New Bedford Public Schools

From Turnaround District to “Leading this work” and the Journey in Between!

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A District in Turnaround Since 2010

South Coast Today, MA, March 11:
At least 59 percent of administrators

At least 123 of 208 teachers are

Superintendent Pia Durkin believes

State unimpressed with New Bedford schools' turnaround plan

MASSACHUSETTS

State unimpressed with New Bedford schools' turnaround plan

New Bedford, MA, April 17:

Superintendent Pia Durkin believes

A District in Turnaround Since 2010

Most Popular

1. Turnaround strategies

2. Challenges New Bedford

3. Turnaround strategies

4. Turnaround strategies

Our Picks

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New Bedford, MA, April 17:

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In order to authentically engage in meaningful school and community change, it is essential to understand the historical and social context of a community to identify entry points.

- Whaling City / Textile manufacturing
- Fredrick Douglas
- 54th Mass. Infantry
- Highest earning US port

http://destinationnewbedford.org/history/
**Multi-Race Non-Hispanic**

- **NB 1998-1999**
  - African American: 15%
  - Asian: 14%
  - Hispanic: 14%
  - Native American: 0%
  - White: 70%

- **NB 2019-2020**
  - African American: 13%
  - Asian: 1%
  - Hispanic: 41%
  - Native American: 0%
  - White: 39%
Chronic Absenteeism

- **2015-2016**: State Totals: 12.30%, New Bedford: 23.60%
- **2016-2017**: State Totals: 12.30%, New Bedford: 23.60%
- **2017-2018**: State Totals: 13.20%, New Bedford: 23.40%
- **2018-2019**: State Totals: 12.90%, New Bedford: 20.80%
- **2019-2020**: State Totals: 19.10%

J. Vergne, 2020
Where were we 6 years ago?

What Safe and Supportive systems?
What consistent were the Frameworks and PD?
What DATA did we have?

We have been doing some serious work…
Look at we have launched!

NBPS, J.Vergne
The Reality of Change

• What does it commonly feel like?

- PROJECT-ITIS / INITIATIVE FATIGUE
- SILOS AND COMPETING DEPARTMENT
- DOLLARS & PROGRAMS ARE POWER NOT IMPROVEMENT
- CLIMATE OF COMMAND / CONTROL / COMPLIANCE OR THE RUGGED INDIVIDUAL

• What are we working towards?

- COMMON FRAMEWORK FOR IMPROVEMENT
  - CENTRAL UNITS ALIGN TO THE FRAMEWORK
  - PROJECTS AND INITIATIVES ARE LIMITED
  - POWER / AUTHORITY SHARED THROUGH BOUNDED AUTONOMY
The “Why, Who, and Purpose”

- **Our “Why”**
  - As we emerge from the DESE cohort of PBIS this upcoming year – just 2 meetings 80% of the district.
  - Urgency
    - Let’s make it the best PBIS district in the STATE.
    - Let’s work Smarter not harder.
    - Let’s work to constantly improve our PBIS system and our district!
    - Let’s positively support each other, through that process.

- **“Who”** – PBIS Steering Committee

- **“Purpose”** of a District led – but PLC in nature
Wraparound Services working collectively to create systems and practices that actualize “Safe and Supportive schools” and Authentic Family and Community Engagement.

Climate and Culture

Is directly impacted by building systems that support Safe and Supportive Schools and Authentic Family and Community Engagement.

Safe and Supportive Schools
- 8 Schools as of 18-19 school year.
- Lesley Graduate Courses.
- NorthStar Learning Centers (Community based lens)
- PBIS – Whole School Tier 1 in 19 Schools
- SEL Curriculum – Dept of SPED/S-Services

Family and Community Engagement
- New Bedford’s Three E’s: Engage / Educate / Empower
- Cultural Competency & Equity
- Professional Development
- Family Engagement Centers: New Bedford High School 3 Middle Schools 4 Elementary Schools
- Family Institute for Student Success (FISS)
PBIS

Systems and Framework

SEL Curriculum

Systems and Practice

Trauma Sensitive Schools

Direct Instruction and Skill Building

Play Works

Mindfulness
Welcome to the Wrap-up!

