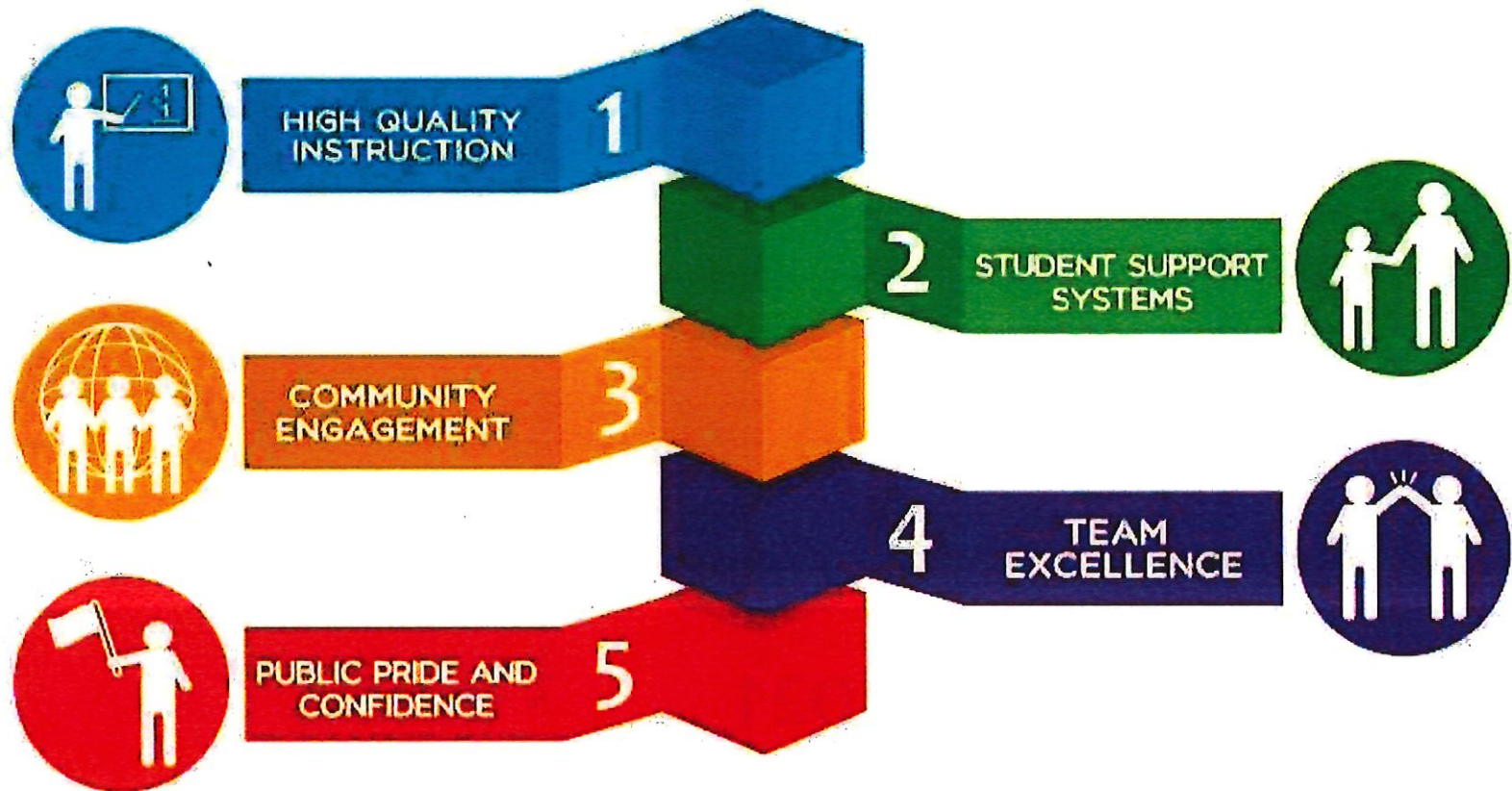




Superintendent Update
Monday, July 12, 2021

NBPS GOALS



RECOGNITION Retirees and Years of Service (25/30)



