

NEW BEDFORD PUBLIC SCHOOLS



SUPERINTENDENT UPDATE

**SCHOOL COMMITTEE MEETING
NOVEMBER 9, 2020**



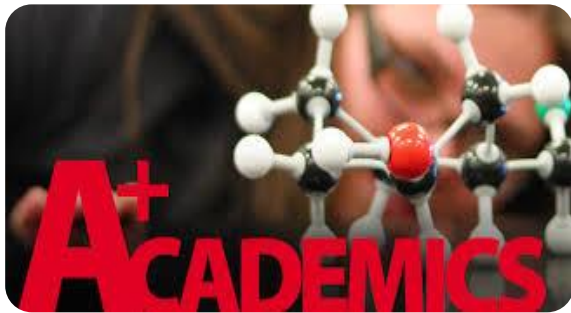
**SUPERINTENDENT
GOALS
DISCUSSION**

LEADING ALL ASPECTS



THOMAS ANDERSON
SUPERINTENDENT

Instructionally (depth)



Operationally (effective)



Culturally (healthy)



Consistently Communicate and Collaborate

NBPS STRATEGIC GOALS

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.

Embedded focus areas: Equity, Operations, Data/Accountability Measures

SUPERINTENDENT GOALS OVERVIEW

Superintendent Goals:

1. Professional Practice
2. NBPS Exit Lowest 10% of Districts
3. Graduation Increase
4. NBPS Enrollment increase
5. Reduce Chronic Absenteeism
6. Advanced Placement Score Increase
7. SAT Score increase

Project Based:

- Magnet Program at NBHS
- Capital Maintenance Plan
- Athletics Plan



TODAY'S REALITY



Professional Practice Goal 1

Participate in conferences, workshops and meetings. Continue to develop skills in strategy development, data analysis, building leadership team's capacity and instructional leadership by participating in at least 4 state-wide, regional and/or national conferences and workshops by June 30, 2021.

Key Actions:

- Attend and present at workshops, local sessions
- Participate in national and local workshops and/or conferences
- Engage Department of Education to maintain communication

Benchmarks:

- Information received at the workshop / conference (calendar documents)
- Effective implementation of relevant strategies and use of other resources acquired during the sessions
- Share information with School Committee as it relates to strategy and other relevant areas that will positively impact NBPS

District Improvement GOAL 2

Exit Lowest 10% of School Districts

Implement effective practices to increase student performance on MCAS (ELA, math and science) which are aligned to the district plan by keeping the district moving forward by refining and implementing the District Action Plan while accessing ESE support. Exit lowest 10% of school districts.

Data Points:

LOWEST 10% - REMOVAL by DESE

- Work to increase student performance so NBPS is no longer under oversight by the Department of Elementary and Secondary Education by the beginning of school 2021-2022 so that NBPS is not ranked in the bottom 10% of school districts for purposes related to the charter cap

Key Actions:

- Effectively implement the district action plans and make appropriate adjustments
- Effectively oversee individual school action plans; strategically evaluate data and provide support
- Ensure that school data meetings effectively address targeted metrics
- Superintendent will conduct 4 – 5 School STAT meetings by June 2021

Benchmarks:

- Mid-year benchmark assessment data
- School STAT meeting information

Student Achievement Goal 3

Graduation Increase

Ensure that supports are in place to raise the district's graduation rate (multi-year): Focus on the key leverage areas that impact graduation beginning in high school through 6th grade.

Target (85%): (New Bedford HS) increase each year to close the gap between NBHS and state average of 87.9%

- 4-year cohort: current 76% (increase of 4% from 2017)
- Overall: current 67.9% (increase of 2.9% from 2017)

Key Actions:

- Effectively review all course pass rates
 - Support school in implementing supports to increase 9th grade pass rates
- Review School Strategic Plans to assess progress and NBPS data points
 - Support school in implementing supports

Benchmarks:

- Grow 10% from the baseline with a target of 80% course pass rates
- 9th grade pass rates increase
- Monitor attendance with attention on 9th and 10th grade (based on targeted groups)

District Improvement GOAL 4

District Enrollment Increase

Effectively and efficiently, engage parents and the community (multi-year): Enhance the overall communication process among all stakeholders. We have embraced in person outreach and relationship building to convey the quality programs that currently exist in schools. This goal will focus on transforming our district communication model to better serve our parents and improve the perception and reputation of New Bedford Public Schools.

Target: 2019-2020 school data will serve as the baseline data. We will assess the number of potential students and determine an appropriate target % based on prior years. NBPS current 8th grade numbers will be used and will include other eligible schools (i.e., charter schools, private, parochial, independent and surrounding district)

Key Actions:

- Work with City Planner Office to assess birth rates and city population
- Ensure school outreach events target transition grades (4, 5, 7 and 8) at NBPS middle schools and neighboring districts through the Choice process. Meet with community organizations 3 – 4 times and as needed throughout the year to highlight school progress
 - Market to non-NBPS schools to increase matriculation (i.e., charter schools, private, parochial, independent and surrounding districts)
- Increase and promote more targeted outreach including home visits and engagement with smaller groups
- Assess and increase ways to market schools through informational post cards, fliers, social media, etc.
- Continue to work with the local media including Cable Access TV on a frequent basis
- Conduct school visits with School Committee members, other stakeholders at least twice during the year
- Increase student outreach events (academic competitions, assemblies)
- Support principals in strengthening the recruitment process

District Improvement GOAL 4

District Enrollment Increase

Benchmarks:

- TV Infomercials, students centered videos, newspaper articles / press releases
- Artifacts from meetings with a variety of stakeholder groups including students, parents, staff and city agencies
- Completed meetings

EVIDENCE (sample):

- **Cable Access**
- **District Videos**
- TV Infomercials
- Printed outreach
- Provide information to School Committee via Weekly Notes (updates)

District Improvement GOAL 5

Reduce Chronic Absenteeism

Effectively and efficiently, engage parents and the community (multi-year): to increase the overall student attendance rate by targeting the grade levels that have the lowest attendance rates.

Target: Decrease the percentage of students with 18 or more absences from 20.2% to 12.7% by 2021-2022 school year (current decrease was 2.2% - target a 7.5% decrease by 2021 – 2022)

Key Actions:

- Review current attendance information
 - Identify the specific students who are missing 10 or more school days
 - Survey students regarding why they are absent
 - Proactively contact families at the beginning of the year to:
 - Implement communication processes to address prior year issues
 - Provide supports to address the identified needs
 - Increase notification and follow-up to parents when initial absences occur
-
- **Benchmarks:**
 - Update on attendance quarterly
 - Year to date / month to month comparisons show a decrease

Student Achievement GOAL 6

Advanced Placement Score Increase

Effectively create and oversee a plan that increases the Advanced Placement scores (multi-year): The Superintendent will continue to support the increase in student pass rates, earning a 3 or better on Advanced Placement exams.

Target (70%): Increase student pass rate from current 44.7% to 70% by August 2022 (3-year growth targets: 44.7% (baseline) to 53.1% to 61.5% to 70% in 2022)

Key Actions:

- PSAT participation and scores
 - Assess and evaluate student courses and readiness
- Identify students who should be in the Advanced Placement courses
 - Use AP Potential tool (data to highlight readiness)
- Provide necessary supports for students enrolled in the courses
- Develop test prep sessions (mock tests)
- Evaluate and support scheduling process

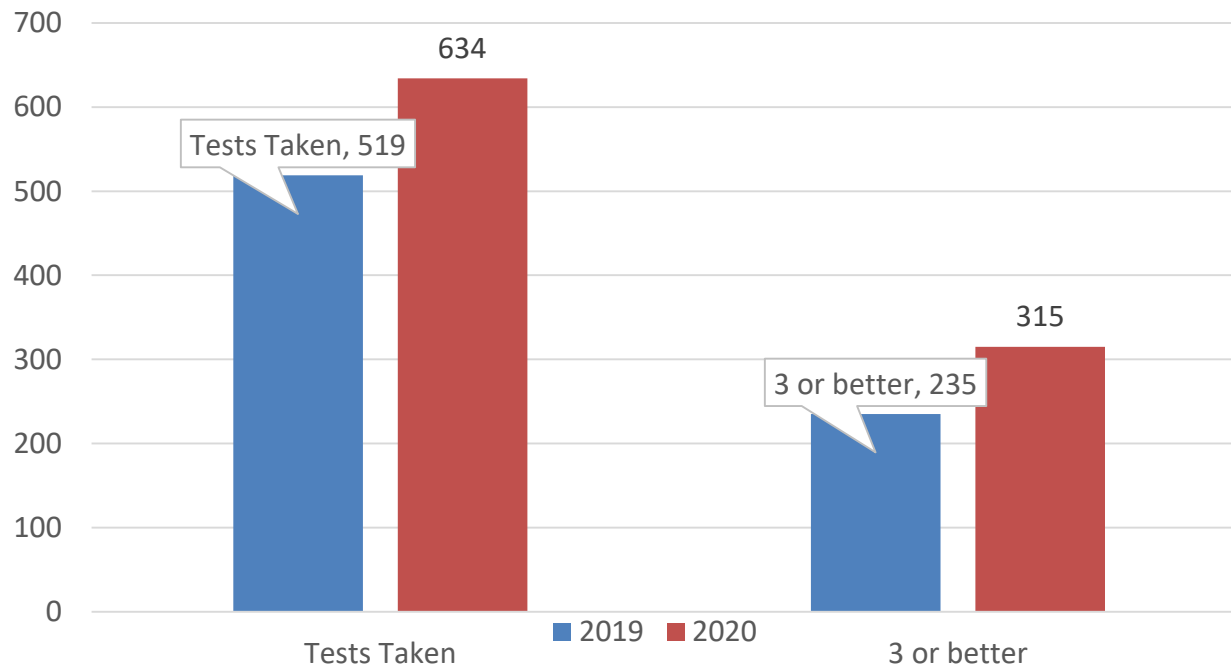
Benchmarks:

