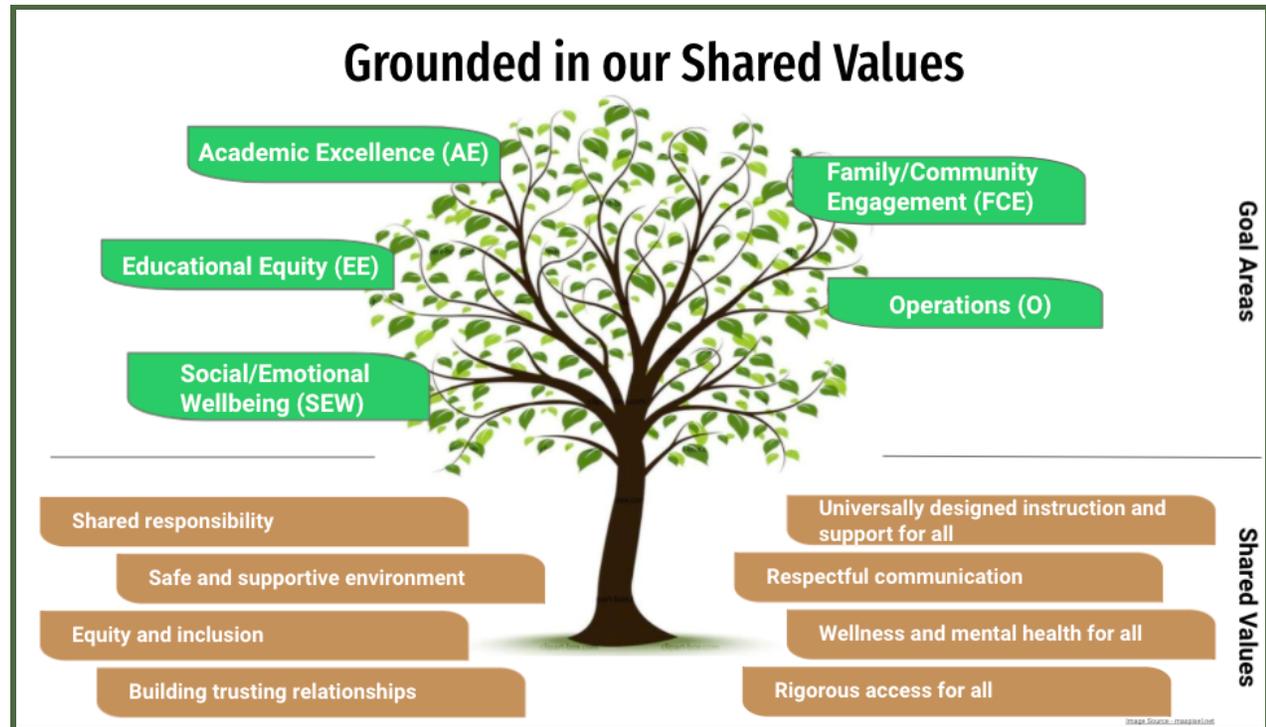


OVERVIEW

As we emerge from a school year mired by a global pandemic, the Newton Public Schools are focused on re-establishing community amongst students, staff, and families. We are committed to ensuring climates of belonging and inclusion for all and resuming our rich academic and extra-curricular programs. The goals you will see below are grounded in our shared values and commitment to providing equitable and inclusive education for all. The specific action steps linked to our goals illustrate our work to build environments of care and respect by attending to social and emotional wellbeing through community building and establishing routines. We recognize the importance of utilizing a range of assessments to inform the development of universally designed instructional strategies to address unfinished learning in the year ahead. Further, our commitment to identify and address our students' needs across academic and social-emotional domains is central to our focus as we seek to meet students where they are and through this process.

