



# **The Commonwealth of Massachusetts Department of Education**

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August 4, 2004

Superintendent Jere Hochman  
Amherst Public Schools  
170 Chestnut Street  
Amherst, MA 01002

Re: Onsite Follow-up Monitoring Report: Coordinated Program Review Corrective Action Plan Verification and Special Education Mid-cycle Review

Dear Superintendent Hochman:

Enclosed is the Department's Coordinated Program Review Follow-up Monitoring Report together with findings regarding your district's Coordinated Program Review Mid-cycle Review. This report contains the Department's findings based on the onsite activities conducted in your school district to verify the implementation status and effectiveness of corrective steps taken in response to your Coordinated Program Review Report issued on **January 2, 2001**. This report also includes a report on the status of implementation for new state or federal special education requirements enacted since your district's last Coordinated Program Review.

While the Department of Education found certain noncompliance issues to be resolved, others were partially corrected, not addressed at all and/or new issues were identified by the Department's onsite team.

As the Department previously informed you, in cases where a district fails to fully and effectively implement a Corrective Action Plan, which was proposed by your district and approved by the Department, the Department must then prepare a Corrective Action Plan for the district, which must be implemented without further delay. You will find these requirements for corrective action and further progress reporting included in the attached report together with any steps that must be taken by the district to fully implement new special education requirements. Please provide the Department with your written assurance that the Department's requirements for corrective action will be implemented by your school district within the timelines specified. Your statement of assurance must be submitted to the Department's Onsite Chairperson by **August 18, 2004**.

Your staff's cooperation throughout these Follow-up Monitoring activities is appreciated.

Should you require additional clarification of information included in our report, please do not hesitate to contact the Onsite Team Chairperson at **(413) 284-0382**.

Sincerely,

Alvin W. Morton, Coordinated Program Review Follow-up Chairperson  
Program Quality Assurance Services

John D. Stager, Administrator  
Program Quality Assurance Services

cc: David P. Driscoll, Commissioner of Education  
Barbara Love, School Committee Chairperson  
Maria Geryk, District Program Review Follow-up Coordinator

Encl.: Follow-up Monitoring Report

**MASSACHUSETTS DEPARTMENT OF EDUCATION  
COORDINATED PROGRAM REVIEW**

Amherst Public Schools

**ONSITE VERIFICATION OF CORRECTIVE ACTION PLAN IMPLEMENTATION  
AND/OR IDENTIFICATION OF ADDITIONAL FINDINGS REQUIRING CORRECTIVE ACTION**

Action Plan Submitted on April 4, 2001  
Progress Reports Submitted on July 15, 2001  
Onsite Visit Conducted on September 16- 19, 2003  
Date of this Report July 6, 2004

<b>Criterion Number and Topic</b>	<b>Implementa- tion Status of Requirements or Corrective Action Plan Determined to be <u>Substan- tially</u> <u>Implemen- ted</u></b>	<b>Method(s) of Verifica- tion</b>	<b>Comments Regarding Corrective Action Plan Implementation</b>	<b>Corrective Action Plan Determined to be <u>Not</u> <u>Fully</u> <u>Implemen- ted or</u> <u>Additional</u> <u>Issues</u> <u>Identified</u></b>	<b>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</b>	<b>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</b>
<b>Special Education Requirements</b>	√			√		
<b>SE 1</b> Assessments are appropriately selected and interpreted for students referred for evaluation	Substantially implemented	<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>	Assessments are appropriately selected and interpreted for students referred for special education evaluations.			

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<b>SE 2</b> Required and optional assessments	√	<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>		Partially implemented	The district does not consistently conduct evaluations in all areas of suspected disability or disabilities. Also, the district does not routinely complete all of the assessments that parents have consented to.	The district needs to draft a memorandum and provide a copy to the Department, reminding all education personnel and service providers that they are mandated to conduct assessments in all the areas of suspected disability or disabilities, and they are to complete the evaluations for which they have received consent. Also, the district must submit <b>10</b> copies of signed consent forms, at least <b>2</b> from every school, and copies of the consented to evaluations. All requirements are due at the Department by <b>January 17, 2005</b> .
<b>SE 3</b>		<u>Document</u>	The district has drafted	Partially	The district does not	In order to fully adhere to

