

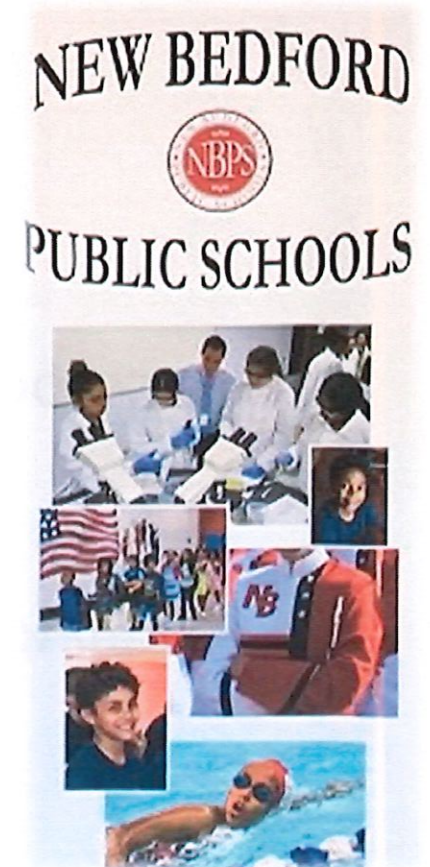
NEW BEDFORD PUBLIC SCHOOLS

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.

Superintendent Update

Monday, May 11, 2020
4:30 PM



NBPS COVID-19 RESPONSE



During this time we continue to prioritize the following:

- Well-being Safety of all students and staff
- Continuity of the teaching and learning process
- Meals for children
- Communication to families and community
- Effective processes and operations to support the above priorities including cleaning, security, and business operations including payroll and benefits

COVID-19 (precautions/supports)



COVID-19 Precautions / Supports

- **Out of an ABUNDANCE of caution** – drives the focus on safety
- **We remain in close communication with the New Bedford Health Department**
 - We share all concerns and seek their guidance regarding any situation during this time
- **Out of an abundance of caution, consistent with what we have been doing during this time, we require individuals to not report to duty for 14 days** if they show or inform us that they are exhibiting any symptoms related to the current virus or the flu
- **We have revamped all processes in which we are distributing** anything to anyone including
 - Meals, learning packets, laptops - ensure the 6 ft proximity
 - Only authorized staff are permitted to enter buildings
- **Offices requiring critical functions have rotations** to limit staff
 - We have provided/allowed staff remote use of laptops, etc.
 - We adhere to the Health Departments guidance on levels



Our remote learning plan is:

- A fluid process
- Continuously enhanced as needs arise.
- Not individualized to each student or teacher, it is a blueprint for all NBPS schools

Remember, our remote learning structure focuses on:

- *Providing opportunities for students to demonstrate learning while not in the traditional classroom setting receiving direct instruction from a teacher*
- *Engaging students with materials, including academic packets, books, online programs, video lessons and more*

This plan considers that technology access varies for our students and we understand that students with diverse needs may require differentiated instructional approaches. Our special education staff and related service providers are connecting with/supporting students to the extent possible

- Teachers are providing remote learning opportunities to students in a variety of platforms
- We use a variety of methods to keep students involved in learning
- Although we are using remote learning tools and instructional materials, remote learning cannot replicate the traditional school day



Remote Learning Guiding Principles

Supporting student learning and holistic needs

We continue to focus on students' holistic needs

Our remote learning plan is developed utilizing the following guiding principles:

- **Safety and well-being** of students, families, and staff has been and must continue to be our top priority
- **Equity and access continues to be our top priority as this** crisis disproportionately affects our most vulnerable students (their physical and mental health AND their academics)
- Maintain **connections** between school staff and students is paramount for all students



NBPS Remote Learning

supporting students' learning and holistic needs

Nothing can replace the in-person academic experience, and we must not expect the remote learning format to replicate “traditional” school day.

