

**Saugus Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **February 23-24, 2021**

**Date of Final Report:** **June 21, 2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Saugus Public Schools participated in a Tiered Focused Monitoring Review conducted by the Department’s Office of Public School Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Districts/charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

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

In addition, the Department has reserved a specific set of criteria, collectively known as Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. 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 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.

Tiered Focused Monitoring allows for differentiated monitoring based on a district/charter school’s level of need, the Tiers are defined as follows:

LEAs in Tiers 1 and 2 have been determined to have no or low risk:

* Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
* Tier 2/Directed Improvement: No demonstrated risk in areas with close link to student outcomes– low risk.

LEAs in Tiers 3 and 4 have demonstrated greater risk:

* Tier 3/Corrective Action: Areas of concern include both compliance and student

outcomes – moderate risk.

* Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.

The phases of Tiered Focused Monitoring for Saugus Public Schools included:

Self-Assessment Phase:

* The district reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of these two internal reviews, the district/school’s self-assessment was submitted to the Department for review.

On-site Verification Phase:

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

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

Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools in Tiers 1 and 2, as part of the reporting process, 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 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. Districts and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# **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 and means that 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. |

**Saugus Public Schools**

**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 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10A, CR 10C, CR 12A, CR 16, CR 22, CR 23 |
| **PARTIALLY****IMPLEMENTED** | SE 32, SE 54 | CR 10B, CR 17A, CR 21, CR 24, CR 25 |
| **NOT IMPLEMENTED** |  | CR 20 |
| **NOT APPLICABLE** |  |  |

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at [www.doe.mass.edu/psm/resources/default.html](http://www.doe.mass.edu/psm/resources/default.html).