- Course grades (successful pass rates – B or better)
- Mock test performance

Student Achievement GOAL 6

Advanced Placement Score Increase

Advanced Placement



Student Achievement GOAL 7

SAT Score Increase

Effectively create and oversee a plan that increase the SAT scores (multi-year): The Superintendent will continue to support the programming to increase student scores.

Target (1059): Increase student combined SAT scores from current 957 to 1059 (national avg.) by Aug. 2022

- *NBPS 957 (baseline) to 991 to 1025 to 1059 in 2022*

Key Actions:

- Identify students who should be taking the SAT
 - Increase outreach to students prior to taking their first test
- Counsel students so they are prepared to take the SAT
- Support high school to enhance SAT Prep program
- Provide resources to the high schools to maximize the test preparation and prep sessions
- Analyze PSAT participation and scores
 - Review scores and use AP Potential for scheduling
- Create prep sessions for students to prepare for monthly tests

Benchmarks:

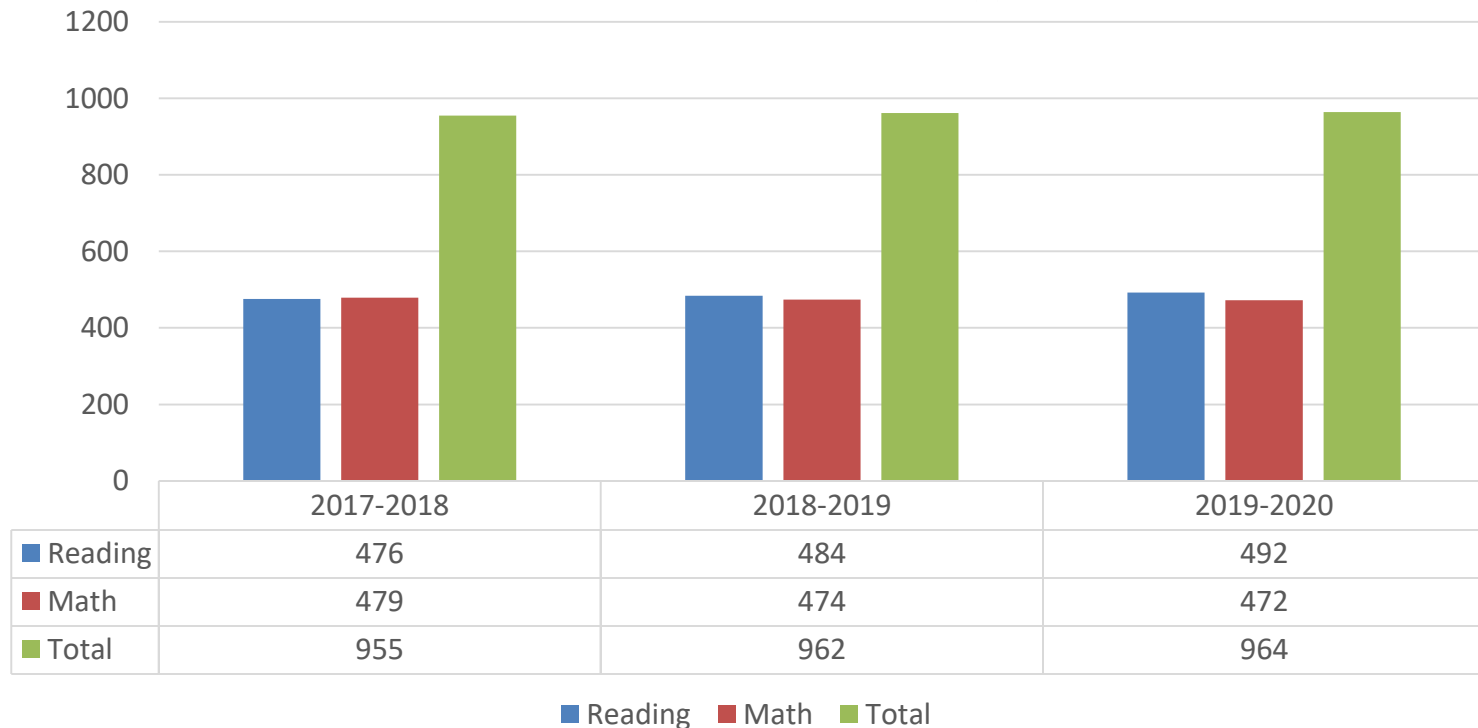
- Students attending prep sessions
- Increased SAT scores
- Individual student SAT score increase
- Students earning higher grades in English 9, 10 and 11; and in math classes

Student Achievement GOAL 7

SAT Score Increase

Target: 1059 (national average – 2019)

SAT 3-Year Comparison



Project Based Goals

Magnet Program at NBHS:

- There are current discussions regarding the programs in place and what it will take to expand
- Establish the Honors Academy as a magnet program whose aim is to significantly increase college entrance competitiveness, through superior instruction and sophisticated college counseling services
- Establish timeline to review and coordinate course offerings
- Support high school in developing the application process, etc.
- Create concrete action plan outlining the details of the program

Timeline: August 2020 – June 2021:

- Courses will be identified for SY 2021 to confirm participation in the magnet program
- Hire a coordinator to fully plan and implement the NBHS Magnet Program
- Offer initial courses for full program implementation in SY 2021-2022



Project Based Goals

Capital Maintenance Plan

- Establish a comprehensive capital maintenance plan that includes a high standard of appearance for school grounds and facilities to generate buy-in from all stakeholders
- Develop and monitor action plans (in process)
- Hire Staff (effectively oversee project management)
- Review and revise standard of care expectations

Timeline: August 2020– June 2021:

- On board project manager
- Defined standard of care for all schools / facilities
- Finalized Facilities Plan outlining district needs including modernizations



Project Based Goals

Athletics Action Plan

- Finalize Strategic Plan for NBPS Athletics
 - Begin execution
- Establish benchmarks and milestones
- Communication plan regarding program expansion
- Community Outreach for support

Timeline: August 2020 – June 2021:

- Action item review and process management will be finalized
- Continuous cycle to assess needs for upcoming year

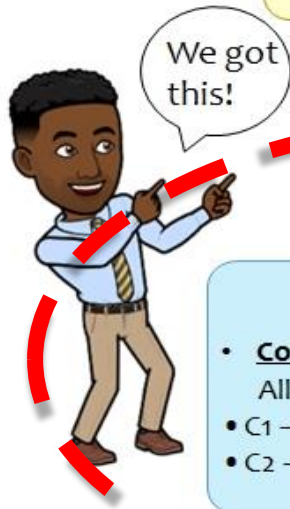


SUPERINTENDENT UPDATE

GENERAL ITEMS



NBPS Reopening Plan Target Dates



• **All Staff** report to work for staff training and professional development.

Phase I
Aug. 31

Phase II
Sept. 16

- **Cohort A** (Selected Students) – In-Person 5 days a week.
- **Cohort B & C** – Distance Learning 5 days a week

Sept 10:
The following schools are Extended Learning Schools and begin earlier:
Hayden-McFadden, Parker and Gomes

- **Cohort C – Hybrid Begins**
All remaining students
- C1 – In-Person Monday, Tuesday
- C2 – In-Person Thursday, Friday

Phase III
Oct. 19

Phase III
Oct. 5

- **Cohort B – Hybrid Begins**
Transition Grades PreK, Kindergarten, 6th and 9th.
- B1 – In-Person Monday, Tuesday
- B2 – In-Person Thursday, Friday

Hybrid Learning combines traditional classroom experience, experiential learning objectives, and digital course delivery that uses the best option for each learning objective.