With the extended closure, our obligation is to engage students in meaningful and productive learning opportunities.

Remote learning is not synonymous with online learning.

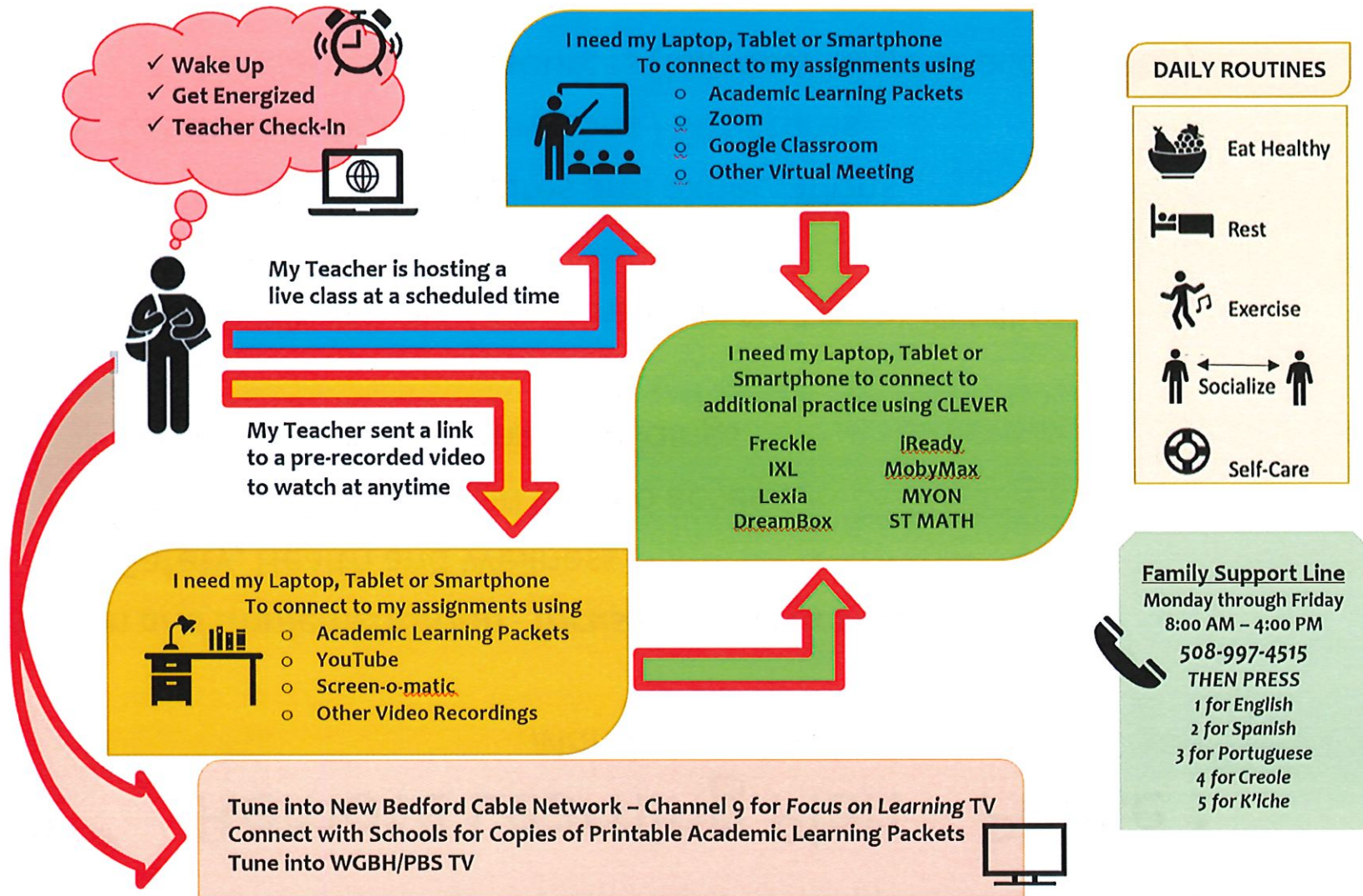
- Remote learning is expected to occur in a multitude of ways:
- Helping students engage with resources in their everyday lives and natural world around them.
- May provide unique opportunities to further engage students in the arts, physical fitness and other interdisciplinary work.
- Seek a balance between learning through technology and remote learning that happens offline, supporting student curiosity and deepening their understanding.