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Special requirements for determination of specific learning disabilities		<u>Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>	procedures that adhere to the mandated requirements for determining a specific learning disability.	implemented	consistently use the mandated process for determining a specific learning disability, specifically it does not use it own SLD forms on a consistent basis.	the federal standards for determining a specific learning disability on a consistent basis, the district must provide training for Team Chairpersons and other individuals that may chair Team Meetings and provide the agenda and attendance sheet to the Department by <b>January 17, 2005.</b>
<b>SE 5</b> Participation in general State and district-wide assessment programs	Substantially implemented	<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>	All students with disabilities are included in MCAS and other district-wide assessments. The district's IEP Teams designate how each student will participate and if necessary, provide an alternate assessment.			
<b>SE 6</b> Determination of transition	Not Applicable	None	The district serves only students in grades pre-kindergarten through sixth;			

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services			However, the district's IEP Teams consistently consider whether a student will need continued services upon entering the middle school.			
<b>SE 7</b> Transfer of parental rights at age of majority and student participation and consent at the age of majority	Not Applicable	None	The district serves only students in grades pre-kindergarten through sixth.			
<b>SE 8</b> Evaluation Team composition		<u>Student Record Reviews</u>  <u>Interviews</u>		Partially implemented	The district does not consistently have a representative in attendance at Team Meetings that has the authority to commit district resources. Also,	The district must draft a memorandum, distribute it throughout the district to all special and regular education teachers and provide a copy to the Department reminding all of

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	<p style="text-align: center;">√</p>			<p style="text-align: center;">√</p>	<p>a parent or parents are not always in attendance at Team Meetings, and the district does not provide a record of attempts to contact the parent/parents in order to secure their participation at the Team Meetings. Furthermore, regular education teachers do not consistently participate in the Team Meetings. Lastly, the district needs to make sure that all attendance sheets for the Team Meetings are initialized,</p>	<p>its education personnel of the mandated requirements for Team composition for all Team Meetings. The district must also develop and implement a tracking system or other suitable method that records the number of attempts made to secure the attendance of a parent/parents at Team Meetings. Lastly, the district must distribute a list and provide a copy to the Department of all personnel and their positions that are able to commit district resources to be made available at every school within the district.</p>
					<p>in order to document what district personnel were actually in</p>	<p>All requirements due at the Department by January 17, 2005.</p>

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					attendance at the meetings.	
<b>SE 9</b> Eligibility determination: Timelines for evaluation, immediate provision of IEP		<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>		Partially implemented	The district does not consistently follow the mandated timelines in making eligibility determinations. The district does not routinely use the N1 and N2 forms and their accompanying narratives when the Team determines that the child is not eligible for special education services. Also, the district does not ensure that the Notice of No Eligibility is provided to the parent or parents within the mandated 10 days of the Team Meeting. Lastly, the	The district must submit a plan to provide training to its key special education personnel, which addresses the matters of developing an IEP within the mandated 45 SWD. The district must also develop a sign off sheet or log that enables the district to provide evidence that they have transmitted the necessary information on to the rest of the district's personnel. The district must also create and implement a tracking system that ensures that IEPs are developed within the mandated timeframes. Lastly, the district must provide 16 copies of completed N1 and

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					district does not always conduct formal reevaluations/testing and Team Meetings before finding a student no longer eligible for special education or special education or related services.	N2 forms and their accompanying narratives when the district has determined a student to not be eligible for special education after initial evaluations (N2 forms) and reevaluations (N1 form). All requirements are due by <b>January 17, 2005.</b>
<b>SE 9</b> Eligibility determination: Timelines for evaluation, immediate provision of IEP						
<b>SE 11</b> School district response to parental request for independent educational evaluation	Substantially implemented	<u>Document Reviews</u>  <u>Interviews</u>	The district follows the regulatory requirements concerning parental requests for independent education evaluations.			
<b>SE 15</b>	Substantially	<u>Document</u>	The district has annual or			

