MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Public School Monitoring

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Charter School or District: Taunton FMR Onsite Year: 2018-2019 Program Area: Special Education

*All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 06/19/2019.*

Mandatory One-Year Compliance Date: 06/19/2020

Summary of Required Corrective Action Plans in this Report

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| **Criterion** | **Criterion Title** | **FMR Rating** |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

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| **FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documents and staff and parent interviews indicated that the parent advisory council for special education does not participate in the planning, development, and evaluation of the district's special education programs. | | |
| **Description of Corrective Action:**   1. By October 2019, a calendar with quarterly meeting dates for the year with the SEPAC and Special Education administrators will be established. 2. By October 2019, the first meeting will be held and the group will develop norms for what input/collaboration/feedback means. 3. By October 2019, the group will determine agenda items for following meetings. These may include review of parent survey, possible program changes (ie location), new staffing positions, etc. 4. By June 2020, the group will review and evaluate all established protocols. Proposals for the following year agenda items may be discussed, and tentative meetings dates for the following school year will be established. | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Director | | **Expected Date of Completion:** 04/24/2020 |
| **Evidence of Completion of the Corrective Action:**   1. Calendar of meeting dates 2. Agendas/Summary of meetings/Attendance sheets will be collected after each meeting. 3. Established Group Norms 4. A written process for submission of agenda items. | | |
| **Description of Internal Monitoring Procedures:**  Affidavit signed at the conclusion of each meeting with the SEPAC that states their involvement in the planning, development, and/or evaluation of the district's special education programs. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/23/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district indicated plans to hold at least quarterly meetings with the SEPAC and to establish norms for how the district and SEPAC will relate. The district also plans to increase documentation to ensure the meeting's purpose and accomplishments are evident and available for future reference. However, the district proposed evaluating protocols, proposing agenda items, and establishing a calendar for the 2020-21 school year in June 2020. This corrective action surpasses the 1-year timeline. | | |
| **Department Order of Corrective Action:**  Evaluate protocols, propose future agenda items, and establish a tentative calendar for the 2020-21 school year no later than April 2020. | | |
| **Required Elements of Progress Report(s):**  By October 18, 2019, submit a calendar displaying quarterly meeting dates and agenda | | |

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| items between SEPAC leadership and Taunton Special Education administrators.  By October 18, 2019, submit evidence of meeting to establish norms for input/collaboration/feedback between SEPAC leadership and Taunton Special Education Administrators. Include the meeting agenda, signed attendance sheet that identifies individuals by name and role, and a summary of any meeting outcomes.  By April 12, 2020, submit evidence of the SEPAC leadership and Taunton Special Education Administrators evaluating protocols used during the 2019-20 school year, proposing future agenda items, and establishing a tentative calendar for the 2020-21. Include a narrative summarizing the evaluation, a copy of future agenda items, along with tentative meetings dates for 2020-21. |
| **Progress Report Due Date(s):**  10/18/2019  04/12/2020 |

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| **FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  Facility observations, a review of documents, and staff interviews indicated that the location of substantially separate classrooms at the East Taunton and Chamberlain Elementary Schools do not minimize the separation of eligible students or maximize the inclusion of these students into the life of the school. At the East Taunton Elementary School, the K-1st grade, 2nd grade, 2nd-3rd grade, and 3rd-4th grade RISE substantially separate classrooms are located in one wing away from same-age peers. At the Chamberlain Elementary School, the K-1st grade, 2nd-3rd grade, 3rd-4th grade, and 4th grade Therapeutic Learning Community (TLC) substantially separate classrooms are clustered together and away from same-age peers. | | |
| **Description of Corrective Action:**   1. By August 2019, location of program classes will be reviewed for students ability to be included with same grade peers. Classes that do not provide maximum opportunities for inclusion into the life of the school will be relocated. 2. By April 2020, Special ed administrators and principals will review projected enrollment for the following school year and determine if building classrooms need to be relocated. 3. By May 2020, teachers will be notified if their classroom will be relocated. 4. By August 2020, relocate classrooms if necessary. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education Principals | | **Expected Date of Completion:** 04/24/2020 |
| **Evidence of Completion of the Corrective Action:**   1. Updated school maps 2. Site visits 3. Memo to teachers about classroom relocation. | | |
| **Description of Internal Monitoring Procedures:**  Yearly Communication/ Walk through with building principals to ensure classroom locations are appropriate based on enrollment. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/23/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district indicated it would review the location of special education sub separate classes and the proximity to same grade peers. The district plans to relocate the classes identified by the Department and any other locations not providing maximum opportunities for inclusion. The district also intends to review projected enrollment for the following school year in the spring 2020 to determine if classrooms need to be relocated for the 2020-21 school year. The district plans to notify teacher's of the move before the | | |

