NPS System Wide Goals
2022-2023

October 3, 2022

INTRODUCTION

This document identifies the priorities of the Newton Public Schools for the 2022-23 school year. The goal areas and related actions build upon the work of the 2021-22 school year and reflect our ongoing commitment to system growth and improvement to meet the needs of all learners. While goals are situated within separate categories, it is important to note that our areas of focus are interrelated and inextricably linked. Ensuring positive, productive, and fulfilling learning experiences for all students requires attention to a myriad of factors that create welcoming, inclusive, equitable, challenging, and engaging learning environments necessary for students to thrive.

OVERVIEW

EDUCATIONAL GOALS

1. **Academic Excellence** - *Cultivate a culture of excellence for all through powerful, responsive and sustaining learning experiences that lead students to be productive, thriving citizens in the world.*
2. **Educational Equity -** *Narrow opportunity and achievement gaps by increasing equitable and universal opportunities for all students, irrespective of race, ethnicity, gender, socioeconomic status or disability to access education and to achieve in alignment with the NPS Statement of Values and Commitment to Racial Equity.*
3. **Social Emotional Wellbeing** - *Enhance student learning, engagement and wellbeing by addressing the whole child with culturally responsive mental health services and supports for all learners.*

FAMILY AND COMMUNITY COMMUNICATION AND ENGAGEMENT GOALS

1. **Communication** - *Strengthen relationships with NPS families and key stakeholders through communication that is timely, responsive, collaborative, and inclusive.*
2. **Connectedness** - *Engage families in school and district initiatives to increase access, involvement, connectedness and support, with a specific focus on diversity, equity, and inclusion initiatives and action steps.*

OPERATIONAL GOALS

1. **School Facilities** - *Maintain and improve existing facilities to provide clean, safe, healthy and sustainable facilities that support the District's educational mission and goals.*
2. **Technology Infrastructure and Devices** - *Network services and devices throughout the district will provide all students and staff access to robust digital learning materials, and the ability to carry through with operational needs of the district.*
3. **Transportation** - *Strengthen and improve transportation practices and protocols to address students' safety, health, traffic congestion, and sustainability.*
4. **COVID Responsiveness** - *Refine and adjust COVID health procedures in response to evolving conditions and recommendations.*

EDUCATIONAL GOAL 1: Academic Excellence - *Cultivate a culture of excellence for all through powerful, responsive and sustaining learning experiences that lead students to be productive, thriving citizens in the world.*

Select Reports on Progress	*Annual MCAS Report* *Departmental Updates on Curriculum and Professional Development* *NPS literacy and math assessment reports*	
2022-23 Focus Area	Strengthen instructional systems and practices to meet the diverse needs of all learners.	
Rationale	**Targeted Action**	**Outputs and Assessment Measures**
If we provide professional learning experiences tailored to educators' roles that promote student access to grade-level content and standards *then* educators will develop new understandings and skills *which will* lead to changes in practice as they apply their new learning *that result in* equitable learning outcomes for all students.	**Provide professional learning experiences that promote student access to grade-level content and standards in supportive learning environments**: - Deepen educators' content knowledge and repertoire of instructional strategies to support high levels of achievement and address student needs. - Enhance evaluator/leader capacity to coach and support high quality instruction, including the use of educator standards and frameworks, to promote student mastery of academic skills. - Continue to support high school educators' collaboration on curricular and instructional shifts aligned with the redesigned high school schedule. - Strengthen educators' ability to leverage data to inform instructional decisions to meet student needs. - Continue to improve our ability to analyze data to inform decisions through embedded professional learning for staff and use of data dashboards. - Enhance the use of digital tools to increase student access and engagement with learning, and as a tool to expand student demonstration of knowledge. - Continue to develop assessment strategies to measure impact of professional learning on student outcomes. - Explore opportunities to gain clarity on depth and consistency of equitable instruction and student progress toward academic mastery.	Outline of professional development offerings for educators in various roles with agendas/learning focus and participation levels. Educator pre-assessments and feedback surveys on professional learning sessions; assessments of progress in educator knowledge. Observations of educator implementation of culturally responsive, standards-based instruction and assessment of learning across classrooms, as indicated by school walkthroughs, routine classroom visits, and observation feedback. Consistent usage of various data sources in educator planning, decision-making and other collaboration. Resources for instructional best practices such as those developed by the Antiracist Curriculum and Instruction committee. Student achievement data from universal assessments (screeners, formative, summative) with a focus on subgroups.

