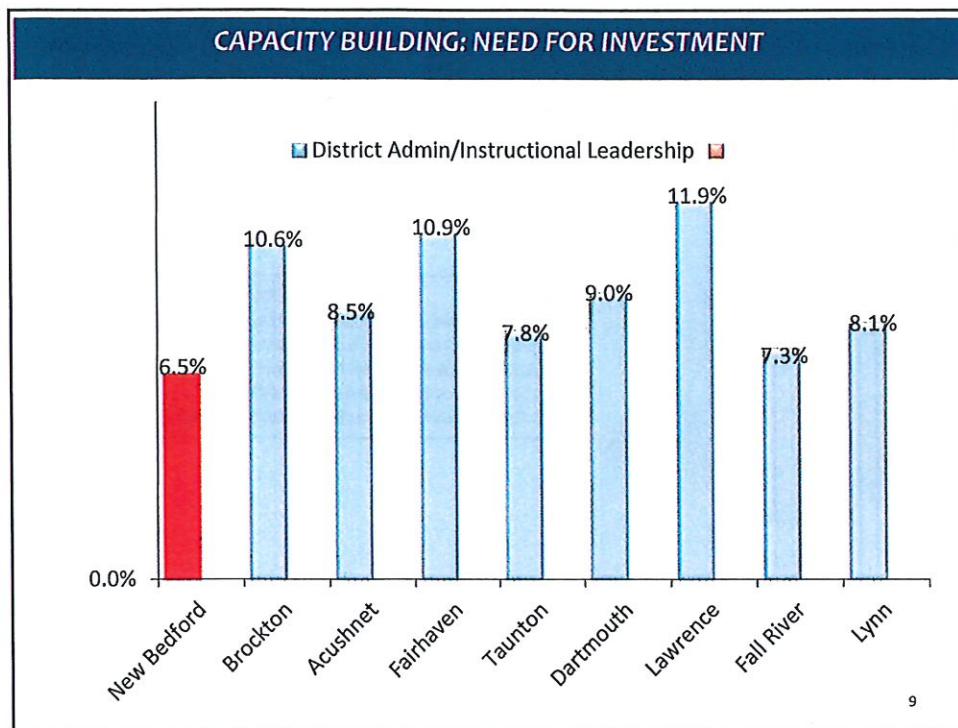
*Curriculum, Data and Assessment Manager: Enrichment and Accelerated Programs*

**Key duties and responsibilities:**

- Lead, develop, implement enrichment programs connected to college readiness
- Develop/revise K – 12 accelerated learning/magnet programs
- Provides long-range planning development and continuous improvement for PreK-12
- Coordinates the writing/distribution of learning expectations, curriculum guides, etc.
- Leads, disseminates/markets program information to all stakeholders
- Assists with the recruitment, interviewing, selection and matching of staff
- Develops/manages budget dealing with program development
- Works with parent/community groups to solicit feedback/input
- Collaborates to ensure implementation / respond to stakeholder feedback
- Develops/presents information/programs to stakeholders
- Actively promotes research/development to identify new and innovative programs
- Works with community/school groups to build knowledge of programs

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### THEORY OF ACTION


*“IF we align resources, practices, and policies through public engagement to relentlessly focus on the instructional core through student-centered learning at all levels of the district with each person in the organization sharing responsibility for our work, THEN we will get all students to reach 100% proficiency in their academic, personal and social emotional endeavours.”*

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## STUDENT OPPORTUNITY ACT



**NEW BEDFORD PUBLIC SCHOOLS**  
Student Opportunity Act Update



NEW BEDFORD PUBLIC SCHOOLS GOALS

- I. High Quality Instruction: Increase student achievement by strengthening teaching and learning.
- II. Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
- III. Strong Family / Community Relationships: Empower families and the community through collaboration.
- IV. Organizational Team Excellence: Cultivate and recruit a highly skilled workforce.
- V. Public Confidence and Pride: Implement effective strategies to raise the profile and reputation of NBPS.

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## STUDENT OPPORTUNITY ACT (SOA) UPDATE



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## STUDENT OPPORTUNITY ACT (SOA)

### REVIEW:

**The Student Opportunity Act (Chapter 132 of the Acts of 2019)** requires districts to submit a three-year, evidence-based plan to DESE by April 1, 2020. The plans will address four areas outlined in the law:

- Identify specific evidence-based programs (reduce disparities among student subgroups)
- Outline how G.L. c. 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including an explanation of the relationship *between the allocation of the funds and the educational needs of English learners and low-income students*
- Establish targets/outcome measures to address achievement disparities among subgroups
- Specify ongoing plans to effectively engage families and measure family engagement efforts.

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## SOCIOECONOMIC IMPACT

### **Impact of Low Socioeconomic Status: Affects Behavior and Academic Performance**

#### The Risk Factors

**Children raised in socioeconomic situations rarely choose to behave differently**

- They are faced daily with overwhelming challenges that affluent children never have to confront
- Their brains have adapted to suboptimal conditions in ways that undermine good school performance.

The most significant risk factors affecting children encountering socioeconomic issues:

- Emotional and Social Challenges
- Acute and Chronic Stressors
- Cognitive Lags
- Health and Safety Issues

**Combined, these factors present an extraordinary challenge to academic and social success**

- This reality does not mean that success in school or life is impossible
- A better understanding points to actions educators can take to help students succeed
- Inclusive teaching practices transcend all student learning groups and tap into an individual's gifts.
- Provide more instructional guidance
- Allow for flexible thinking and inspire teachers to use their creativity

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## Student Opportunity Act

### DELETE

The Student Opportunity Act (Chapter 132 of the Acts of 2019) requires districts to submit 3-year, evidence-based plans to the Department **by April 1, 2020**. The plans will address four areas outlined in the law:

- Identify specific evidence-based programs the district intends to implement to effectively reduce disparities among student subgroups;
- Outline how G.L. c. 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including an explanation of the relationship between the allocation of the funds and the educational needs of English learners and low-income students;
- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts.

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## Student Opportunity Commitments

The Department has established a template that asks each district to make 4 "Student Opportunity Commitments" in order to close opportunity and achievement gaps among student subgroups:

- 1. Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
- 2. Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps** for student subgroups and **allocate resources** to support these programs;
- 3. Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
- 4. Engage families, particularly those families representing student subgroups** most in need of support, about how best to meet their students' needs.

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## Suggestions for Successful Planning

### Focus on evidence-based program selection

The primary focus will be on which evidence-based programs a district is selecting and the resources being allocated to those programs. The commissioner and his leadership team selected 17 examples of programs based both on evidence and experience seeing these programs move the needle for students.

- Districts that select from this menu, assuming their specific program generally matches the features of the example provided, can expect that their selection will satisfy the statutory requirement to include evidence-based programs in their plans.
- Districts may also identify their own evidence-based programs outside of the menu, so long as they align to one or more of first nine categories in the law.

### Thoughtfully engage your community

We will look for districts to confirm they engaged groups outlined in the statute alongside other local community groups, so that plans reflect student needs as identified by the community and so communities can in turn support districts in their implementation of evidence-based programs.

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## Suggestions for Successful Planning

### Do a few things well

Commit to a small number of high-impact, evidence-based programs to close opportunity and achievement gaps among student subgroups. A completed Student Opportunity Plan should not look and feel like a comprehensive strategic plan.

- Remember that districts can “adopt, deepen or continue” evidence-based programs.
- SOA programs are not limited to incremental Chapter 70 funding; districts should consider all resources in developing these programs.

### Focus on implementation

We are interested in concise, thoughtful commitments that will be backed up by high-quality implementation. We strongly recommend districts keep their plans to a similar length as the sample template in this guidance document.

Rather than filling out additional paperwork, DESE encourages districts to spend that time with their teams ensuring that new programs will be implemented well.

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## STUDENT OPPORTUNITY ACT (SOA)

**The Student Opportunity Act (SOA) Development Plan will focus on the following:**

DESE identified several examples of high-quality *Priority Programs* that all districts are required to consider when selecting the evidence-based programs to support all student subgroups.

