nbps

SCHOOL COMMITTEE MEETING
MARCH 8, 2021

SUPERINTENDENT UPDATE

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

ITEMS
SCHOOL
INFORMATION

TECHNOLOGY

NBPS PHASE 4
UPDATE

WOMEN'S HISTORY MONTH

March is Women's History Month
The Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum join in commemorating and encouraging the study, observance and celebration of the vital role of women in American history.

Girlhood (It's complicated)

Spanning a timeframe of more than 200 years and showcasing over 200 objects, this exhibition examines the ways American girls have spoken up, challenged expectations and been on the frontlines of change. Girlhood (It's complicated) commemorates the anniversary of woman suffrage by exploring the concept of girlhood in the United States, but also how girls changed history in five areas: politics, education, work, health, and fashion. (Smithsonian Institution, National Museum of American History)
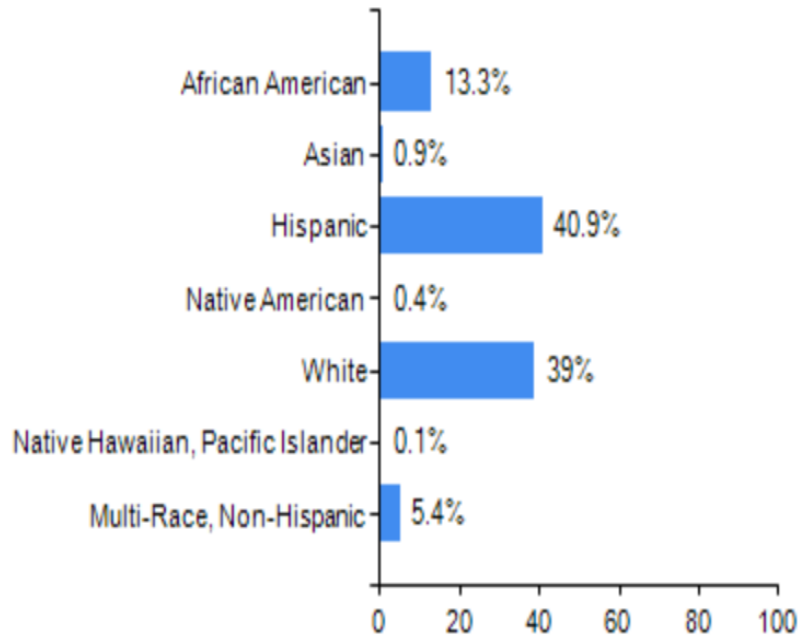View the exhibition »

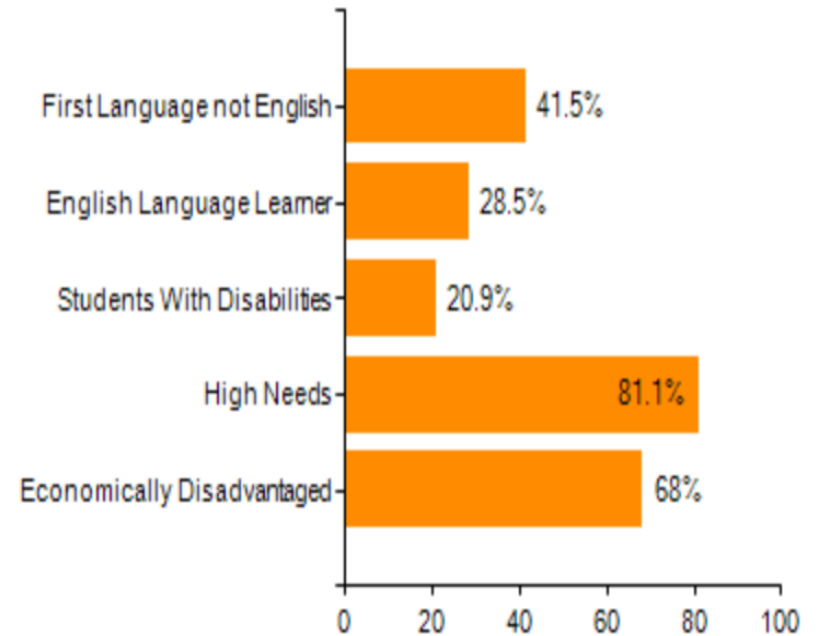Image credit: Graphic courtesy of the Smithsonian Institution.

WHO WE ARE . . .

2020 – 2021

Student Race and Ethnicity

- African American — 13.3%
- Asian — 0.9%
- Hispanic — 40.9%
- Native American — 0.4%
- White — 39%
- Native Hawaiian, Pacific Islander — 0.1%
- Multi-Race, Non-Hispanic — 5.4%

Selected Populations

- First Language not English — 41.5%
- English Language Learner — 28.5%
- Students With Disabilities — 20.9%
- High Needs — 81.1%
- Economically Disadvantaged — 68%

ESSR IMPLEMENTATION

The ESSR Implementation Plan will focus on the following:

Our four *commitments* are to close achievement gaps among all student subgroups.

- ***Talent Development***
- ***Conditions for Student Success***
- ***Enhanced Core Instruction***
- ***Targeted Student Supports***

Focus:
- ***Intentionally*** *focus on student subgroups to achieve at the same high levels as their peers*

- ***Adopt, deepen*** *or continue specific evidence-based programs to*
  - *close opportunity and achievement gaps for student subgroups*
  - *allocate resources to support these programs*

- ***Monitor success*** *in reducing disparities in achievement among student subgroups with a small number of metrics and targets*

- ***Engage families,*** *particularly those families representing student subgroups most in need of support, about how best to meet their students' needs.*
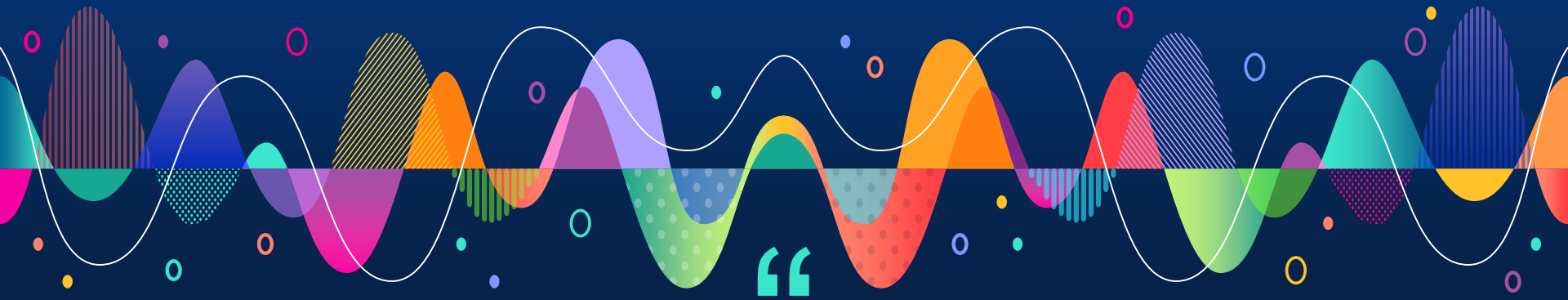
Focus:

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

The Ups & Downs of Data
During COVID-19
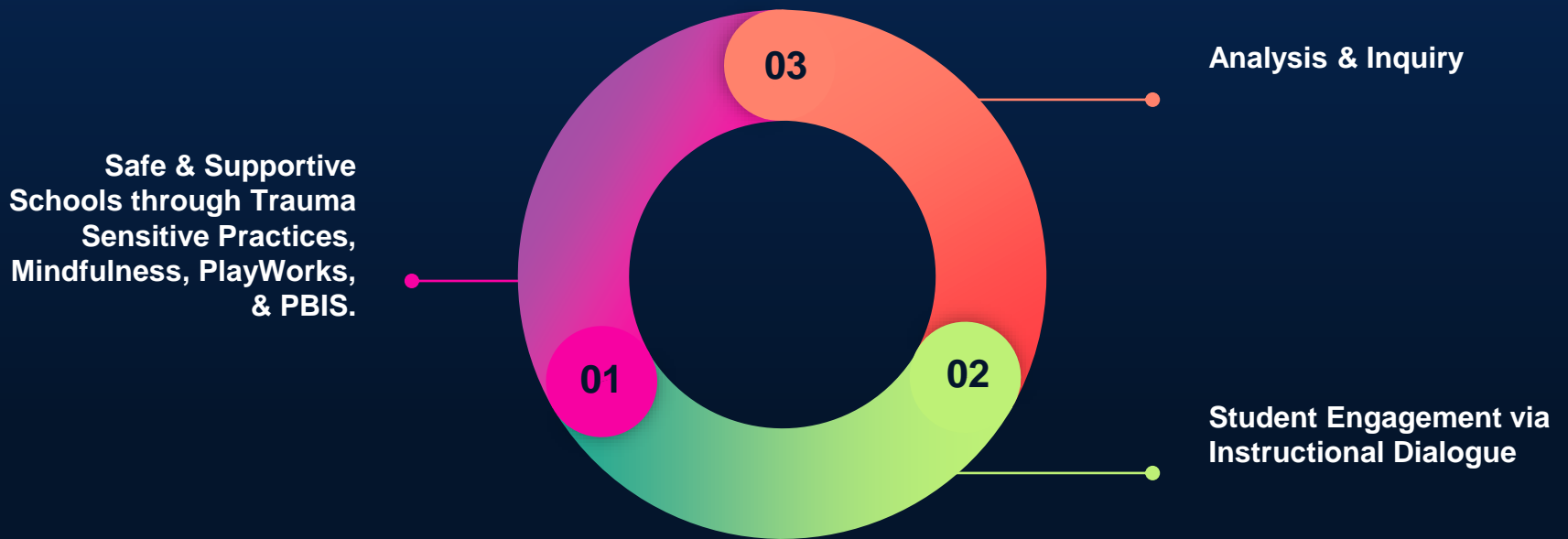# Congdon & DeValles
2020-2021 - MOY

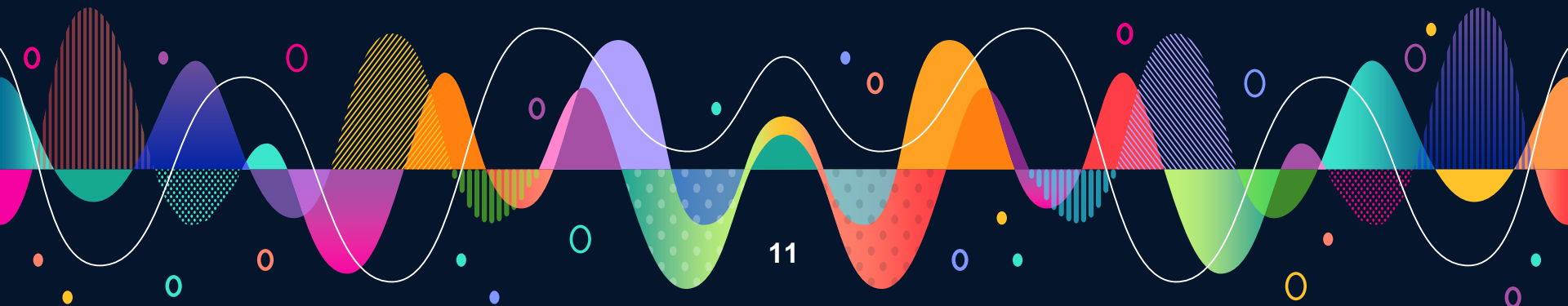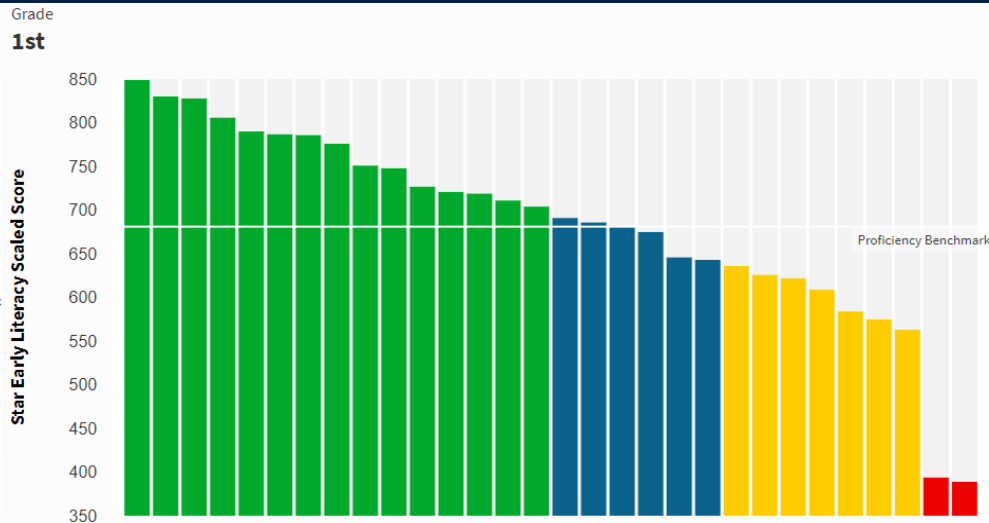We want to create a school where students, staff, & parents are beating down the doors to get in.... not out.