NEW BEDFORD PUBLIC SCHOOLS

A DAY IN THE LIFE OF A STUDENT

During Remote Learning at New Bedford Public Schools

newbedfordschools.org



Remote Learning Plan – Phase 1

March 16 – April 3

Creation and Implementation - focus on basic needs:

- Safety, Health and Wellness
- Closed School and limited access
- Disinfecting/cleaning buildings
- Food
- Developed plan for "Grab and Go" meal distribution
- Academics
- Create the structures and expectations
- Communications, Operations / Structures
- Assessment of resources (laptops, internet access, etc.)
- Supplies
- Frequent updates to staff and parents



NBPS Remote Learning Format

We have developed a thoughtful remote learning model that blends components of a traditional model:

- Educational packets
- Offline learning opportunities with opportunities for online learning utilizing technology to access digital learning resources

Our remote learning format serves as a minimum benchmark of educational opportunities and experiences for all students:

- Our educators are best positioned to develop plans to meet the needs of our students and recognize these needs may change during this extended closure
- Parents, guardians and caregivers are encouraged to expand upon these lessons and activities each day
- Educators are expected to frequently communicate with families
- Resources are available on the NBPS website
- Anyone requiring assistance accessing these resources should call (508)-997-4515

REMOTE LEARNING FORMAT



Our obligation is to engage all students in meaningful and productive learning opportunities

Aligned with the DESE recommendations, NBPS' Remote Learning focuses on ALL students being (Remote learning encompasses online components – IT is not online learning):

- Engaged in remote learning for at least 3 hours each day
- Supported to reinforce skills in which they have already been exposed
- Helped to access multiple hours of academic content per day
- Provided the opportunity to connect with educators, multiple times per week
- Supported to reduce the risk of learning loss
- Helped to apply and deepen their skills

NBPS Remote Learning encompasses:

- **Structured daily routines** include time on learning and time for breaks
- Lunch and recess are at the same time each day

- **All students are expected** to do some self-guided work combined with the support they will receive from their teachers



Remote Learning Plan – Phase 2

April 6 - April 21

Based on DESE's guidance, we emphasized:

- Refine initial areas of focus
- Provide students with opportunities to reinforce their skills and opportunities to extend their learning
- Provide activities to keep learning alive
- Develop activities and opportunities “ALL” students can access
- Get students and their school communities connected

REMOTE LEARNING PLAN



Making the Shift – Phase 3 April 22 - Present

With the new guidance from DESE in late April, New Bedford Public Schools (NBPS) is transitioning from an enrichment sole focus to a more blended remote learning platform that will grade student progress:

- Our remote learning platform aligns with DESE's remote learning expectations
- The focus is on delivering instruction based upon DESE's "essential standards" for student success in the next grade
- We are actively monitoring and assessing the effectiveness of our remote learning plan

- What remote learning is not and cannot:
 - Remote learning cannot replace a student's classroom experience
 - Remote learning is not online learning



NBPS Remote Learning Refined:

- *A wide variety of learning opportunities are being utilized*
 - Technology is a supportive tool, not the only tool
 - NBPS will continue to distribute and post academic packets primarily for grades K-8
 - Educators are highly expected to utilize and supplement these resources
- *Various remote learning tools to engage students will also be utilized*
 - May include virtual classroom or engaging students via email or by phone
- *Educators are expected to provide feedback on student work*
- *All NBPS approved online learning platforms will meet confidentiality and student privacy standards*