- Evidence of these Priority Programs are already embedded in much of the work that we are doing.
- **The content/objective of the DESE plan will not be a heavy lift as it is not new information.**
- **The process of creating the plan in the limited time is the true challenge.**

**These are the key DESE Priority Programs which are aligned with our focus areas and support the goals, objectives and outcomes in our Strategic Plan – there are 17 total:**

- **Expanded** access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers
- **Research-based** early literacy programs in PreK and early elementary grades
- **Early College** programs (under-represented in higher education)
- **Support educators** to implement high-quality, aligned curriculum
- **Diversify** the educator/admin. workforce (recruitment and retention)
- **Leadership pipeline** development programs for schools
- **Staffing** to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers
- **Strategies to recruit** and retain educators/administrators in hard-to-staff schools and positions
- **Facilities improvements** to create healthy and safe school environments

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## STUDENT OPPORTUNITY ACT (SOA)

**The Student Opportunity Act (SOA) Development Plan will focus on the following:**

The four commitments:

- **Talent Development**
- **Conditions for Student Success**
- **Enhanced Core Instruction**
- **Targeted Student Supports** to:
  1. *Intentionally focus on student subgroups who are not achieving at the same high levels as their peers;*
  2. *Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps for student subgroups and allocate resources to support these programs;*
  3. *Monitor success in reducing disparities in achievement among student subgroups over 3 years with a small number of metrics and targets; and*
  4. *Engage families, particularly those families representing student subgroups most in need of support, about how best to meet their students' needs.*

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**EQUITY**

**NYUSteinhardt**  
Steinhardt School of Culture, Education, and Human Development

**Pedro Noguera**

Professor  
Teaching and Learning

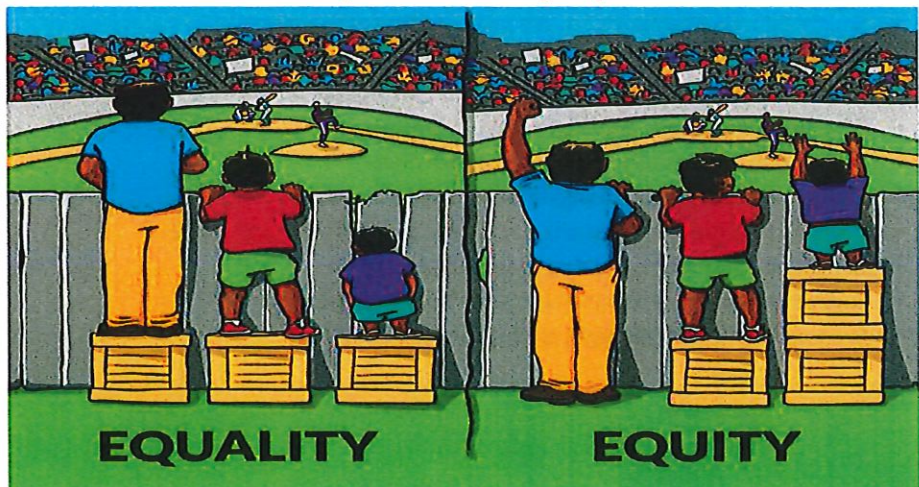
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**FISCAL YEAR 2021 INVESTMENT**

**A Perspective on Equity**



**EQUALITY**                      **EQUITY**

*From PugetSoundOff.Org, an advocacy blog*

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**Net**

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## COMPLETED ENGAGEMENT SESSIONS

### Community Feedback Sessions

The sessions will focus on reviewing the district goals and serve to solicit feedback regarding the increased funding stipulated by the Student Opportunity Act.

- Parent Coffees / Student Lunches (several schools)
- Community Engagement w/students (Boys & Girls Club): Feb. 10
- Staff Feedback sessions: Feb. 11, 24, 26 (at 3 middle schools)
- Planning Team Sessions: Feb.14 and March 13
- Parent / Community Engagement Meeting: Feb. 27 (6:15 PM)
- United Interfaith Action Committee Meeting: March 2
- Buttonwood Senior Center: March 4 (7:00 PM)
- Buttonwood Senior Center: March 9 (11:00 AM)
- Community Organizations: March 16 (8:30 AM - 11:30 AM)



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## STUDENT OPPORTUNITY ACT (SOA) FEEDBACK

### Priorities to Increase:

- Special Education supports (co-teaching, staffing and supports)
- English Language supports (staffing, translations, programming)
- Social Services to support social-emotional and physical health
- Diversify educator and administrative workforce
- Hire staff that best support student performance
- College and career readiness (pathways and partnerships)
- Buildings/facilities improvements (academic programming and safety)
- Community partnerships and wraparound services
- Expand Pre-Kindergarten (increase seats for 3 and 4 year old's)
- Dropout Prevention (highlight graduation numbers)



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## ENGAGEMENT SESSIONS (FEEDBACK)

**Strategic Plan Update and Student Opportunity Act (SOA) – SURVEY INFORMATION**

- UIA Committee
- Staff
- Students
- Parents
- Community members



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## SELECTED AREAS (aligned with current work)

**NBPS IDENTIFIED AREAS (we will focus on the areas listed below)**

1. **ECl: Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers\***
2. **ECl: Research-based early literacy programs in pre-kindergarten and early elementary grades\***
7. **Targeted Student Supports: 7.Inclusion/co-teaching for students with disabilities and English learners**
10. **Diversifying the educator/administrator workforce through recruitment and retention\***
13. **Talent Development: Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions**
17. **Conditions for Student Success: Facilities improvements to create healthy and safe school environments**

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## IN THE CLASSROOM

Over 100 classrooms this past week – almost 3,000 observations to date

- Exciting displays of learning.
- Excellent examples of student engagement
- Instructional dialogue in classes throughout NBPS.
- Trends and patterns illustrating that instruction is more targeted and aligned to the DESE standards
- Technology is being effectively infused into the daily lessons
- Students are demonstrating more critical and analytical thinking skills
- Students are being challenged more with higher level assignments.

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## OPEN PERSPECTIVE



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NEW BEDFORD PUBLIC SCHOOLS

COMMUNICATION

COLLABORATION

EXPECTATIONS

EXPECTATIONS

EXPECTATIONS

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SUPERINTENDENT FISCAL YEAR 2021 INVESTMENT

nbps

Superintendent Fiscal Year 2021

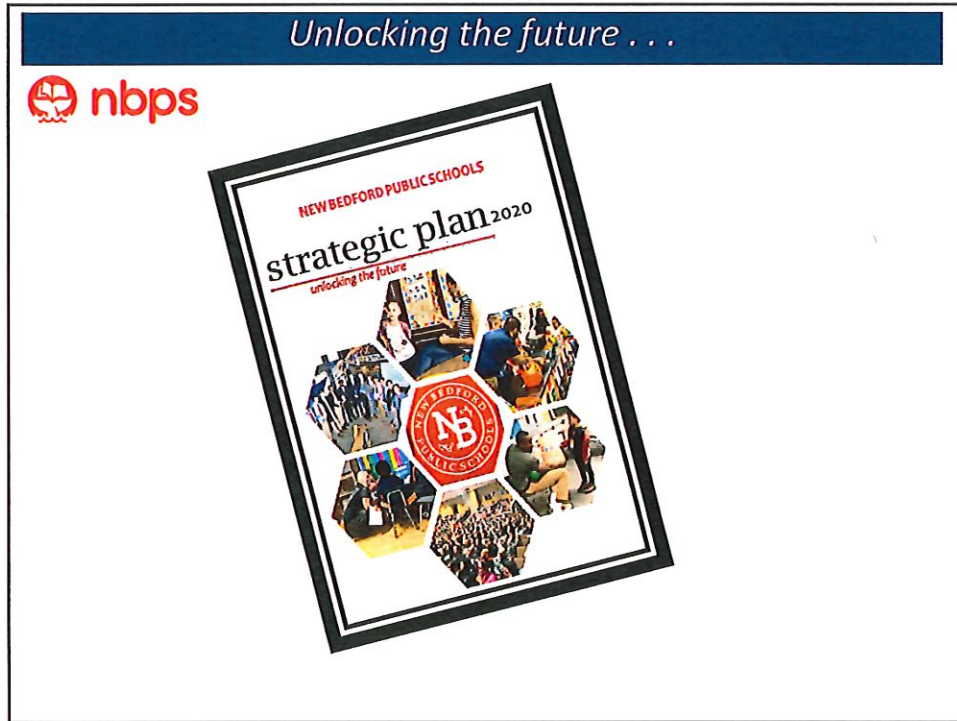
Investing to unlock our future . . .

