

6B

Personnel Report
June 15, 2020

A. APPOINTMENTS:

Name Position School

UNIT A – Effective SY 2020/21

Melanie Barcelos	Grade 5 Teacher	Gomes Elementary School
Carolyn Boucher	Reading Specialist	Campbell Elementary School
Brian Camara	Math Teacher	New Bedford High School
Kelly Donavan	Grade 5 Teacher	Gomes Elementary School
Marianne Hajder	ESL Teacher – Grade 3 Newcomer	Jacobs Elementary School
Katherine Harrington	Special Education Teacher	New Bedford High School
Camille Holts	ESL Teacher	Gomes Elementary School
Sara Houde	Grade 6 Math/Science Teacher	Keith Middle School
Torey Johnson	Grade 5 Math/Science Teacher	Hayden/McFadden Elementary School
Brianna Jones	Grade 1 Teacher	Pacheco Elementary School
Norman L'Heureux	Social Studies Teacher	New Bedford High School
Megan Ladner	Grade 3 Teacher	Gomes Elementary School
Valerie Malatino	Grade 4 Teacher	Jacobs Elementary School
Danielle Mallard	Grade 5 Teacher	Carney Academy
Christine Marcotte	Math Teacher	New Bedford High School
Cody Marx	ELA Teacher	New Bedford High School
Sadye Pavao	Special Education Tutor	Carney Academy
Rene Soares	Preschool Teacher – ASD	Carney Academy
Emily Solimini	Grade 5 Teacher	Hayden/McFadden Elementary School
Shannon Stevens	Preschool Special Education Teacher – Transitional Resource Classroom	Hayden/McFadden Elementary School
Michael Warble	Special Education Teacher	New Bedford High School
Ashley Whitaker	Math Teacher	New Bedford High School

AFSCME – Effective SY 2020/21

Alicia Dias	Provisional Jr. Clerk Typist	Keith Middle School
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B. RETIREMENTS:

Name Date Position School

UNIT A

Alice Root	June 30, 2020	Occupational Therapist	Paul Rodrigues Administration Building
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AFSCME

Patricia Hinchliffe	June 20, 2020	Cafeteria Manager	New Bedford High School
Michael C. Medeiros	June 30, 2020	Jr. Custodian	Carney Academy
Lori Shuster	May 6, 2020	Cashier	New Bedford High School

PARAPROFESSIONAL

Jeanette Pare-Junier	June 4, 2020	Paraprofessional	New Bedford High School
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Personnel Report

June 15, 2020

C. RESIGNATIONS:

Name	Date	Position	School
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UNIT A

Jack Bartholet	June 30, 2020	History Teacher	New Bedford High School
Kimberly Lewis	June 18, 2020	Special Education Teacher	Normandin Middle School

NON-UNION

Jo-Anna Medeiros	June 18, 2020	Building Based Substitute	Taylor Elementary School
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PARAPROFESSIONAL

Karen Jackson	May 11, 2020	Paraprofessional	Hayden/McFadden Elementary School
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D. TRANSFERS:

Name	From	To
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UNIT A – Effective SY 2020/21

Jaclyn DeMarco	Grade 3 Teacher at Taylor Elementary School	Grade 4 Teacher at Taylor Elementary School
Thomas Gaska	Math Interventionist at Roosevelt Middle School	Grade 6 Math/Science Teacher at Keith Middle School
Crystal Gendreau	Grade 3 Teacher at Carney Academy	Special Education Tutor at Carney Academy
Tara Jauch	Grade 3 Teacher at Pacheco Elementary School	Preschool Teacher at Pacheco Elementary School
Brianna Pereira	Grade 3 Teacher at Carney Academy	Grade 3 Teacher at Carney Academy
Donna Ricci	Special Education Facilitator at Keith Middle School	Grade 8 ELA Teacher at Keith Middle School
Georgina Salsinha	Grade 2 Teacher at Taylor Elementary School	Grade 3 Teacher at Taylor Elementary School
Susan Santos	Grade 1 Teacher at Pacheco Elementary School	Preschool Teacher at Pacheco Elementary School
Angelina Tavares	Grade 5 Math/Science Teacher at Hayden/McFadden Elementary School	Teaching & Learning Specialist at Hayden/McFadden Elementary School

PARAPROFESSIONAL – Effective SY 2020/21

Beverly Chandler	Paraprofessional at Hathaway Elementary School	Preschool Paraprofessional at Hathaway Elementary School
Rena Douglas	Paraprofessional at Roosevelt Middle School	Paraprofessional – Dual Language (Spanish) at Gomes Elementary School

Personnel Report

June 15, 2020

D. TRANSFERS (cont.):

Name	From	To
Carol Fontes	Paraprofessional -- Small Group at Pacheco Elementary School	Preschool Paraprofessional at Pacheco Elementary School
Susan Norales	Paraprofessional -- Substantially Separate at Gomes Elementary School	Paraprofessional -- Dual Language (English) at Gomes Elementary School
Allyson Pontes	Paraprofessional 1:1 at Hathaway Elementary School	Paraprofessional -- Substantially Separate at Hathaway Elementary School
Diana Rodriguez	Paraprofessional -- Small Group at Pacheco Elementary School	Preschool Paraprofessional at Pacheco Elementary School
Kathleen Rogers	Paraprofessional -- Substantially Separate at Hathaway Elementary School	Paraprofessional at Hathaway Elementary School

NEW BEDFORD SCHOOL COMMITTEE

2020 – 2021 COMMITTEE MEETINGS

COMMITTEE MEMBERS

Mayor Jonathan F. Mitchell
Chairperson Ex-Officio - 2024

Mr. Christopher Cotter
Vice Chairperson – 2024

Mr. Joshua Amaral
Member – 2022

Ms. Colleen Dawicki
Member – 2022

Mr. Joaquim "Jack" Livramento
Member – 2024

Mr. Bruce Oliveira
Member – 2024

Mr. John A. Oliveira
Member - 2022

Meeting Location:
Keith Middle School
225 Hathaway Boulevard
Steven DeRossi
Community Room

Meeting Time:
6:00 P.M.

*All broadcasts and
re-broadcasts of these
meetings can be seen on:*

Local Cable Access
Channel 9

2020 DATES

Monday, September 14, 2020

Monday, October 5, 2020

Monday, November 9, 2020

Monday, December 14, 2020

2021 DATES

Monday, January 11, 2021

Monday, February 8, 2021

Monday, March 8, 2021

Monday, April 12, 2021

Monday, May 10, 2021

Monday, June 14, 2021

Monday, July 12, 2021

Monday, August 9, 2021

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____ Thomas Anderson _____

Evaluator: _____ Aggregatator _____ Christopher A. Cotter _____ June 10, 2020 _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Unsatisfactory</i> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p><i>Needs Improvement/Developing</i> = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p> <p><i>Proficient</i> = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p><i>Exemplary</i> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>				
Standard I: Instructional Leadership			5	
Standard II: Management and Operations			5	
Standard III: Family and Community Engagement			5	
Standard IV: Professional Culture			2	3
End-of-Cycle Summative Evaluation Report: Superintendent				

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory Needs Improvement Proficient Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments: It is the consensus of the committee, who completed the evaluation, that Mr. Anderson has become such an asset to the NBPS. He is described as proficient, hard working, strong leader, and is doing an excellent job as superintendent of our district. Due to his leadership, he has created a team that has provided the NBPS system with the positivity that was missing in the past. He had stated prior to being appointed that he is one who listens to staff and needs them to be successful. Although not all ideas can be implemented, he listens to everyone and makes the decision which is best to move the district forward. Mr. Anderson is described as “continuing a needed focus on district improvement and upheld high standards while fostering a flexible environment that acknowledges and addresses the wide variety of factors that come into play in urban education today”. It was mentioned several times that Mr. Anderson has brought a much needed positive attitude in leadership that has moved all of the staff in the NBPS to a high morale and has built confidence in the district.