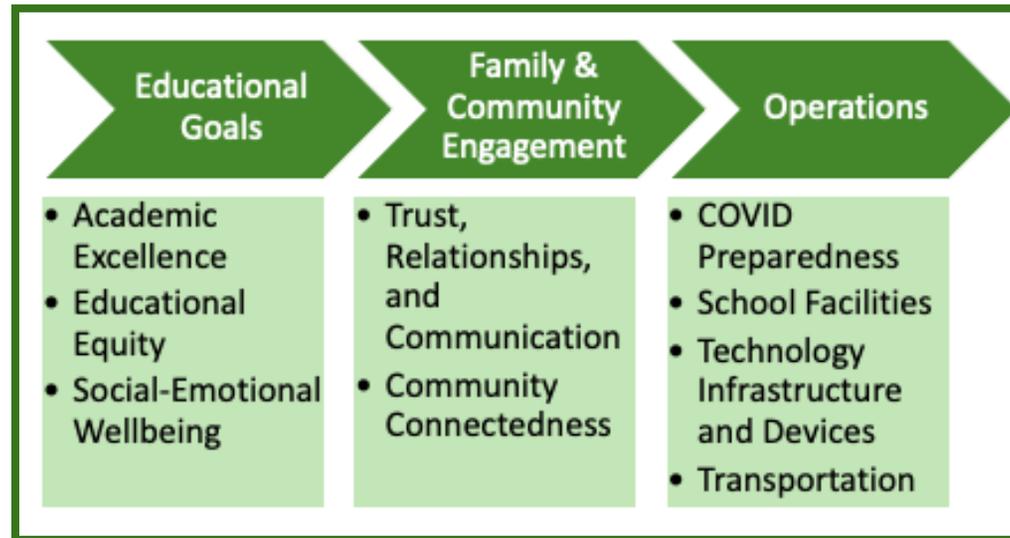


While this document identifies specific priorities for the 2021-22 school year, you will note that our overarching educational goal areas remain the same from the previous year. We have expanded our focus on family and community engagement this year as we seek to strengthen relationships with the NPS community and families following a highly challenging year.

It feels important to explicitly state our commitment to dismantling structures rooted in racism and replacing them with systems and structures that will lead to a culture in which all students thrive. Building on the progress made during the 2020-21 school year, we will continue to articulate our

values and beliefs and work toward implementing specific changes to procedures and practices that address racial inequities. Across all goal areas, our actions are reflective of this commitment.

Finally, as much as we wish to leave pandemic-related planning and considerations in the past, we understand that we must continue to monitor and respond to current health conditions. As reflected in our operational goals we remain committed to strong COVID safety protocols and response to ensure the wellbeing of our students, staff, and families.



	<ul style="list-style-type: none"> ● Update the non-discrimination policy and protocols, with input from a wide range of stakeholders, and train all relevant school-based administrators. ● Continue to work with the Race and Achievement Leadership Team to support district-wide equity work. ● Continue to increase the number and range of courses offered in multi-level groupings at the high school level to promote access to heterogeneous learning environments and universally designed instructional strategies. ● Continue to use student and family experience to review policies, procedures, systems and structures with an equity lens. <p>Continue to ensure NPS staff is representative of the diversity of our student body and community through the following actions:</p> <ul style="list-style-type: none"> ● Prioritize the recruitment, hiring, and retention of educators of color with school-based hiring committees, school leaders, district supervisors, and human resource staff. ● Evaluate and update hiring practices, including interview protocols, to eliminate potential bias and align with best practices in recruiting and hiring staff from underrepresented groups. ● Build and sustain affinity groups to promote safety and support for Black, Indigenous, and People of Color (BIPOC) staff and foster networking, mentorship opportunities, and retention. ● Create pathways for current BIPOC educational support professionals to advance from a supporting role to a teaching role. 	<p>AE, SEW</p>	
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	<p>students' social/emotional needs to increase equitable student access to rigorous academic and social and emotional tiered interventions and practices.</p> <ul style="list-style-type: none"> ● Provide guidance for developmentally-appropriate, intentional space and time for facilitated conversations and activities in acknowledgement of internal and external community events that target groups who have been historically marginalized. ● Build a foundation for restorative practices to support a culture of reconciliation to ensure safety and reparation, including following harmful incidents, inclusive of students, staff and the broader NPS community including families. ● Work with school leaders to develop vehicles for student voice, choice, and representation in a variety of venues, including but not limited to student government, extracurricular sports or club activities. 		
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FAMILY AND COMMUNITY COMMUNICATION AND ENGAGEMENT GOALS

FAMILY AND COMMUNITY ENGAGEMENT GOAL 1: Trust, Relationships, and Communication

Build trust and strengthen relationships with NPS families and key stakeholders through communication that is timely, responsive, collaborative, and inclusive.