School Committee Meeting

Monday, March 9, 2020

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**INVESTING IN THE FUTURE: FISCAL YEAR 2021**

**FOCUS:**

**FY 2021 Budget for the Future for ALL students:**

- ✓ Create Equitable Opportunities
- ✓ Build Staff Capacity
- ✓ Effective Student Services
- ✓ Quality Learning Spaces
- ✓ Create Competitive Salaries



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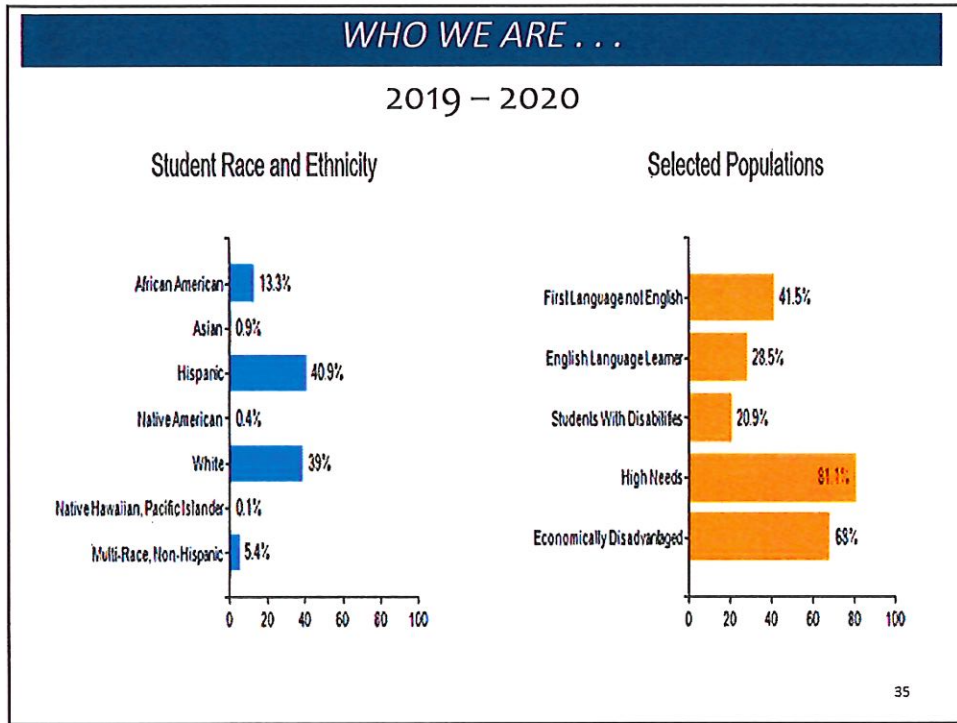
**SUPERINTENDENT FY20 PRELIMINARY INVESTMENT PROPOSAL**

**RETURNS**

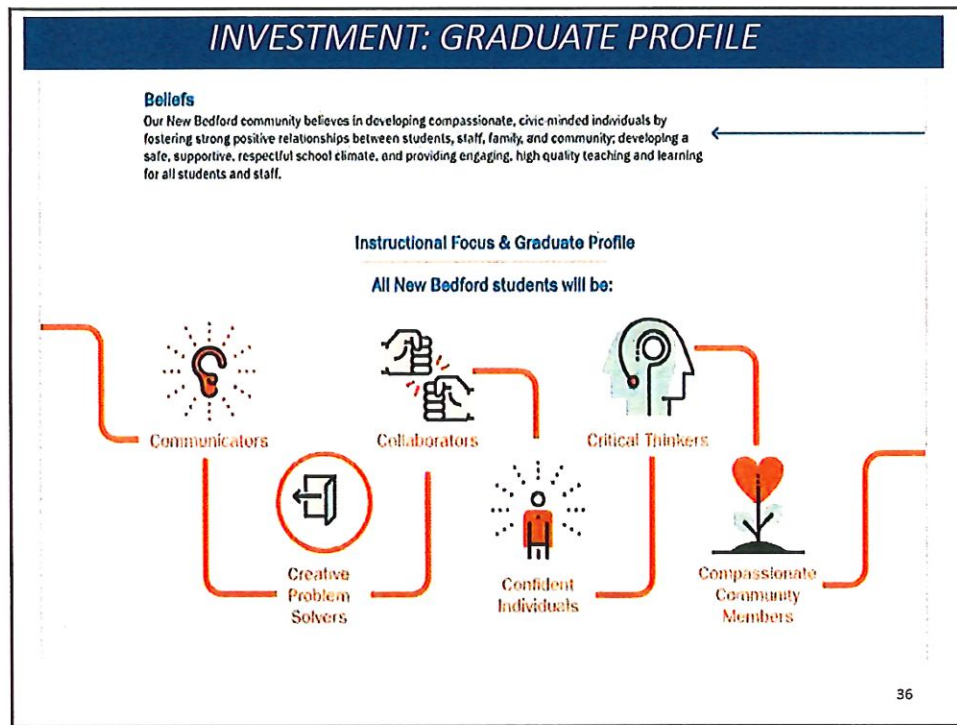


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### SUPERINTENDENT FY21 BUDGET INVESTMENT PRIORITIES

## Cost Centers

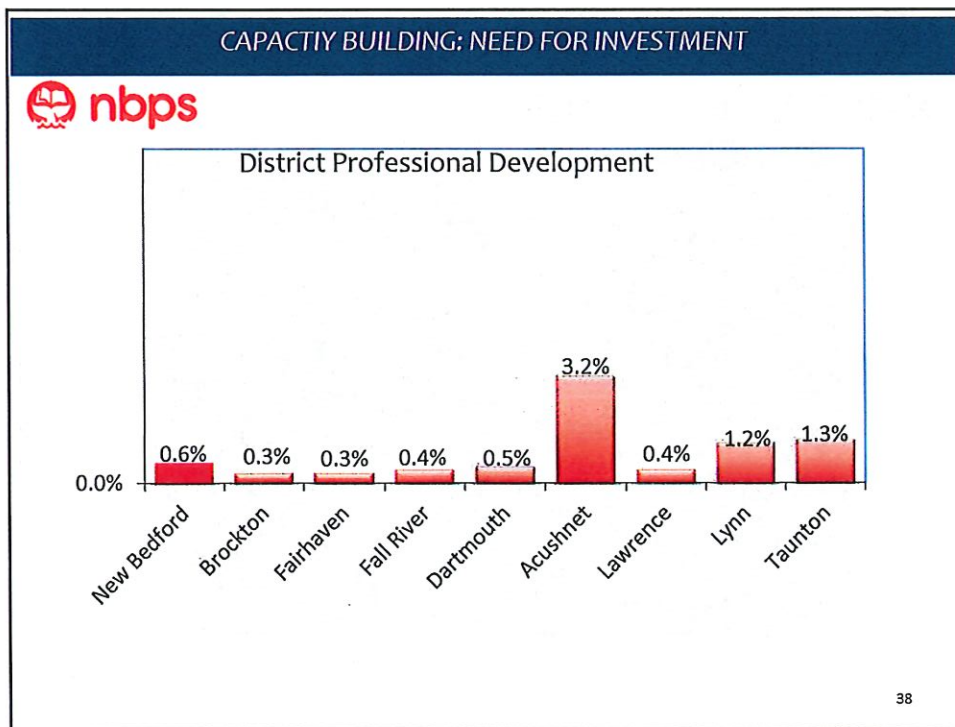
- Ashley
- Brooks
- Campbell
- Carney
- Congdon
- DeValles
- Gomes
- Hathaway
- Hayden McFadden
- Jacobs
- Lincoln
- Pacheco
- Parker
- Pulaski
- Renaissance

- Rodman
- Swift
- Taylor
- Winslow
- Keith
- Normandin
- Roosevelt
- High School
- Trinity Day
- Whaling City
- Parenting Teens
- Sea Lab
- School Committee
- Superintendent

- Business Office
- Deputy Superintendent
- Human Capital Services
- Family Welcome Center
- ELL Manager
- Office of Instruction
- Maintenance
- Custodial
- Transportation
- DW Special Education
- Fine Arts
- Pupil Personnel
- Health Services
- Technology Services
- Adult Education
- Physical Education