| **Improvement Area** **1** |
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| **Criterion:** SE 32 - Parent advisory council for special education |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and administrative and parent interviews indicated that the district has established a parent advisory council for special education with by-laws regarding officers and operational procedures. However, parent and administrative interviews confirmed that the parent advisory council does not participate in the planning, development, and evaluation of the district's special education programs. |
| **LEA Outcome:** Saugus Public Schools will ensure that the parent advisory council for special education (SEPAC) participates in the planning, development, and evaluation of the district's special education programming. |
| **Action Plan:** By October 8, 2021, Saugus Public Schools will submit its plan for SEPAC participation in the planning, development, and evaluation of the district's special education programming during the 2021-2022 school year, which will include regularly scheduled planning meetings between SEPAC leadership and the special education executive director and administrative staff.By January 21, 2022, Saugus Public Schools will submit results from its planning meetings with parent advisory council leadership to ensure the SEPAC participates in the planning, development, and evaluation of the district's special education programming, including examples of the SEPAC's participation. |
| **Success Metric:** By February 2022, Saugus Public Schools will ensure that the SEPAC contributes to the planning, development and evaluation of district special education programming. Evidence:- Participation plan for the 2021-2022 school year - Calendar of in-person and remote SEPAC meetings (general meetings and district/SEPAC leadership)- Meeting agendas, materials, including notes and signed attendance sheets- Examples of SEPAC participation in the planning, development, and evaluation of the district's special education programming |
| **Measurement Mechanism:** Continuing after the completion deadline, Saugus Public Schools will ensure that the parent advisory council for special education is consistently involved in the planning, development, and evaluation of the district's special education programming. |
| **Completion Timeframe:** 01/21/2022 |
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| **Improvement Area 2** |
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| **Criterion:** SE 54 - Professional development |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and administrative interviews indicated that the district does not regularly provide professional development to both special education and general education staff in the following areas: local special education policies and procedures; analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |
| **LEA Outcome:** Saugus Public Schools will ensure professional development is regularly provided and documented for special education and general education staff in the following areas:- Local special education policies and procedures; - Analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and - Methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |
| **Action Plan:** By August 13, 2021, Saugus Public Schools will submit its professional development plan and calendar for the 2021-2022 school year that includes required training on special education and inclusive/collaborative practices.By October 8, 2021, Saugus Public Schools will submit evidence of its professional development and training for special education and general education staff in the following areas:- Local special education policies and procedures; - Analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and - Methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.By January 21, 2022, Saugus Public Schools will submit a status report documenting the trainings that occurred August 2021 through January 2022, and training scheduled for February through June 2022. The status report will ensure ongoing implementation of the district's professional development plan throughout the 2021-2022 school year. |
| **Success Metric:** By February 2022, Saugus Public Schools will have provided professional development to both special education and general education staff in the following areas: local special education policies and procedures; analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. Saugus Public Schools will have established training dates, materials, and appropriate procedures to ensure that professional development regularly occurs throughout the year, including new staff members hired after the beginning of the school year.Evidence:- Professional development (PD) plan for the 2021-2022 school year- Agendas, signed attendance sheets, and training materials for PD sessions on special education and inclusive/collaborative practices- Mid-year PD status report and revised PD plan as applicable |
| **Measurement Mechanism:** Continuing after the completion deadline, Saugus Public Schools will have established a multi-year professional development plan to ensure required training for all special education and general education staff on special education and inclusive/collaborative practices. |
| **Completion Timeframe:** 01/21/2022 |
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| **Improvement Area 3** |
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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 documents and administrative interviews indicated that the district does not annually train faculty and staff, including contracted cafeteria and janitorial staff, on the Bullying Intervention and Prevention Plan applicable to each school. |
| **LEA Outcome:** Saugus Public Schools will ensure faculty and staff, including contracted cafeteria and janitorial staff, receive training on the Bullying Intervention and Prevention Plan applicable to their role and school assignment. |
| **Action Plan:** By August 13, 2021, Saugus Public Schools will submit its updated Bullying Intervention and Prevention Plan training materials. By August 13, 2021, Saugus Public Schools will submit a professional development calendar that includes training for all staff on its Bullying Intervention and Prevention Plan.By August 13, 2021, Saugus Public Schools will submit a plan for training late hires, including contracted cafeteria and janitorial staff, on the updated Bullying Intervention and Prevention Plan.By October 8, 2021, Saugus Public Schools will submit evidence of training all faculty and staff, including contracted cafeteria and janitorial staff, on the Bullying Intervention and Prevention Plan applicable to their role and school assignment.By January 21, 2021, Saugus Public Schools will submit the results of an internal review to ensure that staff hired after the start of the year received training on the Bullying Intervention and Prevention Plan. |
| **Success Metric:** By November 2021, 100% of Saugus Public School staff, including contracted cafeteria and janitorial staff, will be trained on the district's updated Bullying Intervention and Prevention Plan.Evidence:- Updated Bullying Intervention and Prevention Plan and trainings materials- Professional development calendar- Plan for training late hires- Meeting/training agendas- Signed attendance sheets from trainings- Results of internal review reporting training for individuals hired after the start of the year |