His goal where appointed superintendent was to bring the NBPS out of the lowest 10%. Those strides are moving forward and there is still work to be done. His first year was a building year where he came in and took in the district as a whole. He mentioned that he wanted to see what was working, what needed attention, and what was being duplicated and would reshape the district. It is the belief of this committee that Mr. Anderson has in fact been true to his word and is not reshaping the district but is working on marketing the NBPS as the safe schools that children want to attend and parents are proud to send them. A few School Committee members mentioned that the leadership of Mr. Anderson has improved the district greatly. These areas include, the relationships with all staff, relationship with parents and community, the improvement of the NBHS graduation rate, and showing our students that they are more than just a number to DESE. He believes in educating the whole child and not just the improvement of a test score although we can't get away from that. Another area is that area of technology. Due to this foresight, our district was prepared for what turned out to be a challenging 2020 in education.

Mr. Anderson has faced many adversities during his tenure which started almost at the onset of his appointment. There were several members of the NBPS community who passed away suddenly, many wasted hours of his time and energy working on what was appeared to be a never win situation with DESE on the Charter School issue, and now with the current COVID-19 crisis and a teaching environment that nobody would have seen coming. Mr. Anderson took all of these challenges, met them all head on, and did what a great leader does, LEAD.

It is the belief of this committee that we are fortunate to have Mr. Anderson as Superintendent and leading the NBPS. He has brought back the positive in the NBPS, has worked on building relationships with the community as well as our community stakeholders. His leadership has brought a sense of community back into the NBPS and expects everyone to do their part in educating the child. This type of buy-in among staff is not always easy but his personality, treating people as people and not as employees, brings the sense of everyone's voice counts in the NBPS. As it was mentioned in the evaluations, it takes a village to raise a child, and in this case educate a child, and he has brought that mantra to our students and community.

Therefore, it is the belief of this committee that Mr. Thomas Anderson has met and/or exceeded his goals that had been set for the School year 2019/2020.

Superintendent's Performance Goals

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<p>Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.</p> <p>Professional Practice Goal 1</p>		<p><i>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, 2020.</i></p> <p><u>Key Actions:</u></p> <ol style="list-style-type: none"> 1. Attend and present at workshops, local sessions 2. Participate in national and local workshops and/or conferences 3. Engage Department of Education to maintain communication <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Information received at the workshop / conference (calendar documents) • Effective implementation of relevant strategies and use of other resources acquired during the sessions <p>Share information with School Committee as it relates to strategy and other relevant areas that will positively impact NBPS</p> <p><u>EVIDENCE (examples):</u></p> <ul style="list-style-type: none"> • Urban Schools Network Meetings • South Region Superintendent Meetings • MASAC Joint Conference • New Bedford City Educators Meetings <p>Other collaborative discussions</p>					

<p>District Improvement Goal 2</p>	<p>Exit Lowest 10% of School Districts <i>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.</i></p>	<p>Data Points:</p> <p>1. LOWEST 10% - REMOVAL by DESE</p> <p>a. 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.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. Effectively implement the district action plans and make appropriate adjustments 2. Effectively oversee individual school action plans; strategically evaluate data and provide support 3. Ensure that school data meetings effectively address targeted metrics. 4. Superintendent will conduct 4 - 5 School STAT meetings by June 2020. <p>Benchmarks:</p> <ul style="list-style-type: none"> • Mid-year benchmark assessment data <p>School STAT meeting information</p> <p>EVIDENCE: Updates on data (trends and patterns / progress) - in writing and/or School Committee Meetings</p>			
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<p>District Improvement Goal 3</p>	<p><i>Graduation Increase</i> <i>Ensure that supports are in place to raise the district's graduation rate (multi-year):</i> Focus on the key leverage areas that impact graduation beginning in high school through 6th grade.</p> <p>Target (85%): (New Bedford HS): increase each year to close the gap between NBHS and state average of 87.9%</p> <ul style="list-style-type: none"> • 4-year cohort: current 76% (increase of 4% from 2017) • Overall: current 67.9% (increase of 2.9% from 2017) <p>Key Actions:</p> <ul style="list-style-type: none"> • Effectively review all course pass rates <ul style="list-style-type: none"> a. Support school in implementing supports to increase 9th grade pass rates • Review School Strategic Plans to assess progress and NBPS data points <ul style="list-style-type: none"> b. Support school in implementing supports <p>Benchmarks:</p> <ul style="list-style-type: none"> • Grow 10% from the baseline with a target of 80% course pass rates • 9th grade pass rates increase <p>Monitor attendance with attention on 9th and 10th grade (based on targeted groups)</p>	
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<p>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.</p> <p>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)</p> <p>Key Actions: Work with City Planner Office to assess birth rates and city population</p>	<p>District Enrollment Increase</p> <p>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.</p> <p>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)</p> <p>Key Actions: Work with City Planner Office to assess birth rates and city population</p>	<p>District Enrollment Increase</p> <p>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.</p> <p>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)</p> <p>Key Actions: Work with City Planner Office to assess birth rates and city population</p>	<p>District Enrollment Increase</p> <p>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.</p> <p>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)</p> <p>Key Actions: Work with City Planner Office to assess birth rates and city population</p>
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District Improvement Goal 4

1. 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
 - a. Market to non-NBPS schools to increase matriculation (i.e., charter schools, private, parochial, independent and surrounding districts)
2. Increase and promote more targeted outreach including home visits and engagement with smaller groups
3. Assess and increase ways to market schools through informational post cards, fliers, social media, etc.
4. Continue to work with the local media including Cable Access TV on a frequent basis.
5. Conduct school visits with School Committee members, other stakeholders at least twice during the year.
6. Increase student outreach events (academic competitions, assemblies).
7. Support principals in strengthening the recruitment process

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):