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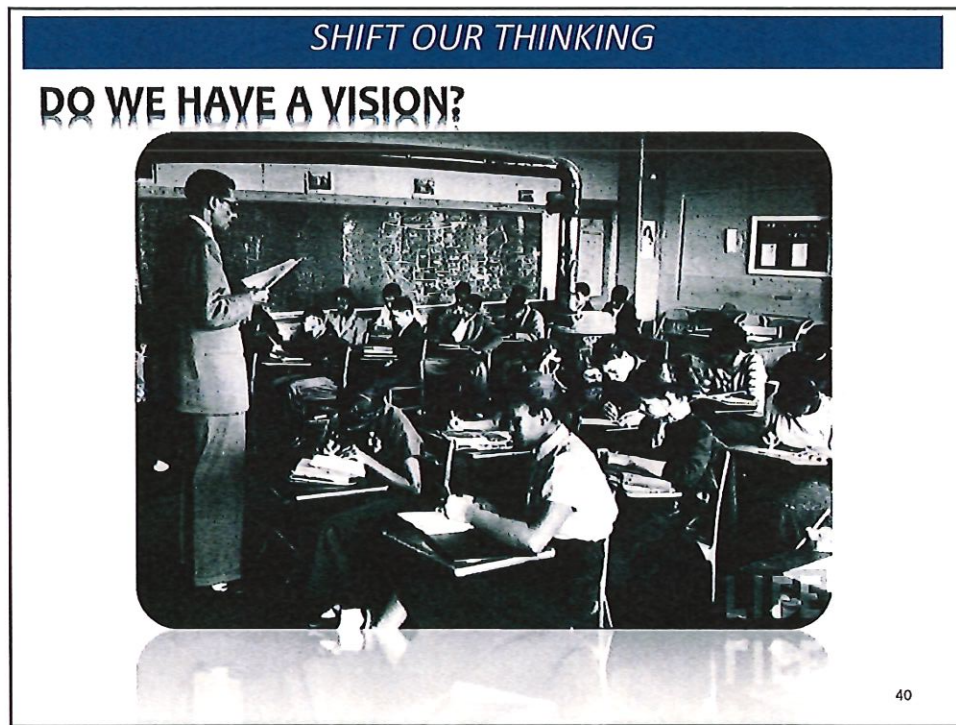
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*WORKING CONDITIONS*

What is our vision for the future?



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This slide features a blue header with the text "WORKING CONDITIONS" in white, italicized font. Below the header is the question "What is our vision for the future?". The main image shows a contemporary classroom with several round tables in blue and yellow, surrounded by red and orange chairs. The room has large windows on the right side and a colorful wall with yellow and red panels on the left. A small number "41" is located in the bottom right corner of the slide frame.

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*FISCAL YEAR 2021 INVESTMENT*

**WILL THESE WORKING CONDITIONS ADVANCE THE FUTURE?**



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This slide has a blue header with the text "FISCAL YEAR 2021 INVESTMENT" in white, italicized font. Below the header is the question "WILL THESE WORKING CONDITIONS ADVANCE THE FUTURE?" in bold, black, all-caps font. The main image is a black and white photograph of a classroom where several young students are seated at their desks, looking towards the camera. A teacher is standing in the background. A small number "42" is located in the bottom right corner of the slide frame.

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### CREATIVE SPACES



2030:  
[https://www.youtube.com/watch?v=RbsUc\\_rwttQ&list=RDCMUCfAlnEvJMxEq\\_pCb9vehdCw&start\\_radio=1&t=17](https://www.youtube.com/watch?v=RbsUc_rwttQ&list=RDCMUCfAlnEvJMxEq_pCb9vehdCw&start_radio=1&t=17)

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### FISCAL YEAR 2021 INVESTMENT

### ADVANCEMENT



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## WORKING CONDITIONS

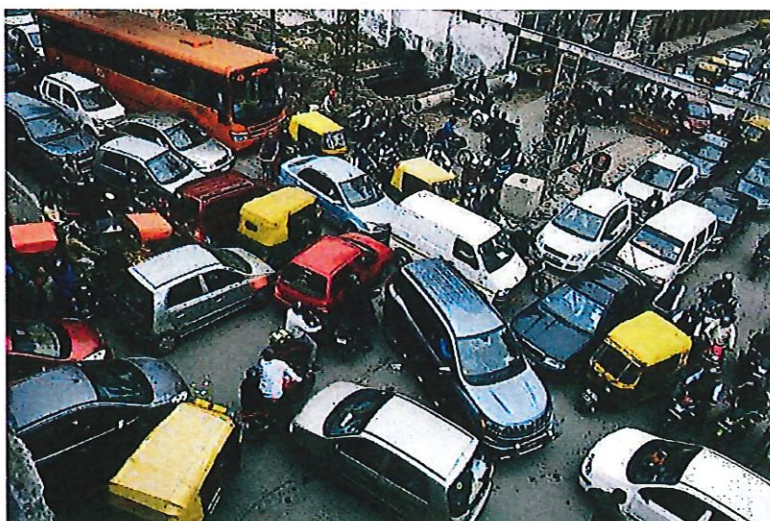


2030:  
[https://www.youtube.com/watch?v=RbsUc\\_rwttQ&list=RDCMUCfAlnEvJMxEq\\_pCb9vehdCw&start\\_radio=1&t=17](https://www.youtube.com/watch?v=RbsUc_rwttQ&list=RDCMUCfAlnEvJMxEq_pCb9vehdCw&start_radio=1&t=17)

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## UNFOCUSED DISTRACTIONS

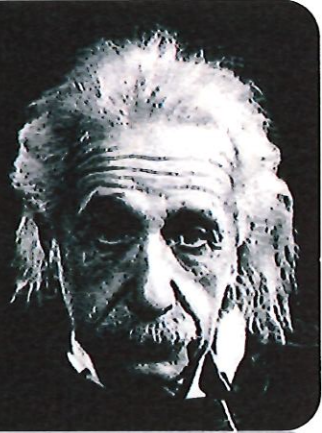


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*SUPERINTENDENT FY2020 BUDGET PRIORITIES*

"WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME THINKING WE USED WHEN WE CREATED THEM"



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*FOCUSED ALIGNMENT*



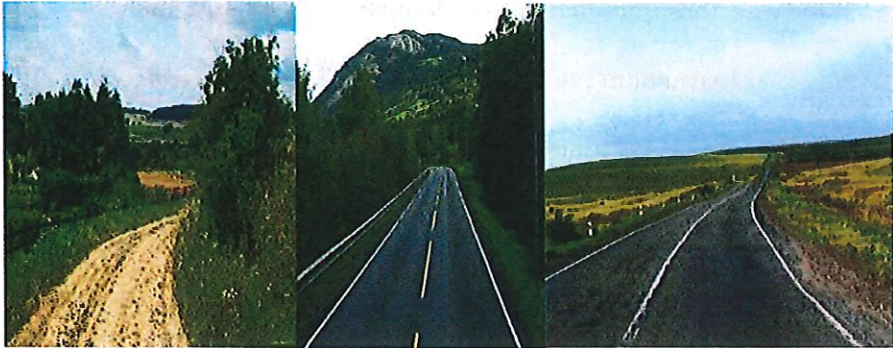
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THE WORK

# PARALLEL FOCUS



TEACHING AND LEARNING

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OUR FOCUS

**NEW BEDFORD PUBLIC SCHOOLS GOALS**

- I. *High Quality Instruction: Increase student achievement by strengthening teaching and learning.*
- II. *Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.*
- III. *Strong Family / Community Relationships: Empower families and the community through collaboration.*
- IV. *Organizational Team Excellence: Cultivate and recruit a highly skilled workforce.*
- V. *Public Confidence and Pride: Implement effective strategies to raise the profile and reputation of NBPS.*

Instructionally      Operationally      Culturally



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## INSTRUCTIONAL FOCUS

### Essential Areas for Growth

1. Standards-based/grade appropriate tasks and assignments
2. Effective instruction that fosters student thinking in the lesson
3. Deep student engagement
4. High expectations for all students
5. Bi-lingual staff
6. *Special Education services*

