

A photograph of several young students in a classroom, all wearing white face masks. They are looking at papers or books they are holding. The background shows bookshelves and classroom materials.

Superintendent Update
Monday, October 18, 2021

NBPS GOALS



NEW BEDFORD PUBLIC SCHOOLS



- Superintendent Goals Review 2021 – 2022
- Strategic Plan Goal 1 (Outcomes review)

NEW BEDFORD PUBLIC SCHOOLS



EDUCATION » [Colleges](#) [Grad Schools](#) [Online Colleges](#) [Global Universities](#) [K-12](#) [SkillBuilder](#)



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#20 in Massachusetts Elementary Schools

Overall Score 98.03/100

QUICK STATS

Type	Public
Grades	K-5
Total Enrollment	291

SCHOOL GUIDING PRINCIPLES



Guiding Principles

Supporting Student Learning and Holistic Needs

Focus on Students' Holistic Needs

Our Plan is developed utilizing the following guiding principles:

- ***Safety and Well-being***
- ***Equity and Access*** for all students is critical as is physical health, mental health AND their academics
- ***Maintaining Connections*** between school staff, students, and parents

SUPERINTENDENT GOALS 2021 - 2022

Superintendent Goals for 2021- 2022 school year will continue as most are multi-year and the data targets build on the preceding year.

GOAL 1 - Professional Practice: Participate in Conferences, Workshops and Meetings

GOAL 2 - District Improvement: *Exit Lowest 10% of School Districts (revise)*

GOAL 3 - Student Achievement: Graduation Increase

GOAL 4 - District Improvement: District Enrollment Increase

GOAL 5 - District Improvement: Reduce Chronic Absenteeism

GOAL 6 - Student Achievement: Advanced Placement Score Increase

GOAL 7 - Student Achievement: SAT Score Increase

Combine
6 and 7

Project Based Goals:

1. Magnet Program Development/Expansion (NBHS-Honors Academy, IB, Early College Designation)
2. Capital Maintenance Plan - Ongoing
3. Athletics Plan - Ongoing

SUPERINTENDENT GOALS 2021 - 2022

GOAL 1: *Professional Practice*

Leadership Conferences and Workshops

Participate in conferences, workshops and meetings. Continue to develop skills in strategy development, data analysis, building leadership team capacity and instructional leadership by participating in at least 4 state-wide, regional and/or national conferences and workshops by June 30, 2022.

SUPERINTENDENT GOALS 2021 - 2022

GOAL 1: Leadership Conferences and Workshops

Conference / Workshop	Date(s)	Host Organization(s)	Key Content
MASC Joint Conference			
South Region Superintendent's Meeting			
Etc...			

SUPERINTENDENT GOALS 2021 - 2022

GOAL 2: *District Improvement*

**Exit the Lowest 10% of
MA Districts**

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

SUPERINTENDENT GOALS 2021 - 2022

GOAL 2: Exit the Lowest 10% of MA Districts

The definition for qualifying as a lowest 10% district is determined by the previous 2 years of MCAS data.

DESE has determined that schools which were in the bottom 10% at the end of the 2018-2019 school year will remain in place until the 2023-2024 school year.

PROPOSED CHANGE: Increase percent of students meeting and/or exceeding expectations on MCAS

- Establish baseline for overall growth in ELA, Math and Science
- Focus on all students with special attention on students w/disabilities and English Language Learners

SUPERINTENDENT GOALS 2021 - 2022

GOAL 2: District Improvement

Exit the Lowest 10% of
MA Districts

Overall Rank (2020)	District	Overall Achievement Rank (2020)	Overall Growth Rank (2020)	Overall Rank (2019)
1	Southbridge	1	1	2
2	Holyoke	2	5	1
3	Springfield	5	11	3
4	New Bedford	10	9	7
6	Winchendon	15	4	6
6	Pittsfield	17	6	12
7	North Brookfield	12	24	9
8	Fitchburg	11	28	5
9	Brockton	3	54	4
10	Fall River	13	25	17
11	Greenfield	22	10	18
12	Chelsea	4	68	10
13	Gardner	8	61	11
14	North Adams	24	17	8
15	Hoosac Valley	18	38	47
16	Lawrence	7	71	16
17	Taunton	28	14	15
18	Orange	9	75	21
19	Florida	25	32	23
20	Hawlemont	36	2	27
21	Palmer	33	12	28
22	Gill-Montague	19	63	36
23	Lowell	26	49	20
24	Boston	16	83	14
25	Clinton	23	65	33
26	Oxford	44	8	54
27	Webster	6	125	13
28	Everett	21	82	18
29	Worcester	14	109	26

SUPERINTENDENT GOALS 2021 - 2022

GOAL 2: Exit the Lowest 10% of MA Districts

2020-2021	M/E % NBPS	NBPS Rank	Out Of	Bottom 10%	Percentile	State	State Difference
ELA3	33	280	304	Y	8th	51	-18
ELA4	35	268	310	N	14th	49	-14
ELA5	33	265	316	N	16th	47	-14
ELA6	28	285	325	N	12th	47	-19
ELA7	23	274	301	Y	9th	43	-20
ELA8	19	279	300	Y	7th	41	-22
MATH3	21	238	304	N	22th	33	-12
MATH4	20	239	310	N	23th	33	-13
MATH5	21	227	316	N	28th	33	-12
MATH6	15	274	324	N	15th	33	-18
MATH7	13	277	301	Y	8th	35	-22
MATH8	11	275	300	Y	8th	32	-21
SCI5	21	287	316	Y	9th	42	-21
SCI8	17	274	298	Y	8th	41	-24

SUPERINTENDENT GOALS 2021 - 2022

GOAL 3: *Student Achievement*

Graduation Rate Increase

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

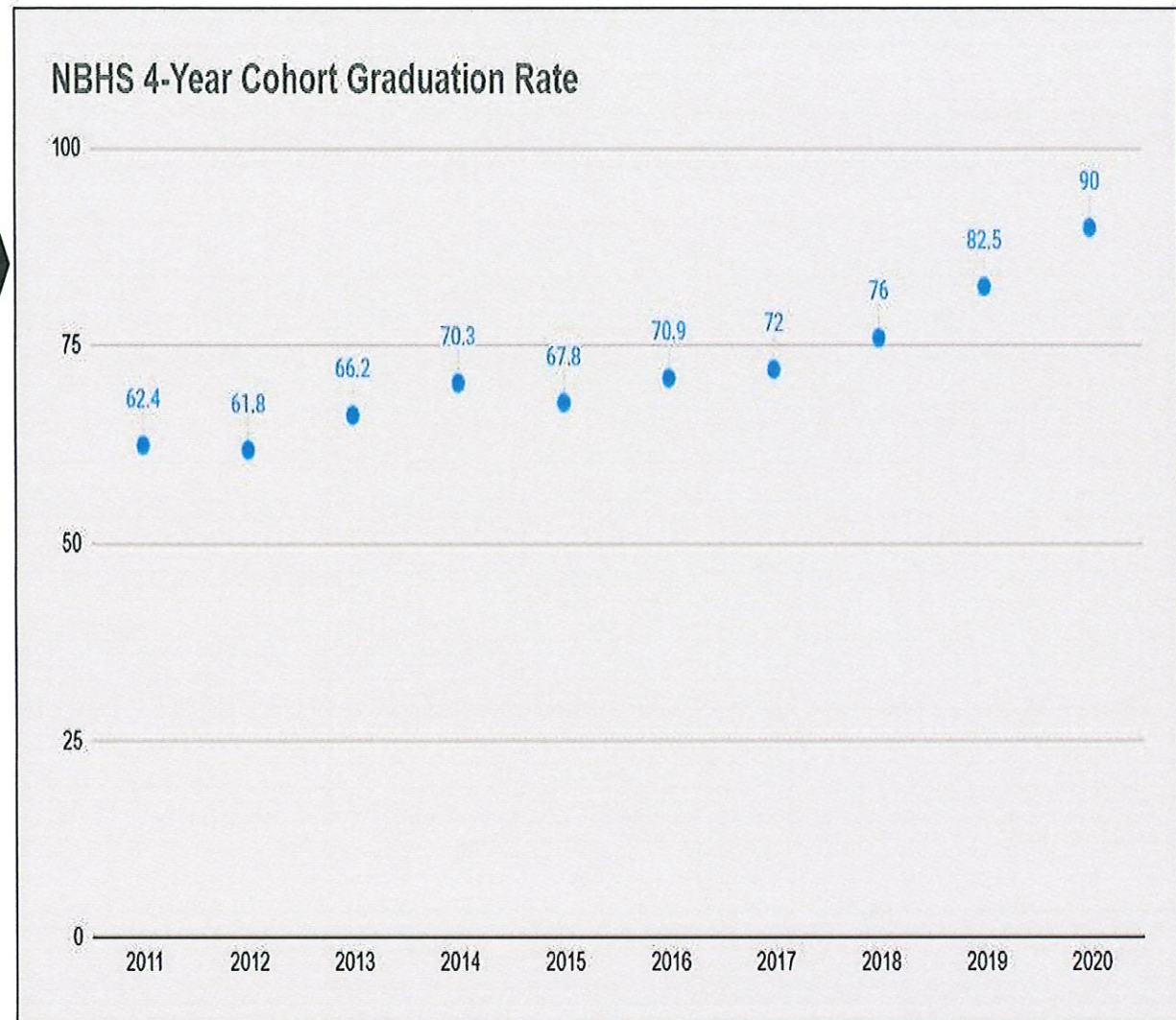
SUPERINTENDENT GOALS 2021 - 2022

GOAL 3:

Graduation Rate Increase

Data is oriented around the 4-year Cohort at NBHS.