| **Measurement Mechanism:** Continuing after the completion deadline, Saugus Public Schools will:- Annually review and update Bullying Intervention and Prevention Plan training materials;- Provide Bullying Intervention and Prevention Plan training as part of the annual mandated trainings and/or as part of new hire onboarding; and - Monitor staff completion of the Bullying Intervention and Prevention Plan training. |
| **Completion Timeframe:** 01/21/2022 |
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| **Improvement Area 4** |
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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 documents and administrative interviews indicated that the district has not developed and implemented written restraint prevention and behavior support policy and procedures consistent with the amended 2016 regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. |
| **LEA Outcome:** Saugus Public Schools will ensure its written and implemented restraint prevention and behavior support policy and procedures are consistent with the amended 2016 regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. |
| **Action Plan:** By August 13, 2021, Saugus Public Schools will submit its revised restraint policy and procedures to comply with all regulatory requirements of 603 CMR 46.00. By August 13, 2021, Saugus Public Schools will adopt the revised restraint policy and procedures following School Committee approval. By August 13, 2021, Saugus Public Schools will submit its professional development calendar demonstrating that training on restraint prevention and behavior support policy and procedures is held within the first month of each school year.By August 13, 2021, Saugus Public Schools will submit its plan for training late hires on restraint prevention and behavior support policy and procedures within a month of their employment.By October 8, 2021, Saugus Public Schools will submit evidence of training for all faculty and staff on its revised restraint prevention and behavior support policy and procedures. Restraint training will have occurred within the first month of the school year. By January 21, 2021, Saugus Public Schools will submit the results of an internal review to ensure that staff hired after the start of the year received training on restraint prevention and behavior support policy and procedures within a month of their employment. |
| **Success Metric:** Within the first month of each school year, 100% of Saugus Public School staff will have received training on restraint prevention and behavior support policy and procedures consistent with the amended 2016 regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. New employees hired after September will receive training on restraint prevention and behavior support policy and procedures within a month of their employment.Evidence:- Revised restraint policy and procedures- School committee meeting agenda and minutes demonstrating approval- Restraint trainings materials- Professional development calendar- Plan for training late hires- Meeting/training agendas- Signed attendance sheets from trainings- Results of internal review probing training for individuals hired after the start of the year |
| **Measurement Mechanism:** Continuing after the completion deadline, Saugus Public Schools will:- Annually review and update the restraint prevention and behavior support policy and procedures, along with the training materials, to ensure continued compliance with 603 CMR 46.00;- Provide restraint prevention and behavior support policy and procedures training as part of the annual mandated trainings within the first month of each school year and as part of new hire onboarding within one month of hire; - Monitor staff completion of restraint prevention and behavior support policy and procedures training. |
| **Completion Timeframe:** 01/21/2022 |
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| **Improvement Area 5** |
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| **Criterion:** CR 20 - Staff training on confidentiality of student records |
| **Rating:** Not Implemented |
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| **Description of Current Issue:** A review of documents and administrative interviews indicated that staff have not received annual training on the provisions of the Family Educational Rights and Privacy Act or on the importance of information privacy and confidentiality. |
| **LEA Outcome:** The Saugus Public Schools will ensure staff are annually trained on the provisions of the Family Educational Rights and Privacy Act and on the importance of information privacy and confidentiality. |
| **Action Plan:** By August 13, 2021, Saugus Public Schools will submit its training materials on the provisions of the Family Educational Rights and Privacy Act, and on the importance of information privacy and confidentiality.By August 13, 2021, Saugus Public Schools will submit its professional development calendar that includes training on the Family Educational Rights and Privacy Act. By August 13, 2021, Saugus Public Schools will submit its plan for training late hires on the Family Educational Rights and Privacy Act.By October 8, 2021, Saugus Public Schools will submit evidence that all staff received training on the Family Educational Rights and Privacy Act.By January 21, 2021, Saugus Public Schools will submit the results of an internal review to examine when staff hired after the start of the year received training on the Family Educational Rights and Privacy Act. |
| **Success Metric:** By November 2021, 100% of Saugus Public School staff will be trained on the Family Educational Rights and Privacy Act. Evidence:- Family Educational Rights and Privacy Act trainings materials- Professional development calendar- Plan for training late hires- Meeting/training agendas- Signed attendance sheets from trainings- Results of internal review reporting training for individuals hired after the start of the year |
| **Measurement Mechanism:** Continuing after the completion deadline, Saugus Public Schools will:- Annually review and update the Family Educational Rights and Privacy Act training materials;- Provide Family Educational Rights and Privacy Act training as part of the annual mandated trainings and/or as part of new hire onboarding; and- Monitor staff completion of the Family Educational Rights and Privacy Act training. |
| **Completion Timeframe:** 01/21/2022 |
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| **Improvement Area 6** |
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| **Criterion:** CR 21 - Staff training regarding civil rights responsibilities |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and administrative interviews indicated that staff do not receive annual training on the prevention of discrimination and harassment on the basis of students' gender identity and sexual orientation. Document review and interviews also indicated that staff do not receive training on district procedures for responding to discrimination and harassment in the school setting. |
