

**Dighton-Rehoboth Regional School District**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For** **Group B Universal Standards**

**Tier Level** **2**

**Dates of Onsite Visit:** **May 25-26, 2022**

**Date of Final Report:** **November 18, 2022**



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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Dighton-Rehoboth Regional School District**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2021-2022 school year, Dighton-Rehoboth Regional School District participated in a Tiered Focused Monitoring Review (TFM) conducted by the Department’s Office of Public School Monitoring (PSM). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Each school district, charter school, vocational school, and virtual school undergoes a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at <<https://www.doe.mass.edu/psm/tfm/6yrcycle.html>>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

Group A Universal Standards address:

* Student identification
* IEP development
* Programming and support services
* Equal opportunity

Group B Universal Standards address:

* Licensure and professional development
* Parent/student/community engagement
* Facilities and classroom observations
* Oversight
* Time and learning
* Equal access

The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

* Selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

* Selected federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
* Selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
* Selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
* Various requirements under other federal and state laws.

**PSM Team:**

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

**Tier Level:**

The level of monitoring varies based on tier designation, aligning supports to the level of need and ensuring that districts and schools with greater needs receive appropriate supports to make sustained improvements.

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| Tier | Title | Description | Level of Risk  |
| 1 | Self-Directed Improvement | Data points indicate no concern on compliance and student outcomes. | Meets requirements |
| 2 | Directed Improvement | No demonstrated risk in areas with close link to student outcomes. | Low  |
| 3 | Corrective Action | Areas of concern include both compliance and student outcomes. | Moderate  |
| 4 | Cross-unit Support and Corrective Action  | Areas of concern have a profound effect on student outcomes and ongoing compliance. | High |

For the 2021-2022 school year, the tier assignments are based on:

* Five-year cohort graduation rate for students with disabilities
* Public School Monitoring compliance data from the previous review
* Problem Resolution System data, specifically findings of noncompliance
* Special education State Performance Plan/Annual Performance Reports (SPP/APR) compliance Indicator data for Indicators 11, 12, and 13 (Group A only)
* Indicator 11: Child Find
* Indicator 12: Early Childhood Transition
* Indicator 13: Secondary Transition
* Special education SPP/APR performance Indicator data for Indicators 5 & 6
* Indicator 5: Education Environments (6-21)
* Indicator 6: Preschool Environments
* Significant Disproportionality data 2019-2020 & 2020-2021

Tiering adjustments may be made for districts engaged in work with the Department’s Statewide System of Support and have schools identified as requiring assistance and intervention. Tiering assignments may also be adjusted for schools and districts unable to remedy noncompliance within one year of the previous TFM review, as well as for charter schools requiring additional oversight based on conditions of their charter.

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the PSM team holds an informal exit meeting to summarize the review for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the chairperson forwards the TFM Feedback Summary that includes findings from the Tiered Focused Monitoring Review to the superintendent or charter school leader.

As part of the reporting process, all districts/charter schools in Tiers 1 and 2, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” The CIMP is due to the Department within 20 business days after the issuance of the Feedback Summary and is subject to the Department’s review and approval.

The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Department staff provide support and assistance to districts and charter schools on the development of a CIMP.

Once the CIMP is approved, it is issued as the Final Report.

Department staff also provide ongoing technical assistance as the school or district is implementing the approved CIMP or CAP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Feedback Summary.**

For more information regarding the TFM Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html>>.

# **TIERED FOCUSED MONITORING FINAL REPORT**

**for Dighton-Rehoboth Regional School District**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in the Dighton-Rehoboth Regional School District during the week of May 23, 2022, to evaluate the implementation of Group B Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

**Self-Assessment Phase:**

* District review of special education and civil rights documentation for required elements including document uploads.
* Upon completion of the self-assessment, the district submitted the data to the Department for review.