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| end of the 2019-20 school year. However, the final efforts within the district's proposal abuts the mandatory 1-yr compliance date. |
| **Department Order of Corrective Action:**  Review projected enrollment and notify teachers of classroom relocation for the 2020-21 school year by April 2020. |
| **Required Elements of Progress Report(s):**  By October 18, 2019, provide the 2019-20 floor plans for the East Taunton Elementary and Chamberlain Elementary indicating the relocation of classrooms, along with a written narrative describing the remedy. On or before the October 18, 2019 progress report date, a Department representative will schedule and conduct an onsite visit to the East Taunton Elementary and Chamberlain Elementary to verify corrective actions.  By April 12, 2019, submit evidence that district administrators and principals reviewed projected enrollment for the 2020-21 school year to determine if any sub separate or general education classrooms require relocation to promote inclusion. Include the meeting agenda, signed attendance sheet that identifies individuals by name and role, and a summary of any meeting outcomes. |
| **Progress Report Due Date(s):**  10/18/2019  04/12/2020 |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of student records, documents, and staff interviews indicated that the district's disciplinary procedures for short-term out-of-school suspensions, as set forth in student- parent handbooks, include a provision for holding disciplinary hearings prior to providing the parent with written notice of the disciplinary offense and the basis for the charge. | | |
| **Description of Corrective Action:**  Training to all building administrators on procedures for short-term out-of-school suspensions providing the parent with written notice of the disciplinary offense and the basis for the charge prior to holding a disciplinary hearing. | | |
| **Title/Role(s) of Responsible Persons:** Director of Student Services and Transportation Building Administrators | | **Expected Date of Completion:** 04/24/2020 |
| **Evidence of Completion of the Corrective Action:**  Agenda, Attendance, and Training documents | | |
| **Description of Internal Monitoring Procedures:**  Quarterly review of the student record to ensure written notice was provided. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/23/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district proposed training all administrators on the procedures for short-term out-of- school suspensions. However, the district's disciplinary procedures for short-term out of school suspension need to be revised in the student-parent handbook. | | |
| **Department Order of Corrective Action:**  Revise the district's disciplinary procedures for short-term out of school suspension and ensure the revised procedures are documented in the student-parent handbook. | | |
| **Required Elements of Progress Report(s):**  By August 30, 2019, submit the revised disciplinary procedures for short-term out-of- school suspension, along with a link to the updated student-parent handbook on the district's website.  By October 18, 2019, submit evidence of training school based administrators on the revised procedures for short-term out-of-school suspension. Include the meeting agenda, signed attendance sheet that identifies individuals by name and role, name of the facilitator, and training materials.  By January 17, 2020, submit evidence of internal monitoring to ensure that due process was provided to students where a short-term out of school suspension was considered or provided. Review at least 10 records across the different grade levels. Include a spreadsheet with the students name, the date the incident occurred, the date the hearing | | |

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| notice was provided, the date the hearing was held, and the outcome of the hearing. |
| **Progress Report Due Date(s):**  09/03/2019  10/18/2019  01/24/2020 |

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| **FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of student records, documents, and staff interviews indicated that the district's written notice of suspension includes an option for parents to waive their right to participate in discipline hearings, rather than require principals make reasonable efforts to include the parent in the process.  A review of student records, documents, and staff interviews also indicated that, with the exception of in-school suspension, the district has not established alternatives to suspension. Alternatives to suspension may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports. | | |
| **Description of Corrective Action:**   1. By August 2019, all building administrators will be provided training in procedures that require administrators to make reasonable efforts to include parents attendance in the process of disciplinary hearings. 2. By August 2019, the written notice form will be updated with the removal of the option for parents to waive participation in the due process hearing. 3. By May of 2020, the district will establish alternatives to suspension including as mediation, conflict resolution, restorative justice, and positive interventions and supports. | | |
| **Title/Role(s) of Responsible Persons:** Director of Student Services and Transportation Building Administrators | | **Expected Date of Completion:** 04/24/2020 |
| **Evidence of Completion of the Corrective Action:**   1. Attendance Sheet, Agenda, and training materials. 2. Revised written notice. 3. List of resources and alternative discipline 4. Suspension Data | | |
| **Description of Internal Monitoring Procedures:**  Monitoring Monthly Suspension Data  Monitoring Referral Data with alternative discipline | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/23/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district proposed revising the written notice to eliminate the option for parents to waive their right to participate in the discipline hearing and providing training to building administrators. Finally, the district proposed establishing alternatives to suspension.  However, the district suggested completing its actions by May 2020, which falls close to the one-year completion date. | | |
| **Department Order of Corrective Action:**  Form a committee to explore and institute alternatives to suspension. This includes | | |