If we continue to revise and support the implementation of an inclusive, diverse, and engaging curriculum *then* educators will provide instruction that delivers challenging academic content and is engaging, relevant, and culturally responsive *which will* provide a richer learning experience and increase student motivation and investment in learning *and result in* improved student learning outcomes and the elimination of disparities by demographics.	**Continue to revise and support the implementation of a challenging, inclusive, and engaging curriculum:** ● Ensure ongoing alignment of instructional materials to grade-level standards and curriculum frameworks. ● Develop new and revise existing curricula as necessary to meet the needs of all students. ● Deepen educators' awareness of bias and its impact on instructional decisions and learning experiences for students. ● Affirm and celebrate students' multifaceted identities through the use of culturally responsive instruction and materials that connect to students' lived experiences.	Documentation of curriculum revision, research, and focus to include meeting minutes and work products with explicit emphasis on equity and educational outcomes. Ongoing revision and implementation of instructional units of study and/or recommended curriculum/materials. Resources that assist educators in evaluating curriculum, instruction, and materials for bias. Inventory of culturally responsive practices that celebrate, affirm, and engage all learners.
If we create and facilitate universally designed tiered supports for all learners *then* all students will have access to high quality instruction and timely, effective supports that promote	**Create and facilitate universally designed tiered supports for all learners**: ● Increase alignment of practice and build Multi-Tiered Systems of Support (MTSS) capacity through coaching for principals, MTSS teams, and professional learning communities (PLCs) across the district. ● Increase equitable student access to rigorous academic and social/emotional tiered support and practices.	Needs assessment data regarding MTSS structures and practices. Data review sessions and action plans at the district, school, and department levels. Collaborative inquiry cycles that measure student growth and mastery of content. Targeted action plans to calibrate MTSS practices to student needs. Analysis of the implementation and effectiveness of academic interventions including supplemental learning opportunities. Administrative and teacher team agendas and notes.

academic and social-emotional skill development *which will* allow all students to meet the high academic and social and emotional standards that we hold *that results in* a school system that supports the diverse needs of all learners.	- Utilize assessment data to inform tiered instructional practices, particularly for students who have been historically marginalized. - Measure the effectiveness of existing systems/supports to determine alignment with the district's vision and needs. - Continue to utilize flexible blocks of time in secondary school schedules to meet targeted academic and social/emotional needs of students	

EDUCATIONAL GOAL 2: Educational Equity - *Narrow opportunity and achievement gaps by increasing equitable and universal opportunities for all students, irrespective of race, ethnicity, gender, socioeconomic status or disability to access education and to achieve in alignment with the NPS* *Statement of Values and Commitment to Racial Equity*.