We have created this quarterly newsletter to bring to you the exciting news and work taking place throughout the New Bedford Public Schools district around safe and supportive schools and family and community engagement. We hope the Wrap-Up is something our educators, students, families, and community partners look forward to as a way to keep up with the great things happening in our schools. So stay tuned for stories, photos, and updates that will brighten your day and make you proud to be a member of the New Bedford Public Schools community.
School Climate Survey

Overall

Q1: I like school.
Q2: I feel like I do well in school.
Q3: My school wants me to do well.
Q4: My school has clear rules for behavior.
Q5: Teachers treat me with respect.
Q6: Good behavior is noticed at my school.
Q7: I get along with other students.
Q8: I feel safe at school.
Q9: Students treat each other well.
Q10: There is an adult as my school who will help me if I need it.
Q11: Students in my class behave so that teachers can teach.

Ashley (n=41) 3.08 2.39 2.85 3.78 3.54 3.49 2.95 3.05 3.15 2.71 3.46 2.49

Hathaway (n=74) 3.37 3.18 2.89 3.92 3.81 3.82 3.42 2.96 3.62 2.73 3.81 2.89

Pulaski (n=245) 3.26 2.87 3.04 3.79 3.67 3.65 3.08 3.2 3.31 2.94 3.57 2.76

Rodman (n=64) 3.2 2.7 2.97 3.97 3.81 3.73 3.06 2.92 3.36 2.62 3.66 2.38

Swift (n=94) 3.29 2.94 3.02 3.81 3.82 3.7 3.19 3.16 3.5 2.83 3.57 2.69

District Average (n=518) 3.24 2.816 2.954 3.854 3.73 3.678 3.14 3.058 3.388 2.766 3.614 2.642

National Average (n=61,855) 3.12 2.8 2.94 3.76 3.65 3.48 2.9 3.03 3.22 2.63 3.42 2.52

Students Impacted by Safe and Supportive School Initiatives

- PBIS: 9492
- Trauma Sensitive Schools: 4010
- Mindfulness: 1250
- Playworks: 1399 (Cohort 1), 2550 (Cohort 2)

NBPS, J.Vergne
Staff Impacted by Safe & Supportive Schools Initiatives

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<thead>
<tr>
<th>Initiative</th>
<th>Number</th>
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<tbody>
<tr>
<td>PBIS</td>
<td>1333</td>
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<tr>
<td>Trauma Sensitive Schools</td>
<td>605</td>
</tr>
<tr>
<td>Mindfulness</td>
<td>173</td>
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</table>
Figure 6. NB PBIS Schools by TFI Scores

TIERED FIDELITY INVENTORY

[Bar chart showing TFI scores for different schools with data points for SY17-18, SY18-19, and SY19-20]
SEL Impact

Wraparound Services

New Bedford Public Schools
Trauma Sensitive Schools
2019-2020 School Year Graduate Course Enrollment Numbers

Course 1: 42
Course 2: 20
Course 3: 17
Course 4: 12
2019-2020 Impact of Trauma on Student Learning Workshop

160 NBPS staff members completed the 3-session workshop

- 108 Teachers from various schools and backgrounds
- 26 Paraprofessionals
- 3 School Adjustment Counselors
- 3 Reading Specialists
- 3 Assistant Principals
- 2 Principals
- 2 Teaching/Learning Specialists
- 1 Clerk
- 1 Admin Assistant
- 1 Behaviorist
- 1 Tutor
- 1 Sub
- 1 Sped Facilitator
- 1 Nurse
- 1 Early Childhood Specialist
Comments from NBPS Staff

Re: Trauma Sensitivity

“I hope the district continues to offer these courses.”

