

NEW BEDFORD PUBLIC SCHOOLS



SCHOOL COMMITTEE MEETING
JANUARY 11, 2021



SUPERINTENDENT UPDATE



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.

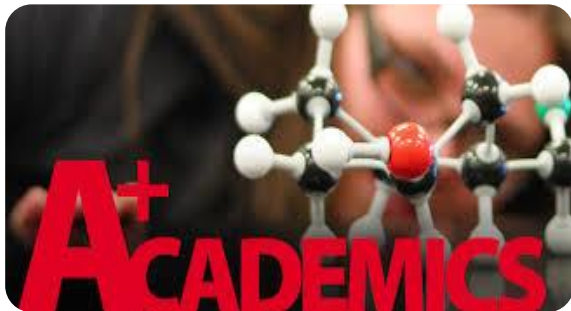
Embedded focus areas: Equity, Operations, Data/Accountability Measures

LEADING ALL ASPECTS



THOMAS ANDERSON
SUPERINTENDENT

Instructionally (depth)



Operationally (effective)



Culturally (healthy)



Consistently Communicate and Collaborate

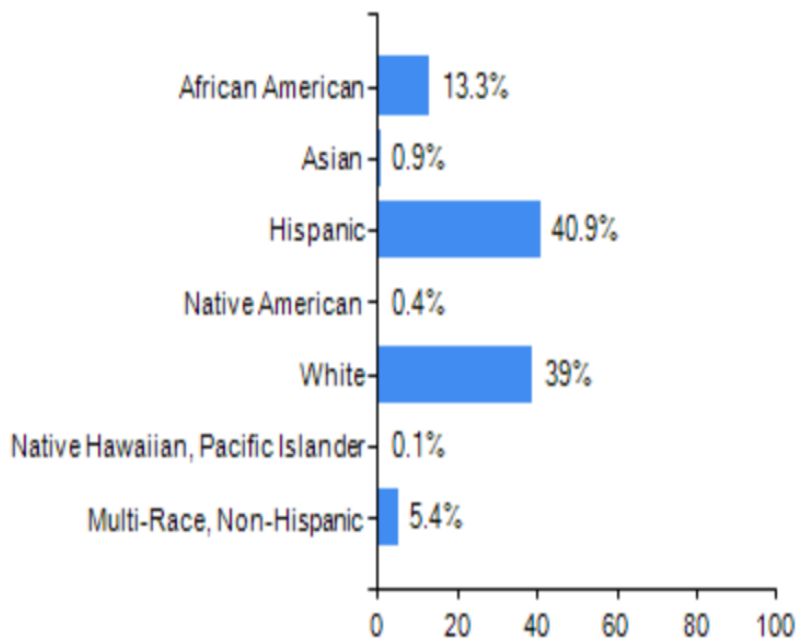
INVESTMENT PRIORITIES
2021 - 2022

UNIQUE COMPETITIVE ADVANTAGE

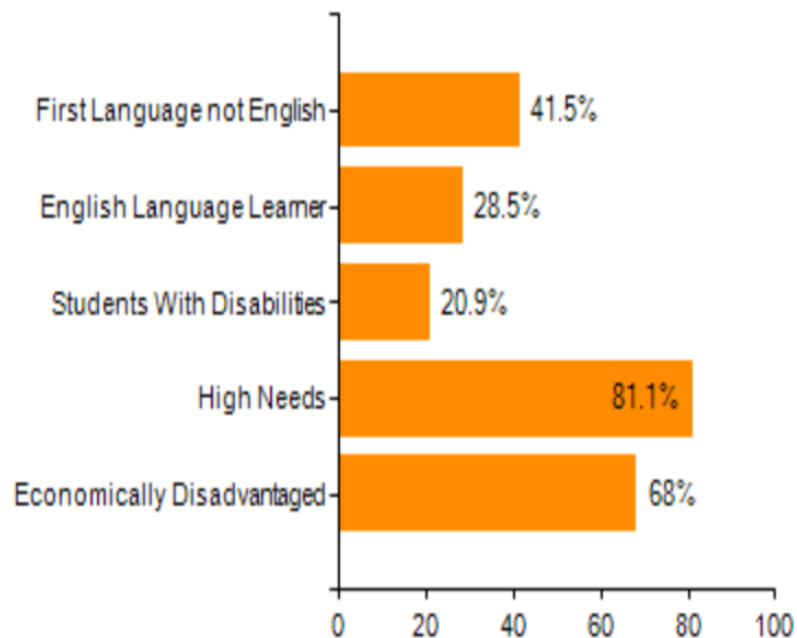
WHO WE ARE . . .