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Outreach by the School District (Child Find)	implemented √	<u>Reviews</u> <u>Interviews</u>	more frequent out reach to the community groups, schools and professionals from which promotion or transfer of students in need of special education may be expected.	√		
SE 18A IEP development and content		<u>Document Reviews</u> <u>Student Record Reviews</u> <u>Interviews</u>	The district's IEP Teams do develop IEPs with the appropriate content.	Partially implemented	The district does not consistently have a representative in attendance at Team Meetings that has the authority to commit district resources to whatever services that are set out in the IEP and will not be changed at a higher administrative level within the district.	The district must distribute a list and provide a copy to the Department of all personnel and their positions that are able to commit district resources at Team Meetings and to be made available at every school within the district. This requirement is due by <b>January 17, 2005.</b>
SE 18B Determination		<u>Student Record</u>		Partially implemented	The district does not consistently provide an	In order to meet the requirement of

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of placement; immediate provision of IEP to parent		<u>Reviews</u>  <u>Interviews</u>			IEP to the parent/parents immediately following the development of the IEP at the Team Meeting. Also, the district is not using the updated and mandated placement forms, PL1, the Team Determination of Educational Placement and PL2, the Administrative Placement Information.	“immediately” the Department has issued guidance which recommends that the district’s procedures for issuing the IEP to parents include a summary of the main points of agreement, IEP goals and the service delivery grid at the completion of the Team Meeting and that the complete IEP is sent to the parent/parents within 3-5 days. The district must provide training for Team Chairpersons on this requirement and provide the agenda and attendance sheet to the Department by January 17, 2005. The district also needs to provide the date of each Team

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						Meeting held in October and November 2004 and the
<b>SE 18B</b> Determination of placement; immediate provision of IEP to parent						date on which the IEP was sent to the parent/parents following each Team Meeting by <b>July 1, 2005..</b>
<b>SE 20</b> Least restrictive program selected		<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>		Partially implemented	The district has removed eligible children from the general education classroom solely because of needed modifications and accommodations in the general curriculum. Specifically, there is no continuum of services because every child is in mainstream inclusion classes.	The district must draft a proposal and provide a copy to the Department that addresses the lack of accommodations and modifications within the general education classrooms, and the lack of programs and services for younger children, which impacts their behavior and ultimately their educational progress. This requirement is due at the Department by <b>January 17, 2005.</b>

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<b>SE 21</b> School day and school year requirements	Substantially implemented	<u>Student Record Reviews</u>  <u>Interviews</u>	The district implements school day and school year requirements including providing extended day or year programs for special education students who demonstrate substantial regression in their learning skills.			
<b>SE 22</b> IEP implementation and availability	Substantially implemented	<u>Student Record Reviews</u>  <u>Interviews</u>	The district has an IEP in effect for eligible students at the beginning of each school year and begins IEP services without delay once the students' parents have accepted an IEP.			
<b>SE 24</b> Notice to parent regarding proposal or refusal to initiate or change the		<u>Document Reviews</u>  <u>Staff Interviews</u>	T	Partially implemented	The district has limited a parent's right to refer a student for a timely special education evaluation because all referrals to special	The district must draft a memorandum, distribute it throughout the district and provide a copy to the Department reminding all of its education personnel of

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change the identification, evaluation, or educational placement of the child or the provision of FAPE	√			√	education are filtered through the district's Child Study Team, the Student Assistance Teacher's Team (SATT). Also, the district does not consistently send the parent or parents the proposal to evaluate, i.e. consent, within 5 SWD of receiving the request to evaluate.	the state and federal laws that mandate that parent requests for an evaluation bypass the pre-referral program, and the district is mandated to send written notice to the parent within 5 school working days of the request. Also, the district is to provide a copy of each parent request for the months of September, October, and November 2004, including the date the request was received and the date the consent form was mailed to the parent. All requirements due by <b>June 30, 2005.</b>
<b>SE 25</b> Parental consent	Substantially implemented	<u>Student Record Reviews</u>	The district obtains informed parental consent as required by state and federal law.			