**On-site Verification Phase:**

* Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
* Interview of a parent advisory council (PAC) representative and other telephone interviews, as requested by other parents.
* Review of additional documents for special education and civil rights.
* Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

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| The Tiered Focused Monitoring Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district/school and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans. |
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# **DEFINITION OF COMPLIANCE RATINGS**

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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable**  | The requirement does not apply to the school district or charter school. |

**Dighton-Rehoboth Regional School District**

# **SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Universal Standards** **Special Education** | **Universal Standards** **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 54, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 12A, CR 20, CR 21, CR 22, CR 23 |
| **PARTIALLY****IMPLEMENTED** |  | CR 10A, CR 10B, CR 10C, CR 16, CR 17A, CR 24 |
| **NOT** **IMPLEMENTED** |  | CR 25 |
| **NOT****APPLICABLE** | SE 52A |  |

The full list of criteria and information regarding the requirements for each can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < <https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

| **CONTINUOUS IMPROVEMENT AND MONITORING PLAN** |
| --- |
| **Improvement Area** **1** |
| **Criterion:** CR 10A - Student handbooks and codes of conduct |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the district's student handbooks do not consistently include complete procedures for the discipline of students with disabilities and students not yet determined eligible. In addition, the elementary and middle school student handbooks do not include the required content under M.G.L. c. 71, section 37H ¾, assuring due process in student disciplinary hearings. Furthermore, the non-discrimination statement in the Beckwith Middle School Student Handbook is missing gender identity and the Dighton Middle School Student Handbook does not contain a non-discrimination statement affirming the school's non-tolerance for harassment based on all protected categories. |
| **LEA Outcome:** The district will develop a single District Student Handbook that contains the required discipline procedures for students with disabilities, students on 504 plans, and students suspected of having a disability but not yet determined eligible for special education. Additionally, the handbook will include the requirements of M.G.L. c. 71, section 37H ¾, assuring due process in student disciplinary hearings. The district will also ensure that the non-discrimination policy affirms the district's non-tolerance for harassment based on all protected categories, including gender identity. |
| **Action Plan:** By December 20, 2022, the district will obtain stakeholder input, develop, and submit draft procedures for the discipline of students with disabilities, students on 504 plans, and students not yet determined eligible. Additionally, the district will revise the student handbook to include all the requirements under M.G.L. c. 71, section 37H ¾, to assure due process in student disciplinary hearings. By February 17, 2023, the district will submit the revised handbook that includes the updated procedures. The district will also submit evidence of School Committee approval and dissemination to the school community. |
| **Success Metric:** By February 2023 and beyond, the District Student Handbook will include all the requirements of student discipline, including discipline procedures for students with disabilities, students on 504 plans, and students suspected of having a disability but not yet determined eligible for special education, and assure due process under M.G.L. c. 71, section 37H ¾. Additionally, the non-discrimination policy statement affirming non-tolerance for discrimination and harassment in the handbook will include all the protected classes.  Evidence: * Revised student discipline procedures
* District leadership team meeting agenda
* Revised District Student Handbook
* School Committee meeting notes/agenda
* link to the handbook posted on the district website
 |
| **Measurement Mechanism:** Annually, the Assistant Superintendent and building principals will review and update, as necessary, the District Student Handbook to ensure consistency with the regulations and distribute the handbook to students and families. |
| **Completion Timeframe:** 02/17/2023 |
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| **Improvement Area 2** |
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| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that although the district provided a draft of a revised Bullying Prevention and Intervention Plan, the Plan has yet to be disseminated to the school community and posted on the district website. In addition, relevant sections of the Plan have not been included in student and employee handbooks. Furthermore, a review of documentation and staff interviews indicated that the district does not provide professional development for all staff that includes the following: * Developmentally appropriate strategies to prevent bullying incidents;
* Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
* Information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to bullying;
* Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
* Information on the incidence and nature of cyber-bullying; and
* Internet safety issues as they relate to cyber-bullying.
 |
| **LEA Outcome:** The district will include the updated Bullying Intervention and Prevention Plan in the District Student Handbook and the employee handbook; post it on the district website; conduct staff training on the revised bullying plan; and disseminate the plan to the school community. |
| **Action Plan:** By December 20, 2022, the district will submit evidence of School Committee approval of the revised Bullying Intervention and Prevention Plan.  By December 20, 2022, the district will submit the updated District Student Handbook and employee handbook that include the revised Bullying Intervention and Prevention Plan and a link to a posting of the plan on the district website. By February 17, 2023, the district will submit evidence of staff training on the Bullying Intervention and Prevention Plan that includes all the required components |