A 4-year Cohort only includes students who were in at the school for their first year of Grade 9



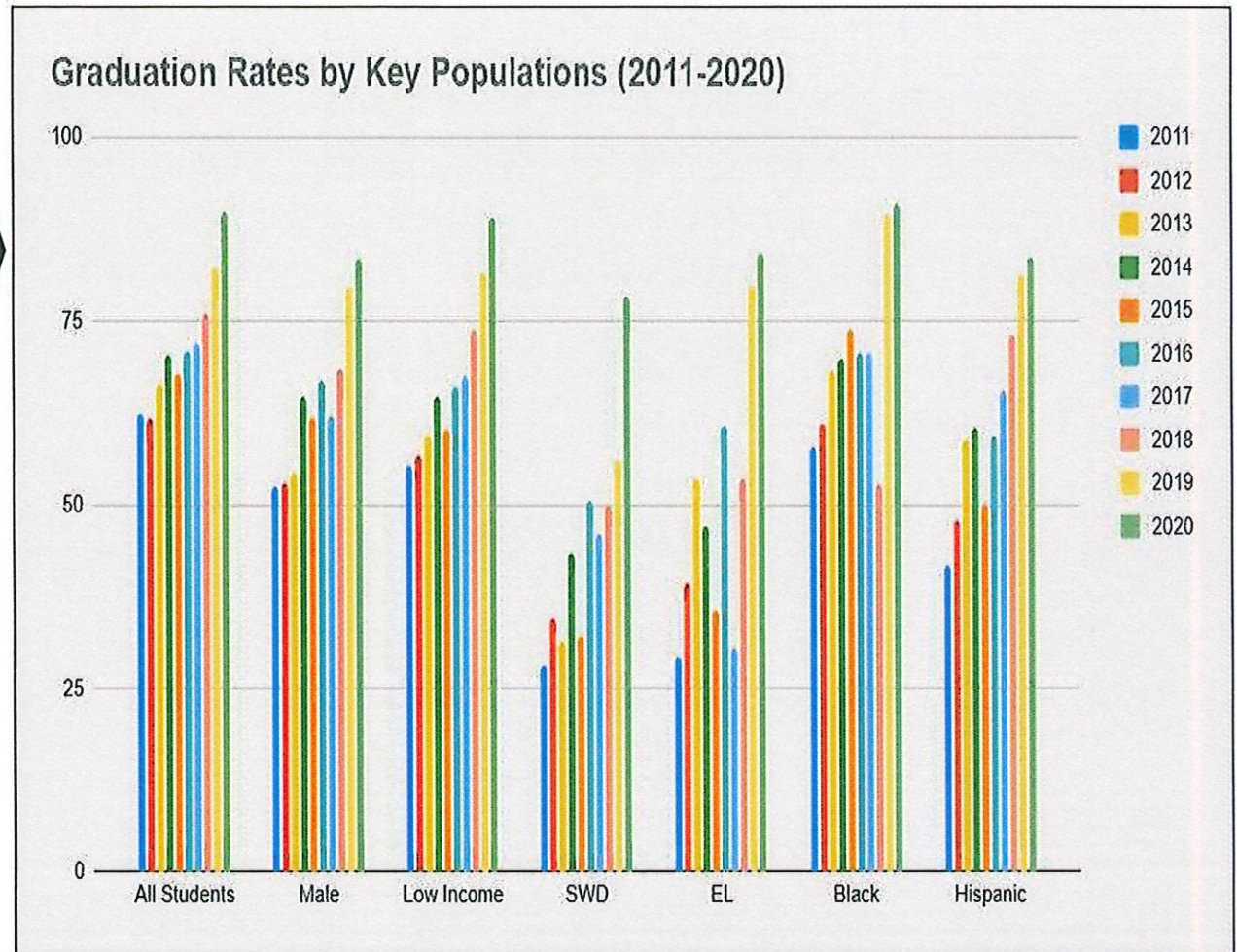
SUPERINTENDENT GOALS 2021 - 2022

GOAL 3:

Graduation Rate Increase

The Black/African-American 4-Year Cohort Graduation Rate is greater than the school's average.

The rate for students with disabilities and EL students has tripled in the past decade.

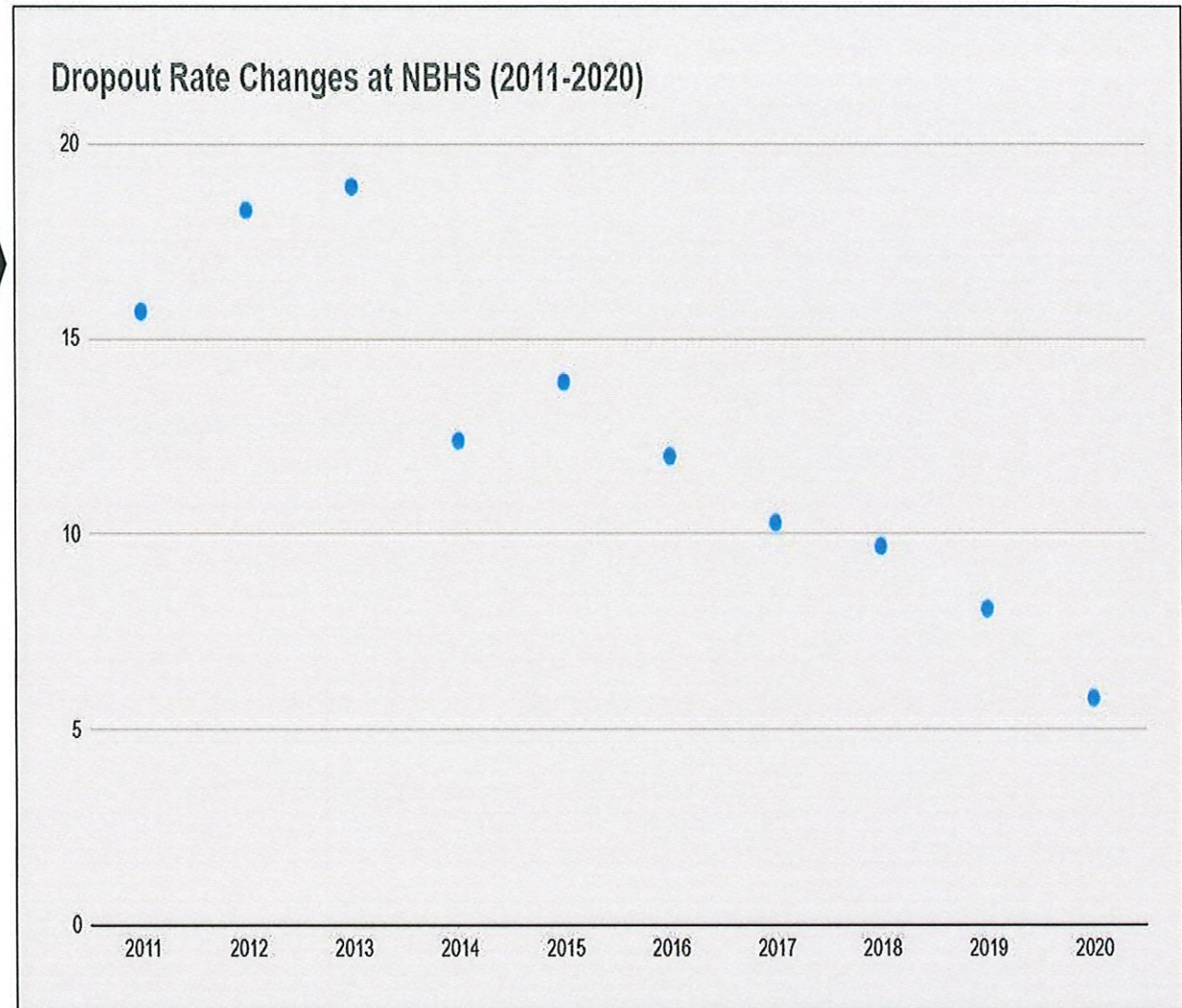


SUPERINTENDENT GOALS 2021 - 2022

GOAL 3:

Graduation Rate Increase

A reduction in dropout rates can be directly correlated to an increase in graduation rates within a given cohort.