We are Student First Decision-Makers

Priorities to Maintain & Adapt During COVID-19

03 Analysis & Inquiry

Safe & Supportive Schools through Trauma Sensitive Practices, Mindfulness, PlayWorks, & PBIS.

01

02 Student Engagement via Instructional Dialogue

STAR EARLY LIT. - Grade 1 - CONGDON
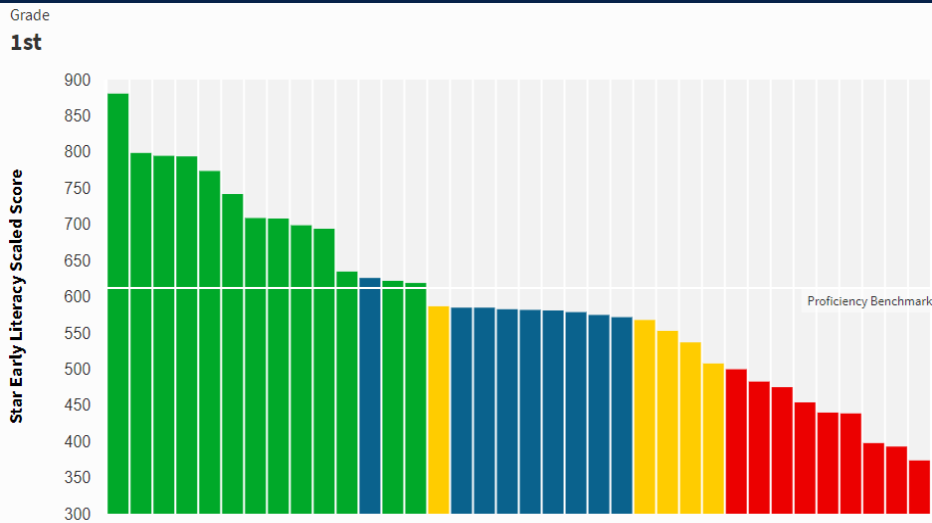
Grade 5 Reading - Congdon - Growth

Summary (15 of 15 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORFᵉ
Met Expectations	Median							
8	53	Pretest	457	4.1	28	37.6	3.8	-
		Posttest	509	4.5	32	40.2	4.2	-
		Change	**52**	**0.4**	**4**	**2.6**	**0.4**	-

Summary (20 of 21 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORFᵉ
Met Expectations	Median							
14	87	Pretest	465	4.1	30	38.7	3.9	-
		Posttest	612	5.3	52	51	5.0	-
		Change	**147**	**1.2**	**22**	**12.3**	**1.1**	-

Summary (15 of 15 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORFᵉ
Met Expectations	Median							
8	60	Pretest	442	3.9	27	36.8	3.7	-
		Posttest	552	4.9	40	44.9	4.5	-
		Change	**110**	**1.0**	**13**	**8.1**	**0.8**	-

Grade 5 Reading - DeValles - Growth

Summary (17 of 18 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL
Met Expectations	Median						
8	46	Pretest	401	3.7	18	30.7	3.4
		Posttest	439	3.9	19	31.8	3.6
		Change	38	0.2	1	1.1	0.2

Summary (17 of 17 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL
Met Expectations	Median						
11	61	Pretest	387	3.5	21	33	3.3
		Posttest	441	3.9	32	40	3.7
		Change	54	0.4	11	7	0.4

Summary (24 of 24 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL
Met Expectations	Median						
13	57	Pretest	335	3.1	16	29.2	2.8
		Posttest	414	3.7	18	30.8	3.5
		Change	79	0.6	2	1.6	0.7

Students Scoring Out of Early Lit.

Congdon

2 class 1 - 9/12

2 class 2 - 9/13

2 class 3 - 8/9

DeValles

2 class 1 - 10/13

2 class 2 - 13/18

2 class 3 - 11/14

Hayden McFadden Elementary School
Rowing in the Same Direction:
Shared beliefs, focus, and goals

Shared belief:

- All means all; Every student can learn and grow in spite of "labels", socioeconomic factors, or current levels of performance.

Shared School-wide SLG:

- 100% of our students demonstrate growth in ELA, Math, and SEL.

Shared School-wide Focus:

- Student ownership of learning

Shared School-wide Practices (Year 1):

- Effective Feedback
- Daily Number Sense Routine
- Attendance Matters

Hayden McFadden Elementary School

Tammy Morgan
Principal

Sustainable Improvement Plan

3 Main Goals:

1. <u>ELA</u>: 100% of students will show growth in their ability to access, read, and comprehend grade level text as measured by state, interim, and classroom-based assessments.

1. <u>Math</u>: 100% of students will utilize three key strategies: open number line, decomposition, and Part-Whole model to increase their ability to access and understand grade level math concepts. Growth will be measured by state, interim, and classroom-based assessments.

1. <u>SEL</u>: 100% of students will have access to and opportunities to learn social and emotional coping skills to be better able to self-regulate, manage strong emotions, and advocate for themselves when needed.

Work of SILT

- **Analysis & Conclusions of BOY data**
  - ➤ In math grades 2-5, more than 50% of students are in red "not meeting".
  - ➤ Initial math data indicates gaps with number sense
  - ➤ 80% of students school wide are not meeting ELA proficiency (red/yellow).

- **Dug deeper into conclusions & Identified areas of need for our students**
  - ➤ The majority of students' lack the ability to read and comprehend grade level text
  - ➤ The majority of students' lack mathematical reasoning and the ability to think critically due to their lack of number sense
  - ➤ Student Attendance

- Leveraged 3 action research teams to investigate high leverage practices to target Number Sense, Feedback, and student attendance

Impact on Students

How do we know what we are doing is having an impact on student growth/achievement?

