|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Richmond Public Schools**  **MCR Onsite Dates:** **04/15/2015**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents, record review and interview demonstrate that no student currently enrolled in the district has a diagnosis on the autism spectrum.  The district has developed a checklist and trained staff to ensure IEP Team members will specifically address the following for a student with a diagnosis on the autism spectrum: the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interview demonstrate that the district is documenting in the IEP the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability may make them vulnerable to such behaviors.  Documents, record review and interview indicate no student currently enrolled in the district has a diagnosis on the autism spectrum. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interview demonstrate that the district provides a Team meeting summary at the end of the Team meeting and sends two copies of the proposed IEP and placement to parents within 10 days of the Team meeting |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrates that the district provides parents with a Notice of Proposed School District Action (N1), that includes complete information about the district's proposal for an evaluation or IEP, summarizes the Team's decisions and considerations, describes the school's proposed action, includes rejected options, and if applicable, the reason for a rejection. |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Not Implemented | | | |
| **Basis for Findings:** | | | |
| Document review and interview demonstrate that the special education director regularly meets with parents and offers an annual workshop on state and federal special education rights of students; however the district has not successfully established a parent advisory council (PAC) on special education. In an interview, the special education director reported she intends to apply for a Request for a Waiver for Alternative Compliance for the requirement to establish a PAC. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must seek approval from Program Quality Assurance (PQA) for an Alternative Compliance Waiver.  Please see the Administrative Advisory SPED 2015-1: Special Education Parent Advisory councils, Acceptable Alternatives, and Use of Social Media: [www.doe.mass.edu/sped/advisories/2015-1.html](http://www.doe.mass.edu/sped/advisories/2015-1.html) | | | |
| **Required Elements of Progress Reports:** | | | |
| The district must submit a copy of an approved waiver from the Department for the district to establish an acceptable alternative to a special education parent advisory council by **September 30, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 09/30/2015 |  |  |  |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documentation review and interview demonstrate that the district regularly evaluates its special education programs and services, and has made changes to its programs after analyzing evaluation results. |