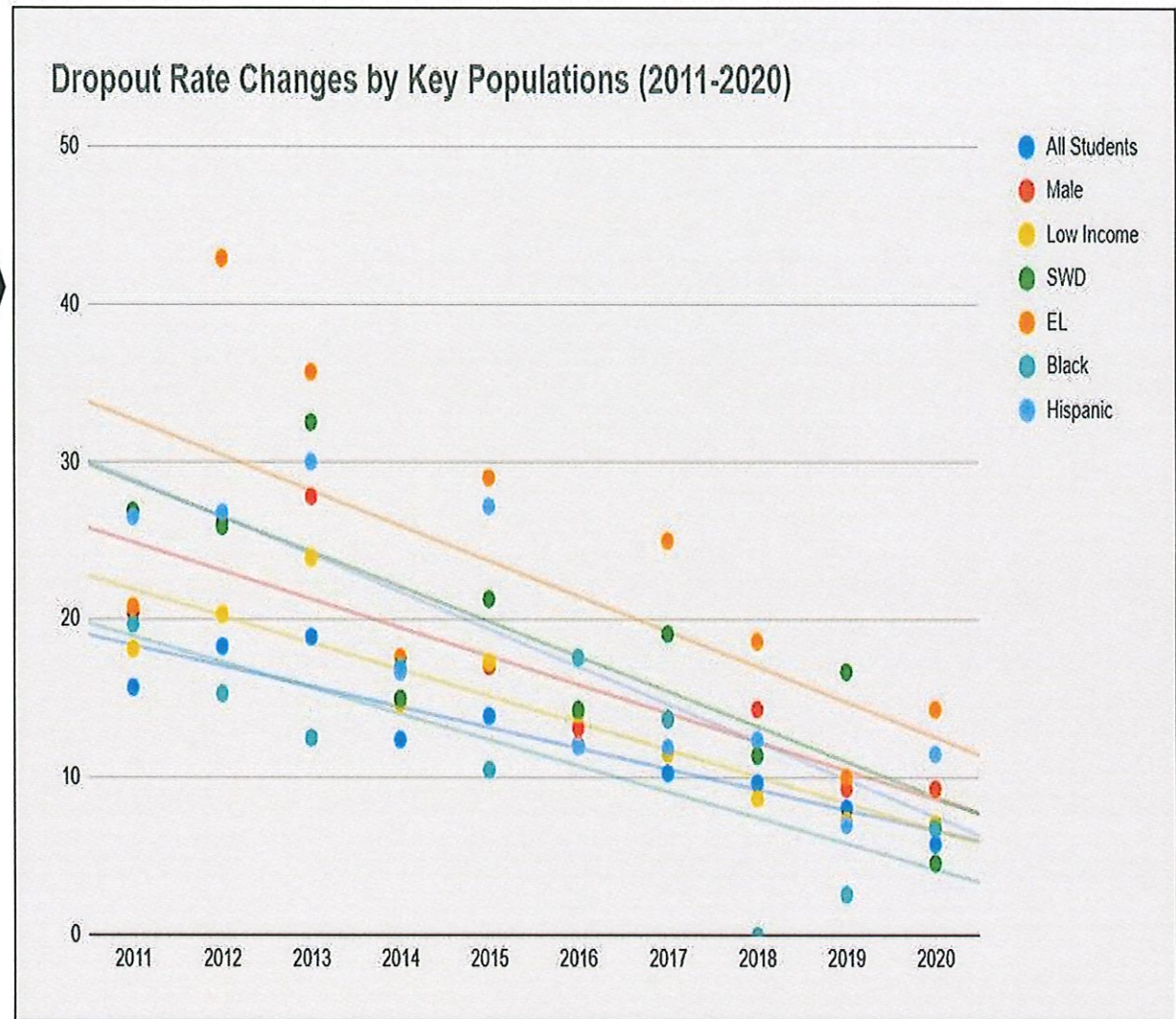


SUPERINTENDENT GOALS 2021 - 2022

GOAL 3:

Graduation Rate Increase

Dropout rates have decreased across every key demographic group including large decreases for EL students and those with disabilities.



SUPERINTENDENT GOALS 2021 - 2022

GOAL 4: *District Improvement*

District Enrollment Increase

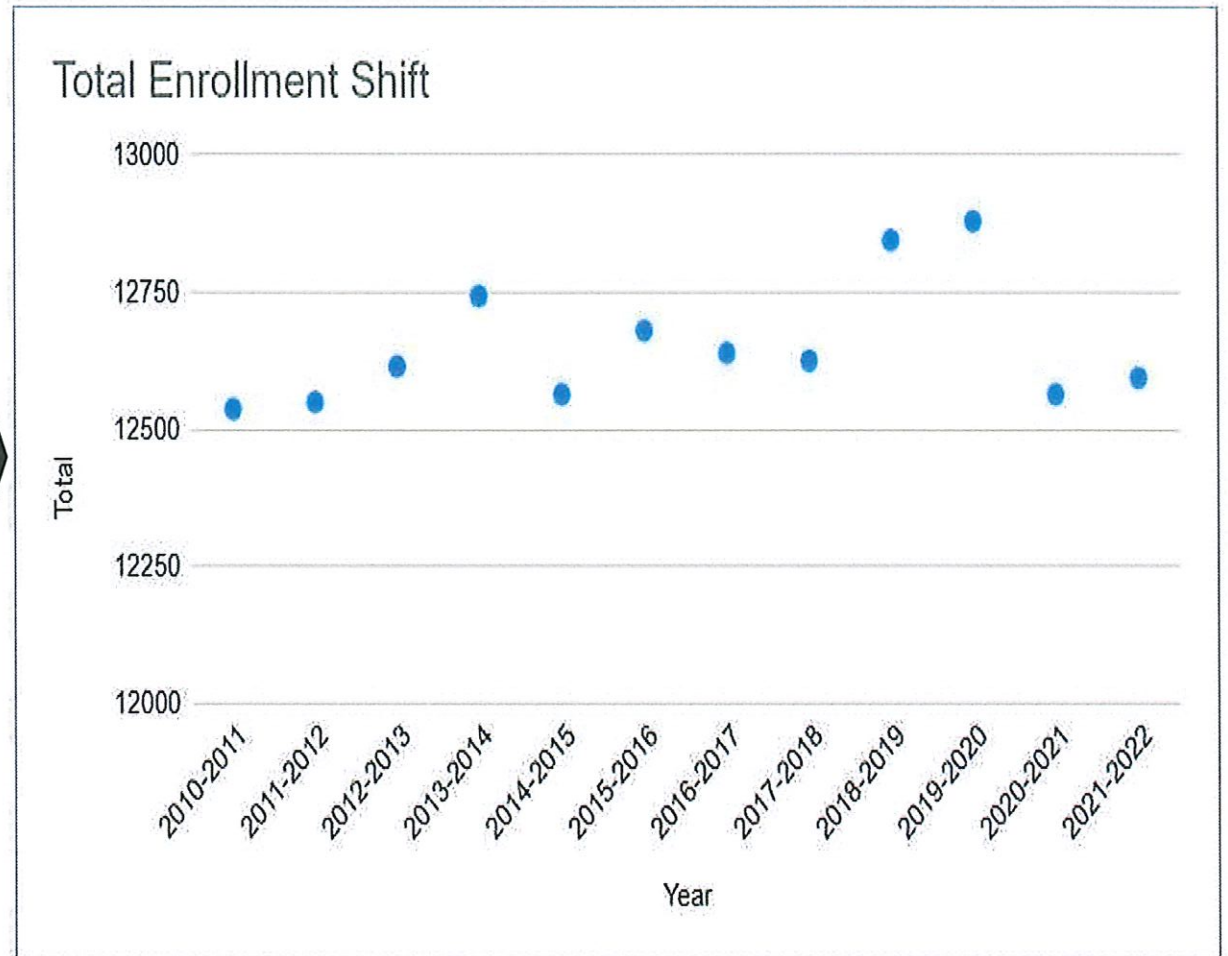
Effectively and efficiently, engage parents and the community (multi-year):

- 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.

SUPERINTENDENT GOALS 2021 - 2022

GOAL 4:

District
Enrollment
Increase



SUPERINTENDENT GOALS 2021 - 2022

GOAL 5: *District Improvement*

Reduce Chronic Absenteeism

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

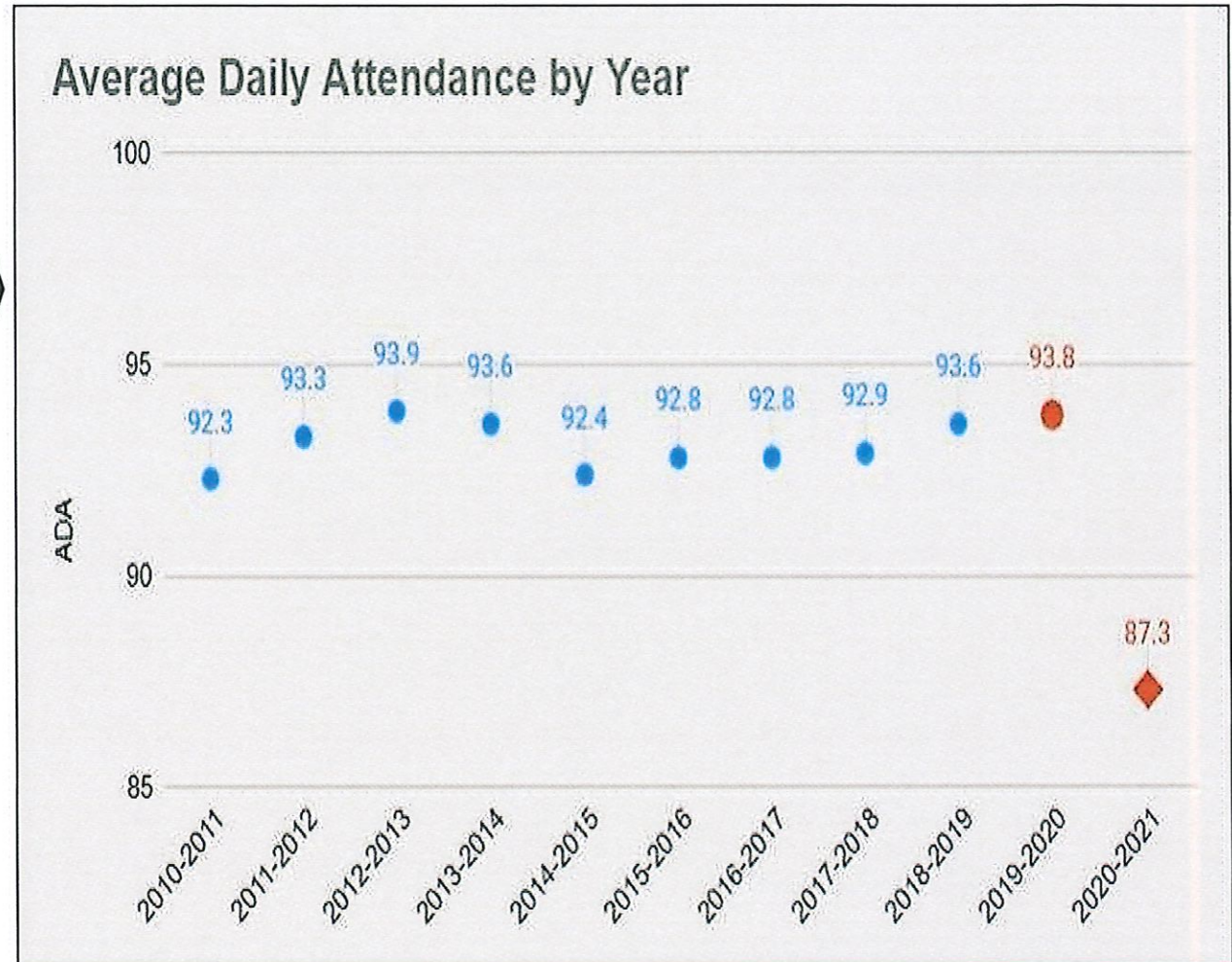
SUPERINTENDENT GOALS 2021 - 2022

GOAL 5:

Reduce Chronic Absenteeism

Average Daily Attendance calculates the percentage of students who are in school on any given day of the school year.

Excused absences and suspensions are counted against this statistic.



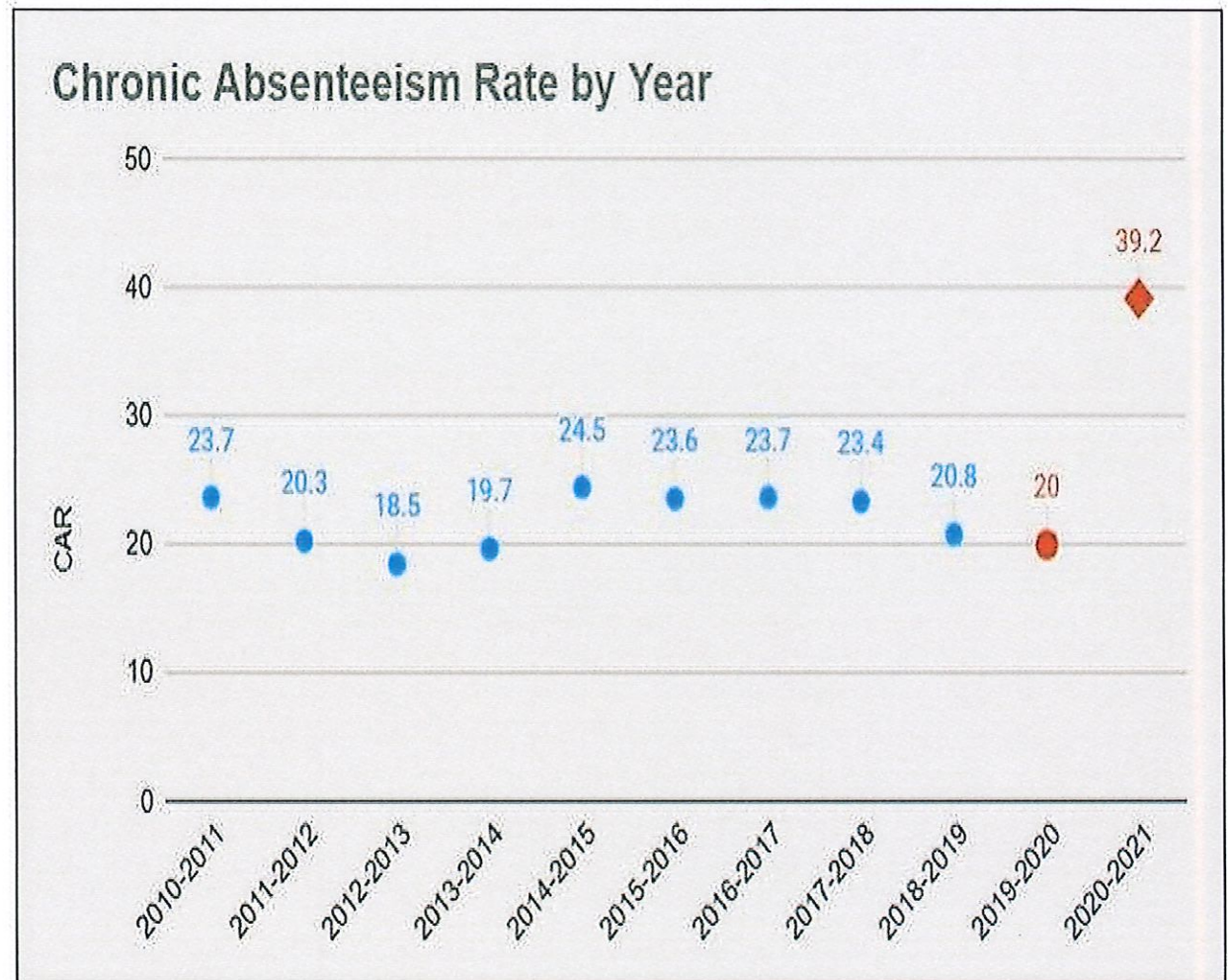
SUPERINTENDENT GOALS 2021 - 2022

GOAL 5:

Reduce Chronic Absenteeism

Chronic absenteeism rate calculates the percentage of students who, for any reason, were absent from school for 10% of their membership.

Excused absences and suspensions are counted against this statistic.



SUPERINTENDENT GOALS 2021 - 2022

GOAL 6: *Student Achievement*

Advanced Placement Score Increase

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

SUPERINTENDENT GOALS 2021 - 2022

GOAL 6: *Student Achievement*

Advanced Placement Score Increase

YEAR	3+ (passed)	Tests Taken
2021	38.9	563
2020	51.1	614
2019	44.7	408
2018	45.2	405
2017	35.3	532

SUPERINTENDENT GOALS 2021 - 2022

GOAL 7: *Student Achievement*

SAT Score Increase

Effectively create and oversee a plan that supports the increase of the SAT scores (multi-year):

The Superintendent will continue to support the programming to increase student scores.

SUPERINTENDENT GOALS 2021 - 2022

GOAL 7: *Student Achievement*

SAT Score Increase

YEAR	READING	MATH	TOTAL	# STUDENTS
2021	523	497	1020	28*
2020	495	476	971	183
2019	484	478	962	261
2018	476	479	955	177
2017	496	486	982	213

SUPERINTENDENT GOALS 2021 - 2022

NEW GOAL 5: *Student Achievement*

College Readiness

College Readiness / Preparedness *(This goal will include SAT and AP scores)*

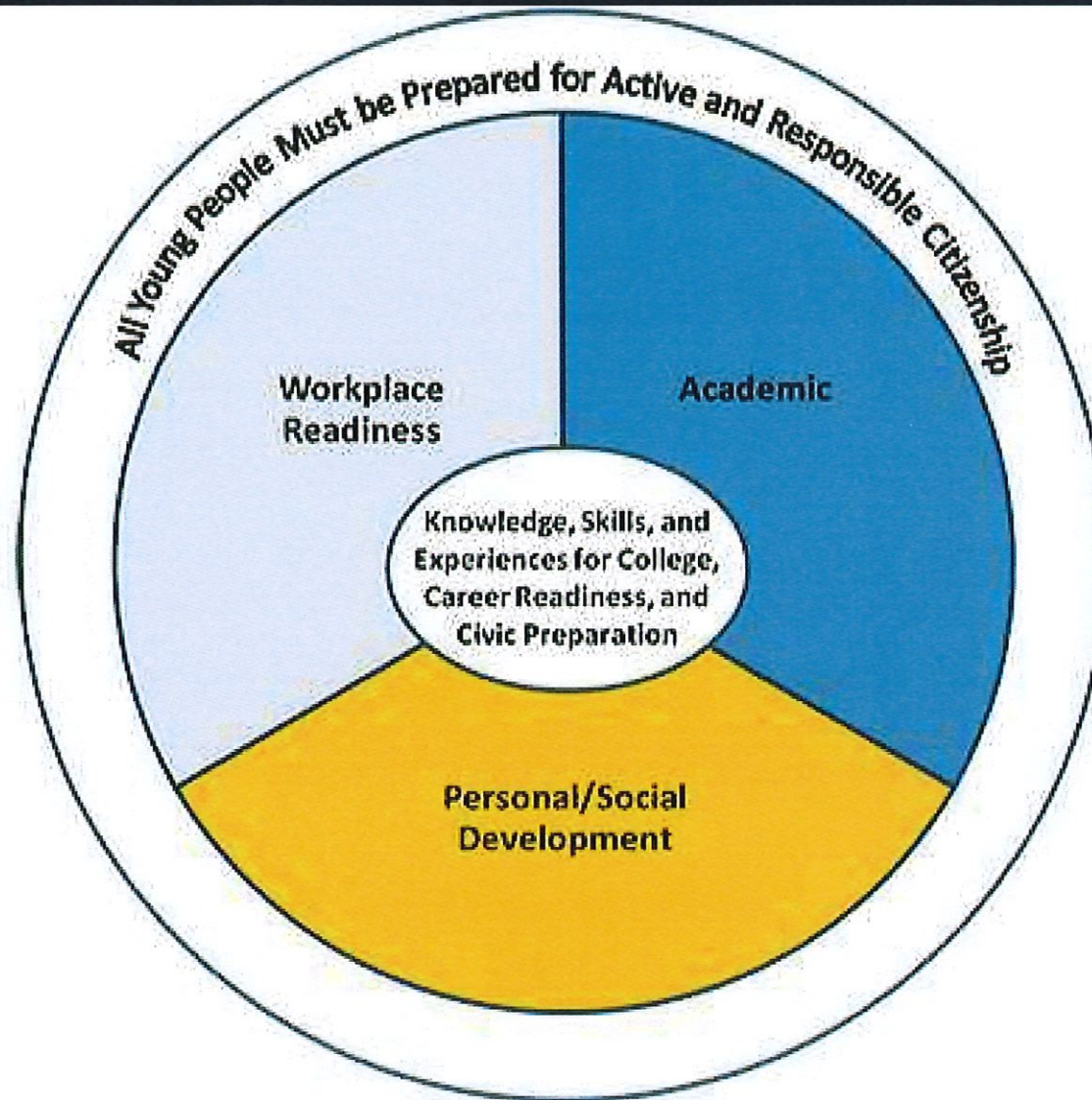
Indicators:

- College Entrance Exams (SAT / ACT)
- Advance Placement (scores and participation)
- Advance Coursework (aligned with DESE accountability metrics)

College and Career Readiness and Civic Preparation

Massachusetts students who are college and career ready and prepared for civic life will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens in our democracy.

College and Career Readiness and Civic Preparation



College and Career Readiness and Civic Preparation

The Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century.

[Massachusetts Definition of College & Career Readiness & Civic Preparation](#)

MassCore Framework

Massachusetts High School Program of Studies

SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
Foreign Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

College and Career Readiness and Civic Preparation

Beyond achieving college and career ready levels of competence in English Language Arts / Literacy and Mathematics, all high school students should:

- Develop a foundation in the academic disciplines identified in the MassCore course of study;
- Build competencies for workplace readiness as articulated in the [Integrating College and Career Task Force Report](#); and
- focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals.

What are the benefits of MassCore?

- “The more you learn, the more you earn. Median weekly earnings in 2017 for those with the highest levels of educational attainment—doctoral and professional degrees—were more than triple those with the lowest level, less than a high school diploma. And workers with at least a bachelor’s degree earned more than the \$907 median weekly earnings for all workers.” ([U.S. Bureau of Labor Statistics, 2017](#))
- “A major obstacle to the timely completion of an academic degree program is lack of preparedness of students, particularly in the area of math education.” ([Massachusetts Department of Higher Education, 2018](#))
- “The admissions standards for the state universities and University of Massachusetts emphasize strong academic preparation while in high school.” ([Massachusetts Department of Higher Education, 2018](#))

NEW BEDFORD PUBLIC SCHOOLS

MASSCORE AND STATE ADMISSIONS STANDARDS

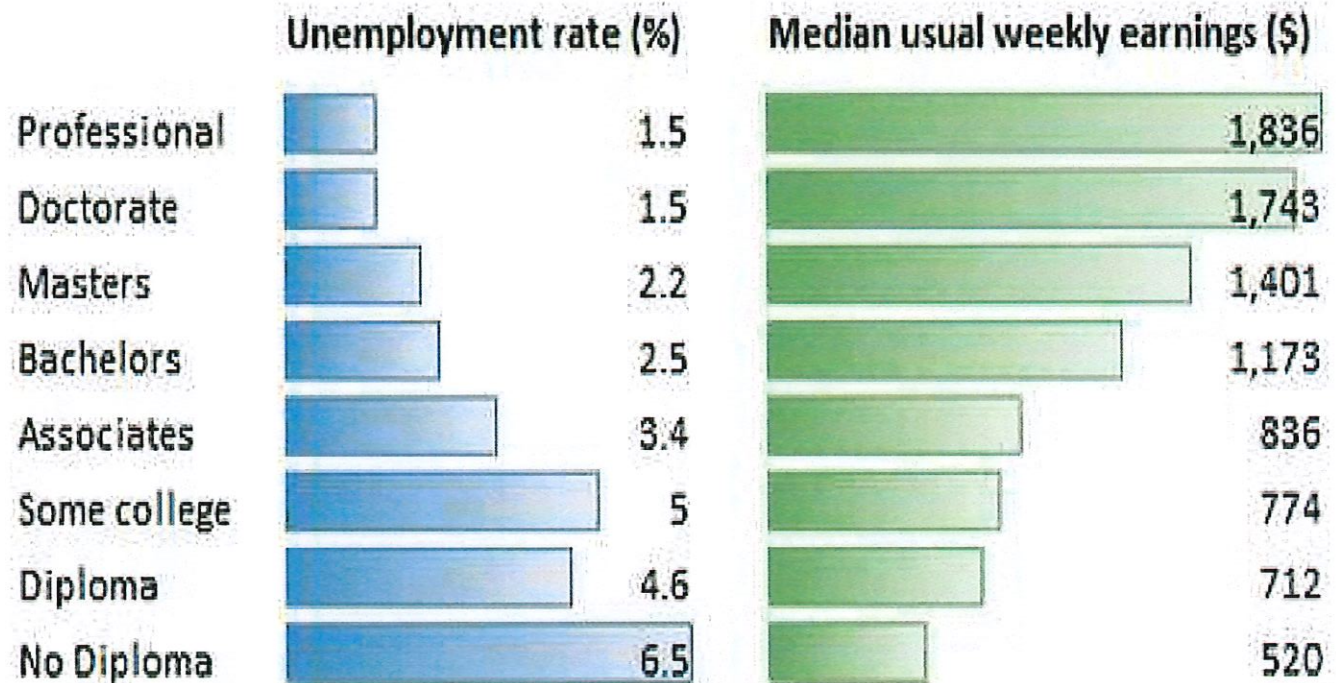
Taking MassCore means students are more likely to meet the admissions standards of the Massachusetts State University System and the University of Massachusetts (see comparison table below). It gives students a better chance at getting into private colleges as well. Beyond this, MassCore prepares students for college and career success. If students want a job that will support a family, provide health benefits, and offer a chance for career advancement, they're likely to need an education beyond high school: at least a two-or four-year degree, apprenticeship program, military training, or workplace license or certification.

	<i>MassCore</i>	<i>State Admissions Standards</i>
English Language Arts	4 units	4 courses ¹
Mathematics	4 units; including completion of Algebra II or the Integrated Math equivalent. A math course during senior year is recommended for all students. Students may substitute 1 unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.	4 courses (including Algebra I & II and Geometry or Trigonometry, or comparable coursework) including math in senior year. Computer Science courses may be considered a mathematics course based on the inclusion of rigorous mathematical concepts and topics.
Science	3 units of lab-based science; coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute 1 unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.	3 courses of lab-based science (drawn from natural science and/or physical science and/or technology/engineering). Computer Science courses may be considered a science course based on the inclusion of rigorous science concepts and topics.
History & Social Science	3 units, including U.S. History and World History	2 courses, including U.S. History
Foreign Language	2 units of the same language	2 courses of the same language
Physical Education	As required by law	-
Arts	1 unit	-
Additional Core Courses	5 units	2 courses (from the above subjects or from the arts and humanities or computer sciences)