OUR STUDENTS

ENROLLMENT				
	Cohort A	Cohort B/C 1	Cohort B/C 2	Cohort D
Elementary School	394	2330	2258	1594
Middle School	134	965	960	1036
High School	174	835	909	965
Total	698 (6%)	4129 (33%)	4127 (33%)	3591 (28%)

OUR STUDENTS

ATTENDANCE (%)

	Cohort A	Cohort B/C 1	Cohort B/C 2	Cohort D
Elementary School	90	93	91	93
Middle School	91	89	88	89
High School	79	89	89	93
Total	88	91	90	90

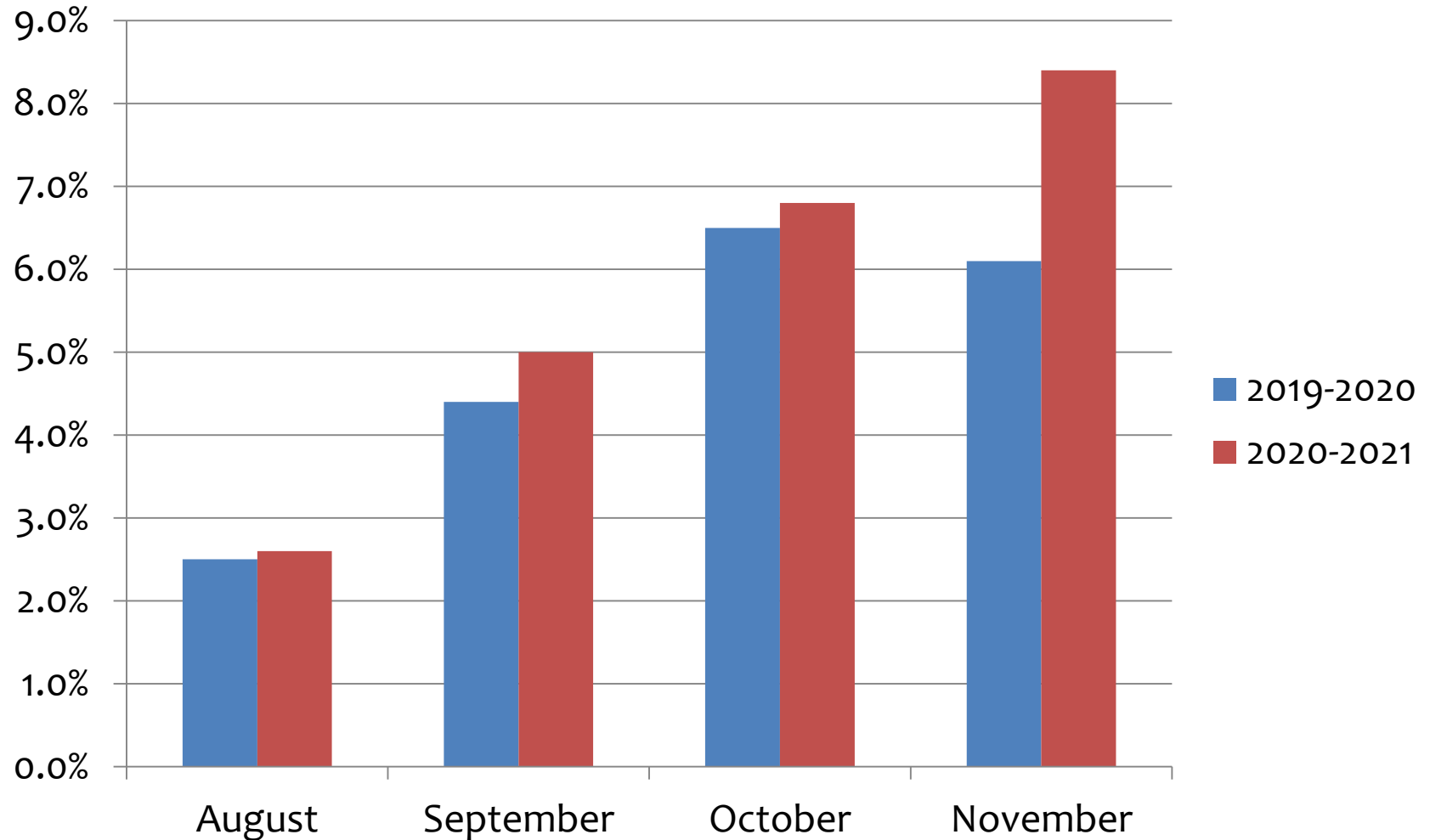
OUR STUDENTS

Attendance Protocols

- Attendance taken daily
 - **Present** – In attendance at school
 - **Virtually Present** – Remotely accessing teaching & learning at least half the school day
 - **Absent** – Not in attendance during an in-person day
 - **Virtually Absent** – Remotely unengaged at least half the school day

STAFF ATTENDANCE TREND

Every 1% = 24 staff members



MA NEW METRICS

CITY & TOWN METRICS

Population			
Group	Under 10k	10k - 50k	Over 50k
Grey	Less than or equal to 10 total cases	Less than or equal to 10 total cases	Less than or equal to 15 total cases
Green	Less than or equal to 15 total cases	<10 avg cases/100k AND >10 total cases	<10 avg cases/100k AND >15 total cases
Yellow	Less than or equal to 25 total cases	≥10 avg cases/100k OR ≥5% pos rate	≥10 avg cases/100k OR ≥4% pos rate
Red	More than 25 total cases	≥10 avg cases/100k AND ≥5% pos rate	≥10 avg cases/100k AND ≥4% pos rate

Learn more at [Mass.gov/StopCOVID19](https://www.mass.gov/StopCOVID19)



CDC METRICS

CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
<p>Ability of the school to implement 5 key mitigation strategies:</p> <ul style="list-style-type: none"> • Consistent and correct use of masks • Social distancing to the largest extent possible • Hand hygiene and respiratory etiquette • Cleaning and disinfection • Contact tracing in collaboration with local health department <p>Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.</p>	Implemented all 5 strategies correctly and consistently	Implemented all 5 strategies correctly but inconsistently	Implemented 3-4 strategies correctly and consistently	Implemented 1-2 strategies correctly and consistently	Implemented no strategies

WEBSITE as a RESOURCE



Select a School Language Login Search...



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455 County Street, New Bedford, MA 02740 | Phone 508-997-4511

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Congratulations!
John B. Congdon
Elementary School





2020
NATIONAL BLUE RIBBON SCHOOL

[Fall Reopening Information](#) [New Student Registration](#) [Teacher Email Addresses](#) [COVID-19 FAQ](#) [NBPS COVID-19 Tracker](#)
(updated 10/30/20)



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Log In New Bedford 58°

il in America: lect Joe Biden, mala Harris tal...  Lawsuit against Maine State Police allowed to proceed Red Cross: More than 20 displaced by earthquake off coast of New Bedford  Two New Bedford and two West Wareham men among those indicted on gun...  Playworks donates recess equipment to New Bedford public schools 

Congdon Elementary named a National Blue Ribbon School



BUY PHOTO

HIDE CAPTION

In this 2019 file photo, first graders, Haylee Couto, 6, and Christian Pacheco Morais, 6, hold up signs during while celebrating the second consecutive year in which the James B. Congdon Elementary School was named a 'School of Recognition' by the Commonwealth of Massachusetts. The U.S. U.S. Department of Education has named Congdon a National Blue Ribbon School. [PETER PEREIRA/THE STANDARD-TIMES/SCMG]

STAFF ACCOLADES



New Bedford High School's Takeru Nagayoshi receives 2020 Horace Mann Award for Teaching Excellence

Five Educators Recognized with National Award for Commitment to Excellence



October 26, 2020 (PRLEAP.COM) Business News

WASHINGTON, DC (October 26, 2020) – The NEA Foundation announced today that five educators will receive one of public education's highest honors, the [Horace Mann Award for Teaching Excellence](#). The award recognizes educators for their diligence and dedication to students, colleagues, community, and their profession. The 2021 awardees

Overview



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SCHOOL IS STILL SCHOOL



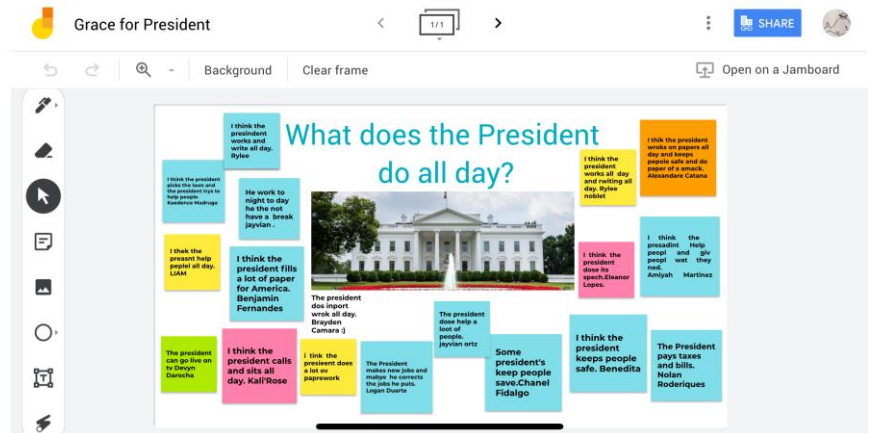
PHONICS – PRE-COVID

[JamBoard Phonics](#)