Positive Impact of the Work on Students

➤ Increase in student confidence in learning resulting in increased engagement
➤ Students number sense has improved as a result of the implementation of daily number sense routines/math strategies (open number line, number paths, decomposition, etc.)
➤ Early literacy skills have improved as a result of Heggerty & Wilson fundations
➤ Students are more confident in tackling and interacting with grade level text as a result of Wonders

WITHOUT **DATA**,
YOU'RE JUST
ANOTHER PERSON
WITH AN **OPINION**.

-W. EDWARDS DEMING
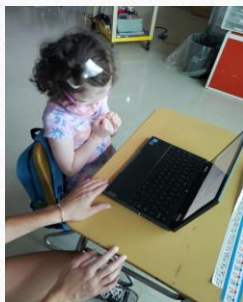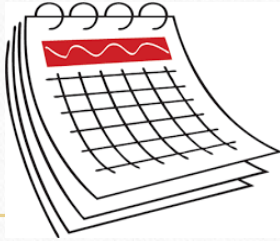
MOY Data

- STAR (ELA & Math) Growth & Achievement
- Freckle (Math)
- Lexia (ELA)
- Attendance
- TELL (Test of English Language Learning)
- Action Planning

STAR: Achievement

Early Literacy:

Glow: *37% of K students are at/above benchmark.*

Grow: *71% of grade 2 students are in need of urgent intervention.*

Reading:

Glow: *In grades 2, 3, & 5 there were slight increases in the % of students M/E expectations from BOY to MOY.*

Grow: *Between 37%-47% of students are partially meeting expectations at MOY.*

Math:

Glow: *In grade 5, there was a slight increases in the % of students M/E expectations from BOY to MOY.*

Grow: *Between 26%-41% of students are partially meeting expectations at MOY.*

RENAISSANCE
Star Assessments®

STAR Growth

Early Literacy:

Glow: *Despite low growth in grade 1, students increased their PR (+5) and scaled score (+81).*

Grow: *71% of grade 2 students are in need of urgent intervention.*

Reading:

Glow: *Students in grades 4 & 5 are demonstrating typical growth (4: SGP 42 & 5: SGP55).*

Grow: *Students in grades 2 & 3 are demonstrating low growth (2: SGP 29 & 3: 22).*

Math:

Glow: *Students in grades 1, 2, 4, & 5 are demonstrating typical growth (1: SGP 38; 2: SGP 50; 3: SGP 39; 4: SGP 40)*

Grow: *Students in grade 3 are demonstrating low growth (SGP 33).*

EL Students

Programming:

❖ ESL Newcomers classrooms K, 1, 2, 3-4
❖ ESL 5 Push-in/Pull-out Teachers
❖ 260 students receiving ESL services grades K-5

Glow: *49 students exited from the program in 2020*

(57-78% of student grew at least 1 level by PM3 2019-2020)

Grow: *Preliminary data shows slower progress this year*

(22%-44% of K-5 students have grown 1 level after 1 PM cycle. PM 2 begins 3/8/2021)

Pulaski Elementary School
Data Binder

2020 – 2021
MELISSA REGO
PRINCIPAL

Achievement Vs. Growth

- STAR
- iReady Diagnostic
- Lexia

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Family Needs Assessment Data & Evidence of Family Communication

02 **Writing**

Data & Writing Samples

03 **ELA**

STAR & Lexia

04 **Math**

STAR & iReady Diagnostic

Pulaski Family Data

4.3 Promote and support effective use of technology for collecting and analyzing family & community feedback

168 Responses!

District Parent Needs Assessment 2020

Survey Says…..

	Strongly Agree	Agree	Disagree	Strongly Disagree
Communication from my child's school has been helpful this year.	40%	**56%**	4%	>1%
Communication from the school has been clear about COVID related safety measures.	41%	**57%**	2%	>1%
I feel comfortable communicating with my child's school.	46%	**48%**	6%	0%
I feel my child's school values my opinion as a parent.	41%	**49%**	8%	2%
I am satisfied with the frequency of communication from my child's school	43%	**49%**	7%	1%
When I need to, I am easily able to get in contact with my child's teacher.	**54%**	41%	5%	>1%

There are enough COVID-related safety measures and protocols in my child's school to keep students healthy.

Strongly Disagree
5.0%

Disagree
9.0%

Strongly Agree
33.0%

Agree
53.0%
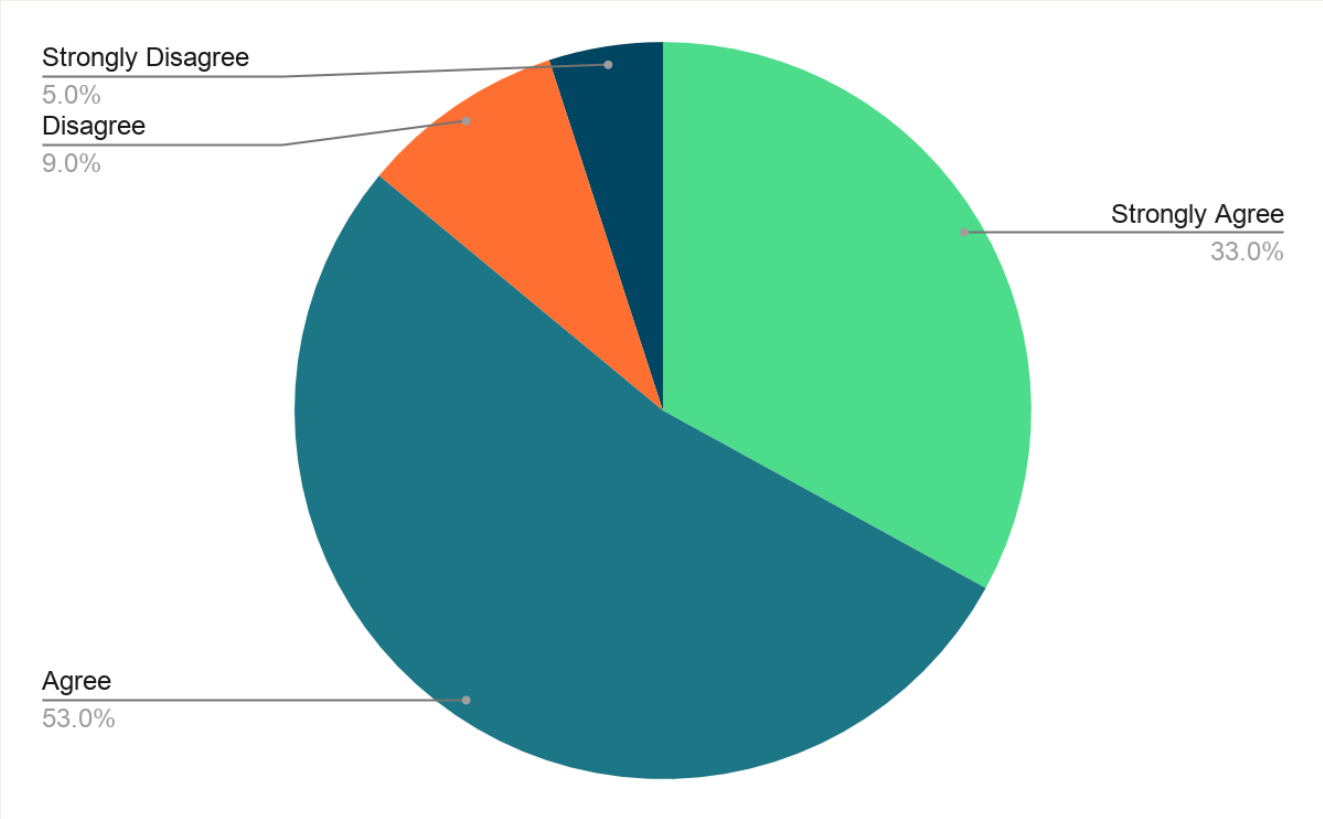
I am satisfied with the way learning is structured at my child's school.