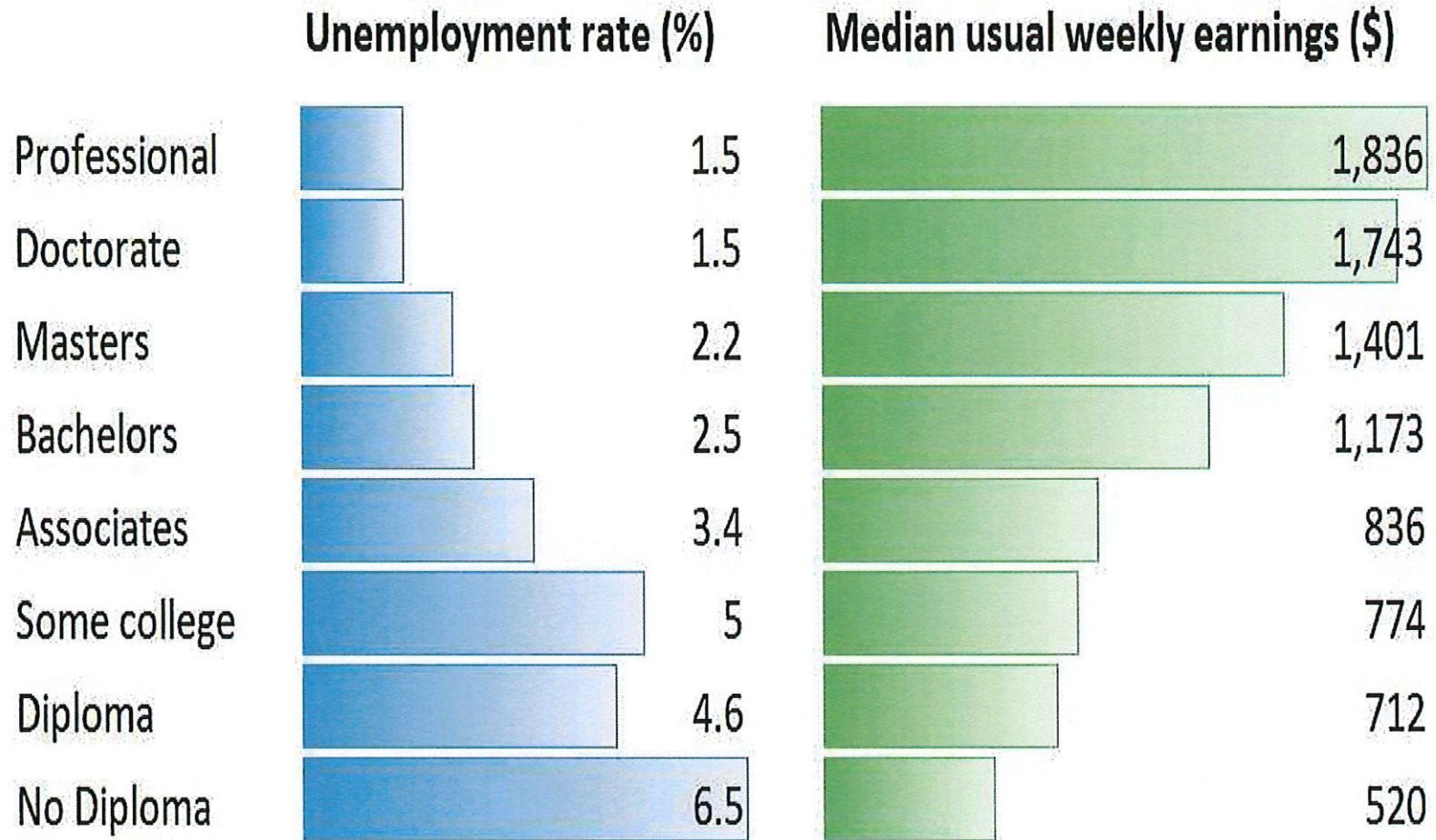
NEW BEDFORD PUBLIC SCHOOLS

WHY MASSCORE?

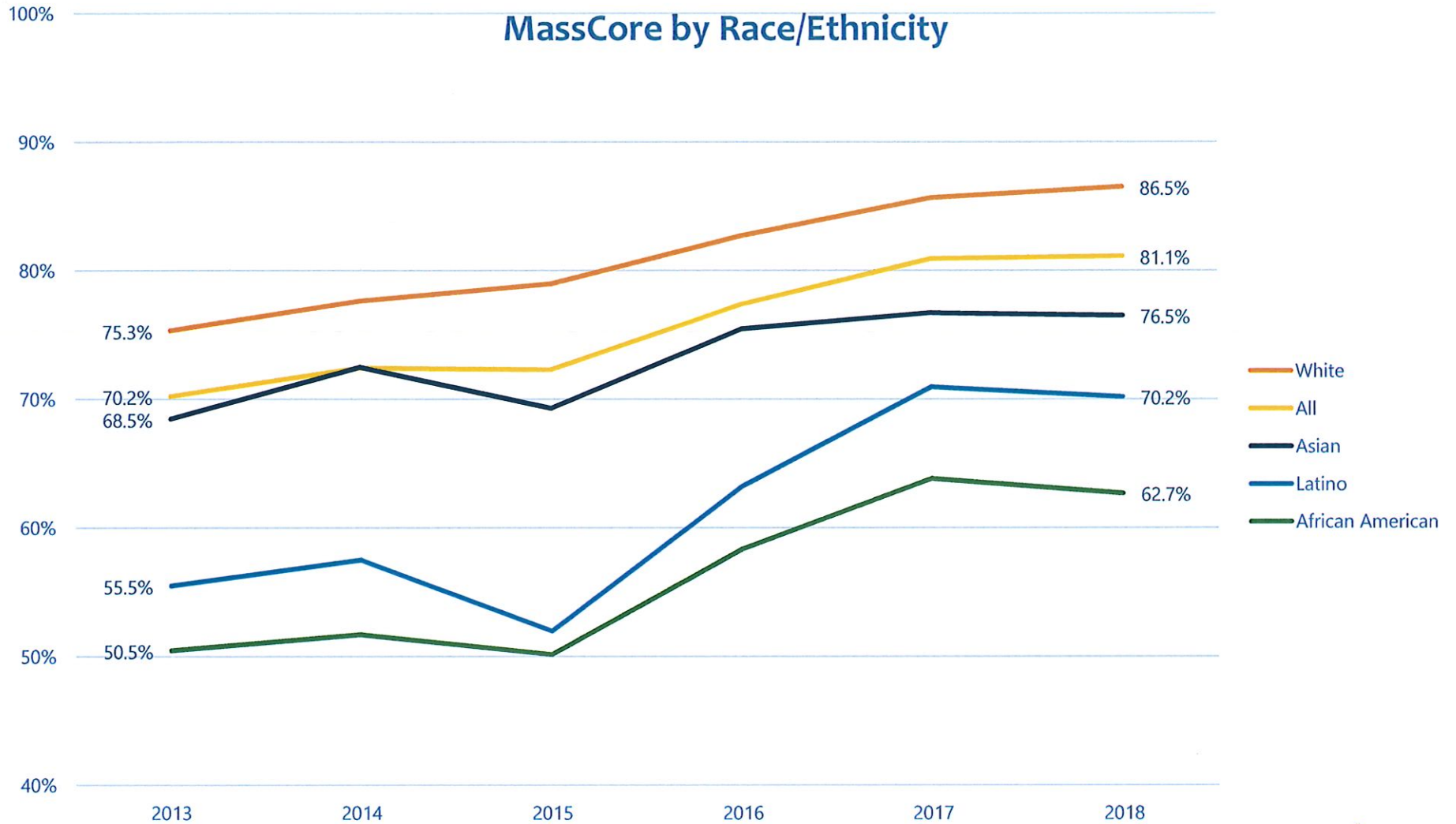
Consider this: Graduates of four-year colleges earn an average \$1.4 million more than high school dropouts. Students who take a challenging program of study like MassCore in high school are more likely to enroll in college, forego academic remediation and earn a college degree.²



Earning and Employment



ADDRESSING THE GAPS





DATA
REVIEW

STRATEGIC PLAN GOAL 1 Outcomes

Outcome 1.A: 3rd Grade ELA Pass Rate > 55%

<i>% Proficient:</i>	ELA 3
ASHLEY	41%
BROOKS	54%
CAMPBELL	23%
CONGDON	40%
CARNEY	27%
DEVALLES	25%
GOMES	25%
JACOBS	16%
HATHAWAY	33%
HAYMAC	14%
LINCOLN	43%
PACHECO	33%
PARKER	36%
PULASKI	46%
RCIS	11%
RODMAN	41%
SWIFT	39%
TAYLOR	63%
WINSLOW	42%
KEITH	
NORMANDIN	
ROOSEVELT	
TRINITY	
WHALING	
DISTRICT	33%
STATE	50.7%

2017-2018	43%
2018-2019	48%
2019-2020	-
2020-2021	33%

Short Name	EOY %M/E
ASHLEY	40%
BROOKS	29%
CAMPBELL	22%
CARNEY	30%
CONGDON	29%
DEVALLES	14%
GOMES	23%
HATHAWAY	12%
HAYMAC	19%
JACOBS	17%
LINCOLN	27%
PACHECO	20%
PULASKI	30%
RCIS	24%
RODMAN	37%
SWIFT	29%
TAYLOR	56%
WINSLOW	26%

OUTCOME 1.A:
3rd Grade ELA
Pass Rate >55%

Strategic Plan
2018-2021

OUTCOME 1.A:
3rd Grade ELA
Pass Rate >57%

OUTCOME 1.B: Grade 6 Growth

- Outcome 1.B. Increase the grade 6 student growth percentile on a rigorous, end-of-year Math assessment.

