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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Franklin

CPR Onsite Year: 2009-2010

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 06/15/2010.

**Mandatory One-Year Compliance Date:** **06/15/2011**

**Summary of Required Corrective Action Plans in this Report**

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 29 | Communications are in English and primary language of home | Partially Implemented |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 29 Communications are in English and primary language of home | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records, documentation and staff interviews indicated that translated communications are not consistently provided when the primary language of the home is other than English. In addition, when information is translated, these efforts are not documented in the student record. There is no consistent mechanism in place for staff to know the process for requesting translation or translation services for families who are speakers of languages other than English. | | |
| **Description of Corrective Action:**  The district will consistently provide communications and translations when the primary language of the home is other than English. These efforts will be documented in the student record and staff will be aware of the process to avail translation and interpreter services. The district will develop a protocol for translation of documents and a process for obtaining interpreter services. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education, Building Principals and Building Special Education Team Chairpersons | | **Expected Date of Completion:**  04/07/2011 |
| **Evidence of Completion of the Corrective Action:**  Documentation of provision of translated documents and interpreter services as part of the special education team process will be evident in each student’s record. Staff will be provided with professional development as part of our staff orientation to commence the 2010/2011 school year in August 2010 on the protocol to follow for the purposes of obtaining translated documents and for arranging interpreter services as part of the special education process. | | |
| **Description of Internal Monitoring Procedures:**  A coordinated effort of District Administrators and Building personnel to address the similar findings in CR & ELE will be launched. Building Team Chairperson will participate in professional development and follow established procedures and protocols. District Special Education Director will conduct biannual record review to ensure compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 29 Communications are in English and primary language of home | **Corrective Action Plan Status:** Approved  **Status Date:** 06/23/2010  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district will consistently provide communications and translations when the primary language of the home is other than English. These efforts will be documented in the student record and staff will be aware of the process to avail themselves of translation and interpreter services. The district will develop a protocol for translation of documents and a process for obtaining interpreter services. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 1, 2010, submit a copy of the protocol for translation of documents that the district has developed and the process for obtaining interpreter services.  By November 1, 2010, submit evidence of the professional development provided to staff on the protocol to follow for the purposes of obtaining translated documents and for arranging for interpreter services as part of the special education process. Include the date of the training, the attendance sheets of staff who attended and the training materials.  By January 14, 2011, submit the results of an administrative review of special education student records selected from all schools to ensure that IEPs and accompanying notices, as well as other special education documentation, are provided in English and the primary language of the home if requested by the parent, and if interpreting services have been requested and providing during any meetings. Report on the number of records reviewed in which parents require translated materials or an interpreter, the number of records in which IEPs, notices and other special education documents were translated, and report on corrective action taken by the district to remedy any issues identified.  \* Please note when conducting internal monitoring that the district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s). | | |
| **Progress Report Due Date(s):**  11/01/2010  01/14/2011 | | |