Objectives	Key Activities	Related Goals	Key Indicators and Assessments
<p>Utilize current and identify new communication channels to share information consistently</p> <p>Provide opportunities for feedback to ensure concerns and questions are heard and understood.</p> <p>Maintain two-way communication channels to ensure the district is aware of and responsive to the community.</p>	<ul style="list-style-type: none"> ● Provide consistent and informative written communications through district newsletter, social media, and website. ● Communicate with families and community stakeholders the NPS philosophy surrounding our Statement of Values and Commitments ● Identify opportunities for listening sessions through surveys, districtwide meetings, and school-based meetings. ● Organize districtwide and school based forums on issues relevant and useful to NPS families, such as restorative practices, social-emotional health related to pandemic recovery, etc. ● Provide specific and detailed information to elected officials to ensure they are well-informed for work with their various constituencies. ● Examine current messaging systems and explore alternatives in order to create streamlined and/or targeted messages, more dynamic emails, ability to subscribe to updates, and improved two-way communication. ● Create “features” of district leaders to build relationships with all school communities and personalize administration. ● Ensure smooth transition to new high school start time through regular communication that is responsive to community concerns and identified issues. ● Explore current and new translation tools and methods of communication to ensure ELL program families receive timely information. 	<p>EE, SEW</p>	<p>Survey analysis</p> <p>Assessment of feedback</p> <p>Analytics from newsletters</p> <p>Engagement on social media</p> <p>Number of attendees at meetings</p> <p>Feedback from meetings on value and effectiveness</p>

	<ul style="list-style-type: none"> 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, etc. 		
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FAMILY AND COMMUNITY ENGAGEMENT GOAL 2: Community 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.

Objectives	Key Activities	Related Goals	Key Indicators and Assessments
<p>Ensure all families are engaged and connected at both school and district level.</p> <p>Engage in purposeful work around family collaboration and antiracism in order to actively dismantle systems that create harm and are not inclusive.</p> <p>Identify areas in which family and community feedback is essential to formulation of new procedures, protocols and communication channels.</p>	<ul style="list-style-type: none"> Outreach to families who have not been recently engaged and/or historically excluded. Regularly solicit feedback from PTO leaders to identify current and emerging issues. 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. Regularly attend and solicit feedback from established school and community groups to engage in conversation and deepen understanding of perspective. Consider how new communication tools that facilitate community engagement can deepen partnership with stakeholders. Consider the use of specific two-way communication tools that promote dialogue and conversation. 	<p>EE, SEW</p>	<p>Number of families attending meetings</p> <p>Assessment of engagement</p> <p>Survey to assess connectedness to school and district</p>

OPERATIONAL GOALS

OPERATIONAL GOAL 1: COVID Preparedness

Maintain essential COVID Preparedness measures including NPS health pillars, ventilation and other recommendations resulting from consultation with Newton HHS and Medical Advisory Group, as well as DESE and CDC Guidance.

Objectives	Key Activities	Related Goals	Key Indicators and Assessments
<p>Ensure protocols and procedures are in place to address health needs as a result of COVID.</p>	<p>Collaborate with Newton HHS and Medical Advisory Group to develop and continuously update safe COVID-related protocols within our school environment.</p> <ul style="list-style-type: none"> ● Update and continue to implement NPS health pillars ● Continue best practices in surveillance testing and vaccinations as needed ● Continue to share Covid-related public health data through the NPS Covid dashboard ● Help coordinate communication/action plans to meet DESE guidelines and Newton Reopening plan needs. ● Continue to maintain mechanical ventilation systems to maximize outdoor fresh air and assess effectiveness through the implementation of CO² monitoring ● Maintain and distribute adequate PPE and other safety materials throughout the district 	<p>EE, SEW, FCE</p>	<ul style="list-style-type: none"> ● Initiate testing programs as needed ● Inform existing communication plans to provide up to date information about the evolving nature of the NPS COVID Response ● Update and monitor COVID-related Dashboards

OPERATIONAL GOAL 2: School Facilities

Maintain and improve existing facilities to provide clean, safe, healthy and sustainable facilities that support the District's educational mission and goals.