| **LEA Outcome:** Saugus Public Schools will ensure staff receive annual training on the following: - Prevention of discrimination and harassment on the basis of students' gender identity and sexual orientation; and- District procedures for responding to discrimination and harassment in the school setting. |
| **Action Plan:** By August 13, 2021, Saugus Public Schools will submit its revised civil rights training, which will include prevention of discrimination and harassment on the basis of students' gender identity and sexual orientation and district procedures for responding to discrimination and harassment in the school setting.By August 13, 2021, Saugus Public Schools will submit its professional development calendar that includes the revised civil rights training.By August 13, 2021, Saugus Public Schools will submit its plan for training late hires on civil rights training.By October 8, 2021, Saugus Public Schools will submit evidence that all staff received civil rights training that included the prevention of discrimination and harassment on the basis of students' gender identity and sexual orientation, and district procedures for responding to discrimination and harassment in the school setting.By January 21, 2021, Saugus Public Schools will submit the results of its internal review to examine when staff hired after the start of the year received training on civil rights. |
| **Success Metric:** By November 2021, 100% of Saugus Public School staff will have been trained on civil rights that includes the prevention of discrimination and harassment on the basis of students' gender identity and sexual orientation, and district procedures for responding to discrimination and harassment in the school setting.Evidence:- Civil rights trainings materials- Professional development calendar- Plan for training late hires- Meeting/training agendas- Signed attendance sheets from trainings- Results of internal review reporting training for individuals hired after the start of the year |
| **Measurement Mechanism:** Continuing after the completion deadline, Saugus Public Schools will:- Annually review and update the civil rights training materials;- Provide civil rights training as part of the annual mandated trainings and/or as part of new hire onboarding; and- Monitor staff completion of the civil rights training. |
| **Completion Timeframe:** 01/21/2022 |
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| **Improvement Area 7** |
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| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and administrative interviews indicated that the district does not 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 and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. |
| **LEA Outcome:** Saugus Public Schools will ensure 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, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. |
| **Action Plan:** By August 13, 2021, Saugus Public Schools will submit its procedures to ensure 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.By August 13, 2021, Saugus Public Schools will submit its guidance on activities, discussions and/or supplementary materials that can provide balance and context for stereotypes depicted in educational materials.By October 8, 2021, Saugus Public Schools will submit evidence that all administrators and teachers received training on procedures for reviewing 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, and on the activities, discussions and/or supplementary materials that can provide balance and context for stereotypes depicted in educational materials.By January 21, 2022, Saugus Public Schools will submit evidence of meetings with district and building administrators to assess the implementation of curriculum review procedures referencing individual teacher practice, as well as building and district trends occurring between September 2021 and January 2022. |
| **Success Metric:** By February 2022, Saugus Public Schools will have developed and implemented procedures 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, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials.Evidence:- Procedures for reviewing educational materials- Guidance on activities, discussions and/or supplementary materials that can provide balance and context for stereotypes depicted in educational materials- Agendas, training materials and signed attendance sheets from training- Agenda and meeting notes from meeting with district and building administrators |
| **Measurement Mechanism:** Continuing after the completion deadline, Saugus Public Schools will at least annually:- Review and update procedures for reviewing 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 based on implementation results;- Review and update guidance on activities, discussions and/or supplementary materials that can provide balance and context for stereotypes depicted in educational materials;- Provide a refresher training for returning staff and a more in-depth training for teachers new to Saugus Public Schools; - Assess the implementation of curriculum review procedures referencing individual teacher practice, as well as building and district trends. |
| **Completion Timeframe:** 01/21/2022 |
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| **Improvement Area 8** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** 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. |
| **LEA Outcome:** Saugus Public Schools will ensure the district evaluates 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:** By October 8, 2022, Saugus Public Schools will submit its plan and procedures for conducting an institutional self-evaluation. The plan will include the scope of evaluation, review activities, timeline, participants, and data sources and collection strategies. By January 21, 2022, Saugus Public Schools will submit the results of the 2021-2022 institutional self-evaluation activities. By January 21, 2022, Saugus Public Schools will submit the findings of the institutional self-evaluation, along with a description of any changes made as indicated by the evaluation.By January 21, 2022, Saugus Public Schools will submit evidence of district and building administrators meetings to reflect on the institutional self-evaluation process, examine the process used, make suggestions for improvement, and establish a plan and timeline for the next review. |
| **Success Metric:** By February 2022, Saugus Public Schools will have established an annual institutional self-evaluation process to 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. Evidence:- Plan containing timeline, participants, and procedures for conducting the annual institutional self-evaluation- Results of the 2021-22 institutional self-evaluation and plan for dissemination- Agenda and meeting notes from meeting with district and building administrators- Plan and timeline for 2022-23 institutional self-evaluation |
| **Measurement Mechanism:** Continuing after the completion deadline, Saugus Public Schools will annually evaluate all aspects of its K-12 program 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. |
| **Completion Timeframe:** 01/21/2022 |
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