- TV Infomercials
- Printed outreach

<p>District Improvement Goal 5</p>		<p>Reduce Chronic Absenteeism <i>Effectively and efficiently, engage parents and the community (multi-year):</i> to increase the overall student attendance rate by targeting the grade levels that have the lowest attendance rates</p> <p>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)</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 <p>Benchmarks:</p> <ul style="list-style-type: none"> • Update on attendance quarterly • Year to date / month to month comparisons show a decrease <p>EVIDENCE (examples):</p> <ul style="list-style-type: none"> • Targeted students show a decrease • Overall attendance improves 				
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<p style="text-align: center;">Student Achievement Goal 6</p>	<p style="text-align: center;">Advanced Placement Score Increase</p> <p>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.</p> <p>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)</p> <p><u>Key Actions:</u></p> <ul style="list-style-type: none"> • PSAT participation and scores <ul style="list-style-type: none"> ◦ Assess and evaluate student courses and readiness • Identify students who should be in the Advanced Placement courses <ul style="list-style-type: none"> ◦ 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 <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Course grades (successful pass rates - B or better) • Mock test performance <p>EVIDENCE (examples):</p> <ul style="list-style-type: none"> • Increase in AP scores • Increase in access to advanced level courses • Participation in AP practice sessions
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<p>Student Achievement Goal 7</p>	<p>SAT Score Increase</p> <p>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.</p> <p>Target (1059): Increase student combined SAT scores from current 957 to 1059 (national average) by August 2022</p> <ul style="list-style-type: none"> • NBPS 957 (baseline) to 991 to 1025 to 1059 in 2022. <p>Key Actions:</p> <ul style="list-style-type: none"> • Identify students who should be taking the SAT <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ Review scores and use AP Potential for scheduling • Create prep sessions for students to prepare for monthly tests <p>Benchmarks:</p> <ul style="list-style-type: none"> • Students attending prep sessions • Increased SAT scores • Individual student SAT score increase • Students earning higher in English 9, 10 and 11; and in math classes <p>EVIDENCE (examples):</p> <ul style="list-style-type: none"> • Individual student SAT score increase • Practice test participation 				
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<p>Project Based</p> <p>Goal 8</p> <p><i>These areas are new and still require fleshing out and more concrete details. However, the information below outlines some of the preliminary work. In some of the areas staffing to oversee expansions is needed and these will be included in the FY21 budget process.</i></p>	<p>Magnet Program at NBHS:</p> <ul style="list-style-type: none"> • 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 <p><i>Timeline: August 2019 - June 2020:</i></p> <ul style="list-style-type: none"> • Courses will be identified for SY21 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 							
<p>Project Based</p> <p>Goal 9</p> <p><i>These areas are new and still require fleshing out and more concrete details. However, the information below outlines some of the preliminary work. In some of the areas staffing to oversee expansions is needed and these will be included in the FY21 budget process.</i></p>	<p>Capital Maintenance Plan</p> <ul style="list-style-type: none"> • 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 <p><i>Timeline: August 2019 - June 2020:</i></p> <ul style="list-style-type: none"> • On board project manager • Defined standard of care for all schools / facilities <p>Finalized Facilities Plan outlining district needs including modernizations</p>							

Standards and Indicators for Effective Administrative Leadership
Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)				
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. X Focus Indicator: 1B3 – Meeting Diverse Needs			5	
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)				
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. X Focus Indicator: 1D3 – Observation/Feedback			5	
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. X Focus Indicator: 1E1 – Data Informed Decision Making			4	1
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)				

The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.

OVERALL Rating for Standard I: Instructional Leadership
 The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

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Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Mr. Anderson leads numerous learning walks at all schools. Has invited SC and stakeholders to view the process. Allows principals to provide the feedback to staff both positive and negative. Lunches with students for their input. Regardless of thoughts, he shares their insight with SC. Has given teachers the feeling back that they are appreciated and take fear out of walk throughs. Continues to keep increase graduation rates at the forefront and using Data manager for areas of improvement.

Weekly newsletter, staff recognitions increased morale, SC accompany on learning walks. Also allows SC to view site conditions

Positive with institutionalizing STAT meetings, commitment to learning and adapting based on quantitative AND qualitative data/ feedback.

Mr. Anderson makes visits to schools, classrooms, holds parent meetings, and shares lunches with students. Comments heard, he is careful not to feel walkthroughs as intrusive or punitive for educators. Follows up with notes acknowledging and showing appreciation for the staff. Uses data to make decisions and encourages involvement among administrative team through STAT meetings. This looks at graduation rates, attendance rates, and ELL progress.

Superintendent's Performance Rating for Standard II: Management & Operations

	U	NI	P	E
Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. X Focus Indicators: 2A1 – Plans, Procedures, and Routines 2A3 – Social and Emotional Well-Being			4	1
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. X Focus Indicator: 2B2 – Induction, Professional Development & Career Growth Strategies			5	
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. X Focus Indicator: 2C2 – Time for Collaboration			5	

<p>II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>				
<p>II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.</p> <p><input checked="" type="checkbox"/> Focus Indicator: 2E1 – Fiscal Systems</p>				5
<p>OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.</p>				
<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Continuously evaluating financial resources to maximize effective use.</p>				
<p>Continues to get update on building deficiencies making learning environment for children as positive. Social and emotional needs of study its are being met. Still not enough but is a priority focus. Human Capital Service has improved under Mr. Anderson. The mass exodus of employees has slowed and excitement to stay in the NBPS is back. Professional Development has also improved and is being used to enhance knowledge within NBPS. The NBPS budget is always limited but Mr. Anderson has prioritized the district needs for all and not just his vision of priority. Takes all input into consideration.</p>				
<p>Budgeting process and management has been smooth, effective, and aligned with vision and plan of district. Increased support for new teachers, stronger systems for facilities management and maintenance. One concern is around facilities and maintenance. Capacity for budgeting and follow-through shows room for improvement and potentially more oversight from superintendent.</p>				
<p>Mr. Anderson stresses importance of building administrators responsibility and accountability for clean, maintained buildings, and orderly operations. Creates good learning environment for students. District has has increases social emotional education by adding positions. Still work to be done but a positive trend and acknowledgment of the need. Staff retention has improved as well as the culture under Mr. Andersons leadership. PD is increased in the district as a worthy investment and approach to prepare, develop, and inspire educators. The financial aspect has been handled well by Mr. Anderson where the district is relatively in good financial stability.</p>				

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<p>III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. X Focus Indicator: 3A2 – Community & Stakeholder Engagement</p>			4	1
<p>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. X Focus Indicator: 3B2 – Family Support</p>			4	1
<p>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. X Focus Indicator: 3C1 – Culturally Proficient Communication</p>			5	
<p>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. X Focus Indicator: 3D1 – Family Concerns</p>			4	1
<p>OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.</p>			5	

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

He has worked on bringing community and stakeholders together. Addresses many needs of families and students. Has worked to improve relationships of families and district.

During interview process, mentioned would work on building relationships with families, community stakeholders and district. Ex: Family Welcoming Center. Open to ideas from all which will help district continue growth into the future .

Strong positiver feedback from community partners regarding inclusiveness and collaborative spirit. FOSS program and Family engagement demonstrates best practice and and effective parent engagement in students education. Gathering of all school leaders shows commitment to NBPS students and bridge-building.

Mr,. Anderson has engaged the community through surveys, “visioning” strategic planning processes, and has greatly improved the district’s communications. He has made himself accessible and is transparent. As time moves forward, belief is that more engagement with the community and groups will ensure the direction is consistent with the needs of our of the NBPS. The Family Welcome Center has built tremendous momentum allowing the district to respond to the NBPS families needs. Admirable job as this the best seen in years but more can be done. Mr. Anderson and his Leadership Team respond to family and community concerns.

Superintendent’s Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

U	NI	P	E
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<p>IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator: 4A1 – Commitment to High Standards</p>		4	1
<p>IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)</p>			
<p>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)</p>			
<p>IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input checked="" type="checkbox"/> Focus Indicator: 4D2 – Continuous Learning of Administrator</p>		3	2
<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input checked="" type="checkbox"/> Focus Indicator: 4E1 – Shared Vision Development</p>		3	2
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)</p>			
<p>OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>		3	2

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Outstanding management style, accountability of everyone in respectful way, and open to ideas and encourages dialogue.