Strongly Disagree
3.0%

Disagree
12.0%

Strongly Agree
24.0%

Agree
61.0%
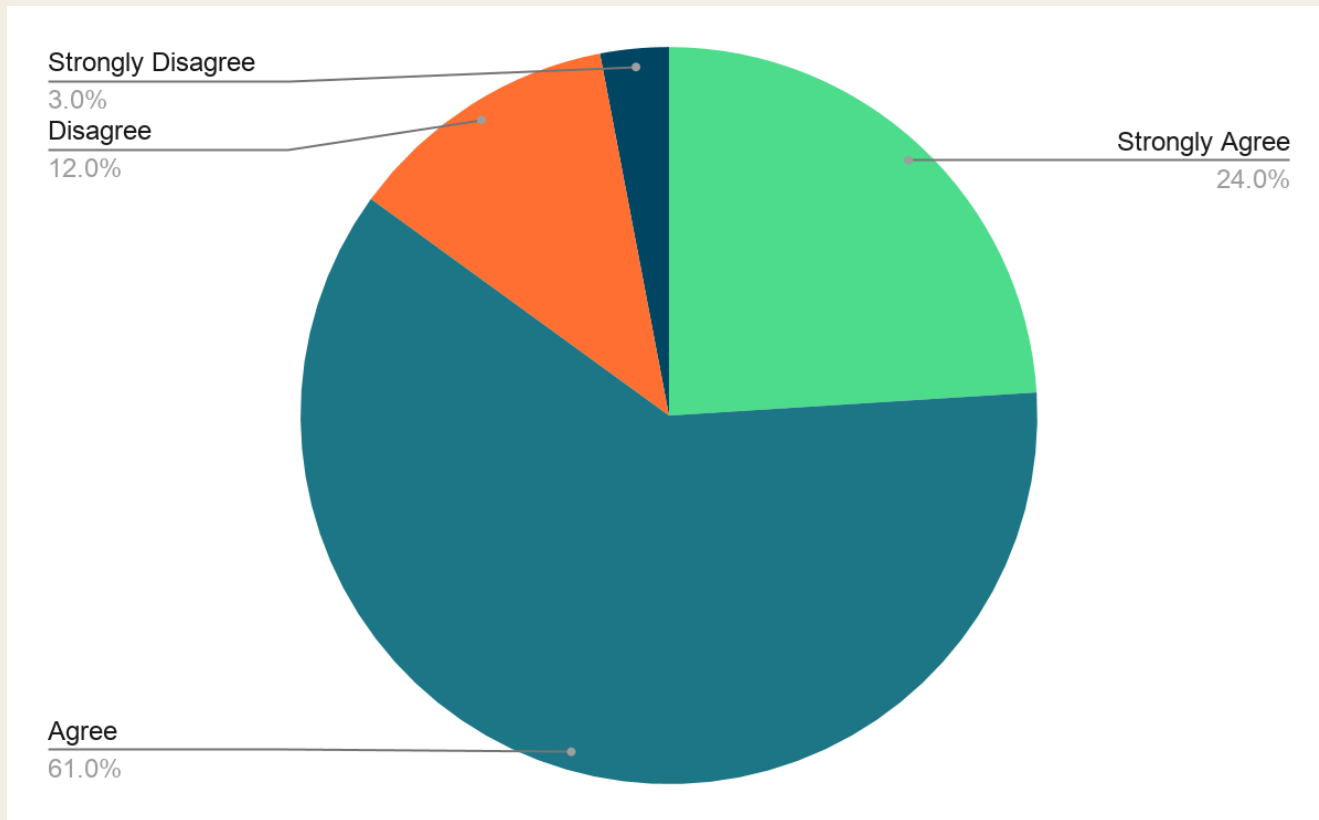
What's Going Well

- ❏ Schedule and flow is great
- ❏ That they still get one on one time with the teachers
- ❏ The structured <u>schedule</u> that is in place

- ❏ Frequent check ins with the teacher have been very helpful.
- ❏ Live instruction, parent-teacher communication
- ❏ My kindergartener is getting a clear understanding of what needs to be done and when
- ❏ Structured time with teacher
- ❏ Class dojo for easily messaging teachers
- ❏ Thankful for lots of direct instruction from the teacher rather than a lot of independent work.
- ❏ It works well that he has a teacher willing to try and help navigate the online system with him.

Challenges

- ❏ Not having enough time to interact with his classmates
- ❏ For google meets it's hard to concentrate when kids are interrupting, background noise especially students at day care etc
- ❏ Less testing and more teaching. Seems like there is a test every in person learning day which is when more of the direct instruction should happen.
- ❏ I just want to make sure he is meeting all his IEP services
- ❏ They can't see or hear teacher with mask on back of class. There is no social interaction they cry about school everyday!
- ❏ Sometimes submitting assignments in google classroom can be tricky
- ❏ My child is having a hard time focusing during class. I keep having to redirect her.