School Year 2020 and 2021 Retirees

Ashley Elementary School

Linda Rose
Linda Barboza

Campbell Elementary School

Susan Belong
Susan Allen
Theresa Ryan

Carney Academy

Kellie Medeiros
Lynn Garnett

DeValles Elementary School

Maria Goncalves
Susan Kiley

Facilities Department

Gregory Pollard

Gomes Elementary School

Kim Daniels

Hathaway Elementary School

Susan Rysz,
Elizabeth O'Gallagher

Keith Middle School

Kathy Mello

New Bedford High School

Jamie Benoit
Jeanne MacLeod
Carol Ventura
Donna Burke
Maria Soares
Maria Cardoso
Kerri Konerth
Elaine Forgue

Normandin Middle School

Lynn Freitas

Pacheco Elementary School

Janice Flemming
Jane Haskell

Paul Rodrigues Admin. Bldg.

Lori Lopes
Joseph DeMello
Sandra Ford

Pulaski Elementary School

Anne Curry
Joan Burgess
Cherrie Davignon
Susan Rooney
Susan Amorin
Cathy Carlisle
Delia Silva
Teresa Souza

Rodman Elementary School

Mark Ledoux
Pamela Benevides

Roosevelt Middle School

Lynne Lacey
Debra Dixon

Swift Elementary School

Sharon Blanchard

Winslow Elementary School

Donna Teixeira,
Michael Hope
Debra Surprenant



Years of Service Recognition

Brook Ashley
Denise Ashworth
Sandra Azevedo-Cabral
James Calnan
Maria Caneira
Jennifer Carling
Almeda Chavier
Donna Crumley
Timothy Curry
Theresa Debrosse
Kimberly Eugenio
Rhonda Fitzgerald
Carmen Furtado
Lisa Furtado
Jennifer Goncalves
Catherine Gonzalez
Amy Huston
Richard Huston
Helia Macedo



Joanne McKinney
Sara Mello
Beverly Mendes
Loyda Mojica Guzman
Mark Monteiro
Carol Morrison
Evelyn Mota
Stephanie Pereira
Nancy Pimentel
Michael Pires
Kady Plante-Szady
Gilda Poirer
Lori Ponte
John Silva
Thomas Tarpey
Louise Weigel
Louise Wheeler
Donna Wirzburger

Years of Service Recognition

Kenneth Gouveia, Jr.
Roberta Imbriglio
Nicole Lauzon
Cari Lima
Lisa Moreira
Kelly Pacheco
Lisa Poulos



THE YEAR THAT WAS . . .





nbps

**New Bedford
Public Schools**

School Resource Officer Program Update / Next Steps

July 12, 2021

NEW BEDFORD PUBLIC SCHOOLS

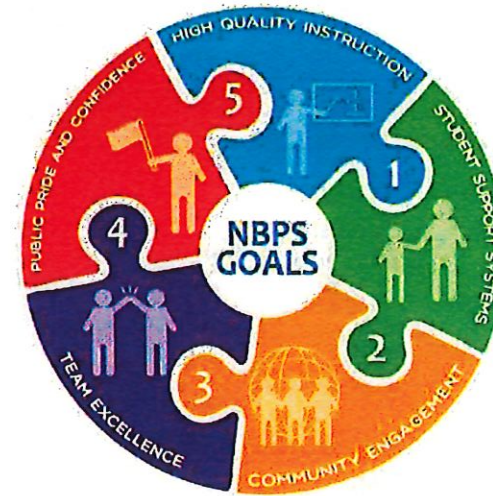
Review of Process

Where we are:

Process - Inclusive

- What we have done
- Timeline – September 2020 – June 2021
- Current SRO Program
- Voices (perspectives)
- Group Discussions / Feedback from various stakeholders
- Personal Experience

