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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: Melrose

CPR Onsite Year: 2016-2017

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 03/14/2017.

**Mandatory One-Year Compliance Date:** **03/14/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 7 | Information to be translated into languages other than English | 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 |
| ELE 11 | Equal Access to Academic Programs and Services | Partially Implemented |
| ELE 12 | Equal Access to Nonacademic and Extracurricular Programs | Partially Implemented |
| ELE 18 | Records of ELL students | Partially Implemented |

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

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| **Criterion & Topic:**  CR 7 Information to be translated into languages other than English | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not consistently translate important information and documents, such as handbooks and codes of conduct, into its major languages of Haitian Creole and Portuguese. The district website has an online translation option, but the translator is not functional for linked documents such as the student handbook, code of conduct, or Bullying Prevention and Intervention Plan. | | |
| **Description of Corrective Action:**  The District will revise its website to provide the option to consistently translate important information and documents, such as student handbooks, codes of conduct and the Bullying Prevention and Intervention Plan. All information and documents will be uploaded to the website as word documents, instead of pdfs. to allow for translation into Portuguese, Haitian Creole and French (please note that our families who speak Haitian Creole, read and write in French).  The District will send a memo to technology staff, all administrators and their administrative assistants who upload important information and documents, that apply to this standard, to the District's website in regards to the requirement that all content be word documents to allow for translation. The District will provide training for technology staff, all administrators and their administrative assistants who upload important information and documents, that apply to this standard, to the District's website in regards to the requirement that all content be word documents to allow for translation. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia White-Lambright, Assistant Superintendent for PPS | | **Expected Date of Completion:**  12/15/2017 |
| **Evidence of Completion of the Corrective Action:**  The evidence of completion will include: 1) the memo regarding the requirement to use word documents when uploading content to the District's website, 2) the agenda for the training 3) the signed participant attendance sheet and 4) samples of important information and documents that have been translated through the District's website in Portuguese and French. | | |
| **Description of Internal Monitoring Procedures:**  The Assistant Superintendent for PPS will provide oversight for compliance. On a semester basis, the Assistant Superintendent will require all principals and appropriate directors to review their buildings or departments posted content on the District's website for compliance with this standard. Any documents found posted as a pdf. will be required to be reposted as a word document as it applies to this standard. The Assistant Superintendent will review the home page and any district wide linked documents. The results of the administrative team's review will be discussed at an administrative team meeting on a semester basis. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 05/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's translation procedure appears to be predicated on the use of a web translator, rather than uploading an already translated document. Please see ELE 11 for comments. | | |
| **Department Order of Corrective Action:**  By September 15, 2017, clarify how the district will translate the important documents, e.g., by machine or contracted translator. If documents are to be machine translated, they must be reviewed for accuracy by a qualified person (see ELE 11) and uploaded for families in translated form. | | |
| **Required Elements of Progress Report(s):**  By September 15, 2017, submit an update regarding the revisions to the district's website, detailing specific changes that have been made to ensure that important information and documents have been made available in the major languages of the district. PLEASE NOTE: If documents are to be machine translated, they must be reviewed for accuracy by a qualified person (see ELE 11) and uploaded for families in translated form.  By September 15, 2017, clarify how the district will translate the important documents, e.g., by machine or contracted translator.  By September 15, 2017, submit evidence of staff training on the revised translation policies, including the agenda, signed attendance sheet, name and role of presenter, and training materials, to include the memo to staff regarding the requirements for important documents.  By September 15, 2017, submit copies of the student handbook, code of conduct, and bullying prevention and intervention plan, translated into Portuguese and French. | | |
| **Progress Report Due Date(s):**  09/15/2017 | | |