NBPS Remote Learning Structure



- Support students to engage in meaningful and productive learning
 - Combination teacher lead and self-directed
 - Students will work independently offline and online for at least 3.5 hours per day
 - Teachers are expected to provide for group/individual check-ins but are not expected to be virtually teaching for the entire restructured school time
 - Screen time must be monitored
- The NBPS remote learning model will provide instruction on essential standards and continue to reinforce skills already taught this school year focus more on applying and deepening skills
 - New material and issues of equity will be overseen by the building principal

- *Equity remains a focus and we will be mindful that the individual student/teacher experience will vary depending on student age, individual and family needs, access and capacity for remote learning, and ongoing health of students, families and staff*

Superintendent Update: May 11, 2020

COMMUNICATION / OUTREACH



- Individual School Outreach to families
- Weekly Principal meetings
- School-based – Principal lead staff meetings
- Staff notes (*central office and school based*)
- Weekly Update meetings (Community and City Agencies)
- Weekly Superintendent video updates (Cable Access – Facebook, Twitter, etc.)
- Social Media / Media (Cable Access / radio / print)

REMOTE LEARNING FORMAT: PHASES



- PHASE 1: Health and Well-being
- PHASE 2: Structures to Support Academic Engagement
- PHASE 3: Going Beyond – Teaching Essential Standards
- PHASE 4: Prepare for Reopening

Since the decision to close schools on March 13, 2020, our top priority has been the health and wellness of our students and staff.

• We consider ongoing connections with our students and their families to be non-negotiable

• To date we have engaged close to 90% of our students - 100% is our goal

At the start of the school closure:

• We also established our Plan: to focus on four key areas: Well-being and Safety, Meals, Education, Operations/Communication

REMOTE LEARNING FORMAT



PHASE 2: Structures and Supports Phase 3: Deeper Engagement

The next phase, based DESE guidance:

- Teachers will focus on standards most critical to student readiness ext school year
- Engage students to assure their fundamental needs are addressed
- Students and staff will go deeper
- Some new content for some students will be presented
- Increased support, feedback and engagement for every student to learn this material successfully (*surveys and direct feedback from all stakeholders*)

REMOTE LEARNING FORMAT



Continued Goals and actions for remote learning's next phase

- Keep equity at the forefront of our efforts to improve remote learning
- Maintain focus on our most vulnerable students
- Continue to work towards an effective and equitable learning experience for all.

Focus on the following goal through the end of the school year:

- Move ALL students toward consistent engagement in remote learning, with a focus on connectedness and on the content standards most critical for success in the next grade.

Steps to strengthen the remote learning program for all students

- Prioritize meaningful connections with educators and peers
- Provide engaging core instruction focused on the prerequisite content standards that are most critical for student success in the next grade

Offer opportunities for enrichment, exercise, and play

- Ensure programming is accessible / secure and streamlined for students/families
- Implement a system for identifying and supporting students not effectively engaged in remote learning

REMOTE LEARNING FORMAT



Structures to Support Academic Engagement: Grading

Through March 13, we had completed about 75% of our school year, meaning students were being assessed from September - March and that information will be included in the final grading process.. The 14-week remote learning will emphasize student engagement and select learning tasks.

- MA Department of Elementary and Secondary and US Department of Education guidance
- Ensure equitable access to quality teaching and learning opportunities
 - *Staff is mindful of the variety of technological, health, disability, and language challenges that may be present*

Our grading process for the remainder of the 2019 – 2020 school year will vary for elementary and secondary schools. We will follow a credit/no credit system for the remainder of the year

Elementary Schools:

- Students in K-5 have completed the first two trimesters and those grades will remain
- Third trimester, students will receive a grade of **meeting** or **not meeting** grade level expectations

Middle and High Schools:

- Students in grades 6-8 and 9-12 have fully completed two terms (Comprehensive Common Assessments)
- GPAs and grades will be based on terms 1 and 2. Terms 3 and 4 will be based on credit/no credit
- During this period of school closure, all middle and high school students can improve their course grades from the first half of the year by satisfactorily completing remote learning opportunities