Class Instructional Analysis Data Sheet: Grade K Narrative

RUBRIC: Idea Development
4-Fully Developed
3-Moderately Developed
2-Somewhat Developed
1-Not Developed
0-Off Topic

Conventions
3- Consistent use of conventions
2- Some use of conventions
1- Little use of conventions
0- No use of conventions

	Not Present	Developing	Proficient
			Shows a solid understanding of content
			Uses a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences
			Tells about the events in the sequential order in which they occurred
			Provides a reaction to what happened or to what is being described
			Conventions: • Capitalizes the first word in a sentence and the pronoun I • Uses end punctuation • Spell simple words phonetically using letter sound relationships and write letters legibly • Produce and expand sentences

02

Writing

1.3 Implement standards-based instruction that engages students and promotes high expectations across all content areas

1.2 Provide differentiated PD to all staff that includes strengthening content, pedagogy, instructional technology and instructional strategies

The Gingerbread Girl Visits Pulaski School

By: Patti Amaral and Laurie DesRoches

Her family came rushing into the kitchen to see what all the fuss was about.

Principal Rego shouted with delight, "I will make a **colossal** gingerbread cookie to share with all the wonderful children at Pulaski! This special treat will be as **scrumptious** as all the desserts in the finest bakery window. Mmmmm, my mouth is already watering at the thought of it!"

BEEP...BEEP...BEEP Principal Rego awoke to the sharp sound of her alarm clock. Excitedly, she reached for her phone to call Assistant Principal Gonzalez.

"Can you come over to help finish decorating the cookie this morning?" Mrs. Rego enthusiastically requested.

Mrs. Gonzalez rushed over to help with the finishing touches. The **MASSIVE** Gingerbread Girl was ready to embark on her journey to Pulaski School.

The two powerful women carefully lifted the heavy cookie and gently placed it in the back of Mrs. Gonzalez's white pickup truck.

Slow and steady they traveled to Pulaski School!

Upon arrival, a team was waiting, ready to lend a hand. Gingerly, they moved the Gingerbread Girl to a flatbed rolling cart.

While making their way through the front doors of the school, it looked as if the cookie was starting to twitch.

Mrs. DesRoches shouted, "Did anyone else see that? I just saw the cookie move!"

Based on *The Gingerbread Girl Visits Pulaski School* write a narrative that describes what will most likely happen next and how the story will end. Use what you know about the characters, setting, and events in the story to write your narrative.

• Use characters, settings, events, and other details from the story.

• Use correct grammar, spelling, and punctuation.

Carlos Pacheco Elementary School

JUSTINE MEDINA
PRINCIPAL

Quantitative Data

STAR Early Literacy EOY, MOY

STAR Reading EOY, MOY

STAR Math EOY, MOY

iReady Diagnostic EOY, MOY

Lexia

Freckle

ACCESS

Attendance Data

Overall::	Enrollment	Virt. Absences	Phys. Absences	Absence Rate	Chronic Rate
A	19	16	197	12%	42%
B1	16	138	20	10%	38%
B2	14	132	18	11%	50%
C1	100	1092	142	13%	41%
C2	87	1069	118	14%	48%
D	116	963	48	9%	31%
Total:	352	3410	543	12%	40%

Attendance Initiatives

Fifth Grade Attendance Ambassadors assigned to "House Style Groupings."

In school competition between houses for best attendance (weekly)- Class Trophy

Classroom attendance challenges (10 consecutive days = teacher cartwheel)

Social Media attendance initiative "Gus the Gorilla World Tour"

Cross school competition with Jacobs School for best attendance (weekly/monthly)

Home visits conducted by AP and Attendance Officer

Community donated "Perfect Attendance" Market Basket $50 gift cards

Attendance Initiatives

E.C. Brooks Elementary School

Jennifer Medeiros
Principal

Analysis Summary

This Year	AI	ID	PC	SE
Fall	-	-	-	-
Winter	4.1	4.2	5.6	5
Spring	-	-	-	-
Std. Deviation	0.57	0.92	0.84	0.67

AI = Analysis & Inquiry
ID = Instructional Dialogue
PC = Positive Climate
SE = Student Engagement

Period	Group	Visit Type	AI	ID	PC	SE
Winter	Group #2	Off-site	4	4	6	6
Winter	Group #1	On-site	4	4	6	4
Winter	Group #2	On-site	4	2	5	5
Winter	Group #1	Off-site	5	5	6	5
Winter	Group #2	Off-site	5	4	6	6
Winter	Group #2	Off-site	3	5	7	5
Winter	Group #1	Off-site	4	5	5	5
Winter	Group #2	Off-site	4	5	4	4
Winter	Group #2	On-site	4	4	5	5
Winter	Group #1	On-site	4	4	6	5

Teachers reviewed Learning Walk Results and comments to determine glows, grows, and actionable next steps during the Feb. 10th PD. The link to the teachers collaborative JamBoard is below.

Analysis & Inquiry Action Steps

Teachers at E.C. Brooks will:

- Increase opportunities for students to respond to open-ended questions
- Encourage students to explain and defend their own and others conclusions.
- Provide opportunities to analyze data, through the use of polls, nearpod, etc.
- Go beyond simply giving students the answer, instead encourage them to discover and evaluate their own answers.
- Encourage multiple approaches and strategies to come to an answer and ask students to share their strategy/process with others.
- Model what to include on assignments and how to think through a task with the use of "think alouds"

Resources: LW Dimensions Guide.pdf

Instructional Dialogue Next Steps

Teachers at E.C. Brooks will:
- Increase balance of student and teacher initiated questions and answers
- Increase student dialogue and student to student interaction
- Increase opportunities for students to use academic language
- Increase use of breakout rooms and in class small group but socially distanced group conversation, so that those who may not be comfortable participating in a large group setting are more likely to do so.