| **Success Metric:** By February 2023 and beyond, the Bullying Intervention and Prevention Plan will be included in the District Student Handbook and employee handbook and uploaded on the district website for access. Additionally, all staff will be trained on the plan. Evidence: * School Committee agenda documenting approval of the plan
* District Student Handbook and employee handbook containing the updated Bullying Intervention and Prevention Plan
* Link to the Plan on the district website
* Staff training agenda, attendance sheets, training materials
 |
| **Measurement Mechanism:** Annually, the district will review the Bullying Intervention and Prevention Plan, District Student Handbook, and employee handbook to ensure compliance with the regulations. Additionally, the district will make the necessary adjustments and conduct staff training as appropriate. |
| **Completion Timeframe:** 02/17/2023 |
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| **Improvement Area 3** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated the district has not developed a notice of hearing and suspension or a School-wide Education Service Plan that describes the education services the district will make available to students who are expelled or suspended from school for more than ten consecutive days. |
| **LEA Outcome:** The district will develop a School-wide Education Service Plan and notice of hearing and suspension and train all relevant staff on implementation of the new plan. |
| **Action Plan:** By December 20, 2022, the district will submit a School-wide Education Service Plan and notice of hearing and suspension. By February 17, 2023, the district will submit evidence of training all administrators and applicable staff on the School-wide Education Service Plan and notice of hearing and suspension. |
| **Success Metric:** By February 2023 and beyond, the district will have a School-wide Education Service Plan and a notice of suspension in place. Additionally, all school administrators and applicable staff will be provided with training on implementation of the plan and the notice.  Evidence: * School-wide Education Service Plan
* Notice of hearing and suspension
* Staff training agenda, attendance sheets, training materials
 |
| **Measurement Mechanism:** Annually, prior to the start of each school year, the Assistant Superintendent and building principals will review the School-wide Education Service Plan and the relevant student discipline documents and procedures to ensure they are consistent with the regulations. Additionally, all the relevant staff will be trained on implementation of student discipline policies and procedures, including the School-wide Education Service Plan and suspension notices. |
| **Completion Timeframe:** 02/17/2023 |
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| **Improvement Area 4** |
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| **Criterion:** CR 16 - Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the notice sent by the district within five days of a student's tenth consecutive absence is not addressed to both the student and the parent and does not offer at least two dates and times for an exit interview to occur prior to the student permanently leaving school. |
| **LEA Outcome:** The district will consistently send a 10-day absence notice that is addressed to both the student and the parent and includes at least two dates and times for an exit interview to occur between the superintendent (or designee), the student, and the parent/guardian prior to the student permanently leaving school. |
| **Action Plan:** By December 20, 2022, the district will submit a 10-day absence notice that includes at least two dates and times and is addressed to both the parent/guardian and the student inviting them to an exit meeting.  By February 17, 2023, the district will submit evidence of training for applicable staff and evidence of any notices sent within the required timeframes. |
| **Success Metric:** By February 2023 and beyond, the district will ensure that the 10-day absence notice includes all the required information. Evidence: * 10-day absence notice
* Staff training agenda, attendance sheets, training materials
* Copies of sent notices
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| **Measurement Mechanism:** Continuing after the completion deadline, the district will ensure that the 10-day absence notice includes all the required information and is sent within the required timeframe. |
| **Completion Timeframe:** 02/17/2023 |
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| **Improvement Area 5** |
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| **Criterion:** CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the district's physical restraint policy and procedures are inconsistent with 603 CMR 46.00. Specifically, the policy includes outdated language regarding policy waivers and exceptions to the prohibition of medication and mechanical restraint. Furthermore, the district has not developed written physical restraint procedures that include the following: * Methods for preventing student violence, self-injurious behavior, and suicide;
* Methods for engaging parents and youth in discussions about restraint prevention and use;
* A description and explanation of the program's alternatives to physical restraint;
* Methods of physical restraint in emergency circumstance;
* A statement prohibiting medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b);
* Procedure for receiving and investigating complaints relating to physical restraints;
* A description of the program's training requirements, reporting requirements, and follow-up procedures;
* Procedure for conducting periodic review of data and documentation on the use of physical restraint;
* Procedure for implementing the reporting requirements as described in 603 CMR 46.06;
* Procedure for making oral and written notification to the parent; and
* Procedure for the use of time-out.
 |
| **LEA Outcome:** The district's restraint prevention and behavior support policy and procedures will be consistent with the regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. All staff will be trained annually on physical restraint prevention, behavioral supports, and reporting requirements. |