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	√			√		
SE 26 Parent participation in meetings		<u>Interviews</u>  Student Record Reviews  <u>Interviews</u>		Partially implemented	The district does not routinely ensure that parents are part of the IEP Teams. And if the parent/parents cannot attend the Team Meetings, the district does not document its efforts to secure parent participation, nor does it document the other methods of parent participation in the Team process. See SE 8.	See SE 8
SE 27 Content of Team meeting notice to parents	Substantially implemented	<u>Student Record Reviews</u>	Team notices contain the required contents.			
SE 28		<u>Student</u>	The district does provide	Partially	The district does not	See SE 18B and SE 9

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Parent provided the IEP or notice of no eligibility together with notification of procedural safeguards and parents' rights		<u>Record Reviews</u>  <u>Interviews</u>	parents with notification of procedural safeguards and parents' rights.	implemented	consistently provide an IEP to the parent/parents immediately following the development of the IEP at the Team Meeting. The district also does not routinely use the N1 and N2 forms when the Team determines that the child is not eligible for special education services. See SE 18B and SE 9.	
<b>SE 29</b> Communications are in English and primary language of home		<u>Student Record Reviews</u>  <u>Interviews</u>		Partially implemented	The district does not consistently provide information to a parent or parents in the native language of the home. Specifically, the district does not have a mechanism in place that	The district needs to design a system that records and tracks the communications made to a household in its native language, evidence that the communications are being sent home are due at the Department by <b>January</b>

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	√			√	documents the communications made to the household verbally and written in their native language.	<b>17, 2005.</b>
<b>SE 30</b> Elements of notice of parents' rights	Substantially implemented	<u>Document Reviews</u>	The district provides parents with the current version of the Massachusetts Parent's Rights Brochure.			
<b>SE 32</b> Parent advisory council for special education	Substantially implemented	<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>	The district has established a parent advisory council (PAC) that meets all of the requirements mandated under state law.			
<b>SE 33</b> Involvement in the general curriculum		<u>Student Record Reviews</u>  <u>Interviews</u>	The district has aligned its curriculum with the Massachusetts Curriculum Frameworks, and the IEP Teams document the student's participation in the	Partially implemented	The district does not consistently have a least one member of its IEP Team Meetings that is familiar with the general curriculum and	See SE 8.

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	√		general curriculum on the IEP.	√	is able to discuss the student's access to the general curriculum. See SE 8.	
<b>SE 34</b> Continuum of alternative services and placements		<u>Document Reviews</u>  <u>Interviews</u>	.	Partially implemented	The district has removed eligible children from the general education classroom solely because of needed modifications and accommodations in the general curriculum. Specifically, there is no continuum of services because every child is in mainstream inclusion classes.	The district needs to provide documentation to the Department of the continuum of services and alternative placements that it is able to provide for younger children when it is necessary to provide services and placements outside of the general education classroom. This requirement is due at the Department by <b>January 17, 2005</b>
<b>SE 36</b> IEP implementation, accountability and financial responsibility	Substantially implemented	<u>Document Reviews</u>  <u>Student Record</u>	The district ensures that IEPs are implemented without delay upon parent consent and without cost to the parent.			

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responsibility		<u>Reviews</u>  <u>Interviews</u>				
<b>SE 37</b> Procedures for approved and unapproved out-of-district placements	Substantially implemented	<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>	The district has appropriate procedures for placing students in approved and unapproved out-of-district placements.			
<b>SE 38</b> Educational services in institutional settings ( <i>ESIS</i> )	Substantially implemented	<u>Interviews</u>	The district implements its responsibilities to students in institutional settings.			
<b>SE 39</b> Procedures used to provide services to eligible students enrolled in private schools at private	Substantially implemented	<u>Document Review</u>  <u>Interviews</u>	The district has procedures, consistent with state and federal laws pertaining to providing services to eligible students enrolled in private schools at private expense.			

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expense						
<b>SE 43</b> Behavioral interventions	Substantially implemented	<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>	The district's IEP Teams consider students' behavior including positive behavior interventions and ability to follow school discipline codes.			
<b>SE 46</b> Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative	Substantially implemented	<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>	The district has procedures for suspending eligible students with disabilities that are consistent with state and federal regulations.	Partially implemented		

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days; responsibilities of the Team; responsibilities of the district						
<b>SE 47</b> Procedural requirements applied to students not yet determined to be eligible for special education	Substantially implemented	<u>Document Reviews</u>  <u>Interviews</u>	The district has appropriate procedures for students not yet determined to be eligible for special education who have suspended.			
<b>SE 48</b> FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular	Substantially implemented	<u>Document Reviews</u>  <u>Student Record Reviews</u>  <u>Interviews</u>	The district ensures that special education students receive a free appropriate public education (FAPE).			