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| training district staff by April 2020. |
| **Required Elements of Progress Report(s):**  By August 30, 2019, submit the revised written notice of suspension.  By October 18, 2019, submit evidence of convening a committee composed of individuals from diverse roles (teacher, parent, administrator, and potentially student) to discuss the district's 2018-19 discipline data and consider alternatives to suspension. Include the meeting agenda, signed attendance sheet that identifies individuals by name and role, along with a summary of the meeting's outcomes and next steps.  By October 18, 2019, submit evidence of training school based administrators on the revised written notice of suspension and ensuring reasonable efforts are made to include the parent in the hearing process. Include the meeting agenda, signed attendance sheet that identifies individuals by name and role, name of the facilitator, and training materials.  By January 17, 2020, submit a summary of the committee's work to explore and institute alternatives to suspension, along with an implementation plan that includes training staff and informing the Taunton school community.  By January 17, 2020, submit evidence of internal monitoring to ensure reasonable efforts were made to include parents in discipline hearings. Review at least 10 records across the different grade levels. Include a spreadsheet with the students name, the date the incident occurred, the date the hearing notice was provided, the date the hearing was held, whether a parent attended the hearing, the outcome of the hearing. If a parent did not attend, provide evidence of the efforts made to include the parent.  By April 12, 2020, submit evidence of training staff on alternatives to suspension. Include the signed attendance sheets with name and role of staff member, training agendas with the name and role of presenter, and training materials. |
| **Progress Report Due Date(s):**  09/03/2019  10/18/2019  01/24/2020  04/12/2020 |

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| **FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  Although the district has procedures and outreach notices in place, a review of documents and staff interviews indicated that the district does not consistently send the initial notice to students or parents within five days from the student's tenth consecutive absence.  Furthermore, the district has procedures and an annual outreach notice in place, but a review of documents and staff interviews indicated that the district does not consistently send the annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school. | | |
| **Description of Corrective Action:**  By August 2019, the following will be implemented:   * Create an attendance flow chart * provide training to Associate Housemasters and Guidance Counselors on how to use the flow chart and protocol for notifying student and families after 10 consecutive days absence. * Training on notifying the student and parent on sending the annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school. * Reviewed updated letters and uploaded to School Data Base | | |
| **Title/Role(s) of Responsible Persons:**  High School Administrators  Director of Student Services and Transportation | | **Expected Date of Completion:** 04/24/2020 |
| **Evidence of Completion of the Corrective Action:**  Agenda Attendance Sheet  Training Documents Updated Letters  Written protocol for notifying student and families | | |
| **Description of Internal Monitoring Procedures:**  Monthly review of attendance data to ensure appropriate notification has been sent to families.  August of each school year, notification will be sent to former students who have not yet earned their competency determination and who have not transferred to another school. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved  **Status Date:** 07/23/2019  **Correction Status:** Not Corrected | |

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| **Basis for Decision:** |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  By October 18, 2019, submit evidence of training high school administrators, guidance couselors, school adjustement counselors, and as appropriate, administrative assistants on procedures for students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion. Include the training agendas, signed attendance sheets that identify staff by name and role, the name and role of presenters, and training materials.  By January 24, 2019, submit the results of an internal review of all students 16 or older who left the district within the past two years indicating their status in obtaining a diploma or competency determination. The report should note the date the student left the district, and if during the 2019-20 school year, the date the initial notice was sent and the exit meeting was held, along with the outcome of the exit meeting. For students that dropped out prior to September 2019, include the date the annual notice was sent, whether they have transferred to another district, and if the district was able to engage the student. |
| **Progress Report Due Date(s):**  10/18/2019  01/24/2020 |

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| **FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documents and staff interviews indicated that individual teachers do not 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. | | |
| **Description of Corrective Action:**  Beginning in the fall 2019, the district will reconvene members from the prior Cultural Proficiency Community Input Team (C.I.T.) for the purpose of creating a tool for teachers to use in evaluating materials, daily assignments and to reflect upon their own lectures/activities with a ?lens of bias?.  The tool will guide teachers as they 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 C.I.T. will meet throughout the 2019/2020 school year and its? work shall be informed by completing literature review(s), storytelling, soliciting parent/community involvement and student input. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Curriculum and Instruction Principals & Curriculum Supervisors | | **Expected Date of Completion:** 04/24/2020 |
| **Evidence of Completion of the Corrective Action:**  Schedule of C.I.T. meetings for the 2019/20 school year; Agendas, meeting minutes, sign-in lists with identified roles; along with copies of all literature or materials used. | | |
| **Description of Internal Monitoring Procedures:**  April 2020, we will have created a review tool for educator use within all classrooms to screen for 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.  Starting Fall 2020, building principals will monitor the implementation of the review tool. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/23/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district proposed positioning the Cultural Proficiency Community Input Team to create a tool or process to guide teachers in their review of 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. However, the district did not propose training administrators and teachers. | | |
| **Department Order of Corrective Action:** | | |