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## THE WORK

GETTING READY  
FOR 2032

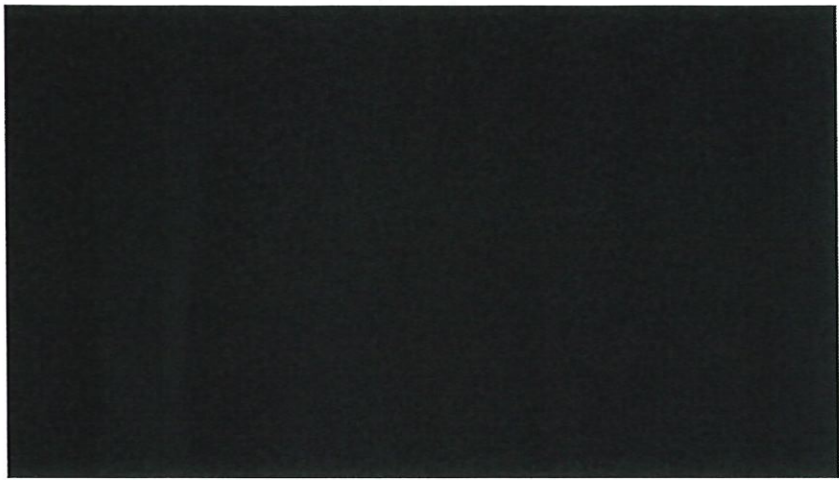


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**EQUITY**

**ADD IN WHAT MAKES THE WORLD –CLIP VIDEO**



<https://www.youtube.com/watch?v=JZlgYIXzu58>

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**WHO WE ARE (5 year baseline)**

Title	2015 - 2016	% of District	% of State
First Language not English		31.8	19.0
English Language Learner		22.5	9.0
Students With Disabilities		21.1	17.2
High Needs		73.1	43.5
Economically Disadvantaged		55.7	27.4

Title	2018 - 2019	% of District	% of State
First Language not English		40.4	21.9
English Language Learner		28.7	10.5
Students With Disabilities		20.9	18.1
High Needs		80.3	47.6
Economically Disadvantaged		68.1	31.2

Title	2019 - 2020	% of District	% of State
First Language not English		41.5	23.0
English Language Learner		28.5	10.8
Students With Disabilities		20.9	18.4
High Needs		81.1	48.7
Economically Disadvantaged		68.0	32.8

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**MINDSET**


**ACCESS AND EQUITY**

- ▶ Access: the act of providing opportunities to students so they can maximize their learning experiences
- ▶ **Poverty is a changeable condition, is it not a culture**

BUT

- ▶ The single greatest difference maker for a student is a teacher with high expectations

*Eric Jensen: We must be mindful that students living with limited means often have less access to needed resources that will assist them in making progress.*



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**INVESTING IN OUR FUTURE**

**INVESTMENT PRIORITIES**

**Technology**

- Resources
- Software and Hardware

**Human Capital**


- Capacity Building
- Curriculum
- Special Education
- Technology Support

**Extra-Curricular Activities**

- Academic Clubs (after/before school)
- Athletics
- Performing Arts Program
- Enhanced Music Program (scheduling / instruments)

**Facilities (grounds) – Standard of Care**

- Continue Developing a Master Facilities Implementation Plan
- School Internal and External
- MSBA Projects



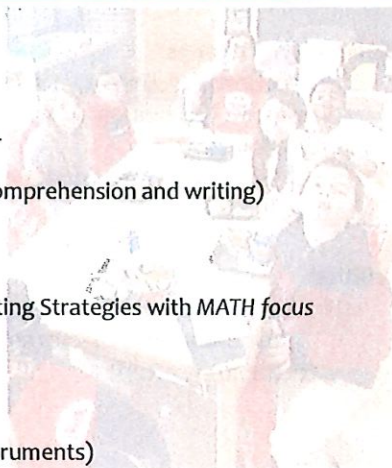
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## FISCAL YEAR 2021 INVESTMENT

### ➤ Curriculum

- Special Education and EL
  - Space Options (internal / external)
  - Tier 1 Support, Special Education and EL
- Literacy Focus (3<sup>rd</sup> grade focus / reading comprehension and writing)
  - Upgrading our resources (materials)
- Literacy Enhancement
  - Reading Comprehension Program / Writing Strategies with *MATH* focus
  - K-8 School Based Literacy Leadership
- Physical Education (health)
- Music Program (offerings, scheduling / instruments)
- Benchmark Assessment Tool (accurately measure student growth)



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## FISCAL YEAR 2021 INVESTMENT

We will continue our initiatives to enhance New Bedford Public Schools as a whole.

Main buckets – *Academics, Operations and Culture/Climate.*

### ➤ Staffing Levels

- Class size (appropriate levels)
- School Counselors

### ➤ Personnel Development

- Bilingual support (language workshops/classes)
- Special Education Services
- Standards-based Instruction
- Instructional Leadership Development
- Data Management / Information Systems
- Educational Equity
- Social Emotional Development



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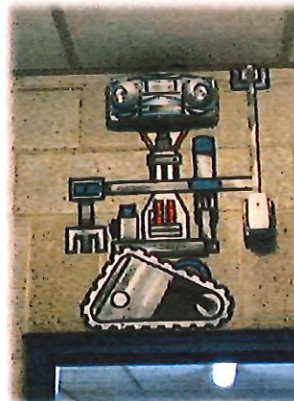
## FISCAL YEAR 2021 INVESTMENT

### Technology Upgrades

- Instructional Technology Support
- Classroom Technology (smartboards, software upgrades)
- Staff Support Professional Development (instructional delivery)

### Facilities

- Finalize Facilities Master Plan by June 30, 2020
- School-based projects (security, technology, etc.)



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## WHAT WE DID THIS YEAR: 2019 - 2020

### Current Increased Learning Opportunities

- ✓ Fine Arts Expansion (*instrument replacements*)
- ✓ Physical Education and Wellness
- ✓ Middle School After School Opportunities
- ✓ Elementary Basketball Teams
- ✓ Robotics Team
- ✓ Summer Enrichment Camps
- ✓ Parent Engagement
- ✓ Sea Lab

- *Assess the objectives and key results*



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**WHAT WE DID THIS YEAR: 2019 – 2020**

**KEY Human Capital Investments from FY2020  
(school-based)**

**ITEM DESCRIPTION**

Nurses (1.0 in every school)

School Adjustment Counselors (1.0 in every school)

Foreign Language Teachers (*middle schools*)

Curriculum, Data, Assessment Managers: Math, Health/Wellness  
Paraprofessionals

Dual Language Paraprofessionals

Special Education Staff (*evaluated each year*)

Health and Physical Education Teachers

Technology Integration Managers classroom support

Executive Director: Partnerships and Initiatives

Professional Learning (Coaching and Instructional Support Services)

Assistant Principals (*middle/elementary*)

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**FISCAL YEAR 2021 INVESTMENT**

**FY2021  
KEY Human Capital Investments**

**ITEM DESCRIPTION**

Instructional Technology Specialist – *classroom support*

Assistant Executive Director for Special Education and Student Services

Assistant Executive Director for English Language Learners

Professional Learning (Coaching and Instructional Support Services)

Curriculum, Data and Assessment Manager – English Language Arts

*Curriculum, Data and Assessment Manager: K-12 Magnet and Accelerated Learning*

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**FISCAL YEAR 2021 INVESTMENT**

**Main buckets: Academics, Operations and Culture/Climate**

- **Staffing Levels**
  - Class size (appropriate levels – teachers and paras)
- **Personnel Development**
  - Standards-based Instruction
  - Instructional Leadership Development
  - Data Management / Information Systems
  - Educational Equity
  - Social Emotional Development



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**FISCAL YEAR 2021 INVESTMENT**

**LEVERAGING PARTNERSHIPS TO CREATE OPPORTUNITIES**

- **EXPANSION OF ACADEMIC OPPORTUNITIES:**
  - **Middle School Enhancement**
    - Foreign Languages (added in FY20)
    - Algebra I
    - Civics Education
    - Dual Enrollment
- **KEY CURRENT AND POTENTIAL PARTNERSHIPS:**
  - City Childcare Providers
  - School District Collaboration
  - UMass-Dartmouth, Lesley U., Bristol Community College, Bridgewater St. U.
  - Tabor Academy
  - Babson College
  - Asia Society (Global Education)