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and ancillary programs, as well as participation in regular education	√			√		
SE 49 Related services	Substantially implemented	<u>Student Record Reviews</u> <u>Interviews</u>	The district provides related services for each eligible student, as indicated on his/her IEP.			
SE 49A Special Transportation	Substantially implemented	<u>Student Record Reviews</u> <u>Interviews</u>	The district's IEP Teams routinely consider the transportation needs of eligible students and documents the Team decisions regarding transportation on the students' IEP.			
SE 50 Responsibilities of the School Principal and Administrator		<u>Document Reviews</u> <u>Student Record</u>	The district has appointed Principals at every school in the district and an Administrator of Special Education; all of the	Partially implemented	The district does not currently have a District Curriculum Accommodation Plan (DCAP). Also,	The district needs to develop a DCAP and provide a copy to the Department. Also, the district needs to ensure that principals within the

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of Special Education	√	<u>Record Reviews</u>  <u>Interviews</u>	Education; all of the appointed people fulfill most of their responsibilities set forth in M.G. L. c. 71 § 38Q and 38 Q ½ and 603 CMR 28.03 (3).	√	the district did not provide any documentation on the duties and responsibilities of its principals as they pertain to the Child Study Team, (SATT) as it is named in the district. Lastly, the limited English Proficient (LEP) students are getting lost in the general curriculum because of the lack of consistency on the part of the building based support team to provide support services, so they are being referred for special education and/ or related services.	that principals within the district have oversight of the pre-referral process and the Building Based Support Team. The district needs to submit documentation that it has established a formal Child Study/Building Based Team as mandated under DCAP. With this documentation of a formal Child Study Team, the district needs to provide copies of attendance sheets for the meetings transpiring in the months of September, October, and November 2004. Next, the district needs to provide training to its principals and
<b>SE 50</b> Responsibilities of the School						vice principals on utilizing the district's DCAP on a consistent basis. An agenda

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Principal and Administrator of Special Education	√			√		and attendance sheet for this training needs to be sent to the Department. Lastly, the district needs to provide 20 copies of its pre-referral efforts that are documented in the students' files before they were referred to special education, if at all. All requirements are due by <b>January 17, 2005.</b>
<b>SE 54</b> Professional development regarding special education	Substantially implemented	<u>Document Reviews</u>  <u>Interviews</u>	The district considers the needs of all staff in developing training opportunities and provides a variety of offerings, which include the required topics.			
<b>SE 56</b> Special education programs and services are evaluated		<u>Document Reviews</u>  <u>Interviews</u>	The district's special education programs, services, and administrative areas have been previously evaluated.	Partially implemented	The district has previously evaluated its special education programs, services, and administrative areas, but it has not performed	The district needs to draft a proposal of how it plans to regularly evaluate its special education programs, services, and administrative areas. A copy of this

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	√			√	an evaluation on these areas recently.	proposal must be provided to the Department by <b>January 17, 2005.</b>
Other Requirements						

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<b>SE 13 Progress Reports and content</b>	√	<u>Student Record Reviews</u>	.	Partially implemented	The district does not routinely send parents of children with disabilities reports on their progress toward reaching the goals set forth in their IEPs, at least as often as parents are informed of the progress of non-disabled children. Also, the district does not consistently complete the progress reports for its students because it does not always answer the questions that are at the bottom of the report that ask: 1) What is the student's progress toward the annual goal? 2) Is the progress	The district must develop a system, which allows it to send progress reports to the parents of children with disabilities at least as often as parents of non-disabled children receive report cards. Details of this system must be provided to the Department. Also, the district needs to provide training to its education personnel on completing progress reports; a copy of the agenda and the attendance roster must be sent to the Department. Lastly, the district needs to submit 16 copies of completed progress reports that address both questions from all the schools in the district for the first report