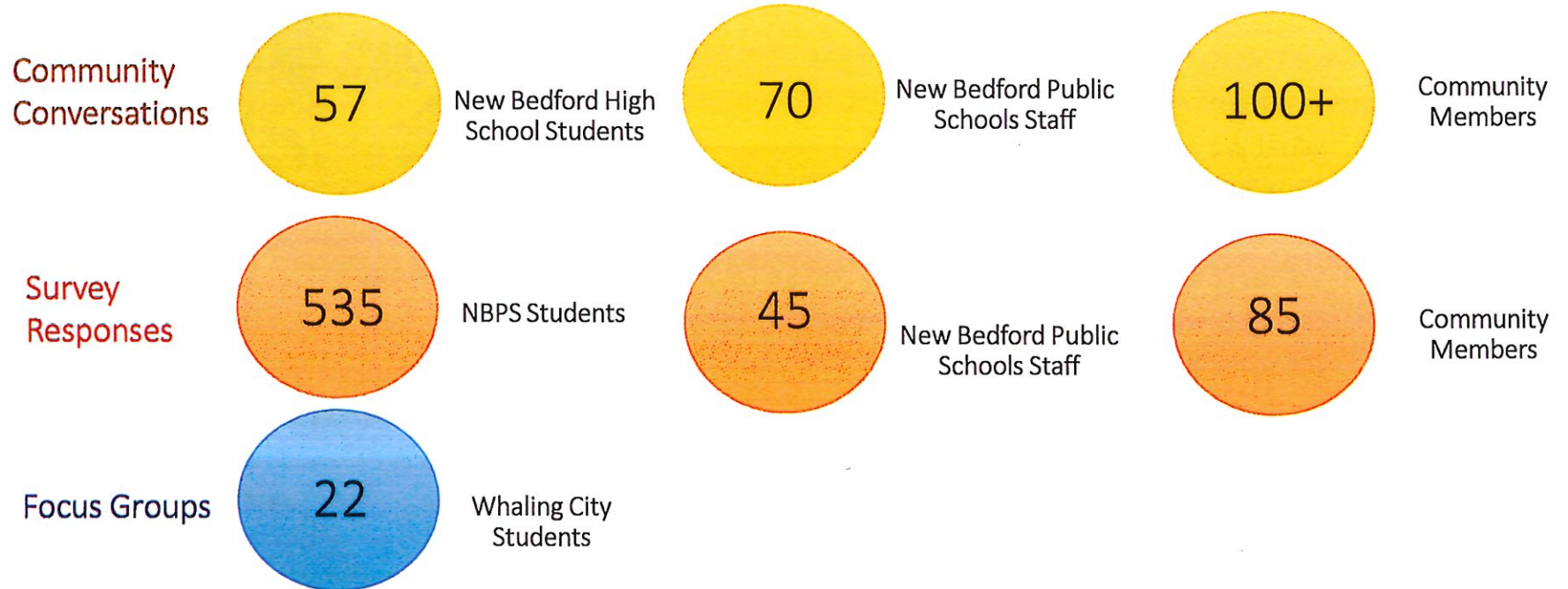
Objective Views / Perspectives