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| COORDINATED PROGRAM 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 | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district has developed a notice to students 16 and over and their parents which is sent within five days of the student's tenth consecutive absence; however, the notice does not offer at least two (2) dates and times for an exit interview to discuss reasons why the student is permanently leaving school, as well as alternative education programs and services available to the student. | | |
| **Description of Corrective Action:**  The notice to students 16 or over and their parents, who are leaving school without a high school diploma, certificate of attainment, or certificate of completion will be revised to include two dates and times for an exit interview to discuss reasons why the student is permanently leaving school and to provide the student with information regarding alternative education programs and services available to the student. The Assistant Superintendent of Pupil Personnel Services, the High School Principal, the Director of Guidance and their administrative assistants will participate in a training regarding the standard and the revised notice. | | |
| **Title/Role(s) of Responsible Persons:**  P. White-Lambright, Asst. Supt. for PPS, J. Merrill, MHS Principal, J. Buxton, Director of Guidance | | **Expected Date of Completion:**  12/15/2017 |
| **Evidence of Completion of the Corrective Action:**  The evidence of completion will include: 1) the revised notice, 2) the agenda for the training and 3) the signed participant attendance sheet. If the district needs to utilize the revised form prior to the expected date of completion, a copy of the completed revised form will be provided as further evidence. | | |
| **Description of Internal Monitoring Procedures:**  On a semester basis, the Assistant Superintendent will attend a guidance department meeting. The implementation of the revised notice will be an agenda item. A list of students 16 or over who have left school under the circumstances of the identified standard will be discussed. Responsible staff will bring any completed revised form to be reviewed for compliance. | | |
| 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:** 05/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 15, 2017, submit the revised notice to students 16 or over and their parents to be sent within five days of the student's tenth consecutive absence, offering at least two dates and times for an exit interview.  By September 15, 2007, submit evidence of staff training on the revised letter, including the agenda, signed attendance sheet, name and role of presenter, and training materials. | | |
| **Progress Report Due Date(s):**  09/15/2017 | | |

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| **Criterion & Topic:**  ELE 11 Equal Access to Academic Programs and Services | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that information in notices such as activities, responsibilities, and academic standards provided to all students is not provided to English learners (ELs) in a language and mode of communication that they understand. | | |
| **Description of Corrective Action:**  The student handbook, which includes responsibilities and academic standards, will be translated into Portuguese and French.  Notices to students in regard to students' extracurricular activities will be placed in a school-wide shared folder as Google Docs. Tutorials will be provided for students in Portuguese and French how to use translation function in Google. At the beginning of the school year, students in ESL classes will be provided with a tutorial on how to access the documents and translate them.  Our Haitian Creole speaking families and students indicate that they prefer documents in French as that is the language of their own schooling and literacy. | | |
| **Title/Role(s) of Responsible Persons:**  Margaret Adams, Assistant Superintendent | | **Expected Date of Completion:**  12/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Evidence of completion will include translation of student handbooks in French and Portuguese, checklist for students and faculty advisors for sharing of notices of extracurricular activities, and sample translated notices in French and Portuguese. | | |
| **Description of Internal Monitoring Procedures:**  Principals approves all posting for student extracurricular activities and will monitor electronic posting. The Assistant Superintendent will monitor implementation of checklist and translation of student handbooks on yearly basis.  School handbooks updated yearly and posted to district's website in Portuguese and French. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 11 Equal Access to Academic Programs and Services | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 05/17/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the school district may use online translation tools to translate notice regarding activities, responsibilities, and academic standards, the responsibility for translating such documents rests with the school district rather than with the students and/or families themselves when these families have requested translations on the Home Language Survey.  The district may make its translations available to students and/or families via Google Docs, but those documents should be provided in an already-translated form.  Additionally, this criterion refers not to extracurricular activities (which are covered under ELE 11), but to documents such as the district's course of studies, graduation requirements, classroom rules, and other documents that are not considered "important information and documents" covered under criterion CR 7.  Lastly, it is the district's responsibility to have procedures established to have machine translations reviewed and edited, as needed, by a qualified individual to ensure that essential information has been accurately translated. Therefore, the district should identify the name of one or more 'qualified individuals' (e.g. a French teacher, for documents in French) who can review translations if necessary, and inform staff, students, and parents/guardians on how to access translation review, if necessary. | | |
| **Department Order of Corrective Action:**  Determine which documents fall under the aegis of informing students of "activities, responsibilities, and academic standards," and provide translated versions of those documents. Provision of documents via an online tool such as Google Docs is acceptable as long as the documents have been reviewed for accuracy. Inform staff, students, and parents of who to contact in the event a translation is unclear. | | |
| **Required Elements of Progress Report(s):**  By September 15, 2017, submit examples of five documents related to activities, responsibilities, and academic standards that have been translated into Portuguese and French. These documents should be exported to PDF and uploaded into WBMS.  By September 15, 2017, submit evidence that the district has informed staff, students, and parents/guardians of the name of a qualified individual who can be contacted in the event a translation is unclear. | | |
| **Progress Report Due Date(s):**  09/15/2017 | | |