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## FISCAL YEAR 2021 INVESTMENT

### **Focus:**

#### Areas to leverage for FY2021 Investments:

- ✓ Equity: Create Opportunities
- ✓ Professional Learning Development
- ✓ Increase and Enhance Student Services
- ✓ Increase and Enhance our Learning Spaces
- ✓ Competitive Salaries
- ✓ Pathways for College and Career Readiness

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## FISCAL YEAR 2021 INVESTMENT

### SUPPORTING CURRICULUM AND LEARNING

NBPS will support Curriculum and Learning by:

- providing tools and resources to accelerate high-quality learning and improve outcomes for our students
- expanding students' access to technology with 1:1 computing for every students in grades 6-12
- serving grades K-5 will also receive devices
- providing consistent, high-quality literacy materials and instruction
- ensuring our facilities are supported by adding building service workers

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**FISCAL YEAR 2021 INVESTMENT**

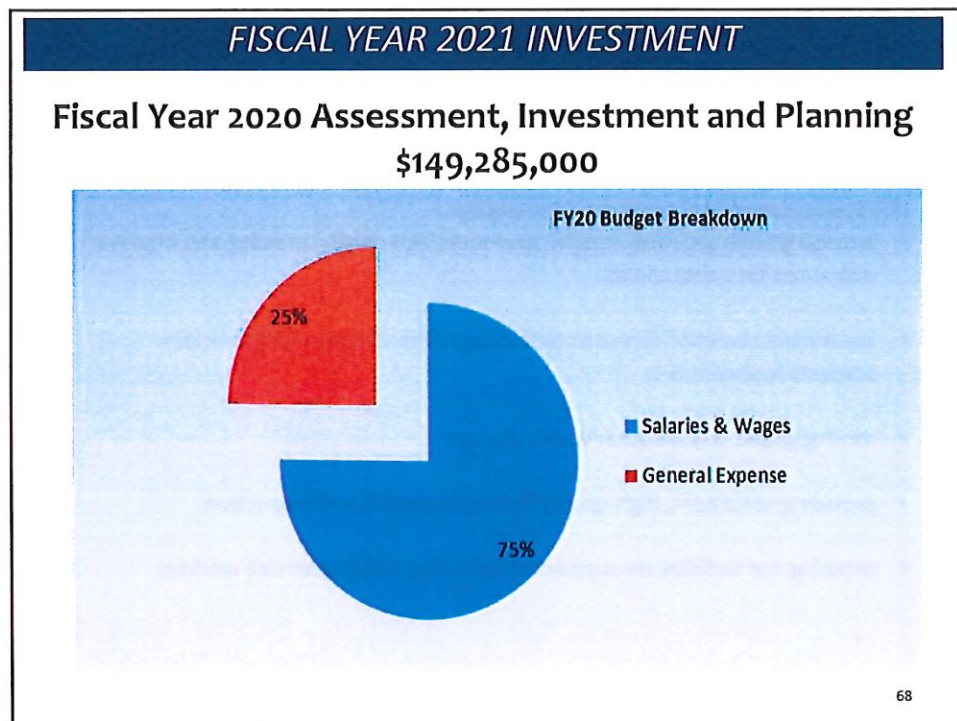
### LEVEL SERVICES

Level Service Budget:

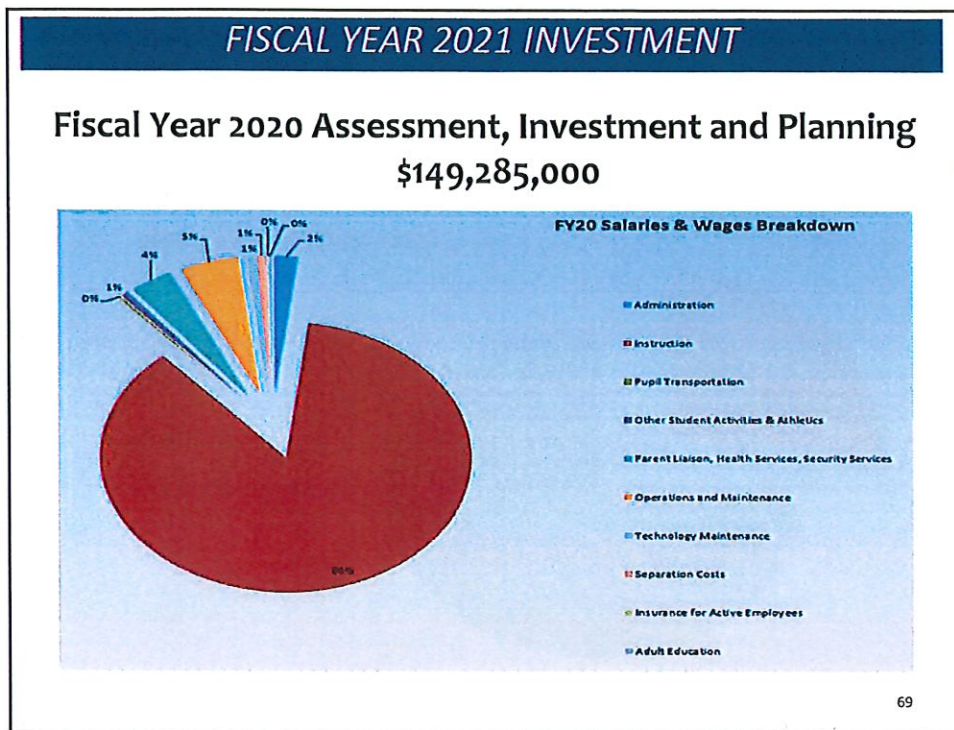
- ✓ Continue current operations/maintain staff levels (salaries)
- ✓ Expand facilities/maintenance
- ✓ Absorb program cost increases (Special Education)

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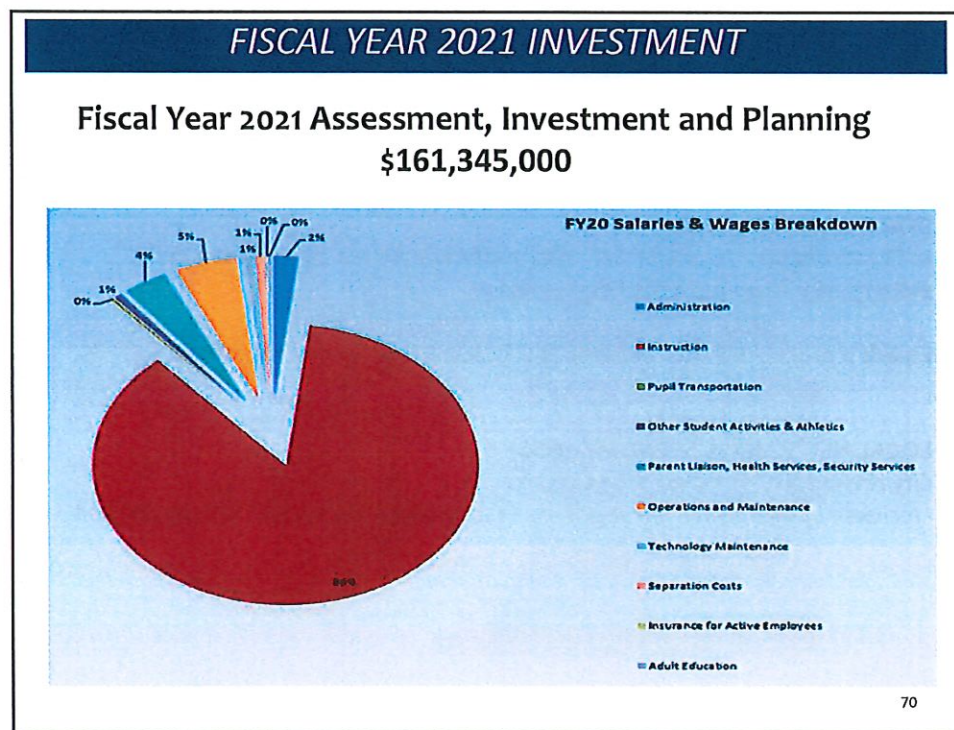
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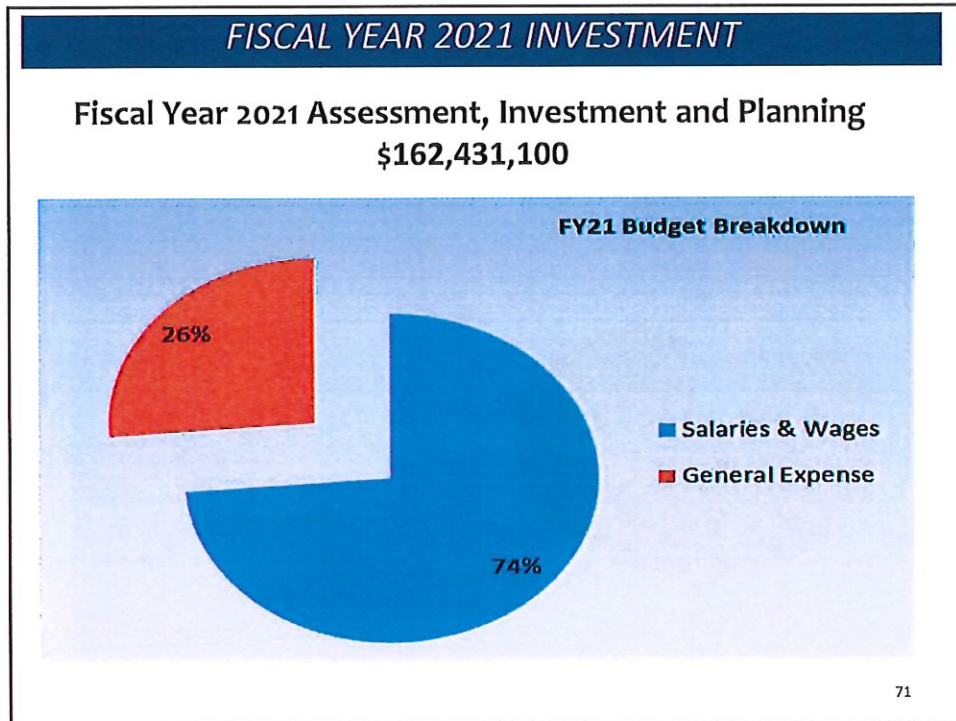
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### FISCAL YEAR 2021 INVESTMENT PRIORITIES