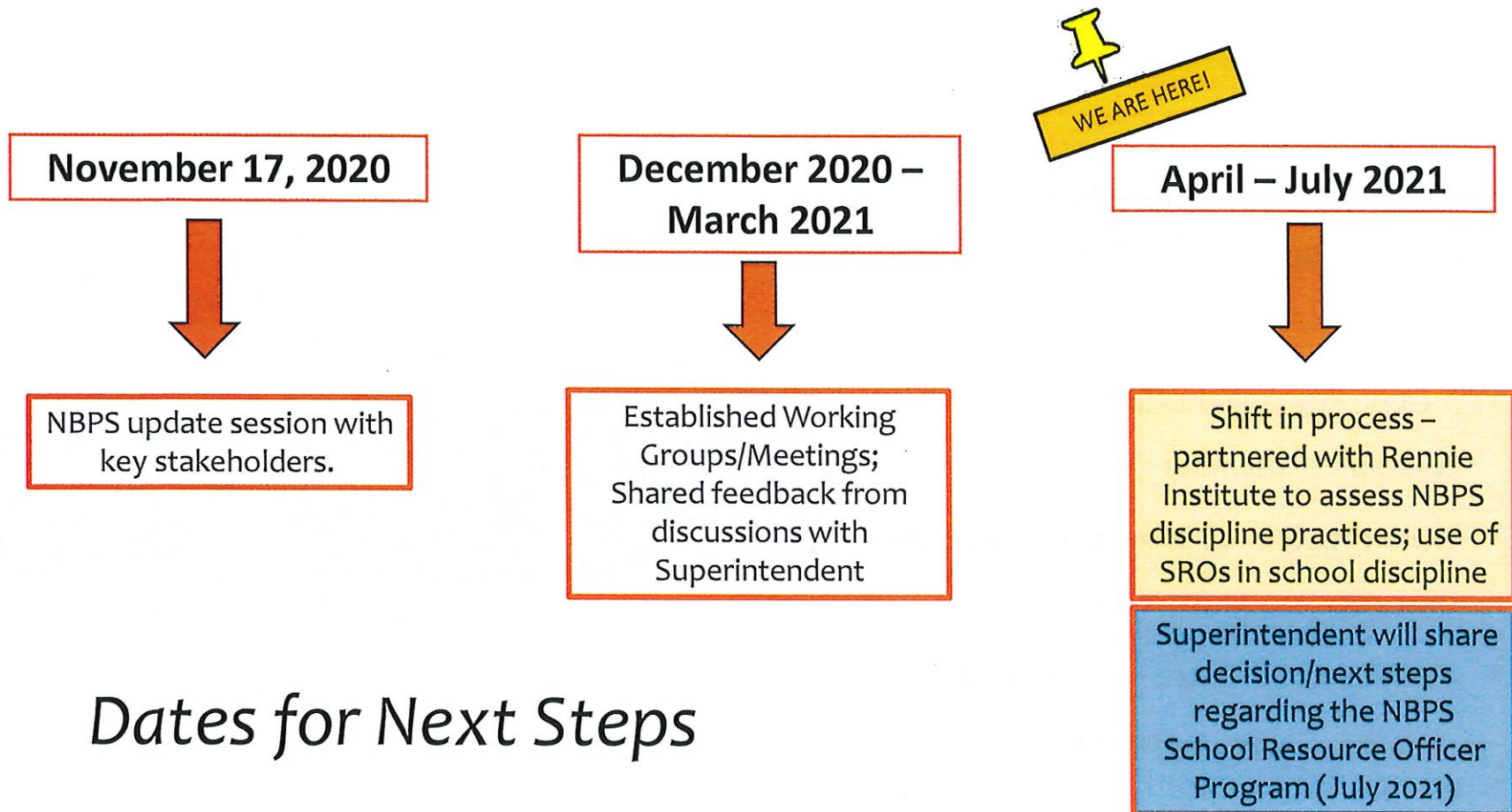
NEW BEDFORD PUBLIC SCHOOLS

Data Overview:

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



NEW BEDFORD PUBLIC SCHOOLS

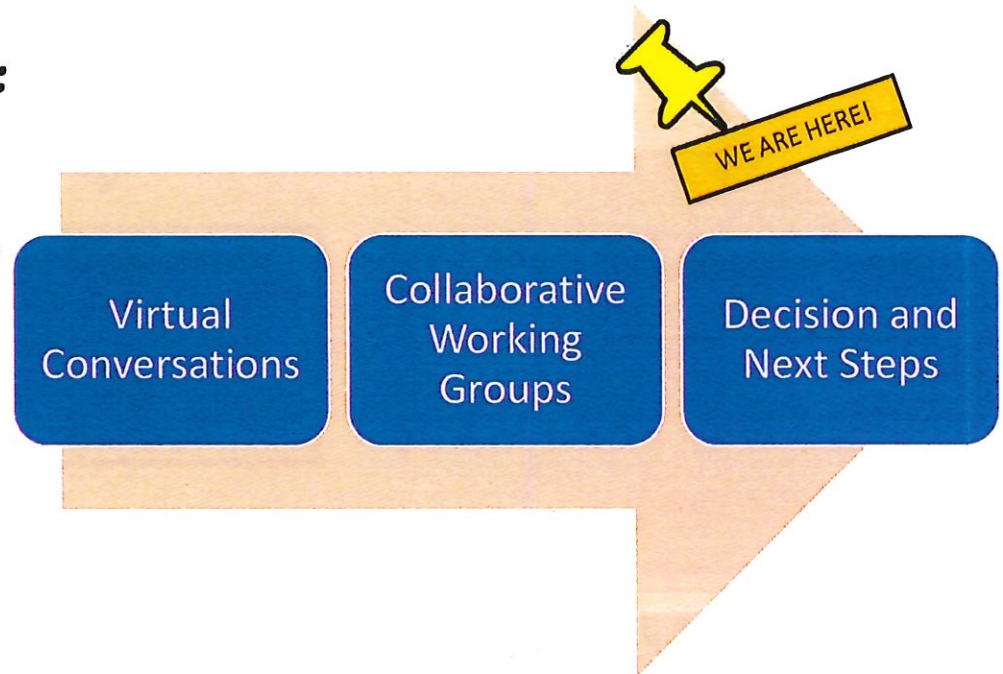


Dates for Next Steps

NBPS School Resource Officer Working Groups

Reminder of Collaborative Working Groups and their purpose:

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



Reminder: Process Clarity

Each working group consisted of 7-10 individuals

- Members were selected based on their interest and knowledge around *K-12 Education, School Resource Officers, and/or child/youth development.*
- Members *may* include:
 - 1 NBPS Facilitator
 - Community Organization Representatives
 - Educators
 - NBPS Parents / Community Members
 - NBPS Administrator
 - Youth / Community Members

NEW BEDFORD PUBLIC SCHOOLS

Where we are now...



To further the depth of the work:

Focused transition from work groups to have more research completed. Rennie Center (current partner, existing relationship in New Bedford)

1. School disciplinary practices

- Literature review
- Surveys
- Interviews

2. Thoughts on School Resource Officers

- Surveys
- Discussions

The Rennie Center for Education Research & Policy's mission is to improve public education through well-informed decision-making based on deep knowledge and evidence of effective policymaking and practice.

As Massachusetts' preeminent voice in public education reform, we create open spaces for educators and policymakers to consider evidence, discuss cutting-edge issues, and develop new approaches to advance student learning and achievement.

Through our staunch commitment to independent, non-partisan research and constructive conversations, we work to promote an education system that provides every child with the opportunity to be successful in school and in life.

New Bedford Public School

Disciplinary Practices - The work to be done...



Introduction

School disciplinary practices have existed to maintain order and focus on learning throughout the school day. These practices have typically ranged from zero tolerance (“no excuses”)—where explicit, predetermined punishments to specific violations of school rules are assigned, regardless of the situation or the context of behavior, to restorative practices—where punishment is replaced with acknowledgement of harm and repairing wrongdoing through inclusive, therapeutic conversations (Boccanfuso & Kuhfeld, 2011; Winn, 2018). Schools have responded to incidents of violence by increasing the usage of zero tolerance policies in an attempt to promote safety. However, research conducted on these policies show that Black, Brown, disabled, and poor students are overrepresented in punitive disciplinary measures.

Disparate treatment in school discipline, suspension, and expulsion is not a new research topic. Researchers have been focused on this issue in education since the pivotal 1975 report from the Children’s Defense Fund (CDF). In their report, the CDF cited African Americans were twice as likely to receive a suspension as their White peers (CDF, 1975). Meanwhile, the use of school resource officers (SROs) began in Flint, Michigan in the 1950s and became prominent in response to school shootings across the nation during the 1990s (Weiler & Cray, 2011). In 2015-2016, 49% of students in Massachusetts schools reported police presence in school, a higher than average percentage compared to the nation (ACLU).

New Bedford Public School Disciplinary Practices...



After conducting numerous surveys of students and holding conversations with families and community members, New Bedford Public Schools (NBPS) sought to further evaluate the impact of their school disciplinary policies, including the use of School Resource Officers (SROs).

- The Rennie Center for Education Research & Policy (Rennie Center) has conducted a preliminary review and analysis of the purpose and potential impact of the district's disciplinary system. The work aimed to provide initial answers based on readily available data, largely collected by NBPS, with the intent of conducting a more robust evaluation at a later date.
- **Key questions included:**
 - 1. What approaches to school discipline are out there? What does the existing research conclude about the use of SROs and other disciplinary measures? How is this evidence-base relevant to NBPS?
 - 2. What are the existing school disciplinary policies at NBPS? What are the goals of these policies? Where are disciplinary policies and practices well aligned and supportive of stated goals? Where do divergences exist?
 - 3. What is the potential impact of school disciplinary practices, including the use of school resource officers, on students at New Bedford Public Schools?