Objectives	Key Activities	Related Goals	Key Indicators and Assessments
<p>Continue to cultivate short-term and long-range planning, maintenance, renovation, and building initiatives to support a healthy and sustainable future for NPS.</p>	<p>Develop consensus on FY23 Updated Long-Range Plan with new Long Range Planning Working Group and present to the School Committee.</p> <ul style="list-style-type: none"> ● 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 FY23-FY27 five-year Capital Improvement Plan (CIP), including financial planning, with the City. ● Submit MSBA Core Program application by deadline in April and potential ARP application in February <p>Work with Public Buildings to ensure current building projects meet all educational program goals, timeline and budget</p> <ul style="list-style-type: none"> ● Support completion of Oak Hill three classroom addition for Fall 2021 ● Coordinate move, technology, FFE and construction for NECP at 687 Watertown St. ● Coordinate with the City to develop a timeline to complete schematic design options for Lincoln-Eliot at 150 Jackson Road. ● Work with the City and MSBA through the Eligibility and Feasibility periods for Countryside. 	<p>EE, SEW, FCE</p>	<ul style="list-style-type: none"> ● Continue Long Range Planning Working Group Meetings ● Present Long Range Plan ● Collaborate with City and present CIP and vote from School Committee ● MSBA Submissions ● Successful completion of move-in at Oak Hill ● NECP bid, award and construction ● 150 Jackson Road approval of enrollment and design concept ● Countryside MSBA approval of Eligibility phase submission and invitation into Feasibility ● Public meetings on building projects

	<ul style="list-style-type: none"> • Continue planning and staff and community engagement process for building projects. <p>Continue to monitor and assess space utilization</p> <ul style="list-style-type: none"> • Utilize enrollment trends, student service needs, and the capacity of elementary schools and their feeder pattern schools. • Consider buffer zone changes if required. <p>Promote and increase sustainable practices</p> <ul style="list-style-type: none"> • Continue the work of the School Sustainability Working Group (SSWG) • Implement textile recycling bins at each school, where feasible. • 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. 		<ul style="list-style-type: none"> • Preliminary Enrollment report (October) • Consolidated Enrollment Analysis and Class Size Report (December). • SSWG meetings • Report Revenue from Textile bins • NECP to be a fossil-fuel-free building • Report on solar projects
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OPERATIONAL GOAL 3: 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.

Objectives	Key Activities	Related Goals	Key Indicators and Assessments
<p>Maintain and upgrade systems and procedures to provide robust access to digital resources and ensure data security.</p>	<p>Upgrade network, servers, and phone systems in order to maintain consistent, reliable, and high quality service.</p> <ul style="list-style-type: none"> • Upgrade phone systems at three schools. • Continue to upgrade district-wide servers and wireless network equipment at the middle schools. <p>Provide in-the-learning-moment device access to students.</p> <ul style="list-style-type: none"> • Implement 1:1 Device Plan (1:2 in K, 1:1 in Grades 1-12) including improvements to device repair protocols and procedures. 	<p>AE, EE, FCE</p>	<ul style="list-style-type: none"> • Upgrade status reports • Network reliability indicators (i.e., downtime) • 1:1 Program Implementation • Device Replacement Plan Development • Curated list of instructional tools meeting student data privacy protocols

	<ul style="list-style-type: none"> • Develop a short and long-term device replacement plan for aging student devices. • Provide ways for students to access needed online materials from home. <p>Strengthen procedures and methods to maintain data security.</p> <ul style="list-style-type: none"> • Implement student data privacy agreements with providers of digital resources, maintain a curated list of approved tools and resources, and educate staff on the importance and methods for maintaining data security. • Continue to enhance network systems, servers, and software to maintain data security. 		<ul style="list-style-type: none"> • Security Assessments
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OPERATIONAL GOAL 4: Transportation

Strengthen and improve transportation practices and protocols to address students' safety, health, traffic congestion, and sustainability.