## NET SCHOOL SPENDING FY2021

**STATE CHAPTER 70 AID**  
*In FY2021 Chapter 70 aid for New Bedford has increased by approximately:  
\$10,673, 283 to an estimated \$170,504,247*

*Equals a proposed 6.68% increase (aid increased at approx. 6% statewide)*

**LOCAL NET SCHOOL SPENDING (NSS)**  
*City revised NSS proposal: \$163,000,000  
- Increase of 5.9% above the approved FY2020 operating budget of \$149,285,000*

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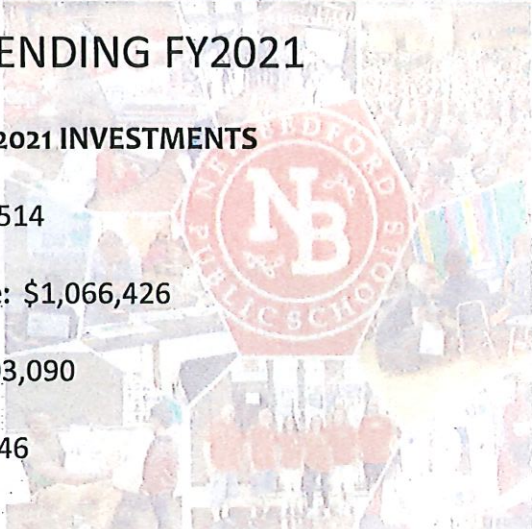
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**FISCAL YEAR 2021 INVESTMENT**

**NET SCHOOL SPENDING FY2021**

**BUILDING the Fiscal Year 2021 INVESTMENTS**

- ✓ Level Service: \$157,066,514
- ✓ Facilities & Maintenance: \$1,066,426
- ✓ Special Education: \$4,103,090
- ✓ Transportation: \$1,611,446



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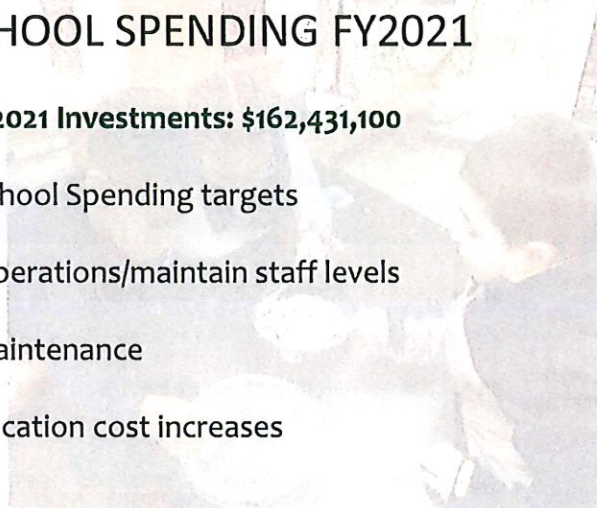
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**FISCAL YEAR 2021 INVESTMENT**

**NET SCHOOL SPENDING FY2021**

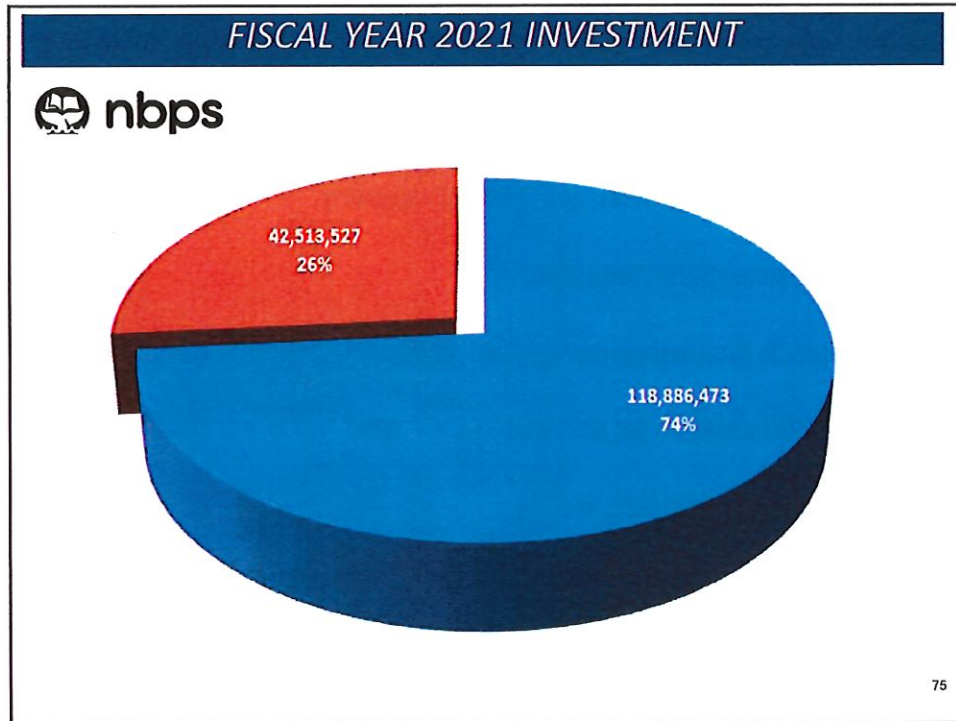
**Proposed Fiscal Year 2021 Investments: \$162,431,100**

- ✓ Meet SOA & Net School Spending targets
- ✓ Continue current operations/maintain staff levels
- ✓ Expand facilities/Maintenance
- ✓ Absorb special education cost increases