Resources: LW Dimensions Guide.pdf

Principal and TLS will:
- Clarify the difference between "deep exchanges" and "surface level exchanges"
- Provide opportunities for staff and administration to problem solve ways to increase instructional dialogue in a variety of classroom formats (distance, hybrid, in-person)

Positive Climate Next Steps

Teachers at E.C. Brooks will:

- Continue specific positive praise and reinforcement
- Maintain a high level of energy and enthusiasm
- Increase mobility around the classroom while maintaining appropriate social distancing

Student Engagement Next Steps

Teachers at E.C. Brooks will:

- Set and reinforce specific expectations for students working remotely (sitting up within view of camera, refraining from eating, etc.)
  - Reward students with Dojo points and verbal positive praise for demonstrating appropriate behavior.
- Encourage students to focus on others sticky notes (Jamboard) by prompting them to justify what others may have been thinking.
- Maintain a high degree of enthusiasm and energy
- Encourage students to connect learning to real life
- Allow students who are unable to come up with an answer (particularly during cold-calling) with the opportunity to phone a friend

Resources: LW Dimensions Guide.pdf

Principal and TLS at E.C. Brooks will:

- Conduct weekly non-evaluative learning walks (5-7 min. Per classroom)
- Provide staff with continuous growth producing feedback to assist with promoting high quality instruction.

Whaling City Jr./Sr. High School

Academic and Programmatic Adjustments

Intended Outcomes of Adjustment

Teachers

- ▶ Combined ownership of planning
- ▶ Improved planning for meeting the needs of individual students
- ▶ Increased collaboration of lesson development & delivery
- ▶ Improved documentation, i.e. for use in IEP development, progress reports, etc.
- ▶ Increase teacher tolerance among general education and SPED students

Intended Outcomes of Adjustment

Students

- ▶ Increased options for flexible grouping of students
- ▶ Increased 1 to 1 attention
- ▶ Increase instructional options for students
- ▶ Diversity of instructional styles (differentiation)
- ▶ Improved academic performance and school attendance
- ▶ Build sense of Community within the school

Lisa A. Dieker, Ph.D.

Whaling City Jr./Sr. High School

20/21 Daily School Attendance YTD%	20/21 Chronic Absenteeism
1/11/21 90.98%	1/11/21 40% 38 Students
3/3/21 89.19%	3/3/21 52% 51 Students

School Selected Data Points

Normandin MS

Student Attendance Rate

Normandin is the 3rd lowest Chronic Rate in the city at 12%

Normandin is outpacing the state average (13%) from the previous several years.

Overall::	Enrollment	Absence Rate	Chronic Rate
A	11	5%	36%
B1	108	6%	12%
B2	102	7%	8%
C1	217	8%	7%
C2	204	8%	16%
D	480	10%	13%
Total:	1122	9%	12%

nbps

## 2021 Cybersecurity Awareness Program

- 2021 Cybersecurity Awareness Program being administered by the Commonwealth of Massachusetts' Executive Office of Technology Services and Security

- The Cybersecurity Awareness Program: assessment and training program that measures and enhances our Cyber Strength

- Program will improve the security of NBPS
  - skills learned by our staff will be beneficial in protecting them and their families at home as well

General Updates
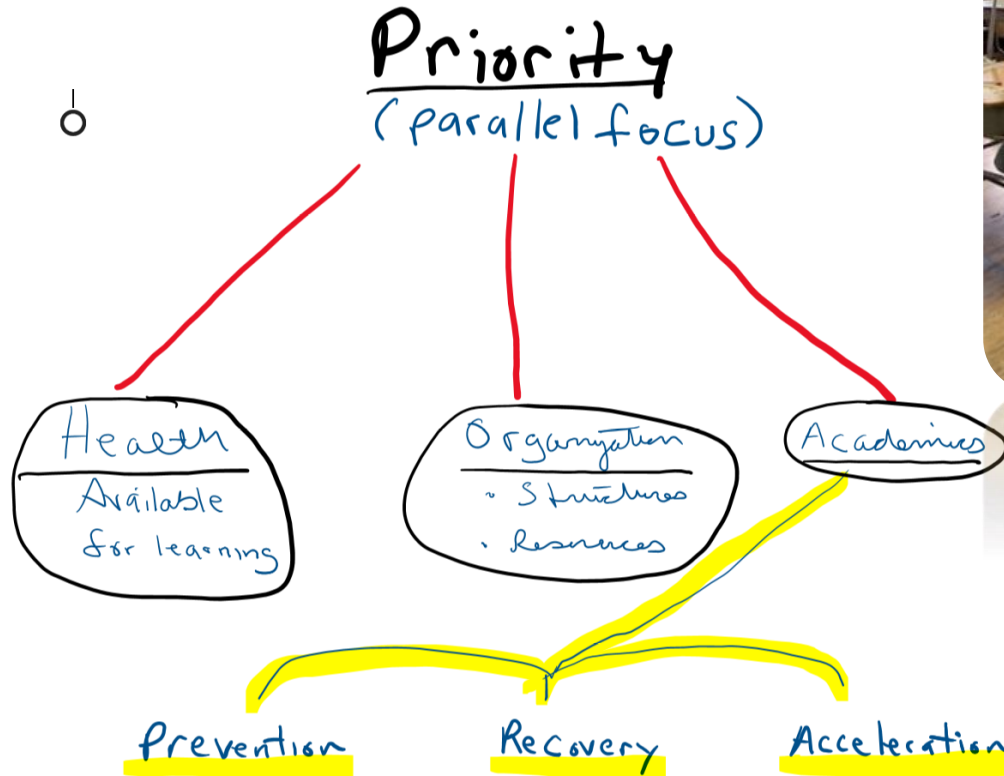
COVID-19 IMPACT

Current New Bedford positivity %: 4.25 (as of 3/5/21)

Raw Counts	In Building	Out of Building
Staff	233	2
Student	448	259
TOTAL	681	261

PHASE 4 DETAILS

Elementary School Cohort A Expansion (3/3/21

School	K	1	2	3	4	5
Ashley	3/8	3/22	3/29	3/15	4/5	4/12
Brooks	3/8	--	--	--	--	--
Campbell	3/8	3/15	3/15	3/15	3/15	3/15
Carney	3/1	3/15	3/22	3/22	3/29	3/29
Congdon	3/8	3/15	3/29	3/29	3/22	3/22
DeValles	3/8	3/15	3/29	3/29	3/22	3/22
Gomes	3/1	3/8	3/15	3/15	3/22	3/22
Hathaway	3/8	3/15	3/22	3/29 Tentative	4/5 Tentative	4/5 Tentative
HayMac	3/1	3/8	--	--	--	--
Jacobs	3/8	3/8	3/8	3/29	3/29	3/29
Lincoln	3/8	3/22	TBD	3/15	3/22	3/15
Pacheco	3/8	3/22	3/29	TBD	TBD	4/5
Parker	3/8	3/22	3/22	3/22	3/22	3/22
Pulaski	3/8	3/22	3/22	3/29	4/5	4/5
Renaissance	3/1	3/15	3/15	3/15	3/22	3/22
Rodman	3/1	3/8	3/8	3/8	3/8	3/8
Swift	Not at this time/large class size	3/8	3/8	3/15	3/22	3/22
Taylor	3/8	3/15	3/22	3/1	3/8	3/22
Winslow	3/1	3/8	3/15	3/8	3/15	3/22