REMOTE LEARNING FORMAT



Specialized Services

Special Education Services: aligned with DESE recommendations:

- Contact families to discuss plans to review and create individualized remote service plans for students

- These remote service plans will be temporary—does not alter or amend the student's current IEP

English Language Learners:

- Following our normal format for support – ACCESS
- Student plans

Additional resources are available on the [New Bedford Public Schools](#) website

REMOTE LEARNING FORMAT



Evaluating, Improving and Implementing Phase 3 of our Remote Learning

We are collecting information to understand each student's level of engagement in remote learning by:

- Strengthening the remote learning program for all students
 - **Prioritize meaningful connections with educators and peers**
- Developing a system for identifying and supporting students not effectively engaging in remote learning

Examples of strategies that facilitate these connections include:

Synchronous (“live”) lessons with “morning meeting” or “opening circle” activities designed to build connection

Teacher help sessions when students can drop in via computer or phone to get help with assignments and/or check in with their teacher

Individual calls to students to check on students' well-being or to review feedback on student work

Interest-based peer groups a book club, drawing workshop, sing-along group, etc. led by educators, paraprofessionals, or students

What do we know?



Two Key Points (examples)

- Measurement of Effectiveness
- The variety of what a day may look like

GENERAL INFORMATION



REMINDERS

MCAS

MCAS testing requirement is waived for the remainder of the 2019-2020 school year

- *Spring regular administration of grades 3-10 MCAS tests are **CANCELLED***

Graduation requirements (competency determination) DESE is considering various options

- *Performance in coursework*

NEW BEDFORD PUBLIC SCHOOLS



General Updates / Additional Supports

- **Teacher Lessons:** Cable Access: 30 with more being scheduled
- **Learning opportunities:** will be shared via several social media platforms including the NBPS website, Facebook, Twitter, Cable Access and Instagram
- **Over 7,000 devices** available for students and some staff
- **Registration:** Please check our website for more information as we are shifting mostly online:
http://www.newbedfordschools.org/depts_programs/family_welcome_center
- **Family Support Line:** 508-997-4515 (Monday – Friday - 8:00 AM - 4:00 PM)
- Callers select desired language by entering 1 for English, 2 for Spanish, 3 for Portuguese, 4 for Creole or 5 for Ki'che
- Speaks to a Parent Support Specialist who speaks the selected language

Grad and Go Meals



The “Grab and Go” Meals Program: over 100,000 meals since March 17

- Available at Gomes ES, Campbell ES, Carney Academy, Hayden-McFadden ES, Lincoln ES, Jacobs ES and Keith Middle School and near the Brickenwood Housing Development

Meal distribution process:

- Tight controls
 - Social distancing guidelines
 - Masks / gloves
- Available on Tuesday and Friday (11:30 AM – 1:00 PM)
 - Tuesday: meals cover breakfast/lunch for Tuesday/Wednesday/Thursday
 - Friday: meals to cover breakfast/lunch for Friday and 2 additional days

PLANNING: PHASE 4



Summer Programming

- Remote learning structure?
- Blended model

Fall classes

- Remote learning structure
- Blended model

Resources/Questions

- Protective equipment
- Classroom distancing
- Devices / connectivity
- Technology (staff to support)
- Transportation



Extending – Summer Programming and Fall Readiness **Remote Summer Programming**

ALL Schools:

- Learning opportunities for all students (Tier 1)
 - Summer reading
 - Online programs
- Targeted Support (Tier 2)
 - Data driven
 - Focus on strengthening skills
- Specific services (Tier 3)
 - EYS according to IEPs
 - Level 1 and 2 English Learners

GENERAL ITEMS



FY2021 BUDGET PRIORITIES



nbps

**New Bedford
Public Schools**

THANK YOU