Has brought needed mutual respect for leadership team, teaching staff, and all employees. His leadership is approachable and not seen in years.

Appreciate Mr. Andersons continued pursuit or learning and sharing. His recognition of need to learn and adapt sends important signal resulting in new ideas and practices which will make lasting difference in schools and community. His successful leadership in developing a shared vision and plan for the district. Has brought inclusion and collaboration that strengthened relationships with stakeholders. His vision and plan guides keep decisions for the district that is closely aligned to budgeting. A strong example for other urban districts to follow.

Mr. Anderson is a continuous learner himself, demonstrates, and integrates this into his leadership approach. Shares his ideas while unifying the district toward common goals. Ex: the districts convocation events. He has engaged and empowered staff to participate in the process and develop well-rounded views of the district.

NBPS COVID-19 RESPONSE



NEW BEDFORD PUBLIC SCHOOLS COVID-19 RESPONSE OVERVIEW

Pre-March 16:

NBPS team began creating academic packets and inventorying technology

Phase I

March 16 – April 3

Phase II

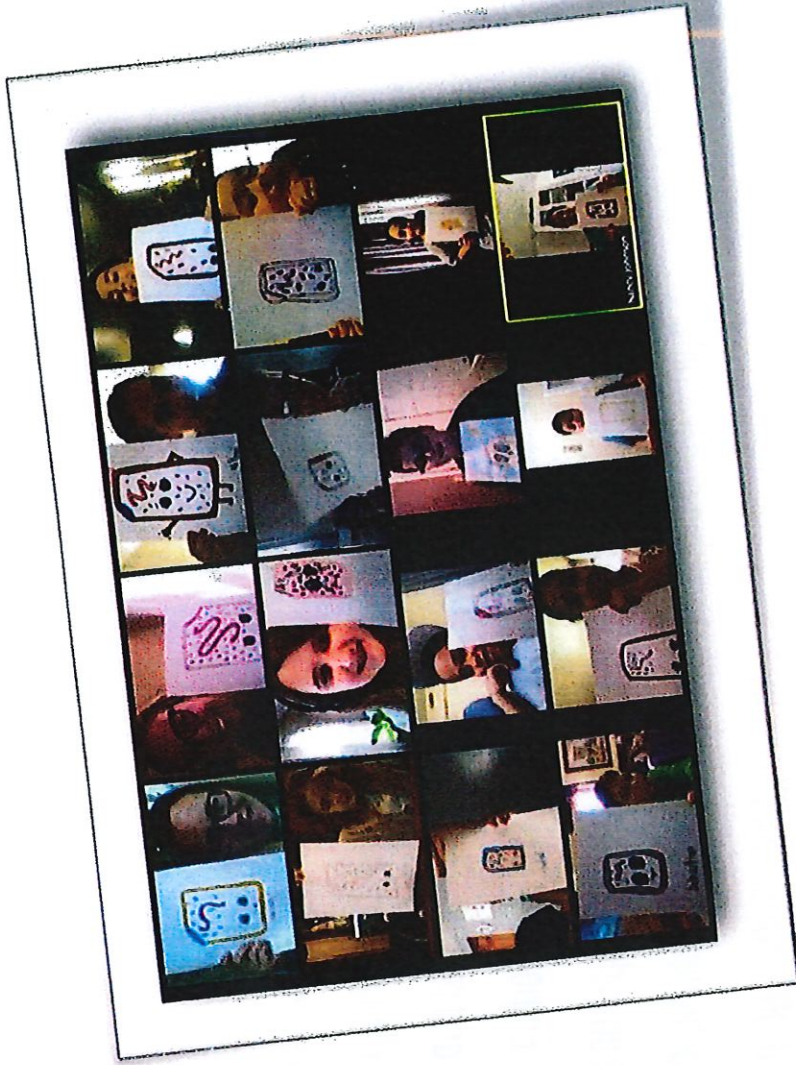
April 6 - May 3

Phase III

May 4 - June 18

Phase IV

June 19 and beyond





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.

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.

- Ongoing connections with our students and their families to be non-negotiable
- Our Plan focused on four key areas:
 - Safety; Nutritional Support; Education; Operations/Communication



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

FOUNDATION REMOTE LEARNING FORMAT



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

Aligned with the DESE recommendations, NBPS' Remote Learning focused 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 reduce the risk of learning loss
- Apply and deepen their skills
- Helped to access multiple hours of academic content per day

Structured daily routines include time on learning and time for breaks (lunch and recess are at the same time each day)

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

NUTRITION SUPPORT



The “Grab and Go” Meals Program: over 190,000 meals since March 17

- Sites: Gomes ES, Campbell ES, Carney Academy, Hayden-McFadden ES, Lincoln ES, Roosevelt MS, Keith MS, near Brickenwood Housing Development
- **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
- **Meal distribution process:**
 - Tight controls
 - Physical distancing guidelines
 - Masks / gloves

PHASE 1 REMOTE LEARNING



PHASE I

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.

- 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.

Elementary Schools:

- Grade of **meeting** or **not meeting** grade level expectations

Middle and High Schools:

- GPAs and grades will be based on terms 1 and 2. Terms 3 and 4 will be based on **credit/no credit**

NEW BEDFORD PUBLIC SCHOOLS



A DAY IN THE LIFE OF A STUDENT

During Remote Learning at New Bedford Public Schools

newbedfordschools.org



- ✓ Wake Up
- ✓ Get Energized
- ✓ Teacher Check-In


My Teacher is hosting a live class at a scheduled time

My Teacher sent a link to a pre-recorded video to watch at anytime

I need my Laptop, Tablet or Smartphone

To connect to my assignments using


- Academic Learning Packets
- YouTube
- Screen-o-matic
- Other Video Recordings



I need my Laptop, Tablet or Smartphone

To connect to my assignments using






- Academic Learning Packets
- Zoom
- Google Classroom
- Other Virtual Meeting



I need my Laptop, Tablet or Smartphone to connect to additional practice using CLEVER


- Freckle
- IXL
- Lexia
- DreamBox
- iReady
- MobyMax
- MYON
- ST MATH

DAILY ROUTINES

- Eat Healthy 
- Rest 
- Exercise 
- Socialize 
- Self-Care 

Family Support Line
Monday through Friday
8:00 AM – 4:00 PM
508-997-4515
THEN PRESS

- 1 for English
- 2 for Spanish
- 3 for Portuguese
- 4 for Creole
- 5 for K'iche



Tune into New Bedford Cable Network – Channel 9 for Focus on Learning TV

Connect with Schools for Copies of Printable Academic Learning Packets

Tune into WGBH/PBS TV



COMMUNICATION / OUTREACH



COMMUNICATION / OUTREACH

- Individual School Outreach to families
- Weekly Principal meetings
- School-based – Principals 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 Plan – Phase 1

March 16 – April 3

Creation and Implementation - focus on basic needs:

- Safety, Health and Wellness
 - Closed Schools and limited access
 - Disinfect/clean 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



Remote Learning Plan

April 6 - April 21



Phase 2

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

PHASE II



PHASE II

Continued Goals and actions for remote learning's next phase

- Equity remained at the forefront of our efforts
- Maintained focus on our most vulnerable students
- Continued 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