Select Reports on Progress	● *Human Resources Hiring & Retention Report* ● *School Level and Departmental Updates on Diversity Equity and Inclusion work* ● *Updates on NPS policy and procedure and incident reporting data*	
2022-23 Focus Area	Foster equitable learning environments that support the social emotional well being and academic achievement of all students.	
Rationale	**Targeted Action**	**Outputs and Assessment Measures**
If we provide professional learning experiences to educators that promote deeper understanding of and applied knowledge of culturally responsive and anti-racist practices *then* educators will be able to apply this knowledge to their instructional practices **and will result in** more inclusive, supportive and equitable learning environments for all students.	**Continue to provide professional learning experiences to educators that promote deeper understanding and applied knowledge in key areas:** ● Provide professional learning on culturally responsive instruction to all preschool and elementary educators, including the training and facilitator of school leaders and school-based leadership teams. ● Continue differentiated antiracist professional learning opportunities facilitated by building-based leaders and leadership teams for all middle and high school educators. ● Continue to provide guidance on the district's critical literacy framework that disrupts the commonplace; interrogate multiple viewpoints; focus on social/political issues, take action and promote social justice ● Advance commitments to develop guidance for gender-inclusive environments	Educator pre-assessments and feedback surveys on professional learning sessions; assessments of changes in educator knowledge List and participation levels of professional development offerings for educators of different levels with agendas/learning focus Results from focus groups, surveys, and/or meetings with students and families to identify strengths and areas for improvement, gather feedback and input Assessments of educator implementation of culturally responsive instruction across classrooms anchored in research-based frameworks. Gender guidance protocols Disaggregated student achievement and social-emotional wellbeing data from universal assessments
If we equip and empower leadership to continue to develop and to support ongoing	**Equip and empower leadership to continue to develop and to support ongoing district initiatives focused on creating more equitable learning environments:** ● Continue to expand the development and reach of the Literacy Equity Project through the remaining elementary schools	Leadership teams participating in ongoing training with dedicated monthly time in ES for full faculty Increase in number of staff & educators taking on leadership roles and facilitation in classroom and community learning spaces

district initiatives focused on creating more equitable learning environments *then* leaders will be able to continue and extend the work of these programs *which will* lead to improved systems and structures for supporting the achievement of all learners *and result in* more equitable learning outcomes for all students.	- Highlight and promote integration of the resources available through the anti-oppressive library - Support leadership in the South Human Rights Council (SHRC) - Newton South High School & Human Rights Council (HRC) - Newton North High School - Continue to support and strengthen NPS Calculus Project programming and leadership structures - Continue to support multi-level groupings at the high school level to promote high achievement, access to equitable learning environments, and universally designed instructional strategies. - Create opportunities for leadership within parent & partner organizations to share learning and build coalition in alignment with NPS' antiracist mission	Examples of student efficacy, engagement and leadership in response to social justice issues and in support of community healing throughout all grades Qualitative assessments, analysis and stories that demonstrate improvement and success in student engagement, physical and emotional safety, joy and belonging. List of steps taken to address identified areas of need
If we analyze district structures and practices with an equity lens *then* we will identify additional areas of systemic improvement based on input from a broad range of stakeholders *which will* lead to improved school and district practices and policies *and result in* more equitable student outcomes.	**Continue to analyze and improve district structures and practices in key areas to ensure equitable outcomes for all students:** - Continue to refine the implementation of the revised NPS Non-Discrimination Protocol - Utilize the DEI Advisory to inform policy and practice with a representative lens of schools, roles and grade level within the district - Support and reinforce the implementation of culturally responsive practices across classrooms of all grade levels to promote increased access and opportunities - Prioritize equitable practices to solicit information regarding the needs/concerns of student and family experiences to help inform and review policies, procedures, systems and structures	Quantitative and qualitative data regarding discriminatory incident reports, i.e. type/frequencies/grade levels, etc. DEI Advisory work products and minutes that reflect district priorities and decision-making inclusive of collaboration and diverse perspectives Focus groups, surveys, self-assessments and facilitated meetings with staff, students and families Evidence of collaboration in the revision, approval and implementation of policies and practices
If we hire a diverse staff representative of our student body	**Continue to ensure NPS staff is representative of the diversity of our student body and community through the following actions:**	Launch first cohort of NPS-Lasell University "Scholars Academy for Paraprofessionals of Color"

then our staff will better reflect the diversity of our community *which will* provide opportunities for the voices of historically-underrepresented educators, leaders and role models to impact our decision making *and result in* systemic improvements to our district and schools.	- Continue to attend monthly Teacher Diversification Professional Learning Community meetings sponsored by DESE - Reapply for the Teacher Diversification Grant for SY 22-23 to continue to diversify our teaching staff - Provide access and opportunities to our staff of color to advanced degrees and licensure via financial & structural support. i.e. grant opportunities, reimbursements, vouchers, hybrid learning and practicum alignment. - Prioritize the recruitment, hiring, and retention of educators of color with school-based hiring committees, school leaders, district supervisors, and human resource staff. - Consistently utilize Hiring Guidance (that was developed by DEI Dept) to assist hiring managers and administrators to evaluate and update hiring practices, including job descriptions, interview protocols, reduction of unconscious bias in candidate selection to increase recruitment and hiring staff from underrepresented groups - Continue Black, Indigenous, and People of Color (BIPOC) affinity gatherings for staff	Participation in the Teacher Diversification Professional Learning Community, led by DESE Hiring and retention data Frequency and attendance of districtwide affinity groups