- *The average SGP for Grade 6 students will increase from the 18th percentile (2021) to meet or exceed the state SGP of the 50th in 2022 and beyond.*

Outcome 1.B: 6th Grade Math SGP > 50th Percentile

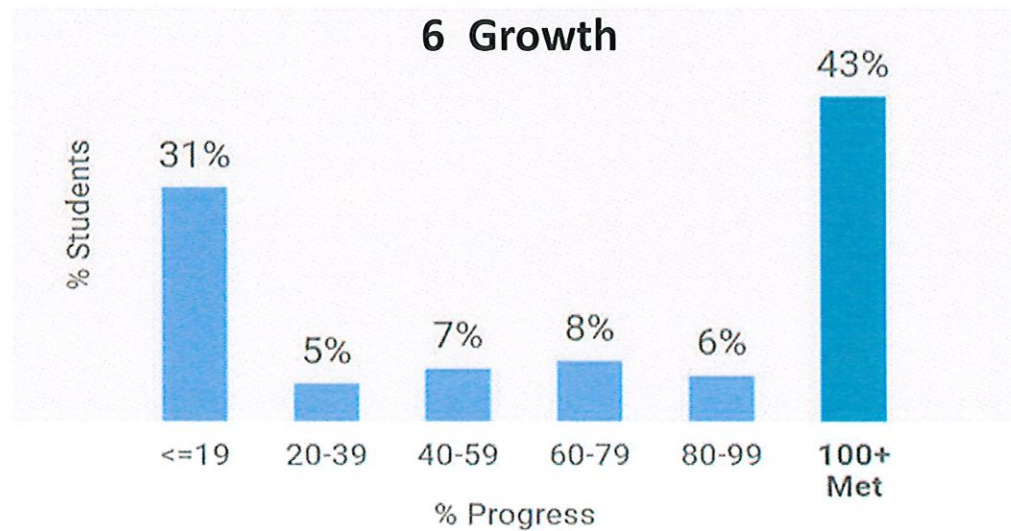
2017-2018	34.6
2018-2019	39
2019-2020	-
2020-2021	18

Distribution of Progress to Annual

Typical Growth

I-READY EOY Grade

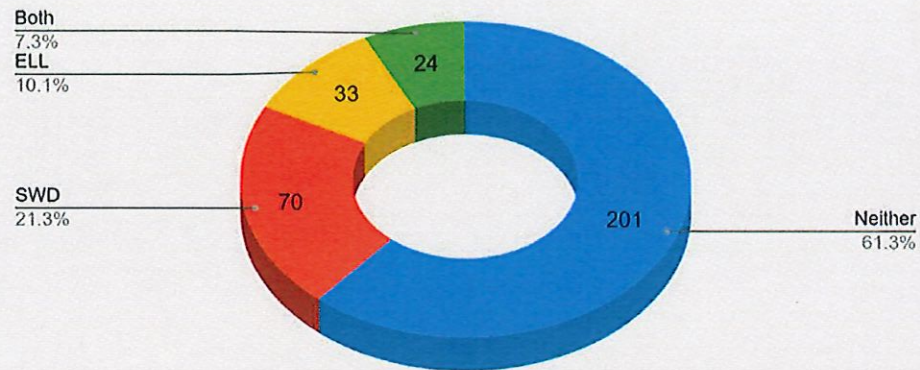
6 Growth



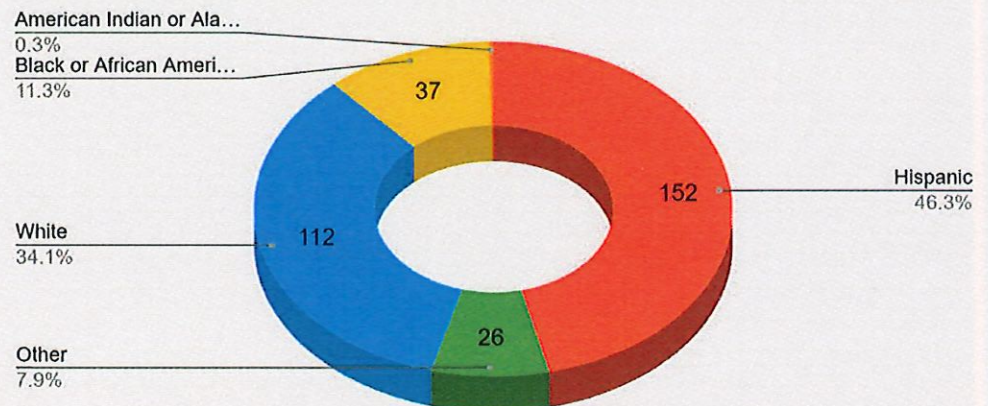
OUTCOME 1.B: Grade 6 Growth

- Outcome 1.B. Increase the grade 6 student growth percentile on a rigorous, end-of-year Math assessment.
- *The average SGP for Grade 6 students will increase from the 18th percentile (2021) to meet or exceed the state SGP of the 50th in 2022 and beyond.*

Instructional Needs of 6th Grade Students Making Less Than 40% Typical Annual Growth



Race/Ethnicity of 6th Grade Students Making Less Than 40% Typical Annual Growth



OUTCOME 1.C: Grades 5 and 8 SWD Scaled Score

- Outcome 1.C. *Increase the average scaled score of students in grades 5 and 8 with disabilities on a rigorous, end-of year Math assessment.*
- The average scaled score for grade 5 (469.6) and grade 8 (462.2) students with disabilities will increase by 5 percentile points yearly from their 2020-2021 benchmark.

* Grade 5 STAR EOY
SGP 41.8

Outcome 1.C: 5th Grade and 8th Grade SWD Math Scaled Scores 5-Point Growth

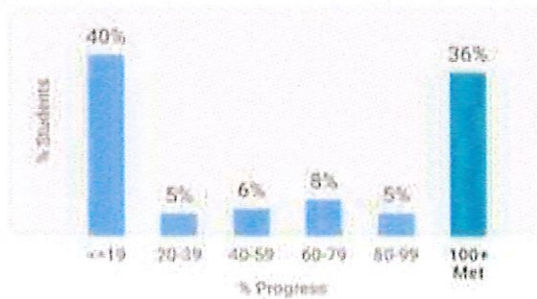
5th Grade	Year	Scaled Score
5th Grade	2017-2018	479.1
	2018-2019	478.7
	2019-2020	-
	2020-2021	469.6

8th Grade	Year	Scaled Score
8th Grade	2017-2018	463.9
	2018-2019	465.3
	2019-2020	-
	2020-2021	462.2

I-READY

GRADE 5 SWD GROWTH

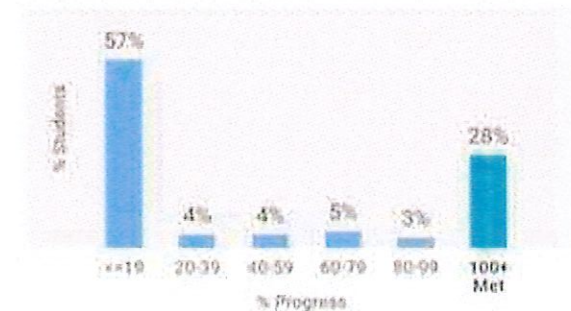
Distribution of Progress to Annual
Typical Growth



I-READY

GRADE 8 SWD GROWTH

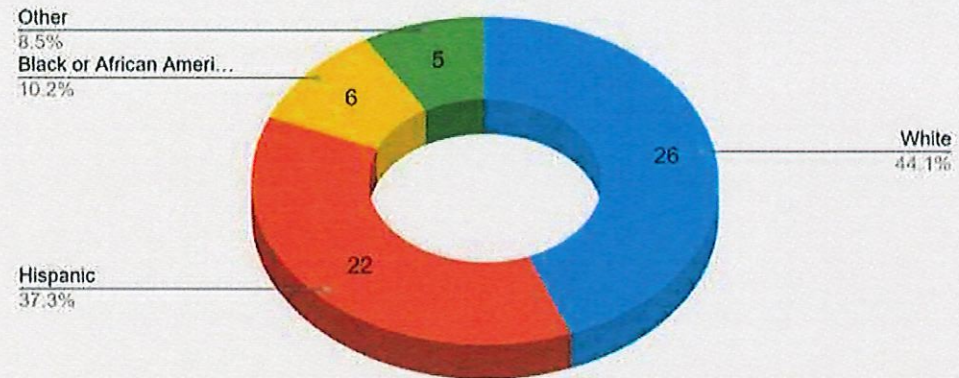
Distribution of Progress to Annual
Typical Growth



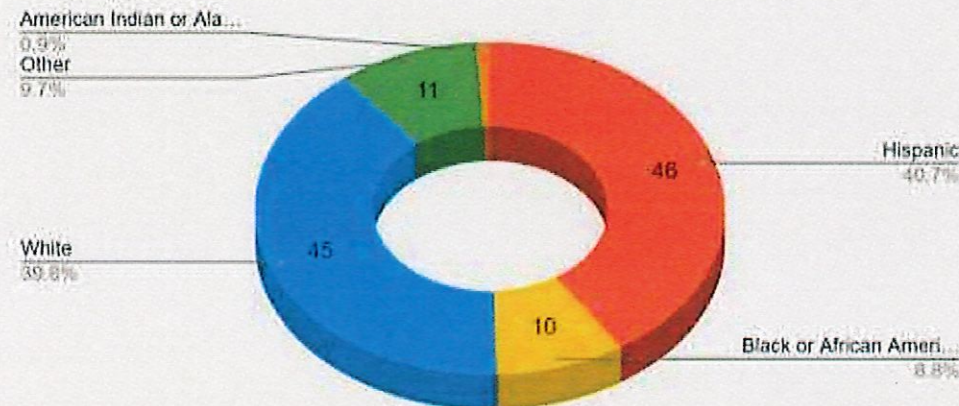
OUTCOME 1.C: Grades 5 and 8 SWD Scaled Score

- Outcome 1.C. Increase the average scaled score of students in grades 5 and 8 with disabilities on a rigorous, end-of year Math assessment.
- *The average scaled score for grade 5 (469.6) and grade 8 (462.2) students with disabilities will increase by 5 percentile points yearly from their 2020-2021 benchmark.*

Race/Ethnicity of 5th Grade SWD Making Less Than 40% Typical Annual Growth



Race/Ethnicity of 8th Grade SWD Making Less Than 40% Typical Annual Growth



OUTCOME 1.D: Increase the 4-year adjusted cohort graduation rate. The New Bedford High School 4-year adjusted cohort graduation rate will increase by 4% annually from 76% in 2018 to 88% in 2021.