Phase 2



Transition of Phases II - III



PHASE 2: Structures and Supports

Phase 3: Deeper Engagement

Phase 2 to Phase 3:

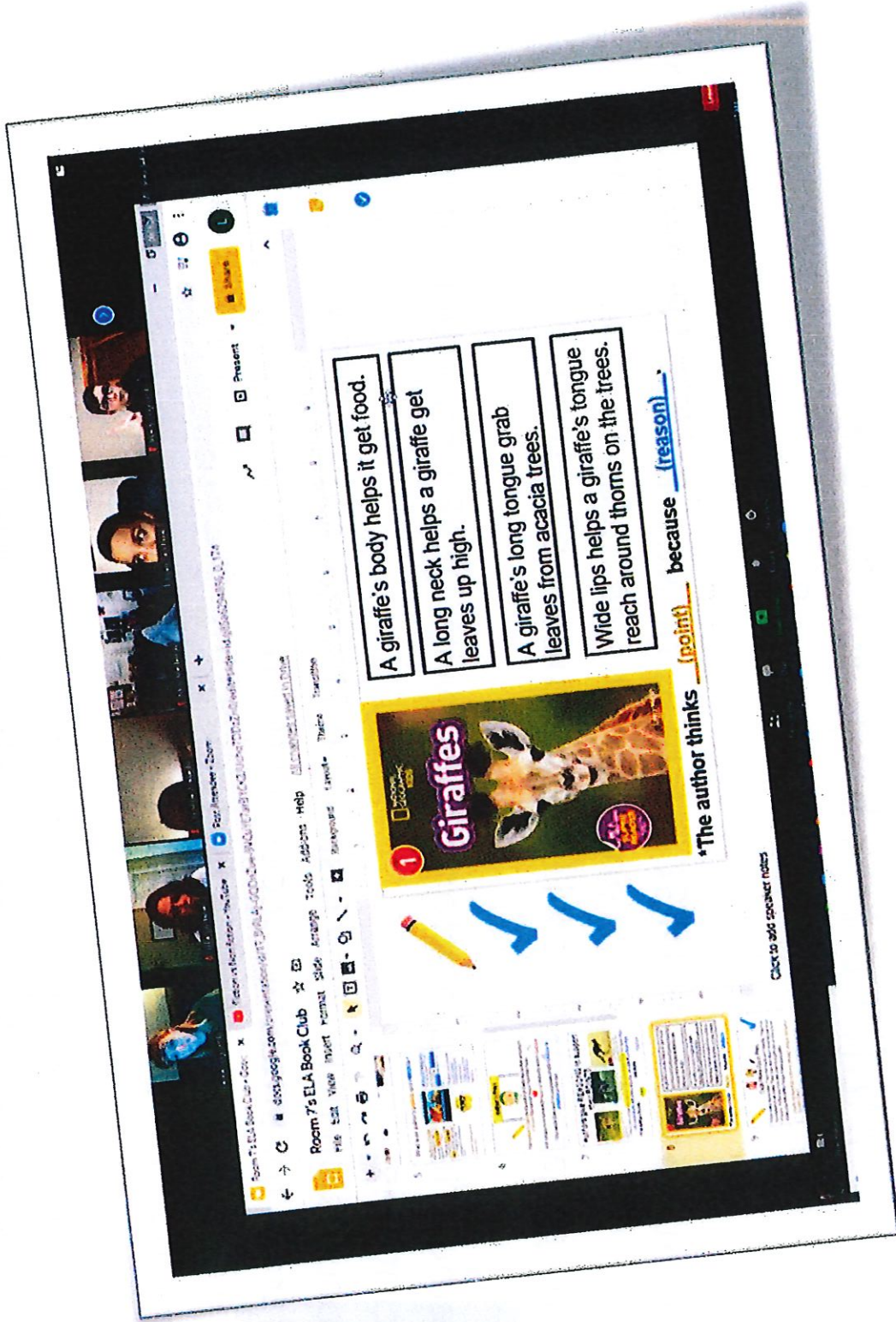
- Focused on standards most critical to student readiness next school year
- Engaged students to assure their fundamental needs are addressed
- Extended depth of knowledge / new content for some students
- Increased support, feedback and engagement for every student to learn this material successfully

REMOTE LEARNING FORMAT



3

Phase 3



Superintendent Update: June 15, 2020



Making the Shift – Phase 3

April 22 – June 18

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**

DISTANCE LEARNING PLATFORM



Our remote learning plan is:

- A fluid process that has been refined and enhanced
- Not individualized to each student or teacher, it is a blueprint for all NBPS schools

The remote learning structure focused 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

EQUITY: This plan considers that technology access varies for our students and we understand that students with diverse needs may require differentiated instructional approaches.

CURRENT NBPS COVID-19 RESPONSE



Guidance from CDC, DESE, etc., priority areas:

- *Safety, Health and Wellness, Nutrition Support ("Grab and Go" meals)*
- *Academics, student engagement in remote learning (more online focus and assessing student progress)*
- *Communications, Operations / Structures*
 - *Assessing and supplying resources (laptops, internet access, etc.) and supplies*
 - *Frequent updates to staff and parents*

PRIORITIES MAINTAINED



From March 16 – June 18 we prioritized the following:

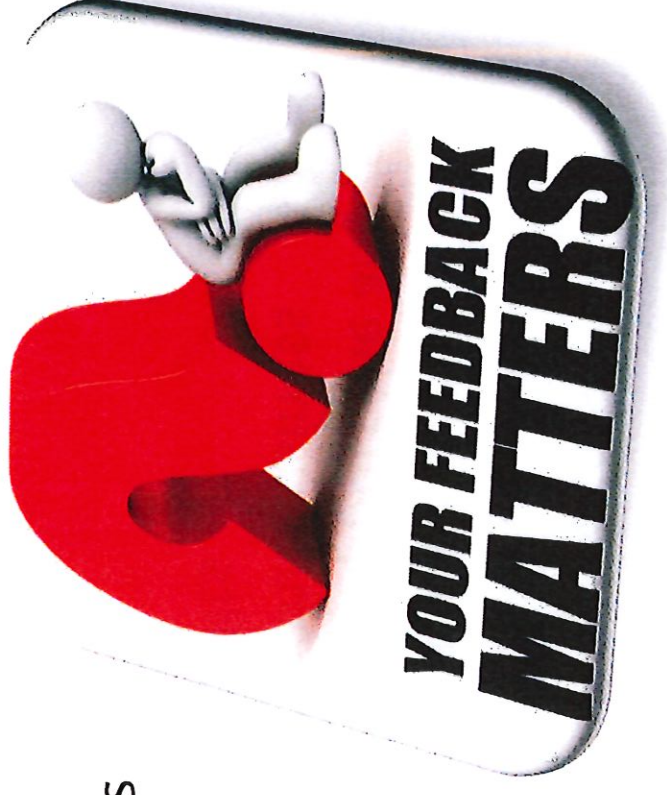
- Well-being and safety of all students and staff
- Continuity of the teaching and learning process
- Meals for children
- Communication to families and community
- Effective processes and operations to support the above priorities including cleaning, security, and business operations including payroll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

FEEDBACK TO GROW



What we learned . . .