EDUCATIONAL GOAL 3: Social Emotional Wellbeing - *Enhance student learning, engagement and wellbeing by addressing the whole child with culturally responsive mental health services and supports for all learners.*

Select Reports on Progress	*Youth Risk Behavior Survey and Student Connectedness Results Report* *Student Attendance Data* *School Level and Departmental Updates on Social Emotional Wellbeing work*	
Rationale	**Targeted Action**	**Outputs and Assessment Measures**
If we promote safe, caring, and welcoming learning environments and ensure students' social and emotional needs are met *then* students will be	**Promote safe, caring, and welcoming environments to ensure students' social and emotional needs are met in preparation for learning** - Strengthen and cultivate activities, routines, and structures that promote social and emotional wellbeing for all students - Foster identity-affirming environments through education, curriculum, materials, and supports	Data and Feedback sources - NPS Connectedness Survey - YRBS - Attendance - Advisory Activities - Affinity Groups - Accommodations for all genders - SEL coaching pilot at elementary level

better prepared to learn and grow academically, socially, and emotionally *which will result in* improved learning outcomes for students.	- Support the development of student voice, agency and efficacy at all levels - Support school leaders to continue building healthy community and connections among all staff - Investigate and respond to patterns and trends surfaced in Youth Risk Behavior Survey (YRBS) and Connectedness Survey - Collaborate with ITS and SEL staff to provide adult learning experiences that address the whole student - Promote practices in and out of the classroom that reinforce healthy and appropriate use of technology	Artifacts such as schedules, program descriptions, photographs, and lesson plans that demonstrate emphasis on routines, structures, connection, identity, etc. Qualitative assessments, analysis and stories that demonstrate improvement and success in student engagement, physical and emotional safety, joy and belonging Resources for families, educators, and students about healthy and appropriate use of technology for student Re-Assessment of Instructional Support Teams (IST)/Student Intervention Teams (SIT) across NPS Plan for development and strengthening of instructional support systems (e.g. SIT) across all elementary schools; Focus on codification of best practices around measurement and intervention planning Revised NPS Student Technology Acceptable Use Policy and Guidelines Guidance document for developmentally-appropriate, acknowledgement of impactful internal and external community events
If we continue to address the diversity of mental health needs of our community *then* we will more effectively support our students as learners and their families *which will* make possible deeper engagement in healthy academic and social growth *and result in* improved student learning and wellbeing.	**Continue to address a diversity of mental health needs by reinforcing and strengthening systems, structures and existing resources** - Strengthen support for students experiencing chronic absenteeism by connecting to tiered supports (within the school and/or the community) and engaging in family outreach - Continue to learn about and implement research-based strategies and structures for social and emotional support - Investigate SEL universal screening measures/practices to tailor responses and supports - Partner with community organizations to support culturally responsive school environments	Data and Feedback sources - NPS Connectedness Survey - YRBS - Attendance - Elementary Stabilization and Support Program (ESSP) data - Advisory Activities - SEL coaching pilot at elementary level Ongoing partnership and collaboration with William James College's INTERFACE Referral Service Resources for families and educators addressing mental health literacy and crisis intervention Shared and codified best practices for addressing a diverse set of mental health needs by mental health providers in schools and external experts such as developmental-behavioral pediatrician and child psychiatrist
If we develop and strengthen universally designed, tiered	**Continue to develop and strengthen universally designed, tiered social and emotional supports for all learners**	Re-assessment of MTSS structures at elementary schools