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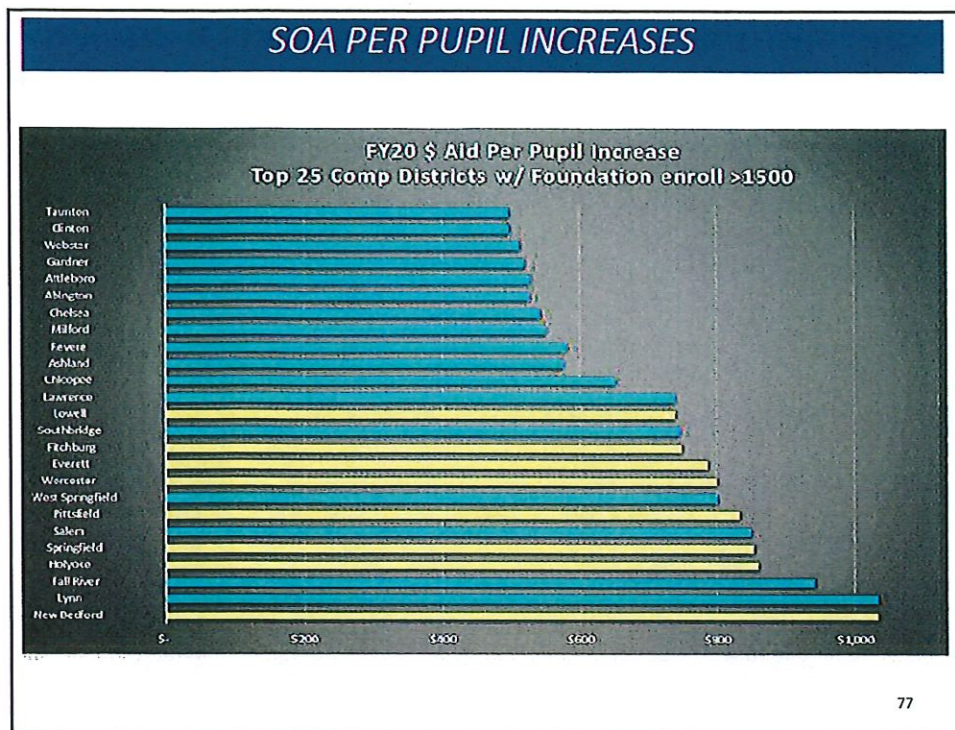
### BUDGET PROGRESSION



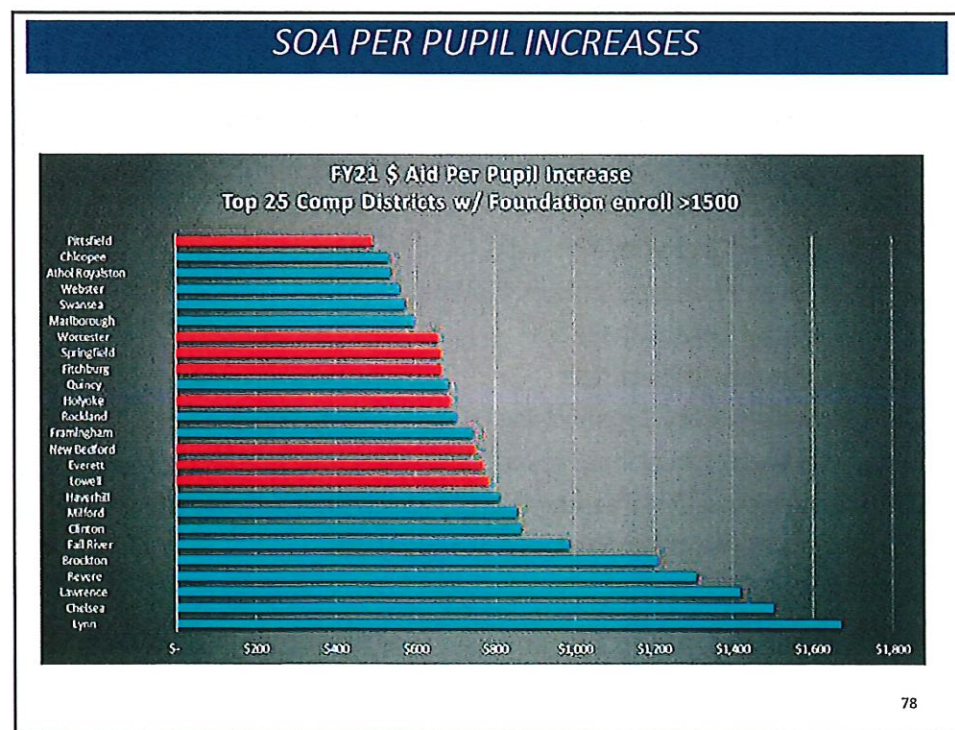
	FY19 Actual Expenditures	FY20 Original Budget	FY20 Revised Budget	FY21 Level Service Budget	FY21 Operating Budget	% FY20 - FY21
Salaries & Wages	101,425,392	110,341,356	111,688,921	118,845,605	118,845,605	6.8%
General Expenses	36,404,608	36,408,644	37,596,079	43,585,495	43,585,495	15.5%
<b>Total Budget</b>	<b>\$137,830,000</b>	<b>\$146,750,000</b>	<b>\$149,285,000</b>	<b>\$157,066,514</b>	<b>\$162,431,100</b>	<b>9.0%</b>

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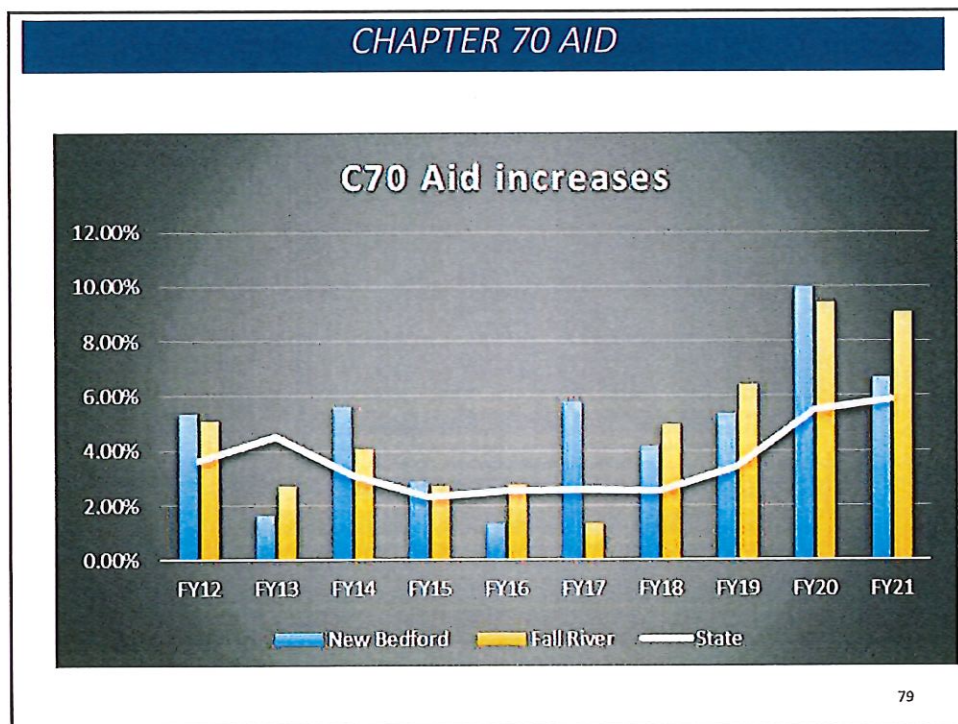
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### FISCAL YEAR 2021 INVESTMENT

**FOCUSED INVESTMENT FOR THE FUTURE - RECAP:**

- Strengthen Staff Development
- Appropriate Class sizes (PrK-12)
- Maintain and Enhance Student Services
- Upgrade our Learning Spaces
- Competitive Staff Salaries
- Maintain a Healthy Organization (climate and culture)
- Expand Social Emotional Supports (teaching and learning process)
- Enhance Instructional Leadership (administrator, teacher support)
- Engage and Empower Parents and Supporters
- Create Equity

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*INSIDE THE CLASSROOM*



Ms. Jamie Costa, Brooks, Elementary School (Grade 3)

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*INSIDE THE CLASSROOM*



Ms. Jamie Costa, Brooks, Elementary School (Grade 3)

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THE WHY . . .

# The Golden Circle

Simon Sinek

**WHAT**  
Every organization on the planet knows WHAT they do. These are products they sell or the services

**HOW**  
Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

**WHY**  
Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.

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nbps New Bedford Public Schools

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