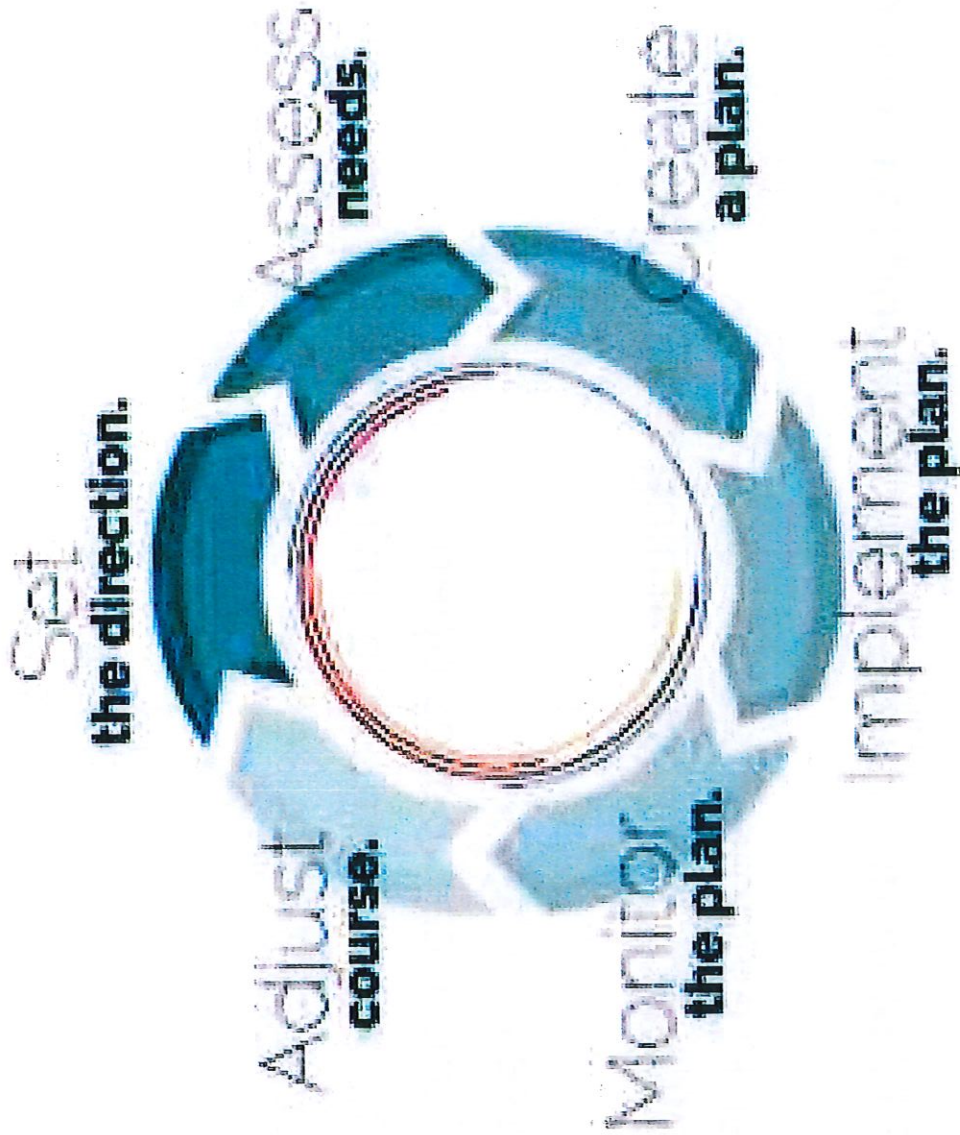
- Parent survey - almost 3,000 responses / thousands of students represented
- Staff feedback/input
- Some of the key areas to grow
 - Consistency with a schedule
 - Platform that is consistent
- Equity issues:
 - Social emotional supports
 - Technology
 - Student environment



PHASE 4 PLANNING



Phase 4



PHASE IV PLANNING



PHASE IV planning: June 19 and beyond (summer and fall):

Summer Programming

- Distance/Remote learning structure

Fall classes

- School campuses open
- Distance/Remote learning structure
- School campuses NOT open

SUMMER PROGRAMMING



NBPS Summer Programming (July 6 – July 30)

All students will have age-appropriate summer reading and math assignments to complete at home. In consideration of CDC and DESE recommendations, all programs typically held onsite will be online (students already have their devices)

- *Sea Lab, like all our summer programs, will be remote this year. The 6-week Sea Lab program will be funded by The Naval Undersea Warfare Center who has graciously agreed to cover the cost this summer.*
 - Staff will conduct weekly virtual lessons including activities, experiments, and projects

SUMMER PLANNING



Summer Programming and Fall Readiness Remote Summer Programming

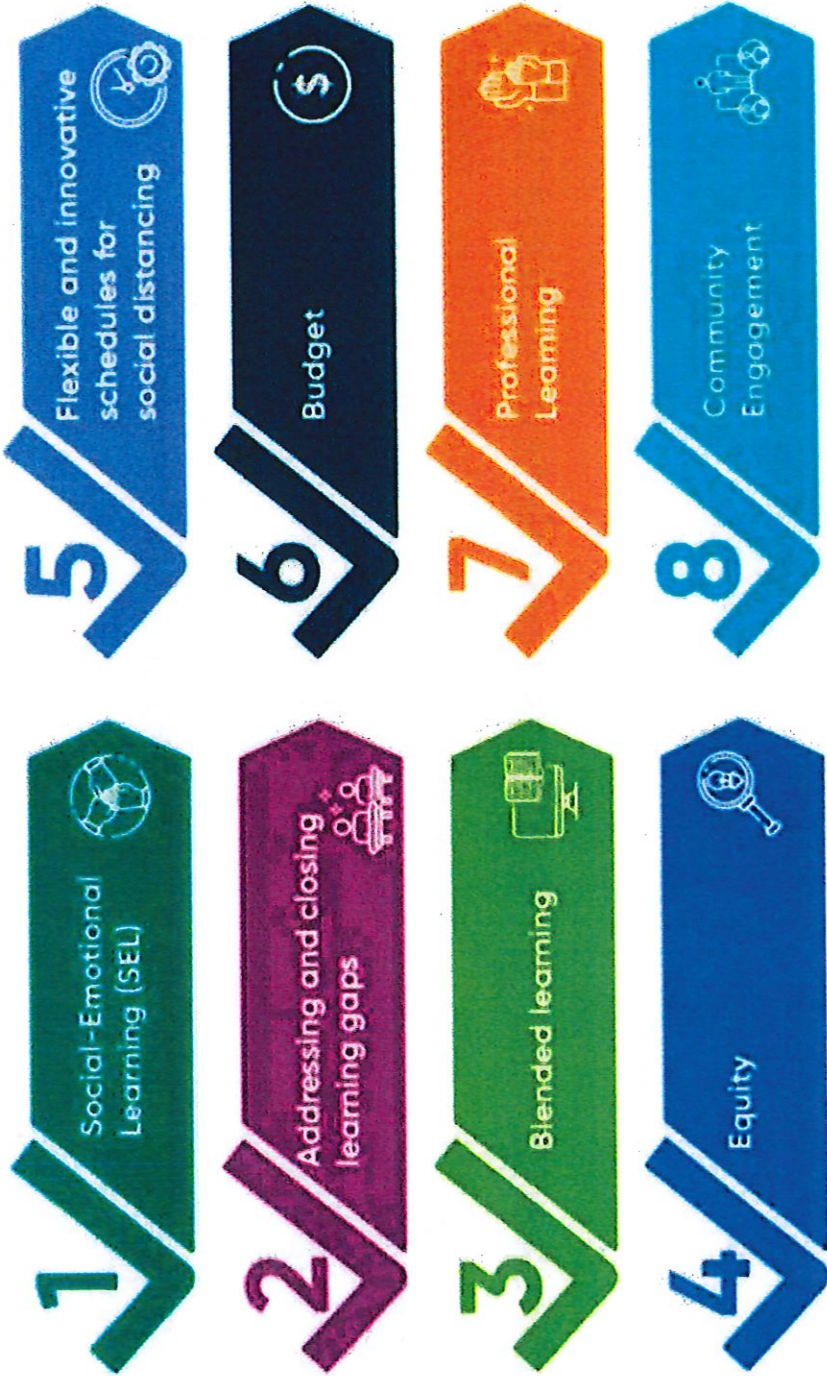
ALL Schools:

- 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)
 - ESY according to IEPs
 - Level 1 and 2 English Learners

PLANNING: NBPS COVID-19 RESPONSE



RE-ENTRY PLAN FOCUS AREAS



PLANNING PROCESS



- **Feedback sessions (8 meetings completed by June 12th)**
 - Reimagine Teaching and Learning Workgroup / Joint NBPS/NBEA Committee
 - 80 individuals (parents, school and central office staff)
- **Resources: Laptops/Chromebooks and Internet**
- **Planning for Schools Cleaning/Disinfecting**

PLANNING: NBPS COVID-19 RESPONSE



Responsive Return Planning for the fall (multiple options): We are creating two reopening plans to address multiple scenarios for the fall. Unlike the initial format, the DESE will dictate and require certain components in addition to approving the return to school plans.

- ❑ **Onsite (Plan 1):** Classes reopen in schools – students/staff onsite
 - Will adhere to all physical distance guidelines including cleaning, masks, etc.
 - All safety precautions including masks, cleaning, transportation plans, etc.
 - Distance learning platform (online) will be available for extreme cases

- ❑ **Distance/Remote (Plan 2):** learning with an online focus
 - Schools NOT open: students and staff using distance learning format (online)
 - Synchronous online classes (primary)
 - A universal online platform will be used
 - Student learning and language needs will be factored in as well
 - Asynchronous component (modeled after Phase II)

PLANNING: NBPS COVID-19 RESPONSE



Responsive Return Planning for the fall (multiple options): Mixed (hybrid) format

- Working through the details of what this will look like

- Onsite / Distance-Remote (Plan 1.5):** Classes reopen in schools, but some students participate in an online format
 - Some students/staff may be both onsite and offsite
 - Synchronous online classes (primary)
 - A universal online platform will be used
 - Asynchronous component (modeled after Phase II)
 - Model that blends components of a traditional model:
 - Educational packets, online and offline learning opportunities
- Possible alternating classes schedule by week

PLANNING: PHASE 4



June 18 and beyond . . .

Summer Programming

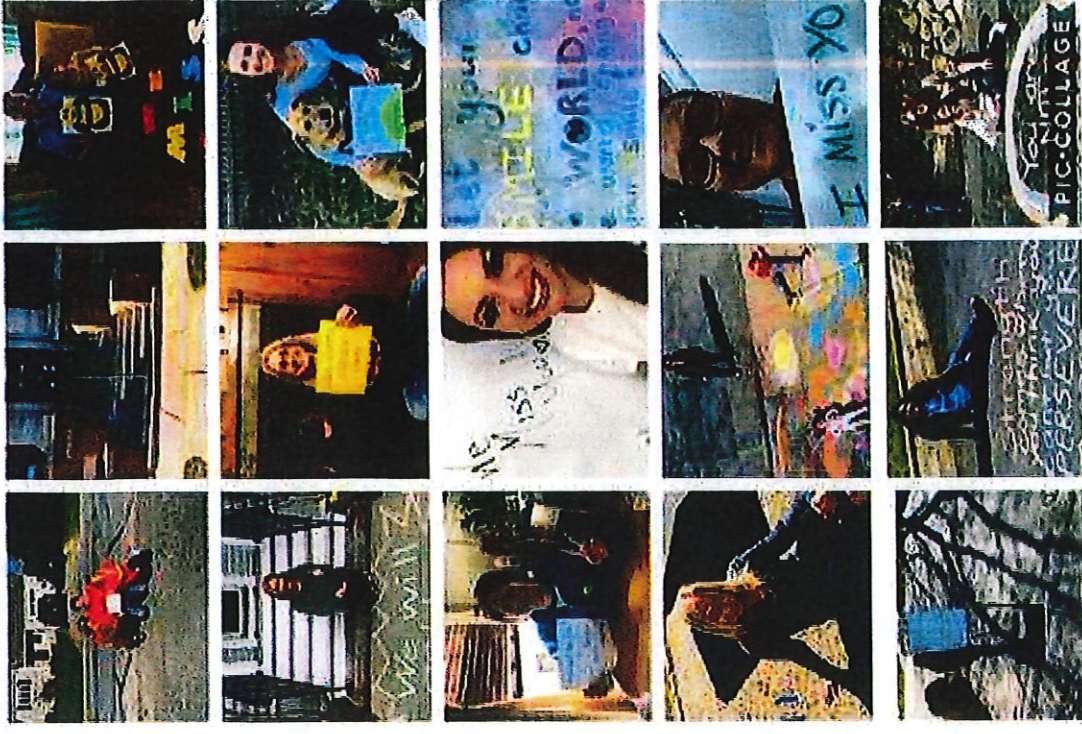
- Online / Blended

Fall classes

- Onsite classes
- Remote learning structure
- Blended model

Resources/Questions

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



PARENT COMMUNICATION



The NBPS return to school model is being designed based on guidance from the Centers for Disease Control (CDC) and the Massachusetts Department of Elementary and Secondary Education (DESE). Our focus puts the health and wellness of students and staff first.

We will provide updates as information becomes available via the NBPS website, social media platforms, and on New Bedford Cable Access.

We are closely monitoring the situation and taking guidance from the CDC, DESE, state and local department of health and the Centers for Disease Control.

We will reach out to parents with children currently enrolled in New Bedford Public Schools in the coming weeks to assess parent plans for their student in the fall:

- Do you plan to attend school if we are all onsite?