social and emotional supports for all learners *then* more students will be able to succeed academically within our schools and classrooms without individualized support *which will result in* improved outcomes for students through increase in agency and self-efficacy.	● Increase alignment of practice and build Multi-Tiered Systems of Support (MTSS) capacity through coaching ● Build leadership capacity to strengthen structures to use data to inform decisions related to students' academic and social/emotional needs ● Support implementation of practices to sustain a positive community and culture of reconciliation that encourages developmentally-appropriate opportunities for learning, growth, and repair	Plan for development and strengthening of MTSS across all elementary schools; Focus on codification of best practices around data collection and intervention planning Re-assessment of Restorative Justice implementation with focus on routines and structures around that promote active student dialogue and problem solving Reduced exclusionary discipline, reduced disproportionality in discipline rates/types

FAMILY AND COMMUNITY COMMUNICATION AND ENGAGEMENT GOALS

FAMILY AND COMMUNITY ENGAGEMENT GOAL 1: Communication - *Strengthen relationships with NPS families and key stakeholders through communication that is timely, responsive, collaborative, and inclusive.*

Select Reports on Progress	● *Report on newsletter and social media engagement* ● *Recommendation on new communication tool, budget implications, and potential rollout*
2022-23 Focus Areas	Share relevant, timely and accessible information on key priorities for the 2022-23 school year. Prioritize two-way communication channels to ensure the district is aware of and responsive to the community.

Targeted Action	**Outputs and Assessment Measures**
Leverage new and current communication tools to inform, educate, and engage NPS families and the larger Newton community. ● Finalize selection of new communication tool that will streamline communication and facilitate dialogue and conversation with all families in the district. ● Ensure new communication tool includes a robust translation component to engage and inform ELL families and families requiring information in home language. ● Provide consistent and informative written communications through district newsletter, social media, and website. ● Increase social media use to highlight successful programs, people and opportunities in the Newton Public Schools. ● Promote and use accessibility features for all communication, including but not limited to closed captioning for virtual or televised meetings, accessibility options on websites, translation links on correspondence, and accessibility in written documents.	Share report on rationale for selection of new communication tool and include information on plan for purchase and rollout Compile report on communication documents shared with families and key stakeholders to share information on key issues Report on analytics from newsletters and social media posts gauging number of readers, length of engagement, click-throughs, and level of engagement on social media.
Inform NPS families and larger Newton community on budget development and priorities, superintendent search process, and student enrollment data and shifts. ● Provide specific and detailed information to elected officials and other key stakeholders to ensure they are well-informed for work with their various constituencies and members. ● Ensure NPS families are provided with and informed of opportunities to participate in the superintendent search process. ● Develop communication strategy about enrollment changes and shifts within the district.	

FAMILY AND COMMUNITY ENGAGEMENT GOAL 2: Connectedness - *Engage families in school and district initiatives to increase access, involvement, connectedness and support, with a specific focus on diversity, equity, and inclusion initiatives and action steps.*

Select Reports on Progress	● *Final report on profile of desired superintendent candidate* ● *Report on meetings held, number of attendees, topics discussed and raised* ● *Extraction of survey results on connectedness from surveys already scheduled*
2022-23 Focus Area:	Strengthen two-way communication and increase feedback mechanisms to increase engagement in school and district initiatives.

Targeted Action	Outputs and Assessment Measures
Identify opportunities to engage families in dialogue and discussion about district priorities, processes, initiatives, and timely topics. ● Provide a variety of opportunities for all staff and families to engage in conversation and dialogue during the superintendent search process. ● Organize districtwide and school based forums on issues relevant and useful to NPS families. ● Identify areas in which family and community feedback is essential to formulation of new procedures, protocols and communication channels. ● Regularly solicit feedback from PTO leaders to identify current and emerging issues. ● Create opportunities to reconnect with families who have been less physically and personally connected to their school communities during the pandemic.	Development of profile of the desired superintendent candidate Calculate number of families attending meetings and participating in surveys and discussions. Survey to assess connectedness to school and district Feedback from meetings on value and effectiveness, including 1:1 discussion and surveys.
Engage in purposeful work around family collaboration and antiracism in order to actively dismantle systems that create harm and are not inclusive. ● Conduct targeted outreach to families who have not been recently engaged and/or historically excluded. ● Partner with existing groups (FORJ, ELPAC, SEPAC, METCO family council, among others) to share information and identify effective methods for engaging families. ● Highlight antiracism work through established communication channels and engage families in work via organizations like FORJ and others.	