| **Action Plan:** By December 20, 2022, the district will submit the revised restraint prevention and behavior support policy and procedures that are consistent with 603 CMR 46.00. By February 17, 2023, the district will submit evidence of School Committee approval of the revised restraint prevention and behavior support policy and procedures and dissemination to the school community. By May 19, 2023, the district will submit evidence that all staff have received training on the revised restraint prevention and behavior support policy and procedures. |
| **Success Metric:** By May 2023 and beyond, the district's restraint prevention and behavior support policy and procedures will be consistent with regulations under 603 CMR 46.00. Evidence: * Revised restraint prevention and behavior support procedures
* School Committee agenda and minutes demonstrating approval
* Documentation of dissemination
* Link to the revised policy and procedures on the district website
* Staff training materials, agenda, attendance
 |
| **Measurement Mechanism:** Continuing after the completion deadline, the Assistant Superintendent will ensure that the district conducts an annual review of the physical restraint policy and procedures to ensure ongoing compliance with current regulations. The district will also ensure that all staff receive the required annual training. |
| **Completion Timeframe:** 05/19/2023 |
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| **Improvement Area 6** |
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| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the district does not consistently ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. |
| **LEA Outcome:** The district will ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. The district will also ensure that appropriate activities, discussions, and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. |
| **Action Plan:** On October 31, 2022, the district leadership received training from the Department on reviewing educational materials for bias using the LEA Equity Guide and CR 24/25 Toolkit to support the development of culturally proficient practices that center diversity, equity, and inclusion in the learning environment. By February 17, 2023, the district will submit internal monitoring procedures, protocols, and tools to ensure teachers review all educational materials for bias. The district will also submit evidence of training conducted for administrators, teachers, and other relevant staff on the newly developed procedures. By May 19, 2023, the district will submit the results of internal monitoring to ensure the tools and protocols of curriculum review are being utilized. The district will provide further teacher training and support, as needed, following the results of the internal monitoring. |
| **Success Metric:** By May 2023 and beyond, all teachers in the district will review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. In addition, the district will ensure that appropriate activities, discussions, and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in the materials. Evidence: * Internal monitoring procedures, protocols, and tools
* Administrator and teacher training materials, agenda, and signed attendance sheets
* Samples of completed internal monitoring logs
 |
| **Measurement Mechanism:** Continuing after the completion deadline, the district will ensure that teachers use the curriculum review process to review all instructional materials for evidence of implicit bias and simplistic and demeaning generalizations and use appropriate materials and activities to counteract any stereotypes depicted in the materials. Each building principal will maintain a record of annual training for new staff, as well as the re-orientation of all staff on the use of the identified curriculum review protocols. The principals will also collect samples of completed monitoring tools and communicate any follow-up made to the Assistant Superintendent. |
| **Completion Timeframe:** 05/19/2023 |
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| **Improvement Area 7** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Not Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **LEA Outcome:** The district will evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Action Plan:** On October 31, 2022, the district leadership received training from the Department on conducting an institutional self-evaluation. By December 20, 2022, the district will conduct equity walks and observe a variety of classrooms to evaluate teachers' ability to support equity and inclusion for all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status. By February 17, 2023, the district will conduct data walks to analyze and discuss equity using achievement data, supports for students, policies and handbook procedures, data on bullying and discipline, complaints about accessibility, and distribution of students in programs. By May 19, 2023, the district will conduct surveys for administrators, teachers, families, and students to obtain feedback about equal access for all students to the district's programs. Additionally, the district will analyze survey results, identify discrepancies or concerns, set goals, and develop action plans to address any identified areas of concern. |
| **Success Metric:** By May 2023, and beyond, the district will complete an annual institutional self-evaluation, review the results of the evaluation, and develop recommendations and corresponding action steps based upon identified areas of concern. Evidence: * Surveys for staff, students, and families
* Summary of results from the equity walks, data equity walks, and surveys
* A narrative summary of identified concerns, root cause analysis, recommendations, and action plans
 |
| **Measurement Mechanism:** Annually, the district will conduct an institutional self-evaluation to ensure all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to the district's programs, including athletics and other extracurricular activities. As a result of the evaluation, the district will take appropriate actions to address identified issues of access. |
| **Completion Timeframe:** 05/19/2023 |
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