PHONICS - NOW



INTERACTIVE ANCHOR CHART PRE-COVID



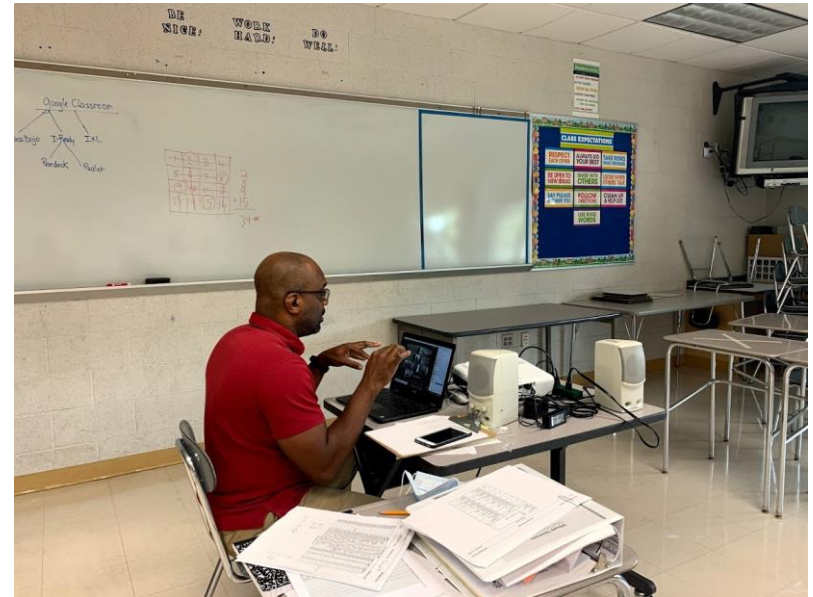
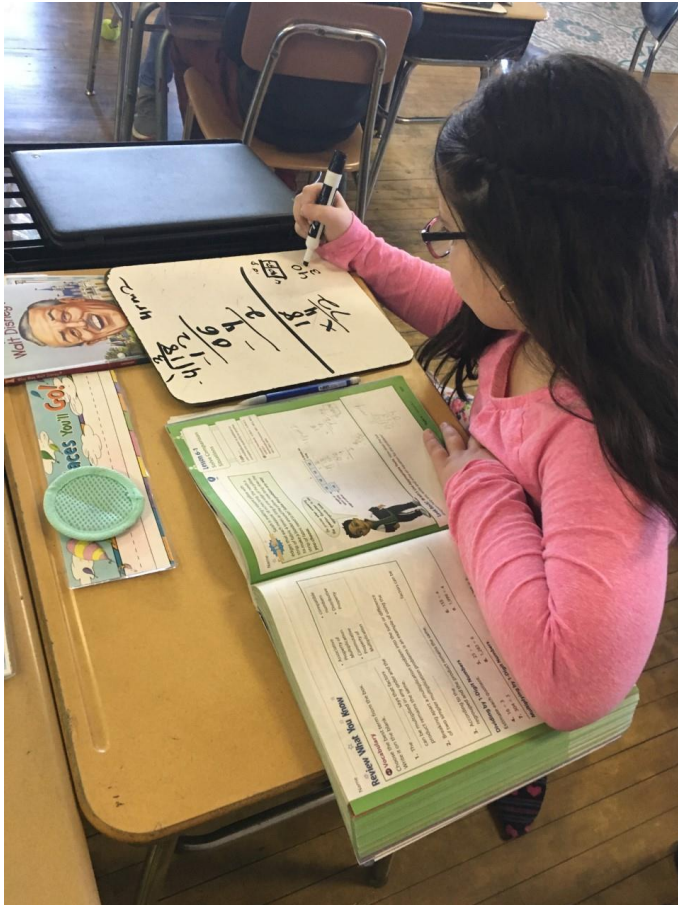
INTERACTIVE ANCHOR CHART - NOW

SCHOOL IS STILL SCHOOL

MATH - NOW

JamBoard Math

Independent Math Work



MATH – PRE-COVID

SCHOOL IS STILL SCHOOL



Science – Pre-COVID

Science – NOW



SCHOOL IS STILL SCHOOL



READ ALOUDS NOW

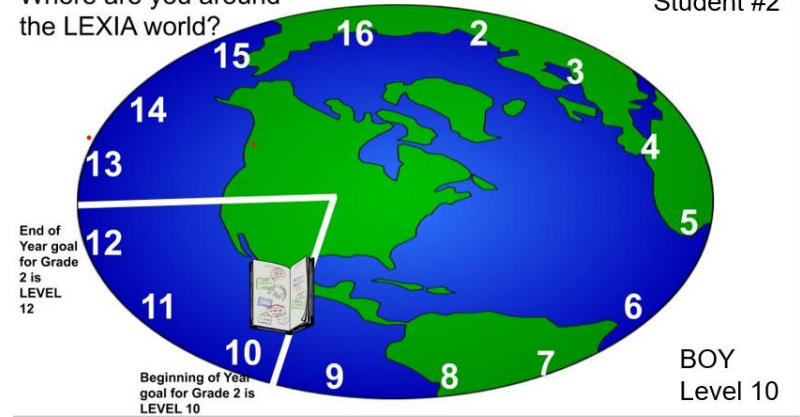


READ ALOUDS PRE-COVID

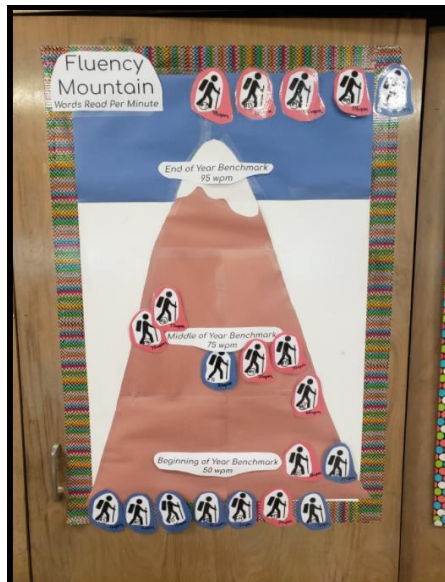
SCHOOL IS STILL SCHOOL



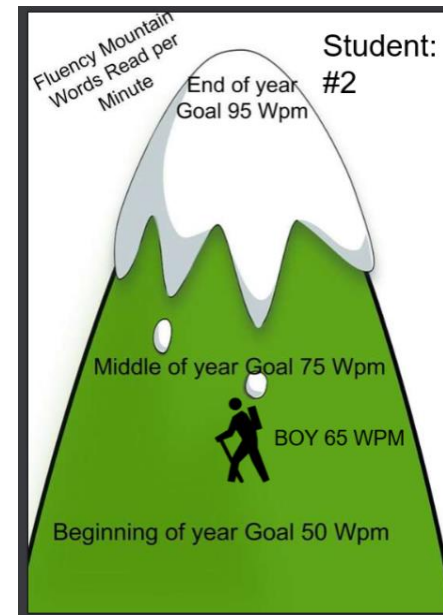
Where are you around the LEXIA world?



DATA WALLS – PRE-COVID



DATA WALLS - NOW



SCHOOL IS STILL SCHOOL

Middle School – Actively Learn

- As always, 8th grade students learn in science about what causes four seasons.
- Now, students can read and write online and receive teacher feedback digitally.

ASSIGNMENT DIRECTIONS

As you read, think about the following: How does the Earth's tilt cause the seasons?



RESPONSE #1 (PROFICIENT):

Earth has seasons due to its axis being titled, and since the earth rotates on it's axis, certain parts on the Earth's axis gets different direct sunlight throughout the year.

TEACHER COMMENT:

Not bad but to get full credit you would need to explain why the tilt matters.

RESPONSE #2 (INCOMPLETE):

Earth is axis is tilted at 23 degrees and revolves around the Sun causing it to have seasons and day and night.

TEACHER COMMENT:

True but this does not answer the question. How do these things cause seasons?

RESPONSE #3 (INCOMPLETE):

Earths seasons are caused by earths rotation while going around the sun.