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| **Criterion & Topic:**  ELE 12 Equal Access to Nonacademic and Extracurricular Programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that information about extracurricular activities and school events is not provided to ELs in a language they understand. | | |
| **Description of Corrective Action:**  Notices to students in regard to extracurricular activities will be placed in a school-wide shared folder as Google Docs. Tutorials will be provided for students in Portuguese and French how to use translation function in Google Docs. At the beginning of the school year, students in ESL classes will be provided with a tutorial on how to access the documents and translate them.  Our Haitian Creole speaking families indicate that they prefer documents in French as that is the language of their own schooling. | | |
| **Title/Role(s) of Responsible Persons:**  Margaret Adams, Assistant Superintendent for Teaching and Learning | | **Expected Date of Completion:**  12/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Sample notices Portuguese and French for students will be provided. Checklist for students and faculty advisors for sharing of notices will include requirements for electronic posting. | | |
| **Description of Internal Monitoring Procedures:**  Principals approves all posting for student extracurricular activities and will monitor electronic posting. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 12 Equal Access to Nonacademic and Extracurricular Programs | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 05/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the school district may use online translation tools to translate notices regarding extracurricular activities, the responsibility for translating such documents rests with the school district, in the form of faculty sponsors and student leaders, rather than with the students themselves.  The district may make its translations available to students via Google Docs, but those documents should be provided in an already-translated form.  Additionally, it is the district's responsibility to have procedures established to have machine translations reviewed and edited, as needed, by a qualified individual to ensure that essential information has been accurately translated. Therefore, the district should identify the name of one or more 'qualified individuals' (e.g. a French teacher, for documents in French) who can review translations if necessary. | | |
| **Department Order of Corrective Action:**  Determine which documents fall under the aegis of informing students of extracurricular activities, and provide translated versions of those documents. Provision of documents via an online tool such as Google Docs is acceptable. Inform staff, students, and parents of who to contact in the event a translation is unclear. | | |
| **Required Elements of Progress Report(s):**  By September 15, 2017, submit examples of five documents related to extracurricular activities that have been translated into Portuguese and French. These documents should be exported to PDF and uploaded into WBMS.  By September 15, 2017, submit evidence that the district has informed staff, students, and parents/guardians of the name of a qualified individual who can be contacted in the event a translation is unclear. | | |
| **Progress Report Due Date(s):**  09/15/2017 | | |

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| **Criterion & Topic:**  ELE 18 Records of ELL students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that for families whose Home Language Surveys documented a need for translations, report cards are not translated into the families' native languages. | | |
| **Description of Corrective Action:**  Report cards will be translated and made available to students in Portuguese and French. Our Haitian Creole speaking families indicate that they prefer documents in French as that is the language of their own schooling and their literacy. | | |
| **Title/Role(s) of Responsible Persons:**  Margaret Adams, Assistant Superintendent for Teaching and Learning | | **Expected Date of Completion:**  12/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Student report cards translated in Portuguese and French. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of student cumulative folders by Assistant Superintendent will indicate translation of report cards in French and Portuguese. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 18 Records of ELL students | **Corrective Action Plan Status:** Approved  **Status Date:** 05/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 20, 2017, submit copies of the translated report card templates, or one example each of report cards issued to students in French and Portuguese. | | |
| **Progress Report Due Date(s):**  10/20/2017 | | |