“All the courses were very informative and gave great information. **I think all teachers should take at least 1 and 2. The information is invaluable.**”

“I am interested in continuing on. **I am currently re-evaluating my class organization to meet the whole child’s needs.**”
PBIS Schools of Recognition

• School recognized by MA PBIS based on predetermined criteria at each level

• Helps schools across Massachusetts identify and connect with others doing the same positive work

• Will be used as an example school for those who are just starting out or are in the process of school wide PBIS implementation
Schools Of Merit (Tier 1) in New Bedford

- Gomes Elementary School
- Lincoln Elementary School
- Ashley Elementary School
- Brooks Elementary School
- Swift Elementary School
Winslow Elementary School

School of Distinction

Only school in the Commonwealth to achieve this distinction
SCHOOL CLIMATE SURVEY

The New Bedford school district scored slightly above the national norm on the School Climate Survey (La Salle, McIntosh, & Eliason, 2018), which measures shared norms, beliefs, attitudes, experiences, and behaviors that students experience. Six schools administered this survey, and 544 elementary students completed the survey (see Figure 9). School climate has been associated improved self-esteem and self-concept, decreased absenteeism, enhanced risk prevention, reduced behavioral problems and disciplinary actions and increased school completion (Bear et al., 2011; Lasalle, 2020; Linstrom Johnson et al., 2016)

Figure 9. School Climate Survey

NEW BEDFORD SCHOOL CLIMATE SURVEY
Students N = 544, Schools = 6

National Ave.  New Bedford
3.12           3.25
Braiding and Alignment

- I believe if we continue to move the needle even through COVID – we will become “The Model Urban District” for this work!
  - We have I believe 6 schools recognized by UConn for their PBIS work
  - Only elementary school in the state – 2nd Tier I believe school of Distinction.
  - Goal to Get to a place where we have a district wide shared understanding of what does it truly mean to be a Trauma Sensitive and how is this truly a UDL – Tier 1 practice
  - Mindfulness – a true Cycle building up our educators for personal practice, develop capacity and skillset in our students. If Teachers can experience the benefits for self more likely to do it holistically, and healthier educators are able to respond and support in healthier - trauma sensitive ways. We also know that the skills built through mindfulness both benefit students and adults long-term including substance use etc.

How do we build a braided / aligned approach that integrates this work into how we do school?
• Momentum slowed since COVID19
• With our current reality with no end in sight? How do we move the needle in the a Remote / Hybrid reality
• How do we do this work with flexibility which is what this work calls for?
• Fatigue / Bored same ol’ thing
• Challenge of how do we integrate?
• How do we know we are having an impact?
• Etc. Etc.

Yet – What I have clearly heard is for so long we were a district that never kept anything, things came and went…

So – Let’s keep it and build it!

PBIS 5yrs, Trauma Sensitive work 3-4ys, Mindfulness 2 years collaboratively.
Tier 1: Universal Support
- **Framework**:
  - PBIS - Whole School
  - Trauma Informed Practices
  - MH Screening 20/21
  - Equity, Race, Culture/Climate

- **Practice**:
  - ADL - Peer Mentor
  - 6th-8th grade
  - Mindfulness
  - Advisory 6-12
  - K-3 Morning Mtg.

Tier 2: Targeted Support
- **Framework**:
  - WCST
  - Attendance Team

- **Practice**:
  - PBIS - Check in/out
  - ADL
  - Social Skills Group
  - Social/Emotional Group
  - CHIPS (Attendance)
  - Community Referral

Tier 3: Intensive Support
- **Framework**:
  - WCST
  - Specialized Instruction
  - 504
  - IEP

- **Practice**:
  - Individual Counseling
  - School
  - BIP
  - Youth Court
  - Shannon Program

Academic
Social Emotional
Behavioral

New Bedford Public Schools
Safe and Supportive Schools
SEL Lens
Thank you for your time!

Next, I would like to welcome

Gardner Public Schools