TEACHER COMMENT:

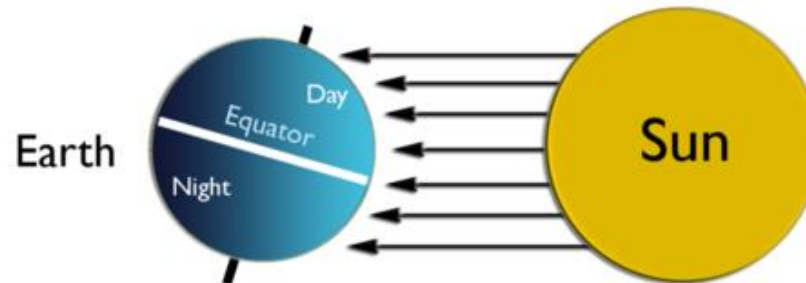
It is more a matter of revolution than rotation and you needed to explain or at least mention how the tilt of the Earth's axis is a factor for full credit.

RESPONSE #4 (BASIC):

earths seasons are caused by the earth being on a 23.5 tilt of earths axis and orbits the sun creating times when its farther and closer from the sun.

TEACHER COMMENT:

Distance from the Sun is not an issue for Earth's seasons.



SCHOOL IS STILL SCHOOL

Middle School – Actively Learn

- As always, teachers create lessons that activate, support and reveal student thinking.
- Now, using Actively Learn as a platform, ELA, Science and Social Studies teachers have a digital platform where the students' engagement and thinking is captured in daily charts that help guide the teachers' lessons.

● Instructional Practice in Focus

Activate Thinking	<ul style="list-style-type: none"> ● Higher Level Questioning <p>40</p> <p># DOK 2-4 Questions in assigned texts</p>	<p>Discussion</p> <p>6</p> <p># Note Replies</p>	<p>Annotation</p> <p>4</p> <p># Student Notes</p>
Support Thinking	<ul style="list-style-type: none"> ● Differentiation <p>14</p> <p># Assignments that use Extra Help</p>	<ul style="list-style-type: none"> ● Accessibility <p>240</p> <p>Text to Speech + Translations</p>	<p>Vocabulary</p> <p>6</p> <p># Times Students looked up word definitions</p>
Reveal Thinking	<ul style="list-style-type: none"> ● Feedback <p>328</p> <p># Instances of Teacher Feedback</p>	<p>Formative Evaluation</p> <p>4</p> <p># Student Revisions</p>	<ul style="list-style-type: none"> ● Writing <p>388</p> <p>Avg. words per assignment</p>

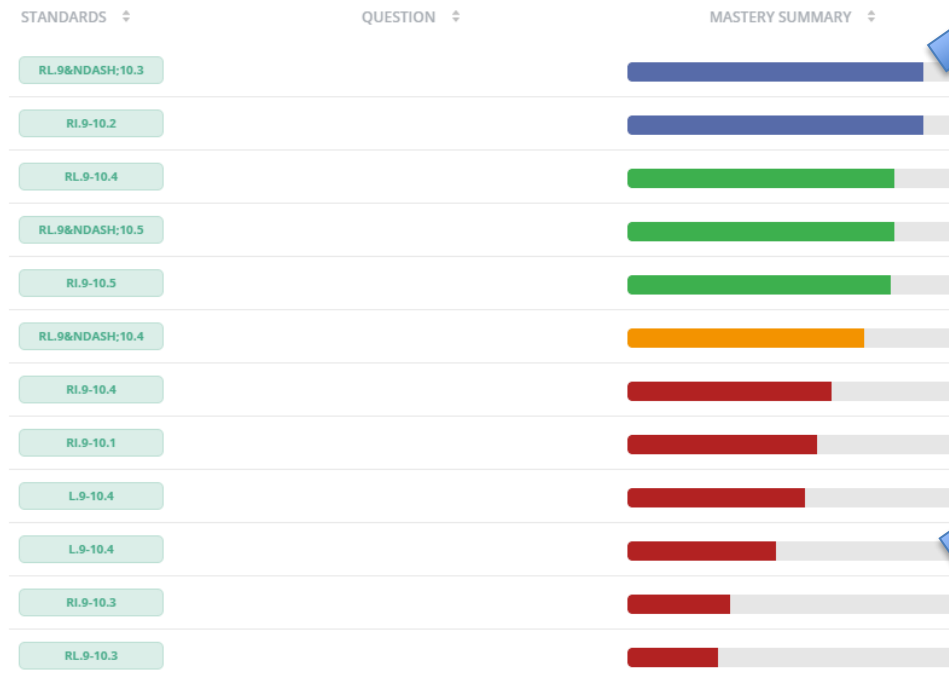
SCHOOL IS STILL SCHOOL

High School – Edulastic


- As always, teachers craft lessons based on grade-level standards and use common, formative assessments to collaboratively determine student supports.
- Now, using Edulastic as a platform, ELA and Math HS teachers have a digital platform where they and their students' can track performance and learning.

ELA Example - Teacher View of Students' BOY Assessment Results

Standard Performance




Standard: RL.9–10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

MASTERY SUMMARY 

PERFORMANCE SUMMARY **90.91%**



Standard: L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

MASTERY SUMMARY 

PERFORMANCE SUMMARY **45.45%**

NBPS FLU CLINICS

Date	Location	Time
10/21/20	Lincoln ES	2:00 PM – 5:00 PM
10/22/20	Normandin MS	2:00 PM – 6:00 PM
10/30/20	Roosevelt MS	2:00 PM – 6:00 PM
11/5/20	Keith MS	2:45 PM – 6:00 PM
11/13/20	Normandin MS	2:00 PM – 6:00 PM
11/20/20	Roosevelt MS	2:00 PM – 6:00 PM
11/23/20	Hayden-Mcfadden ES	2:00 PM – 6:00 PM

COVID-19 and New Bedford Public Schools

- Positive Cases in NBPS
- Communication

Overview

- The use of Abbott BinaxNOW testing in schools can rapidly identify symptomatic individuals with COVID-19 so that appropriate isolation and contact tracing can begin quickly.
 - 97.1% sensitivity and 98.5% specificity in a clinical study
 - *Lawrence General Hospital clinical study*

- Test administration

Phase I Overview

- The rollout of Phase I will help to develop standard of use in school settings

- Test kits provided at no cost

Protocol for Abbott BinaxNOW Testing in Schools

- For students and staff with symptoms consistent with COVID-19:
 - Those who test positive should be treated as a positive COVID-19 case and managed accordingly
 - (see [Protocols for Responding to COVID-19 scenarios](#))
 - Those who test negative should be sent home and are recommended for PCR testing for COVID-19.
 - *Individuals may return to school after they have obtained a subsequent negative PCR test for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications; or*
 - *Have been removed from school for 10 days from the start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours without the use of fever reducing medications*

Protocol for Abbott BinaxNOW Testing in Schools

- For students and staff with the following minimal symptoms, only:
 - Isolated runny nose/nasal congestion
 - Isolated headache
 - Isolated fatigue
 - Not meeting symptoms consistent with COVID-19
- Those who **test positive** should be treated as a positive COVID-19 case and managed accordingly (see [Protocols for Responding to COVID-19 scenarios](#)).
- Those who **test negative** may return to class.
 - Because antigen test results are presumptive (not diagnostic), a PCR test would be required to definitively confirm that the individual does not have COVID-19.
 - Individuals should be referred to their providers.

Family Support / Engagement

NEW BEDFORD PUBLIC SCHOOLS



NBPS has partnered with other community agencies to provide families with **resources, food, and information** throughout the pandemic.

NBPS Wraparound Coordinators hosted a table from May until October to answer questions from families and **hand out school supplies, backpacks, and masks to students.**

According to the Response Corp **500 plus families have been serviced during these pop-ups.** Pop-ups are scheduled to resume in December to service the community.



NBPS has connected:

658 families to the internet

273 of those families have connected to **Comcast Essentials**

385 hotspots provided by the **1Million Project**, with requests still coming in daily.

We also have **1,560 Hotspots** and **227 Comcast Essential codes** still available for families!