Phase I: August 31 – September 15 (staff)
Phase II: September 16 (Cohort A)
Phase III: October 5 / 19 (Cohorts B and C)
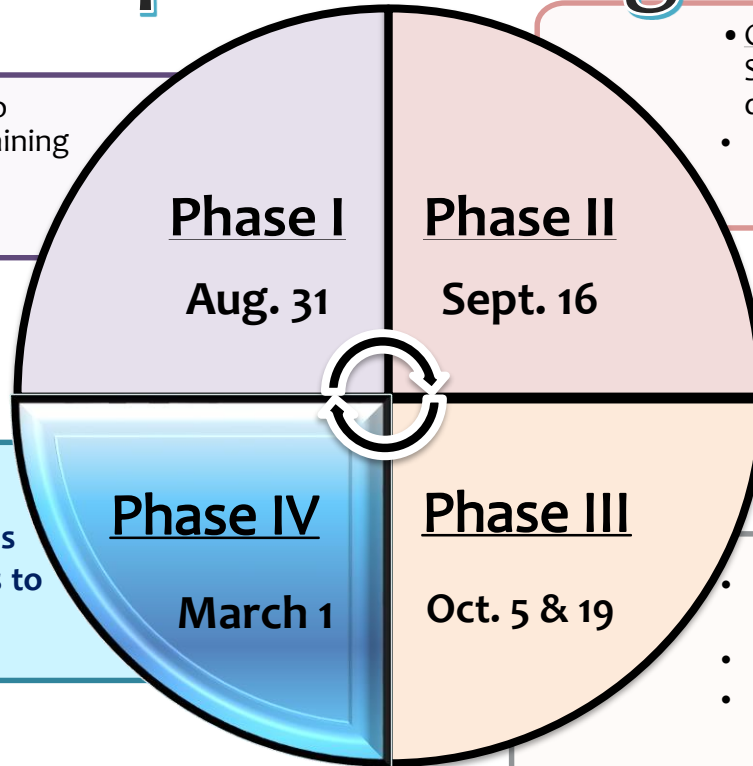**Phase IV:** March 1: (6 - Carney, Gomes, HayMac, Renaissance, Rodman, Taylor, Winslow)
  March 8: (All 19 elementary schools will have added grades)
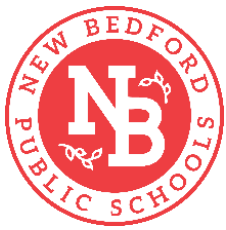
NBPS Updated Target Dates

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

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

Phase I

Aug. 31

Phase II

Sept. 16

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

Phase IV

March 1

Phase III

Oct. 5 & 19

- *Cohort A – ES Expansion –* **Elementary School (ES) expands to accommodate more students to 5 days in-person.**

- Cohort B – Hybrid Begins – Oct. 5 Transition Grades PreK, Kindergarten, 6th and 9th.
- B1 – In-Person Mon., Tues. / B2 – Thur., Fri.
- Cohort C – Hybrid Begins – Oct. 19 All remaining students
- C1 – In-Person Mon., Tues. / C2 – Thur., Fri.

We are doing this!

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

HYBRID PHASES – 2020 - 2021

| NBPS Hybrid Phases: 2020 - 2021 |
|---|
| **Phase I: Staff**
      August 31 – September 15 (staff only) |
| **Phase II: Cohort A**
      September 16 (Cohort A) |
| **Phase III: Hybrid**
      October 5 / 19 (Cohorts B and C) and Cohort D (full distance) |
| **Phase IV: Cohort A Expansion**
      March 1: (7 - Carney, Gomes, Hayden/McFadden, Renaissance, Rodman, Taylor, Winslow)
      March 8 - 29: (All 19 elementary schools will have added grades)
Cohort D remains full distance (will be evaluated in April and parent requests will be considered based on space) |

Technology update

School Committee

March 8, 2021

Technology Update
Remote Learning

- ❖ Home Internet Access/Equity – Comcast Internet Essentials, Sprint 1Million Project, T-Mobile Project 10 Million
- ❖ FCC Emergency Broadband Benefit Program – Providers can be reimbursed for monthly costs/discount for eligible households up to $50/month
- ❖ Coronavirus Response and Relief Supplemental Act (CRRSA) has proposed funding for K-12 Broadband Services
- ❖ Clever-Single-Sign-On (SSO), Class Rostering, Access to Online Applications
- ❖ Relay Classroom – Student Classroom Support and Management
- ❖ Office 365-TEAMS, Google Enterprise/Classroom-Meets, Zoom
- ❖ Staff Intranet – Training Videos, FAQ sheets, Links to Support Resources
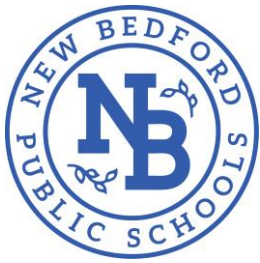
Technology Update
Student & Staff Safety

- ❖ Firewalls, YouTube for Education, Web Content Filtering, & Anti-Malware, Spyware, and Virus Protections
- ❖ Staff Training for Cybersecurity Awareness – EOTSS/Proofpoint
- ❖ Student Online Safety Training – Digital Citizenry and Responsibility
- ❖ Email System Safeguards & Protections
- ❖ Student Data Privacy
- ❖ Password Safeguards & Protections

Technology Update
1:1 Devices & Equipment

- ❖ 12,500 student devices deployed...Chromebooks or Laptops
- ❖ 1,500 teachers, paraprofessionals, admin, & support staff laptops have been deployed
- ❖ Classrooms – Interactive Projectors and Display Panels, Document Cameras, Web Cameras, Sound Systems.
- ❖ 1,087 Wireless Access Points in Our Schools
- ❖ Sustainability – Refresh Cycle – 20% of student/staff devices

SCHOOL RESOURCE OFFICERS

VACCINATIONS (K-12 EMPLOYEES)

OUTSIDE EDUCATIONAL SPACES

nbps

- 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

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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/