2020 – 2021

Student Race and Ethnicity



Selected Populations



WHO WE ARE . . .

Title	2018 - 2019	% of District	% of State
First Language not English		40.4	21.9
English Language Learner		28.7	10.5
Students With Disabilities		20.9	18.1
High Needs		80.3	47.6
Economically Disadvantaged		66.1	31.2

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

Title	2020-2021	% of District	% of State
First Language not English		42.1	23.4
English Language Learner		26.3	10.5
Students With Disabilities		22.2	18.7
High Needs		84.1	51.0
Economically Disadvantaged		74.0	36.6

ACCESS AND EQUITY

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

BUT

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

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

SOCIOECONOMIC IMPACT

Impact of Low Socioeconomic Status: Affects Behavior and Academic Performance

The Risk Factors

Children raised in socioeconomic situations rarely choose to behave differently:

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

The most significant risk factors affecting children encountering socioeconomic issues:

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

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

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

INVESTING IN OUR FUTURE

INVESTMENT PRIORITIES

Technology

- Resources
- Software and Hardware

Human Capital

- Capacity Building
- Curriculum
- Special Education
- Technology Support

Extra-Curricular Activities

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

Facilities (grounds) – *Standard of Care*

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



INVESTMENT PRIORITIES

Budget Priorities FY2022

Main buckets: Academics, Operations and Culture/Climate



➤ **Staffing Levels**

- Class size (appropriate levels – teachers and paras)

➤ **Personnel Development**

- Standards-based Instruction
- Instructional Leadership Development
- Data Management / Information Systems
- Educational Equity
- Social Emotional Development

RECENT KEY INVESTMENTS since FY20

FY2020 KEY INVESTMENTS: Technology (Administrative)

- ✓ Additional Networks – School-wide Internet Access
- ✓ Munis
- ✓ Microsoft Enterprise Agreement – Microsoft 365
- ✓ ASPEN - Student Information System
- ✓ E- Plus - Cisco VoIP (phone system)
- ✓ TeachPoint - Educator Evaluation
- ✓ West Interactive - Web hosting/Communication Application
- ✓ School Dude (tracking system)
- ✓ Frontline – AESOP
- ✓ NBPS Website
- ✓ Increased devices (laptops, chromebooks, etc.)

Focus:

Areas to leverage for FY2022 Investments:

- ✓ Equity - Create Opportunities
- ✓ Professional Learning Development
- ✓ Increase and Enhance Student Services
- ✓ Increase and Enhance our Learning Spaces
- ✓ Competitive Salaries

CONTINUED INVESTMENT PRIORITIES

Assess impact of these Priorities on the teaching and learning process

Future discussion in planning stages:

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

GENERAL ITEMS

DESE STUDENT LEARNING TIME

NBPS PLANNING

DISTRICT COLLABORATION

CONTACT TRACING PROCESS

DESE STUDENT LEARNING TIME REQUIREMENTS (UPDATED)

A close-up photograph of a spiral-bound notebook. The notebook is open, showing several pages. A black spiral binding is visible on the left side. A pencil and a ruler are resting on the pages. The background is slightly blurred, showing some numbers on the notebook's pages.