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Family
Support
Line Call
Data:

March –
Nov. 2020

454 English

432 Spanish

45 Portuguese

10 Cape
Verdean
Crioulo

11 K'iche

**Total Calls:
952**

NEW BEDFORD PUBLIC SCHOOLS

District Virtual Educational Opportunities

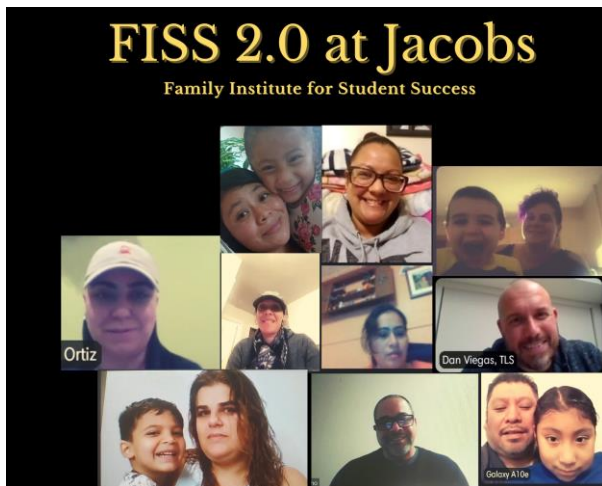
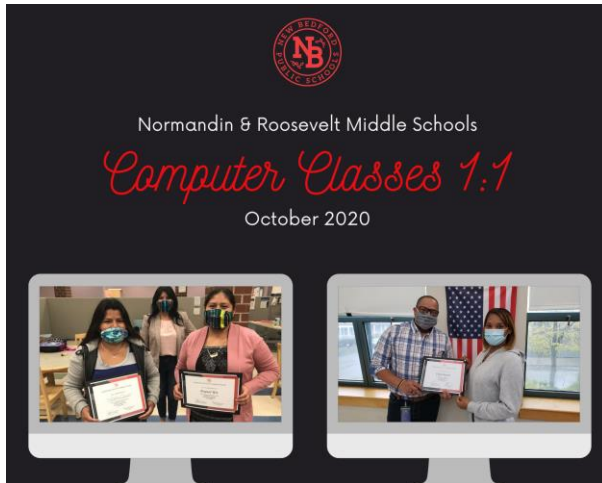
2020-2021

Family Institute for Student Success

- Parker ES graduated 10 parents
 - Ran from 2/27 to 3/12
 - Returned on 10/1 to 10/29
- Jacobs ES – Started on 10/20 to 12/15- 25 parents currently attending the virtual sessions
- 125 graduated parents more than 200 students impacted

In Person Computer Classes

- At Normandin, Roosevelt and Dennison Memorial Community Center
- Held in October and November



District Virtual Educational Opportunities Continued

Virtual Support Groups:

The Mathemagicians:

- Virtual support group for parents with students from K to 2nd grade
- Starting on 11/19

Family Engagement Online Videos

- These videos are based on content about school communication apps, Google Classroom, Internet Safety, Selfcare, Resources in NB, Routines and Parenting and Nurturing skills for men.
- Available in English, Spanish, Portuguese, K'iche and ASL.

English For Life- Upcoming

- Virtual ESL classes where parents will improve their listening and speaking skills
- Starting in November

Family Engagement Virtual Workshops- Upcoming

- Families will learn about School Communication Apps, Google Classroom, Internet Safety, Self-Care, Resources in NB, Routines and Parenting and Nurturing skills for men.
- Available in English, Spanish, Portuguese and K'iche

Home / School Connection: School Level

Home ~ School
Family Engagement opportunities!
Just to name a few:

- Virtual Open House
- Virtual Parent Teacher Conferences - Upcoming
- Virtual Halloween Parade
- Schools have developed their own Family Engagement event in virtual formats
- Classroom Level:
 - Educators are using the interpretation line with more frequency.
 - This is what true home ~ school connection should be
 - From educator to the home – regardless of native language

Hayden McFadden Elementary School
October 30 at 7:45 AM · 🌐

Sneak Peek! Check out the full parade on the morning announcements linked below!



Gomes School-New Bedford
September 24 at 3:46 PM · Facebook for Android · 🌐

Here is the link to our Gomes School Virtual Open House!! Enjoy!! 😊

<https://docs.google.com/presentation/d/1H3DKYnUBBlgrE0tvo77e5UZTs6ltOxE8nRX6WMCR2E0/present?slide=id.p>

#TheresNoPlaceLikeGomes



DOCS.GOOGL.COM
Gomes Virtual Open House
Welcome to the Alfred J. Gomes Elementary Schools' Virtual...

**NBPS RESOURCE OFFICER
DISCUSSION SERIES**

UPDATE/NEXT STEPS



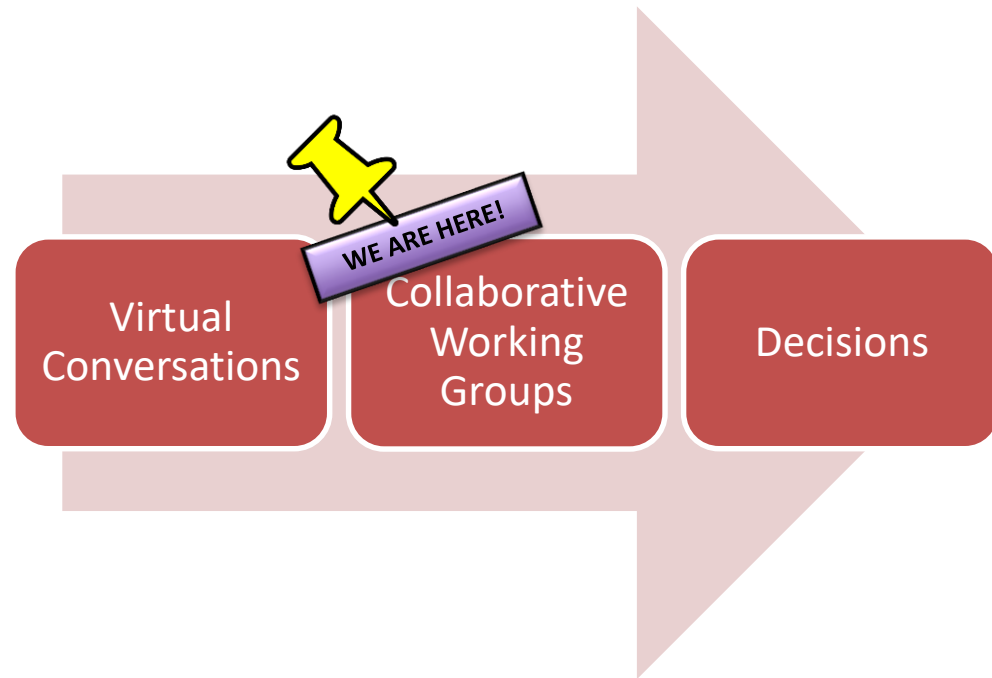
School Resource Officer Conversations

2020-2021

NBPS School Resource Officer Working Groups

Collaborative Working Groups will:

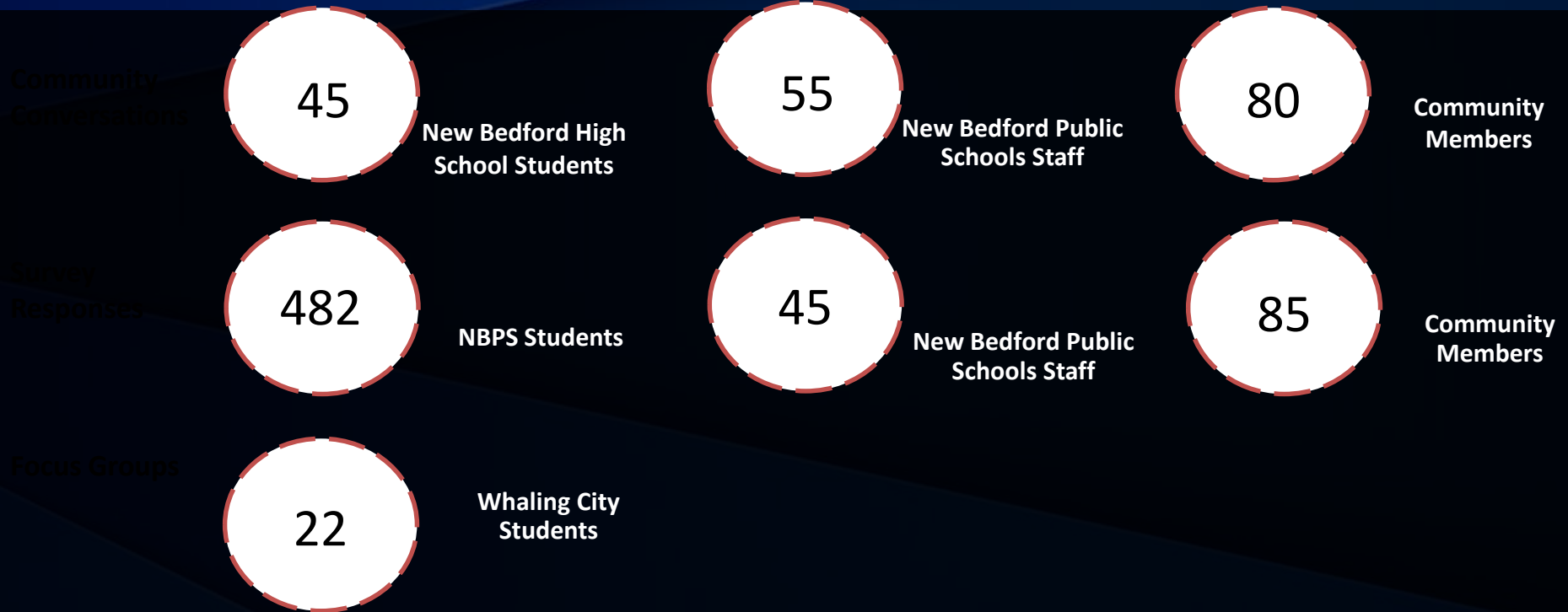
- Include all key stakeholders (staff, students, community members).
- Work together to give this initiative the reflective space it requires.
- Analyze and prepare data to be shared with the greater community.