Some comparisons - work for the future ...

Many districts maintained/adjusted their School Resource Officers for school year 2021 – 2022 including:

- Brockton, MA
- Chicopee, MA
- Chelsea, MA
- Everett, MA
- Fall River, MA
- Framingham, MA
- Lawrence, MA
- Taunton, MA

Other large districts 2021 – 2022 including:

- Baltimore County, MD (110,000)
- Prince Georges County, MD (125,000)
- Montgomery County, MD (160,00)
- Washington, DC (46,000)

NEW BEDFORD PUBLIC SCHOOLS

The Process:



Continue to refine the MOU

(revisions began March 2020)



Review and share final Reports with
the community (process TBD)



Superintendent presents next steps -
July 2021

NEW BEDFORD PUBLIC SCHOOLS

Where we are now...



SY 2021 – 2022
evaluate the upgrades

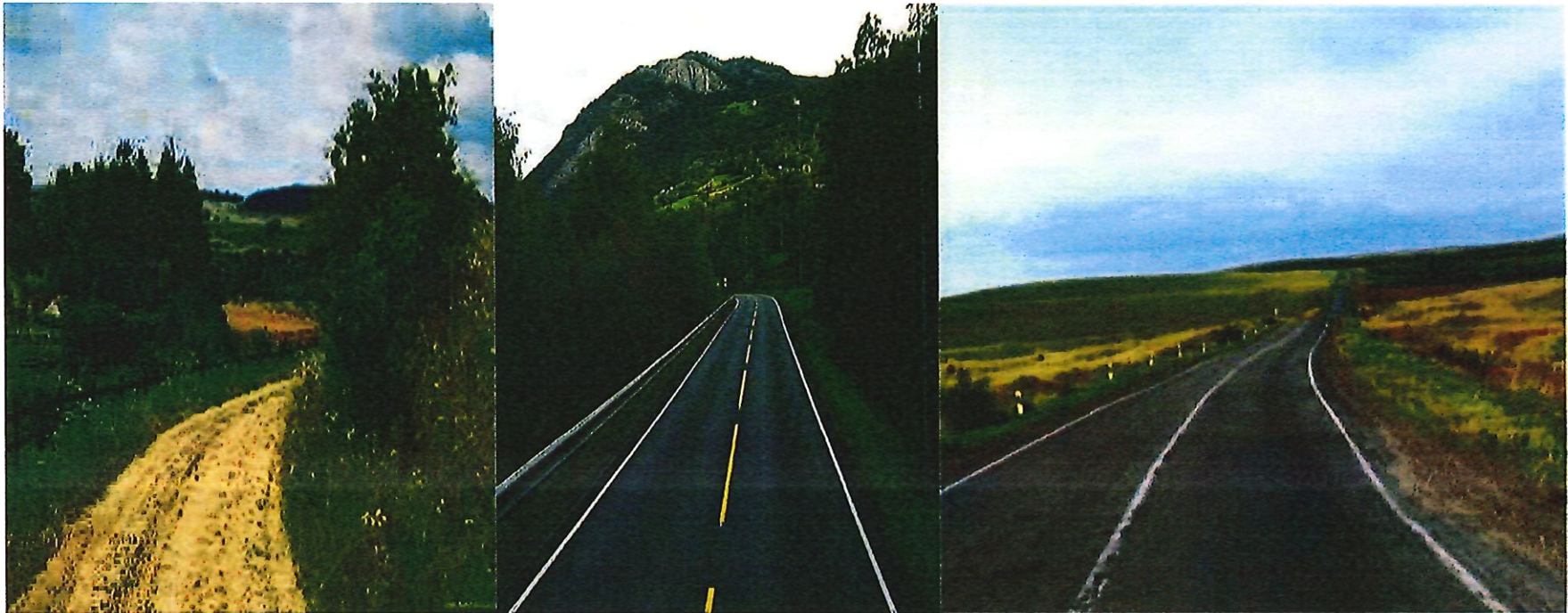


MOU revisions / final



Program evaluation quarterly
(processes, data review)

PARALLEL FOCUS



TEACHING AND LEARNING

HAVE A GREAT SUMMER!!!



nbps

New Bedford
Public Schools