OPERATIONAL GOALS

OPERATIONAL GOAL 1: School Facilities - *Maintain and improve existing facilities to provide clean, safe, healthy and sustainable facilities that support the District's educational mission and goals.*

Select Reports on Progress	● *Updated Long Range Plan Report* ● *Updated CIP Report* ● *Enrollment Analysis and Class Size Report*
2022-23 Focus Area	Continue to cultivate short-term and long-range planning, maintenance, renovation, and building initiatives to support a healthy and sustainable future for NPS.

Targeted Action	Outputs and Assessment Measures
Develop consensus on FY24 Updated Long-Range Plan with new Long Range Planning Working Group and present to the School Committee. ● Periodically update long and short-term plans to improve school facilities, and work with the City to fund and implement the plan. ● Review and coordinate the FY24-FY28 five-year Capital Improvement Plan (CIP), including financial planning, with the City. ● Work with City to determine whether to submit MSBA Core Program application by deadline in April and potential Accelerated Repair Program application in February	Updated Long Range Plan Updated CIP and vote from School Committee MSBA Submission
Work with Public Buildings to ensure current building projects meet all educational program goals, timeline and budget ● Coordinate move, technology, and FFE with construction for NECP at 687 Watertown St. for winter move-in. ● Work with the City, the project team and staff to complete the design for Lincoln-Eliot at 150 Jackson Rd. ● Work with the City and MSBA to select a designer and then work through the Feasibility study phase for Countryside. ● Work with the City, the project team and staff to develop the schematic design for Horace Mann expansion. ● Work with the City on the Feasibility study work for Franklin Elementary School. ● Work with City and Facilities to implement near term needs and develop plan to address long term needs for Underwood and Ward ● Continue planning and staff and community engagement process for building projects.	Successful completion and move-in of NECP 150 Jackson Road final design development anticipated to be bid by Summer 2023. Complete Countryside MSBA designer selection process; conduct enrollment analysis and update educational plan for Feasibility Study. Public meetings on building projects

Continue to monitor and assess enrollment and space utilization and make recommendations that best support the educational needs of our students ● Utilize enrollment trends, student service needs, and the capacity of elementary schools and their feeder pattern schools. ● Initiate Student Assignment Working Group (SAWG) to review and consider buffer zones, feeder pattern schools and other changes if required and as part of planning for new building projects coming online and changes in enrollment. ● Investigate space needs and potential relocation of Community connections to appropriately support the programming.	Preliminary Enrollment Report (October) Consolidated Enrollment Analysis and Class Size Report (December-January). Present results of analysis and any recommendations for feeder patterns and buffer zones.
Promote and increase sustainable practices ● Continue the work of the School Sustainability Working Group (SSWG) ● Monitor, assess, communicate and report on textile recycling bin program ● Coordinate with the city on building projects to meet sustainability goals including reduction/elimination of fossil fuel reliance ● Work with the City to continue to implement solar installations. ● Update website to capture and communicate sustainability efforts. ● See Transportation section for sustainable transportation initiatives and activities.	School Sustainability Working Group meetings Report Revenue from Textile bins Report on solar projects

OPERATIONAL GOAL 2: Technology Infrastructure and Devices - *Network services and devices throughout the district will provide all students and staff access to robust digital learning materials, and the ability to carry through with operational needs of the district.*

Select Reports on Progress	● *Network and Phone System upgrade and status reports* ● *Update on Instructional Technology and 1:1 in the Classroom*
2022-23 Focus Area	Maintain and upgrade systems and procedures to provide robust access to digital resources and ensure data security.