*We acknowledge that COVID-19 has directly impacted our daily lives. As we balance all the pieces that are occurring in our schools, we do not want to rush this process and would like to create opportunities for collaborative discussions and planning together.

Data Overview:

These numbers capture all data received as of 11/4/2020. Surveys remain open for students, staff, and community members to complete.



Next Steps

Working Group 1: Review Existing Models

- Research existing models (including the removal of) to identify the:
 - Impact on students, schools, communities
 - Process of program reform or removal
 - Evaluation methods

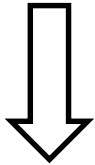
Working Group 2: Data Analysis Group

- Analyze the collected data to establish:
 - Baseline data framework
 - Trends
 - Limitations
 - Future data collection methods
 - Processes for sharing out Impact and Data currently and into the future.

- Each group will share their findings in a report format with Superintendent Anderson.
- Superintendent Anderson will review the findings of each working group to inform his own decision-making process and will create a final plan for the NBPS School Resource Officer program.

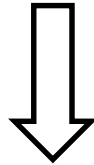
Dates for Next Steps

November 17, 2020



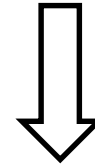
Share out session with key stakeholders

December 2020



Establish Collaborative Working Groups and determine meeting frequency

March 2021



Final reports from Collaborative Working Groups shared with Superintendent Anderson

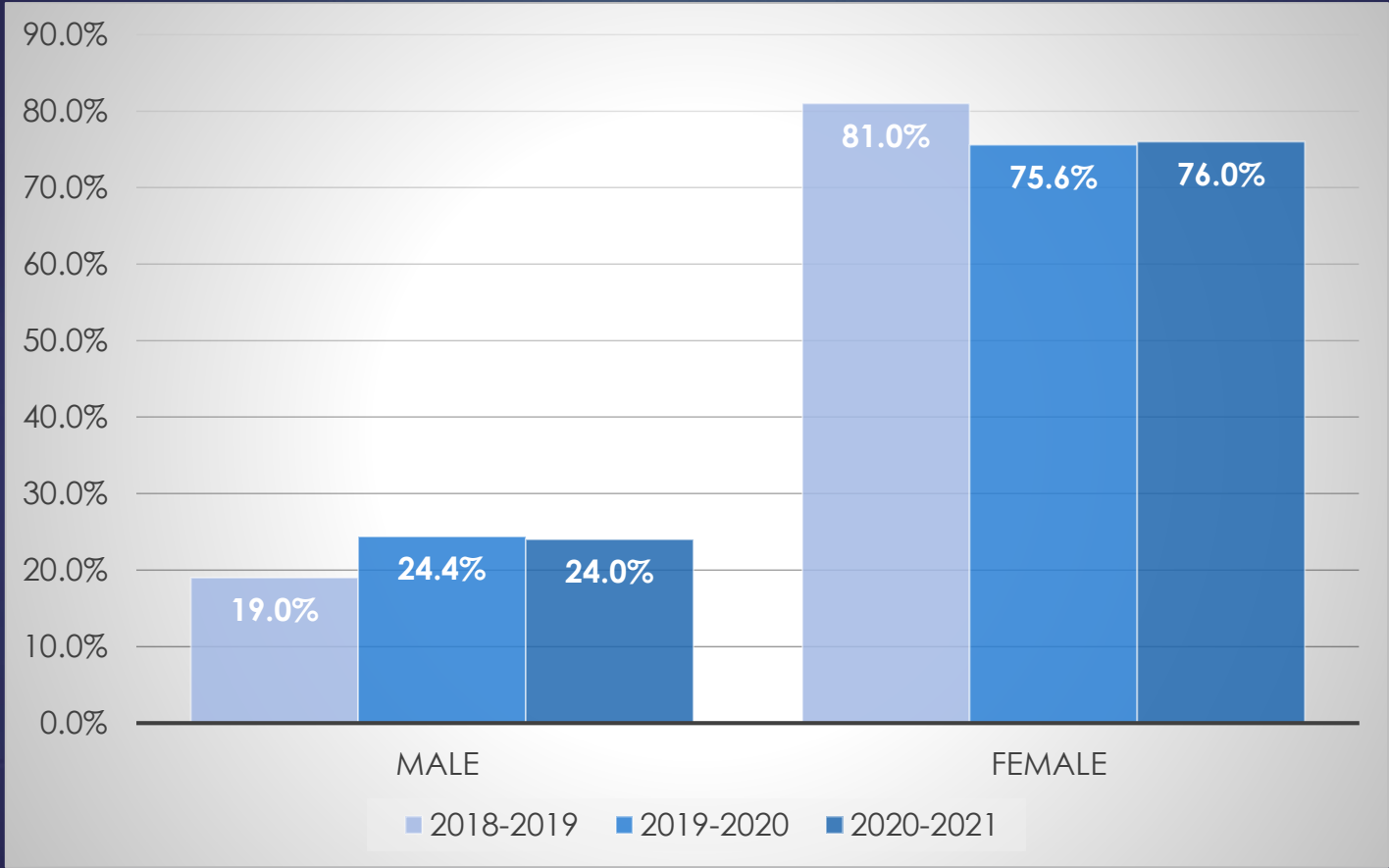
Superintendent Anderson will share his decision and next steps regarding the NBPS School Resource Officer Program