Outcome	Goal	2017-2018	2018-2019	2019-2020	2020-2021	Low Point
4-Year Cohort Grad Rate	88%	76%	82.5%	90%	-	61.8% (2012)

Demographics	2017-2018	2018-2019	2019-2020	2020-2021	Low Point
African American	52.6%	89.7%	90.9%	-	52.6% (2018)
ELL Students	53.5%	80%	84.3%	-	29.2% (2011)
SWD Cohorts	50%	56.1%	78.5%	-	28% (2011)
Males	68.6%	79.6%	83.4%	-	52.5% (2011)

OUTCOME 1.D.

Increase the New Bedford High School 4-year cohort graduation rate.

The New Bedford High School 4-year cohort graduation rate will increase by 1% annually from 90% in 2020 to 93% in 2024. Additionally, the 4-year graduation rate for students with disabilities will increase by 2% annually from 78% in 2020 to 84% in 2024.

OUTCOME 1.E:

EL students in grades 11 and 12 who complete advanced coursework.

Outcome	Goal	2017-2018	2018-2019	2019-2020	2020-2021	Low Point
EL Student Completion of Advanced Coursework	20%	7.4%	9.6%	24.3%	-	7.4% (2018)

OUTCOME 1.E.

Increase the percentage of EL students in grades 11 and 12 who complete advanced coursework.

The percentage of grade 11 and 12 EL and former EL students who complete advanced coursework at NBHS will increase by 2% each year, from 24% in 2021 to 30% in 2024.

OUTCOME 1.F:

The percentage of grade 7 EL students making progress according to ACCESS test results will increase by 5% each year, from 24% in 2018 to 39% in 2021.

	2018	2019	2020	2018	2019	2020
	All Students			Grade 7		
# Making Progress	2727	1352	1664	189	178	178
% Making Progress	52%	50%	47%	24%	20%	17%

	2018	2019	2020	2018	2019	2020	2018	2019	2020
	Grade 6			Grade 7			Grade 8		
# Making Progress	206	173	158	189	178	178	184	196	190
% Making Progress	30%	23%	17%	24%	20%	17%	27%	15%	25%

OUTCOME 1.F.

Increase the percentage of grade 6, 7 and 8 EL students making progress on the ACCESS test.

The percentage of grade 6, 7 and 8 EL students making progress according to ACCESS test results will increase by 7% each year, from 19% in 2021 to 40% in 2024.



nbps New Bedford
Public Schools

Reminders



WEBSITE (INFORMATION)

newbedfordschools.org/cms/One.aspx?portalId=67022&pageId=33095837

Settings - Edit person NBCOVID Reportin...

Reading list



New Bedford Public Schools

SELECT A SCHOOL

SELECT LANGUAGE

STAFF LOGIN



Home

Superintendent

Depts/Programs

Our Schools/Community

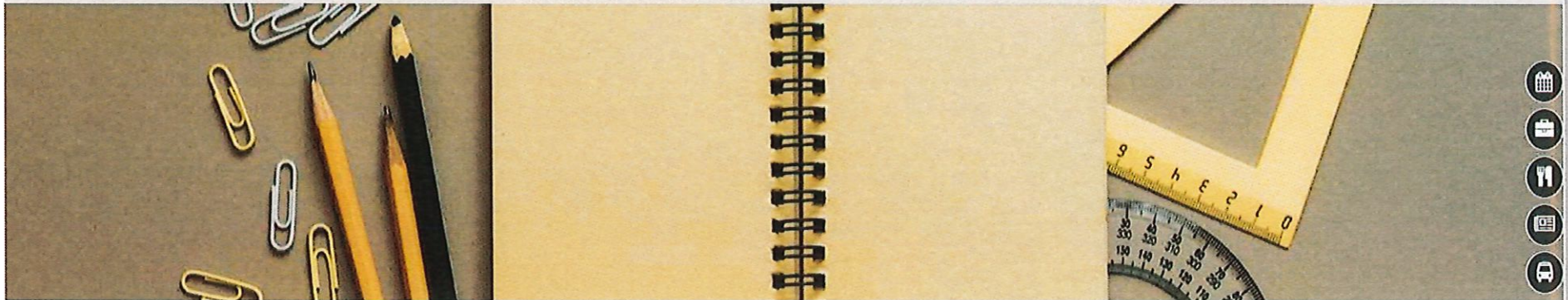
Parents/Students

Alumni

Staff

Links

COVID -19 Testing



New Bedford School District / COVID -19 Testing

Superintendent

Depts/Programs

Our Schools/Community

Parents/Students

Alumni

Staff

Links

COVID -19 Testing

COVID -19 TESTING

STUDENT COVID-19 TESTING CONSENT

FORMULARIO DE CONSENTIMIENTO DEL ESTUDIANTE PARA LAS PRUEBAS OPCIONALES DE COVID-19

FORMULÁRIO DE CONSENTIMENTO DO ALUNO PARA O TESTE COMBINADO OPCIONAL DA COVID-19

PARENT LETTER

English - K'iche - Portuguese - Spanish



New Bedford Public Schools

We are committed to developing a community of learners who are academically proficient, demonstrate strong character and exhibit self-leadership.

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

Superintendent Update: October 18, 2021

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Health Information

[Schools | COVID-19 Testing: Massachusetts — CIC Health \(cic-health.com\)](#)

COVID-19 INFORMATION



REMINDERS:

- **Consistent Protocols** for regular handwashing, hand sanitizing and bathroom usage
- **Face Masks (required for all)**
 - *Masks are required on all busses*
- **COVID-19 Vaccination Clinics** (partnering with health offices)
- **Visitors:** defined as any individual that is not assigned to the specific school building or office the individual is entering
 - *All visitors to schools MUST be screened prior to accessing the building. The screener will ask question; visitors' responses will be recorded in accordance with CDC guidelines for the sole purpose of contact tracing.*

HEALTH RESOURCES



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

CDC Guidance on reopening:

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

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

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

Academic RESOURCES:

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

[Massachusetts Elementary Prerequisite Content Standards](#)

[Massachusetts Secondary Prerequisite Content Standards](#)

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

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

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

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

RESOURCES

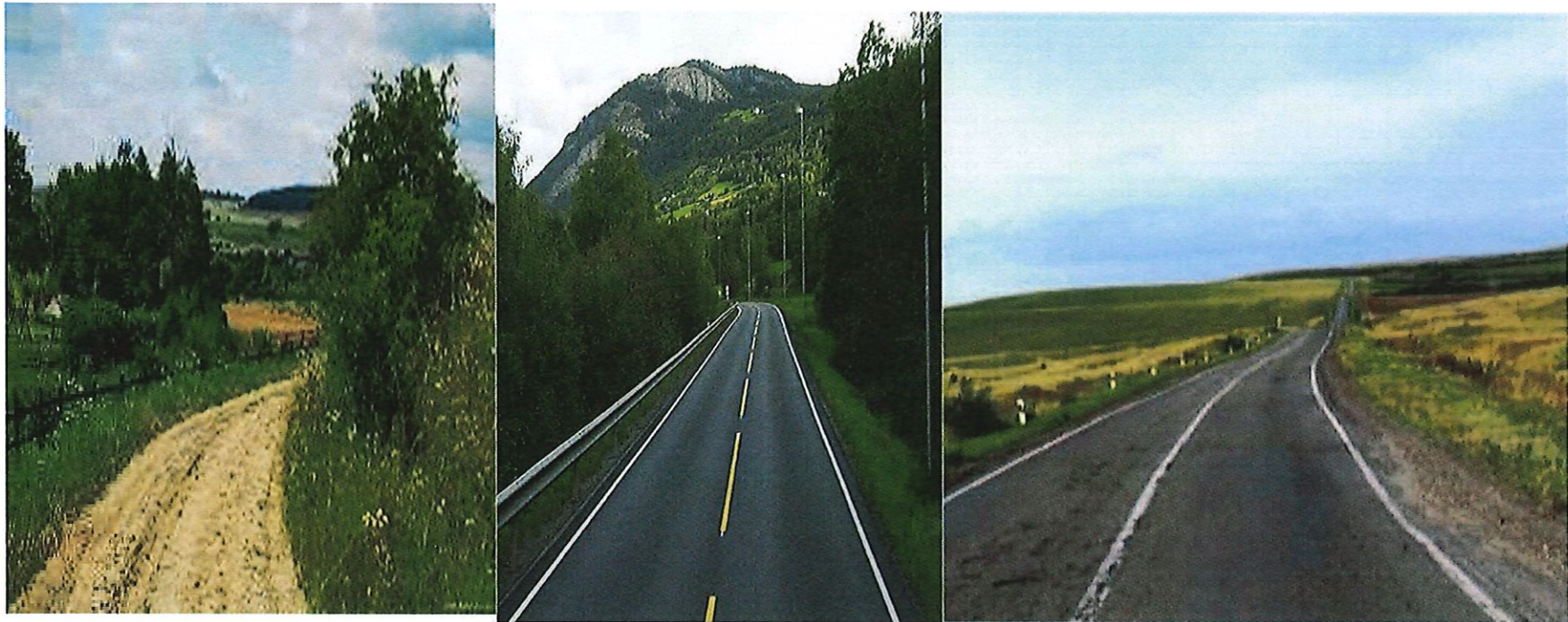


Resources and Research

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

THANK YOU!

PARALLEL FOCUS



TEACHING AND LEARNING