Targeted Action	Outputs and Assessment Measures
Upgrade network, servers, and phone systems in order to maintain consistent, reliable, and high quality service. ● Continue to upgrade legacy phone systems to VoIP. ● Complete the upgrade of network equipment at the middle schools, and continue to upgrade network equipment as needed and able throughout the district.	Upgrade status reports Network reliability indicators (i.e., downtime)
Provide in-the-learning-moment device access to students. ● Develop a long-term device replacement plan, including funding to support the 1:1 device program. ● Strengthen repair process for damaged student devices. ● Replace aging student devices used throughout the district to comply with technology requirements for standardized testing.	Defined budget to support the 1:1 device initiative Statistics on 1:1 device repairs
Strengthen procedures and methods to maintain data security. ● Continue to enhance network systems, servers, and software to maintain data security. ● Continue to educate staff on best-practices for data security. ● Assess the need for and implement additional security procedures including 2-factor authentication.	Security assessments Security initiative updates

OPERATIONAL GOAL 3: Transportation - *Strengthen and improve transportation practices and protocols to address students' safety, health, traffic congestion, and sustainability.*

Select Reports on Progress	● *Transportation report and update to School Committee*
2022-23 Focus Area	Continue to improve practice, protocols, and procedures and family communication related to student safety, health, traffic congestion and sustainability

Targeted Action	**Outputs and Assessment Measures**
Continue to improve Transportation Department operating procedures ● Strive for on-time arrival and dismissal times. ● Continue the work of the School Transportation Steering Group (STSG). ● Review and develop transportation plans in collaboration with the City to increase multi-modal and safety pilot programs. ● Continue to update the district website for communication and parent engagement. ● Communicate our protocol and procedures with families, schools, and transportation vendors.	Continue to monitor bus and van arrival and dismissal times. Updated Bus routes and detailed instructions for My School Bucks registration. Monitor and assess the new online fee waiver process in Aspen. Continued refinement and use of Aspen Parent Portal for bus passes Communication to families regarding open bus registration
Support continued evolving collaboration amongst all stakeholders to support quality and equitable transportation services for all students ● Work with DPW to update/replace signs and bike racks as needed. ● Work with building principals and SRTS to develop efficient and safe arrival and dismissal procedures to create as safe an environment as possible, including walk/bike to school programs. ● Continue to communicate to families to receive timely information regarding delays and other critical messages. ● Continue to conduct safety training meetings with HHS and our vendor. ● Review results of transportation survey to families on forms of transportation and barriers to bus/biking/walking. ● Explore opportunities for electric buses with the City and our vendor.	Use of School Messenger to send out rapid communication for urgent messages Meet with and solicit input from STSG on creating safe routes to school. Scheduled safety training meeting with HHS for mid-August for drivers and throughout the school year. Explore grant opportunities for electric school buses and infrastructure with the City.
Continue development of training and education opportunities for students and the community ● Collaborate with building principals and SRTS, and Newton Police to incorporate bike, pedestrian, and bus safety education at elementary schools.	Provided materials and opportunities to incorporate bike, pedestrian and bus safety education

OPERATIONAL GOAL 4: COVID Responsiveness - *Refine and adjust COVID health procedures in response to evolving conditions and recommendations.*

Select Reports on Progress	● *Health guidance from Medical Advisory Group (MAG) and district communications*
2022-23 Focus Area:	Ensure protocols and procedures effectively address ongoing COVID health needs.

Targeted Action	Outputs and Assessment Measures
Collaborate with Newton Health and Human Services (HHS) and Medical Advisory Group (MAG) to develop and continuously update protocols within our school environment. ● Update and continue to implement NPS health practices as needed and recommended by HHS and MAG ● Maintain NPS COVID Health team ● Support testing and vaccination/booster clinics as recommended by HHS and MAG ● Continue to conduct triannual ventilation spot-check testing to maximize outdoor fresh air and assess effectiveness through the implementation of CO_2 monitoring ● Inform families and staff of updated protocols and procedures	Updated health guidance from MAG Updated NPS Health and Safety Plan Family and staff communications Vaccine/Booster clinics as recommended