HCS Items

- ▶ Employee Demographics
- ▶ Attendance Data

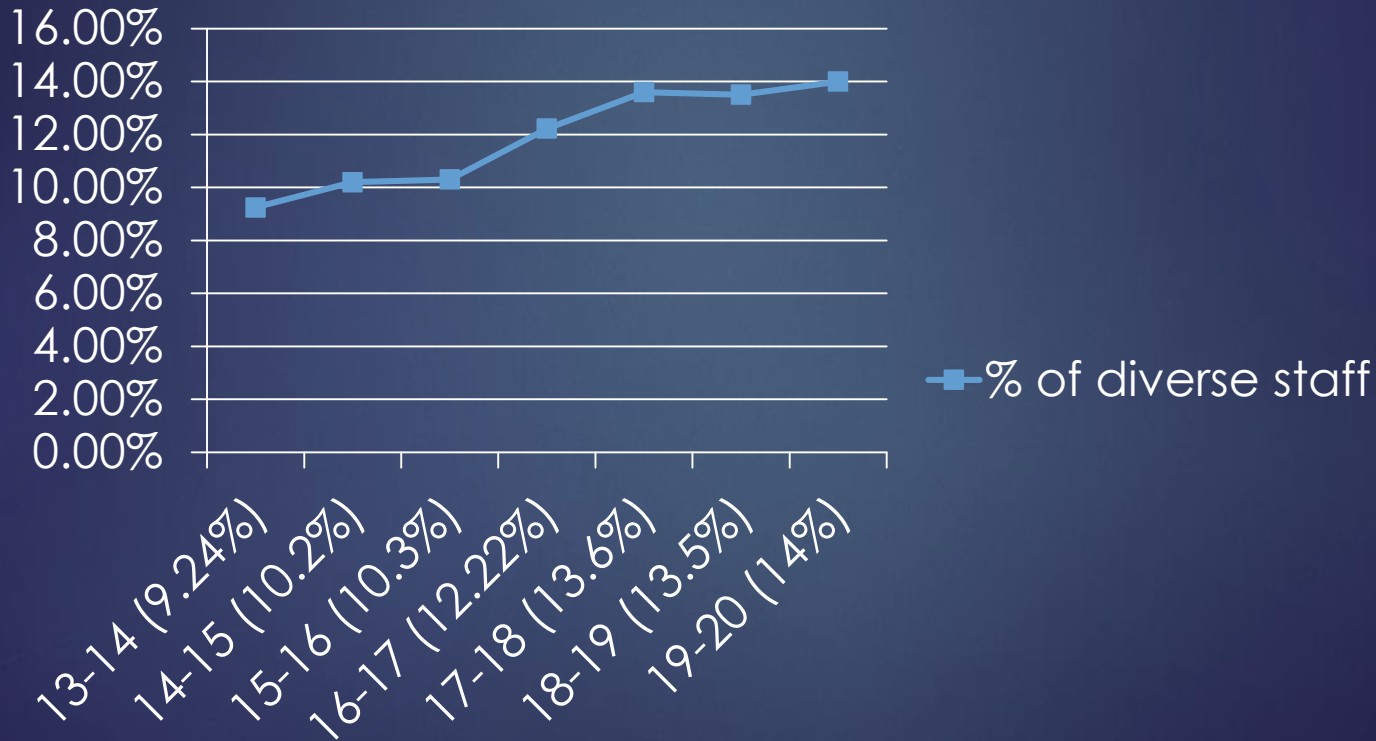


Employee Gender Data - DESE

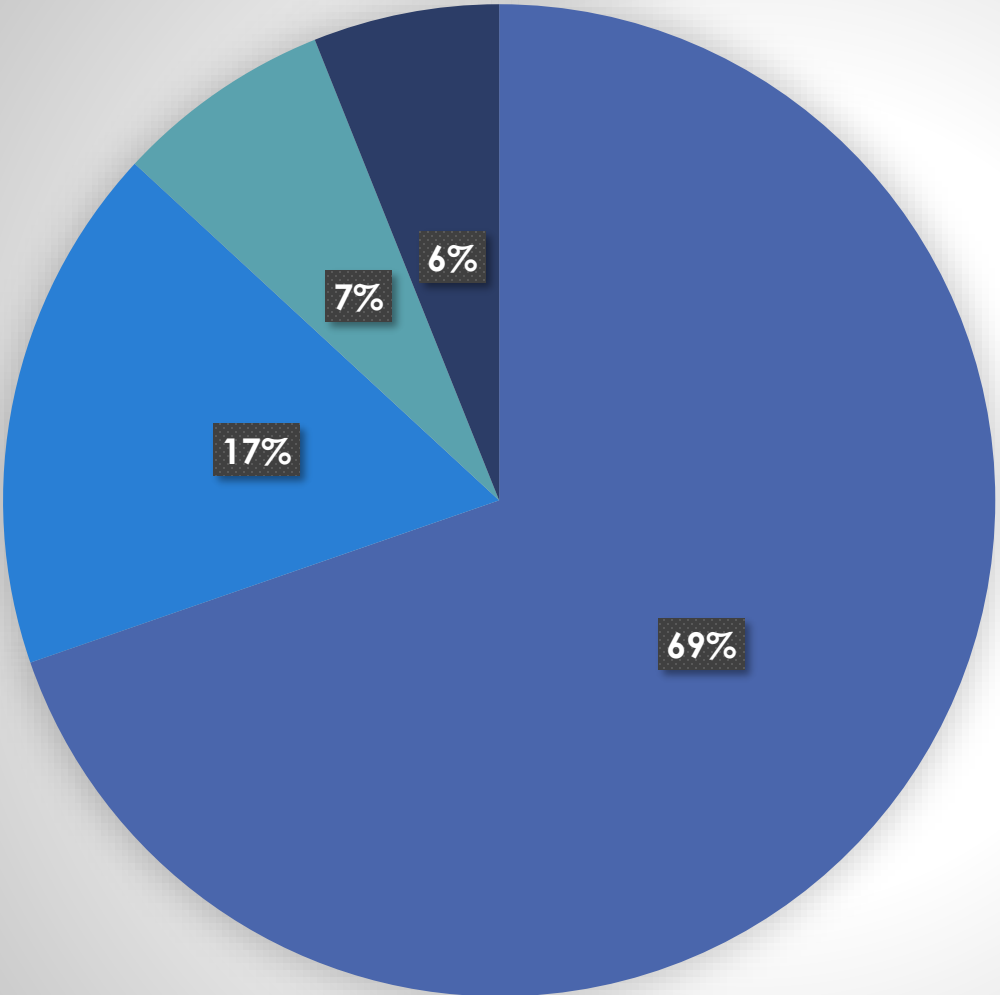


Employee Race/Ethnicity Diversity Data - DESE

% of diverse staff



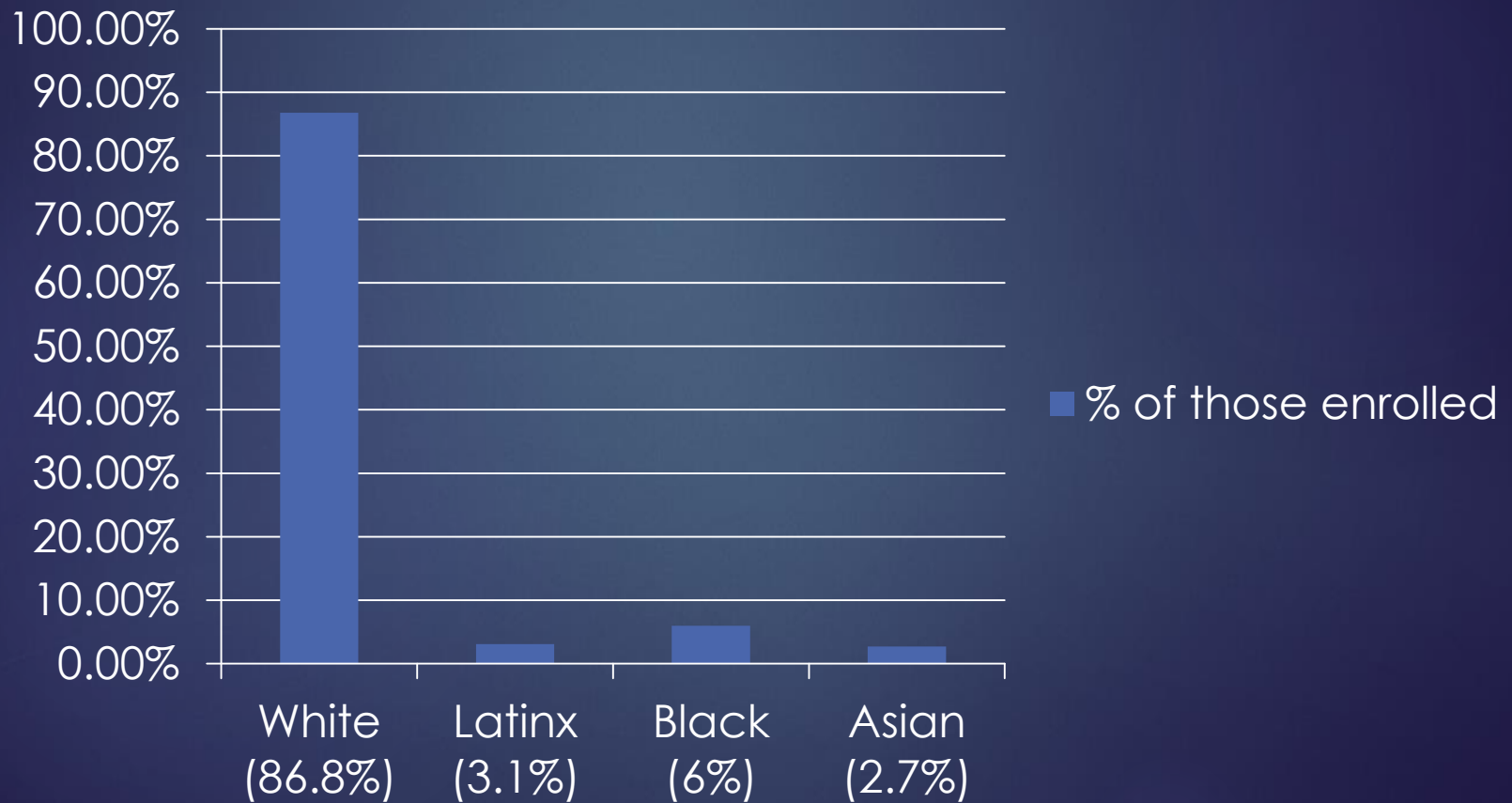
Employee Race/Ethnicity Diversity Data - NBPS



- White (69%)
- Prefer Not to Say (17%)
- Black/African American (7%)
- Latin X (6%)

DESE Ed Prep Enrollment by Diversity

2016-2017





Resources and Research

- DESE [Guidance](#)
- Harvard T. H. Chan School of Public Health special report on [Healthy Schools - Reopening Guidance](#)
- American Academy of Pediatrics [Guidance on Reopening Schools](#)
- CDC [Considerations for Schools](#)
- New Bedford [Health Department](#)
- Information and Feedback sessions with community partners and stakeholders

RESOURCES



American Academy of Pediatrics: <http://aapca2.org/schoolhealth/>

CDC Guidance on reopening:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf?referringSource=articleShare>

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

Academic RESOURCES:

[Guidance: Strengthening Our Remote Learning Experience](#)

[Massachusetts Elementary Prerequisite Content Standards](#)

[Massachusetts Secondary Prerequisite Content Standards](#)

Equity: <https://edtrust.org/resource/10-questions-for-equity-advocates-to-ask-about-distance-learning/>

Early Childhood: [social-emotional learning \(SEL\) and approaches to play and learning \(APL\) standards. remote learning guidance](#)

Education Trust: <https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/2014/09/06163247/10-Questions-for-Equity-Advocates-to-Ask-About-Distance-Learning-During-COVID-19-May-2020.pdf>

Resource to help boost immune system <https://www.marioninstitute.org/coffee-with-dr-hennie/>

THE ROADS of PERSPECTIVE . . .

THANK YOU