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

GENERAL UPDATES



General Updates / Additional Supports

- **Teacher Lessons:** Cable Access: over 30 completed
- **Learning opportunities:** shared via social media, NBPS website, Facebook, Twitter, Cable Access, Instagram and more
- **Registration:** Check NBPS website for more information:
http://www.newbedfordschools.org/depts_programs/family_welcome_center
- **Family Support Line:** 508-997-4515 (Monday – Friday: 8:00 AM - 4:00 PM)
 - Select language (English, Spanish, Portuguese, Creole, Ki'che)
 - Parent Support Specialists speaks in selected language

NBPS COVID-19 RESPONSE



- **NBPS comprehensive Remote Learning Plan NBPS Remote Learning Plan May 2020** is a fluid document that we continue to upgrade

COVID-19 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](#)

The CDC guidance highlighted in the following link addresses several critical areas that we have begun to delve into: <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

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>

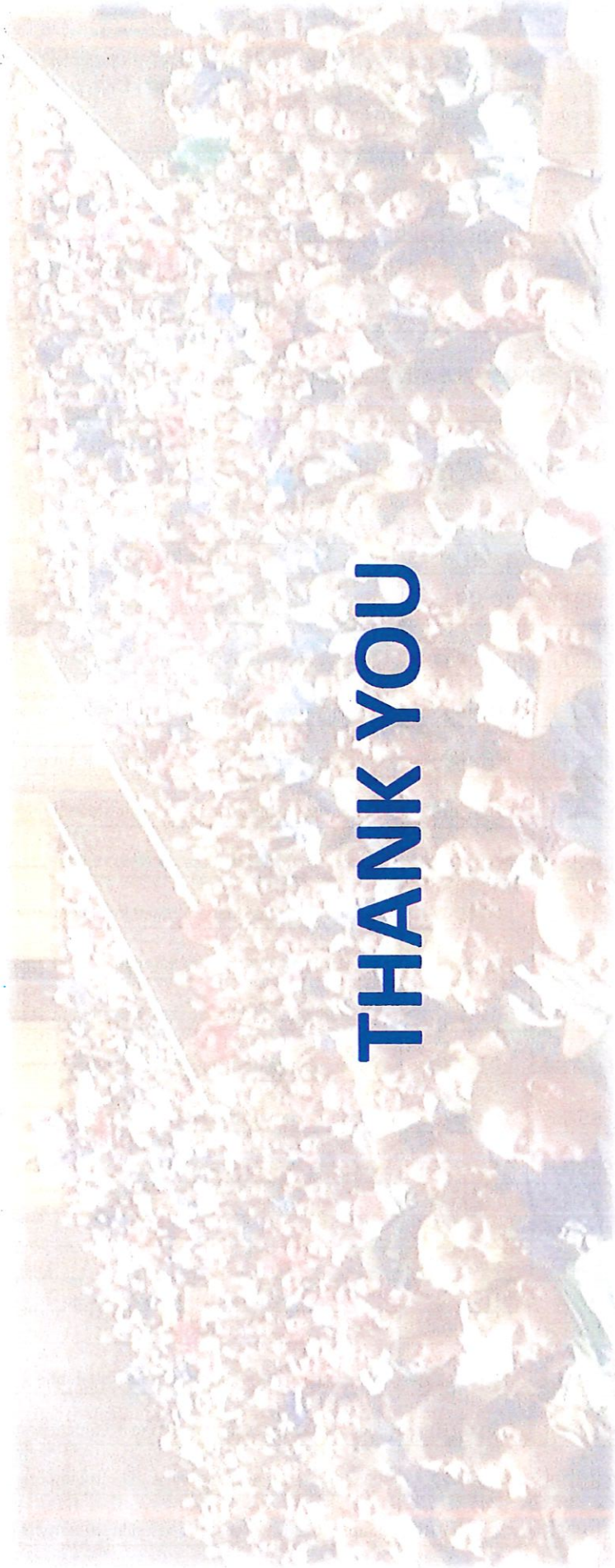
CDC Guidance on reopening offers suggestions that we review and include in our planning for the summer and fall <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf?referrerSource=articleShare>

[Resource to help boost immune system](#)

<https://www.marioninstitute.org/coffee-with-dr-hennie/>



New Bedford
Public Schools



THANK YOU

NEW BEDFORD PUBLIC SCHOOLS

Request approval of STUDENT ACTIVITY FUNDS FOR SCHOOL DEPARTMENT PROGRAMS &
 AUTHORIZE PRINCIPAL TO SPEND MONIES IN STUDENT ACTIVITY AGENCY CHECKING ACCOUNT FOR
 STUDENT ACTIVITIES FOR FISCAL YEAR 2021 (2020 - 2021)

STUDENT ACTIVITY AGENCY G.L. c. 71, § 46
Purpose: STUDENT ACTIVITY RECEIPTS WITH PRINCIPAL AUTHORIZED BY SCHOOL COMMITTEE TO RECEIVE STUDENT ACTIVITY AGENCY MONIES
Expenditure: SCHOOL COMMITTEE AUTHORIZED STUDENT ACTIVITIES

LISTING OF ALL STUDENT ACTIVITY FUNDS

SOURCE OF FUNDING				
SCHOOL	BANK	ACCOUNT #	OBJECTIVE	Amount
ASHLEY	WEBSTER	10149562	Support activities that are based in student organizations.	\$ 20,000
BROOKS	WEBSTER	10149579	Support activities that are based in student organizations.	\$ 20,000
CAMPBELL	WEBSTER	10149584	Support activities that are based in student organizations.	\$ 20,000
CARNEY	WEBSTER	10149607	Support activities that are based in student organizations.	\$ 20,000
CONGDON	WEBSTER	10149597	Support activities that are based in student organizations.	\$ 20,000
DEVALLES	WEBSTER	10149616	Support activities that are based in student organizations.	\$ 20,000
GOMES	WEBSTER	10149678	Support activities that are based in student organizations.	\$ 20,000
HATHAWAY	WEBSTER	10149652	Support activities that are based in student organizations.	\$ 20,000
HAY-MAC	WEBSTER	10149661	Support activities that are based in student organizations.	\$ 20,000
JACOBS	WEBSTER	10149641	Support activities that are based in student organizations.	\$ 20,000
KEITH	WEBSTER	10149795	Support activities that are based in student organizations.	\$ 20,000
LINCOLN	WEBSTER	10149696	Support activities that are based in student organizations.	\$ 20,000
NB HIGH	WEBSTER	Ending in 8613	School Funds	\$ 20,000
NB HIGH	WEBSTER	Ending in 8604	JROTC	\$ 20,000
NB HIGH	WEBSTER	Ending in 8576	School Store	\$ 20,000
NB HIGH	BANK5	901123620	School Activities - Savings	\$ 20,000
NB HIGH	WEBSTER	10959947	Athletics Fund	\$ 20,000
NORMANDIN	WEBSTER	10149805	Support activities that are based in student organizations.	\$ 20,000
PACHECO	WEBSTER	10149706	Support activities that are based in student organizations.	\$ 20,000
PARKER	WEBSTER	10149722	Support activities that are based in student organizations.	\$ 20,000
PULASKI	WEBSTER	10149740	Support activities that are based in student organizations.	\$ 20,000

RENAISSANCE	WEBSTER	1918033520	Support activities that are based in student organizations.	\$ 20,000
RODMAN	WEBSTER	10149751	Support activities that are based in student organizations.	\$ 20,000
ROOSEVELT	WEBSTER	10149814	Support activities that are based in student organizations.	\$ 20,000
SWIFT	WEBSTER	10149760	Support activities that are based in student organizations.	\$ 20,000
TAYLOR	WEBSTER	10967975	Support activities that are based in student organizations.	\$ 20,000
TRINITY DAY	WEBSTER	1049836	Support activities that are based in student organizations.	\$ 20,000
WHALING CITY	WEBSTER	1918024980	Support activities that are based in student organizations.	\$ 20,000
WINSLOW	WEBSTER	10149782	Support activities that are based in student organizations.	\$ 20,000
STUDENT ACTIVIT	WEBSTER	10018914	Pending Account	