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| Create a process or tool to guide teachers in their review of 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. Train all administrators and teacher on the process or tool. |
| **Required Elements of Progress Report(s):**  By October 18, 2019, submit evidence that the Cultural Proficiency Community Input Team met to discuss designing a curriculum review process. During this meeting the team may choose to review and discuss LEA Toolkit for Identifying & Addressing Curriculum Bias in the web based monitoring Document Library. Include the meeting agenda, signed attendance sheets that identify staff by name and role, and a summary of the meeting's outcomes and next steps.  By January 24, 2020, submit the district's curriculum review process, which includes a means for individual teachers to 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.  By April 12, 2020, submit evidence of training teachers and administrators on the district's revised curriculum review process. Include the training agendas, signed attendance sheets that identify staff by name and role, the name and role of presenters, and training materials. |
| **Progress Report Due Date(s):**  10/18/2019  01/24/2020  04/12/2020 |

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| **FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documents 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. | |
| **Description of Corrective Action:**   1. By early October 2019, institutional self evaluation survey developed by District Leadership team and distributed amongst building principals to determine whether or not 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. 2. By end of October 2019, the district's leadership team and principal will review this survey data to determine access and/or barriers to student participation in extra curricular activities. 3. By end of January 2020, the Information Systems Officer will update the district's current data system to ensure it has the information needed. In addition, the building leadership team and the principals will develop a process for who and how this data will be collected and inputted into the data system. 4. By January 2020, the District Leadership Team and Principals will select 5 after school groups across the district to pilot the process for data collection on participation in extra curricular activities. 5. By February 2020, the District Leadership Team and Principals will develop a protocol to review the data collected. 6. By April 2020, the District Leadership Team and Principal will review data that was collected through the pilot, share information with extra-curricular advisors/directors and coaches. 7. By April/May 2020, the District Leadership Team and Principal will identify any trends and make adjustments for full roll out for next school year. | |
| **Title/Role(s) of Responsible Persons:**  District Leadership Team Building Principals | **Expected Date of Completion:** 04/24/2020 |
| **Evidence of Completion of the Corrective Action:**   1. Sign in sheets, agendas 2. Principal Survey results 3. Written Process for data collection and review of data 4. Data collected on student participation in extra curricular activities | |
| **Description of Internal Monitoring Procedures:**  District leadership team and principals will meet in January and May to review student | |

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| participation data and make changes as necessary. | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/23/2019  **Correction Status:** Not Corrected |
| **Basis for Decision:**  The district is prepared to evaluate access through a survey and internal data systems. The district acknowledge the need to review the data systems current capacity, along with use and ensure procedures are established for how to use the data system effectively.  However, the district is proposing a pilot that would limit its ability to assess access. Furthermore, the district did not include training or informing staff via memorandum of procedures and expectations for documenting student participation in athletics and extracurricular activities. | |
| **Department Order of Corrective Action:**  Establish procedures and expectations to fully capture student participation in athletics and extracurricular activities within the district's data system. Provide training or inform staff via a memorandum of procedures and expectations. | |
| **Required Elements of Progress Report(s):**  By August 30, 2019, submit the survey the district plans to distribute to determine whether or not 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.  By August 30, 2019, submit the district's overall plan for implementation and analysis, including a timeline and key staff responsible for an institutional self-evaluation to ensure the district provides equal access to all programming across all grades Pre-K to 12.  By October 18, 2019, submit the preliminary results of the survey, with evidence documenting the implementation of the plan to evaluate policies and programming access.  By January 24, 2020, submit of a summary of modifications made to the district's data system and a description of procedures for recording student participation in school and after school based activities including athletics and other extracurricular activities.  By January 24, 2020, provide training to staff on procedures and expectations for using the district data system to capture student participation in athletics and extracurricular activities. Include the meeting agenda, signed attendance sheet that identifies individuals by name and role, name of the facilitator, and training materials.  By April 12, 2020, submit a written narrative summary of the outcomes of the institutional self evaluation, changes the district is implementing to address any barriers to equal access, and evidence of sharing results and commitments with the Taunton school community. | |

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| **Progress Report Due Date(s):**  09/03/2019  10/18/2019  01/24/2020  04/12/2020 |