Objectives	Key Activities	Related Goals	Key Indicators and Assessments
<p>Continue to improve practice, protocols, and procedures and family communication related to student safety, health, traffic congestion and sustainability.</p>	<p>Improve efficiencies within Transportation Department Operating Procedures</p> <ul style="list-style-type: none"> • Implement new tiered bus schedule. • Continue the work of the School Transportation Steering Group (STSG). • Prepare RFP for new five year bus contract • Review and develop transportation plans in collaboration with the City to increase multi-modal and safety pilot programs. • Optimize district website for communication and parent engagement. • Communicate our protocol and procedures with families, schools, and transportation vendors. 	<p>EE, SEW, FCE</p>	<ul style="list-style-type: none"> • Sign installation • Monitor bus and van arrival and dismissal times given new schedule • Meet with and solicit input from STSG on contract language for the Bus RFP. • Updated bus routes and detailed instructions for My School Buck registration. • Online waiver process for any families in need • Use of Aspen Parent Portal for bus pass and automated

	<p>Support continued evolving collaboration amongst all stakeholders to support quality and equitable transportation services for all students</p> <ul style="list-style-type: none"> ● Work with DPW to update signs for the new arrival and dismissal times. ● 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 communicating, monitoring and improving the new online bus registration process with My School Bucks for a more efficient bus application process. ● Continue to assign bus seats to help create a procedure for bus pass checks at schools. ● 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. ● Conduct a transportation survey to families on forms of transportation and barriers to bus/biking/walking. <p>Continue development of training and education opportunities for students and community</p> <ul style="list-style-type: none"> ● Collaborate with building principals and SRTS to incorporate bike, pedestrian, and bus safety education at elementary schools. 		<p>bus seat assignment program</p> <ul style="list-style-type: none"> ● Communication to families regarding open bus registration ● Use of School Messenger to send out rapid communication for urgent messages ● Scheduled safety training meeting with HHS for mid-August for drivers and throughout the school year. ● Conduct survey and report findings to School Committee
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GLOSSARY AND LEGEND

To guide the readability of this document we offer this glossary of common educational terms referenced, and a legend for the cross-referencing of related goals in the tables that illustrate the interconnectedness of our work.

Glossary:

- **Antiracism** - The process of actively identifying and opposing racism by dismantling the policies, behaviors, and beliefs that perpetuate racist ideas and actions. Antiracism is rooted in action. It is about taking steps to eliminate racism at the individual, institutional, and structural levels.
- **Culturally responsive practices** - Conditions that support achievement of all students by viewing their experiences, knowledge, and cultures as assets integral to the development of engaging and relevant learning experiences. Meaningful relationships between teachers and students support the implementation of these practices.
- **Multi-Tiered Systems of Support (MTSS)** - MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high quality education for all students (DESE MTSS Blueprint, 2019). MTSS provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity (Rodriguez, Loman & Borgmeier, 2016). These tiers represent the level of support a student may need at any point in his/her/their schooling. All tiers are universally designed using the principles of UDL and ensure equitable access for all students - Academically, Behaviorally, and Social Emotionally.
- **Professional learning communities (PLC's)** - Recurring team meetings of like-role educators focused on collaborative learning, sharing of professional practices, and problem solving to improve outcomes for students.
- **Restorative practices** - Formal and informal processes on a continuum from prevention to intervention and from proactive to responsive action with the goal of building positive community and addressing harm constructively when it occurs. Restorative practices are centered on the 5Rs (Relationship, Respect, Responsibility, Repair & Reintegration) and seek to create strong, caring and healthy communities within our schools.
- **Universal Design for Learning (UDL) or Universally Designed Instruction** - Universal design for learning (UDL) is a framework that reduces barriers in instruction, proactively provides appropriate accommodations and supports, and allows for high-achievement expectations for all students, regardless of their unique strengths and challenges. This is done by providing options and choices for students to personalize their learning. UDL is an educational framework based on research in cognitive neuroscience that guides the development of flexible learning environments that can accommodate learner variability. The UDL framework, first defined by David Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990's, calls for creating curriculum from the outset that provides: Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn, Multiple means of representation to give learners various ways of acquiring information and

knowledge, and, Multiple means of expression to provide learners with options for demonstrating knowledge and skills (DESE Blueprint, 2019). [What Is Universal Design for Learning?](#)

Legend: Related Goals

- **AE** = Academic Excellence
- **EE** = Educational Equity
- **SEW** = Social-Emotional Wellbeing
- **FCE** = Family & Community Engagement
- **O** = Operational