New Student Learning Time (SLT) Regulations

- Adopted by the Board of Elementary and Secondary Education on ***December 15, 2020***
- New regulations are effective January 19, 2021
- Regulations are legally binding and non-compliance without a waiver will result in needing to make up the necessary structured learning time by the end of the school year



Amended SLT Regulations for Hybrid Models

- **Hybrid model SLT regulation #1:** all hybrid models must provide a minimum of 35 hours of live instruction over a 10-school day period averaged across the grades in the hybrid model
- **Hybrid model SLT regulation #2:** a daily live check-in with students is required on all school days
- A grade level within a school will be considered as hybrid if **all students have the opportunity to attend school in-person some of the time** (some might have chosen to opt-out)



Amended SLT Regulations for Fully Remote Models

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- **Fully remote SLT regulation #1:** all fully remote models must provide a minimum of 40 hours of synchronous instruction over a 10-school day period averaged across the grades in the fully remote model
 - **Fully remote SLT regulation #2:** all fully remote models must include synchronous instruction each school day
 - A grade level within a school will be considered as fully remote if **not all students have the opportunity to attend school in-person some of the time**



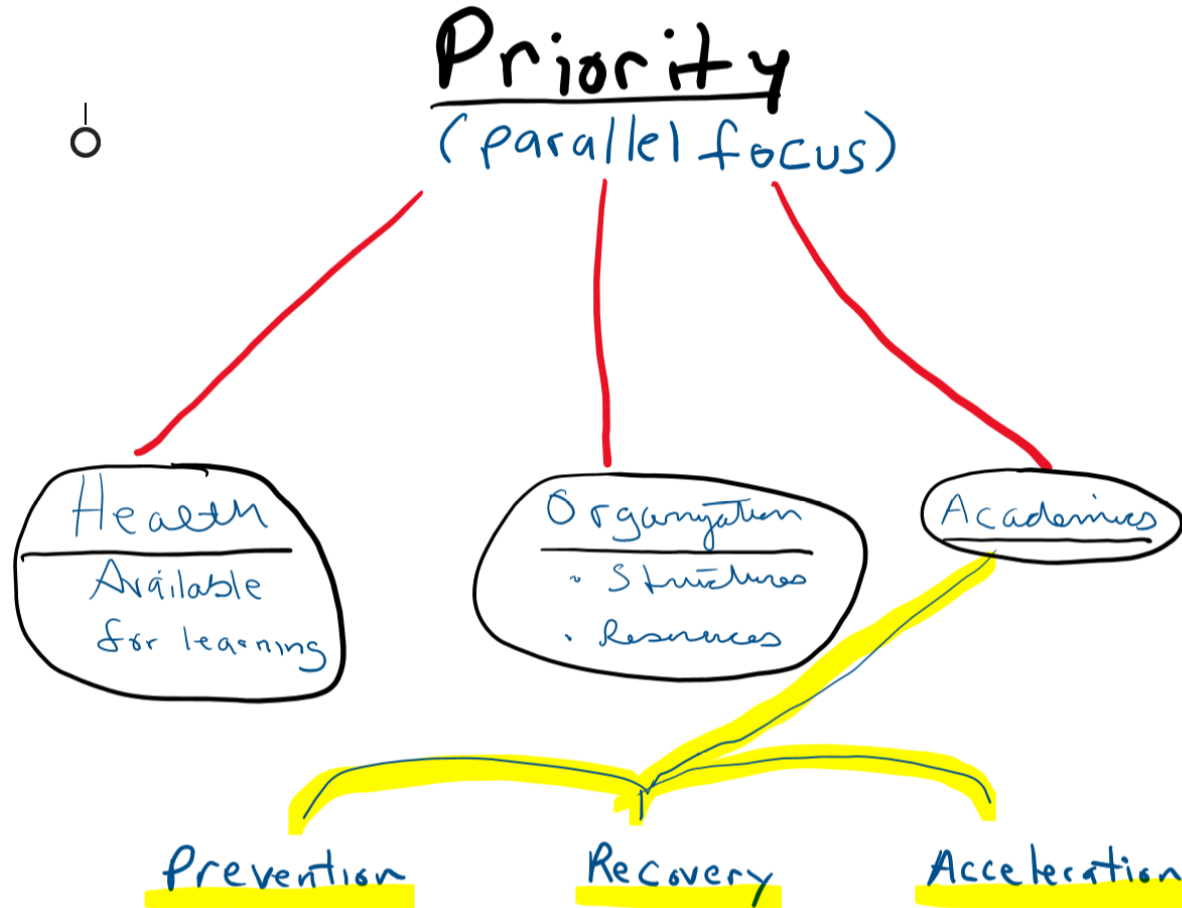
Synchronous Learning

- Definition
 - "learning that is directed by a teacher and that happens in real time with other students, such as during live, whole-class instruction, and small group work"
- Counts as synchronous instruction
 - Live online classes
 - Livestreaming
 - Small group instruction
- Does not count as synchronous instruction
 - "Office Hours" or other optional check-in opportunities

NBPS PLANNING

FOCUS ON LEARNING

INCORPORATES STRATEGIES TO
SUPPORT MENTAL HEALTH



ADDRESSING LEARNING LOSS

Exhibit 7

Significant investments will be required to catch up on lost learning.

What might it cost? Examples of scaling existing evidence-based approaches

Acceleration Academies

6 months of additional learning over 2 weeks of vacation academies

- Weeklong academies in reading
- 25 hours of targeted instruction
- Small groups of 8–12 students
- \$1,600 per student per year

\$42 billion

to reach 50% of the United States' 53 million schoolchildren

High-intensity tutoring

1–2 years of additional learning over 1 year

- 50 minutes of tutoring daily in math
- Provided by paraprofessionals
- 2 students per teacher
- \$2,500 per student per year

\$66 billion

to reach 50% of the United States' 53 million schoolchildren

Source: McKinsey projections, based on studies by *Educational Evaluation and Policy Analysis*, EdResearch for Recovery Project, and Hamilton Project

**McKinsey
& Company**

COVID-19 and learning loss— disparities grow and students need help

December 8, 2020 | Article

By Emma Dorn, [Bryan Hancock](#), [Jimmy Sarakatsannis](#), and Ellen Viruleg



The pandemic has set back learning for all students, but especially for students of color. Evidence-based acceleration approaches can help.

COVID-19 and learning loss—disparities grow and students need help

Beyond access and quality of instruction, students must be in a physical and emotional state that enables them to learn. The COVID-19 pandemic has wreaked havoc on families, leaving many children in precarious situations. Feeding America notes that one in four children is at risk of hunger during the pandemic.^[12] The number of children who are housing-insecure has risen as families struggle to pay rent. Parental supervision and support may be more difficult in families in which both parents need to work outside the home, or in which the parents are English-language learners and cannot directly support their child's learning.

McKinsey & Company: December 8, 2020

CONTACT TRACING

The graphic features a yellow brick house with a grey roof. A person in a dark shirt and light pants stands on the steps. Three circular callouts with dashed red borders show icons of a woman in a blue top, a man in a light blue shirt, and an older woman in a green top. A person in a white vest and blue pants, wearing a green face mask, stands on a green lawn holding a clipboard. The background is a blue sky with white clouds. In the bottom left is the CDC logo with the text 'DEPARTMENT OF HEALTH & HUMAN SERVICES' and 'CDC'. In the bottom right is a yellow box with the text 'cdc.gov/coronavirus' and 'CS317121-C 05/16/2020' below it.

COVID-19 Contact Tracing

cdc.gov/coronavirus

CS317121-C 05/16/2020





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.



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NBPS FLU CLINICS (more to be scheduled)

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
12/10/20	Hayden-McFadden	2:00 PM – 6:00 PM
12/18/20	Pulaski ES	2:00 PM – 6:00 PM

Over 5,075

COVID-19 Impact

Current cases (last 10 days – 1.8.21)

<i>Raw Counts/% (positive cases) Since 1/8/21</i>	# In-building current/total	% In-building cases
Staff	150	6.2%
Students	276	2.8%
TOTAL	426	3.5%
Last 10 days	37 (staff) 68 (students) Total: 104	



- 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 and RESEARCH



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