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					sufficient to enable the student to achieve the annual goal by the end of the IEP period?	card period during the 2004-2005 school year. All requirements are due at the Department by <b>December 17, 2004.</b>
<b>SE 13</b> Progress Reports and content						<b>June 30, 2005.</b>
<b>SE 23</b> <b>Confidentiality of personally identifiable information</b>		<u>Student Record Reviews</u>	.	Partially implemented	The district does not consistently place logs of access into the files of its students in order to have an accurate record of who, when,	The district must ensure that all of its student records contain a log of access. Documentation to evidence this requirement must be provided to the Department

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					and for what purpose an individual was accessing information from a particular student's file.	by <b>January 17, 2005.</b>
<b>SE 55 Special Education facilities and classrooms</b> <small>(formerly SE 55 and SE 56)</small>	Implemented	<u>Observation</u>	The finding from the <b>January 2, 2001 Coordinated Program Review Report</b> has been rectified with the recent renovations to the Crocker Farm Elementary School.			

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<b>ELE 11</b> <b>Equal Access To Academic Programs And Services</b> <small>(formerly TBE 12)</small>		<u>Document Reviews</u>  <u>Interviews</u>		Partially implemented	The district is not making available counseling and remedial services to LEP students in their native language.	The district must provide the Department with documentation of its efforts to make counseling and remedial services available to students in their native language. This requirement is due at the Department by <b>January 17, 2005.</b>
<b>ELE 16</b> <b>Equitable Facilities</b> <small>(formerly TBE 18 and TBE 19)</small>	Implemented	<u>Observation</u>	The finding from the <b>January 2, 2001 Coordinated Program Review Report</b> has been rectified with the recent renovations to the Crocker Farm Elementary School.			
<b>TI 5</b>		<u>January 2, 2001 CPR Report</u>		Partially implemented	The district's criteria for identifying eligible students for its Title I program does not include MCAS data for grades 3 and up.	The district must provide documentation that its criteria for identifying students for Title I services now includes MCAS data. This requirement is due at the Department by <b>January</b>

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						<b>17, 2005.</b>

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TI 10	√	<u>January 2, 2001 CPR Report</u>		Partially implemented	The district has not developed a school-parent compact for its Title I program.	The district must provide documentation that it has developed a school-parent compact for its Title I program, due at the Department by <b>January 17, 2005.</b>
TI 15		<u>January 2, 2001 CPR Report</u>		Partially implemented	The district does not have a Title I kindergarten program in the Crocker Farm Elementary School; However, two Title I funded teachers are serving kindergarten students in this school.	The district must provide documentation that it has rectified this situation by removing the teachers from the school to a Title I funded school or have created a Title I kindergarten program at Crocker Farm Elementary. This requirement is due at the Department by <b>January 17, 2005.</b>
TI 23		<u>January 2, 2001 CPR Report</u>		Partially implemented	The district has not conducted an annual needs assessments in every Title I school to	The district must provide documentation to the Department indicating that it conducts an annual needs

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	√			√	determine the types of services and programs that need to be provided to its Title I students.	assessment in every one of its Title I schools to determine the needs of its students receiving services under this program. This requirement is due at the Department by <b>January 17, 2005.</b>
TI 26		<u>January 2, 2001 CPR Report</u>		Partially implemented	The district has not developed a rank order list of students to show the total number of points assigned to each student in accordance with all student selection criteria used.	The district must provide the current list of students with their total number of points assigned in accordance with all student selection criteria used for its Title I program. This requirement is due <b>January 17, 2005.</b>
Civil Rights Requirements						
MOA 7 Information to be translated in language other than English		<u>Interviews</u> <u>January 2, 2001 CPR</u>		Partially implemented	The district does not routinely translate notices, counseling materials, general announcements, and	The district must provide the Department with examples of the notices, counseling materials, and general announcements that it has

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than English (formerly MOA 3)		<u>Report</u>			etc. into the native languages of the home for the parents or guardians with limited English language skills.	translated into the native language of the home for those parents that are limited English proficient. This requirement is due <b>January 17, 2005.</b>
<b>MOA 23</b> Comparability of Facilities (formerly MOA 14)	Implemented	<u>Observation</u>	The finding from the <b>January 2, 2001 Coordinated Program Review Report</b> has been rectified with the recent renovations to the Crocker Farm Elementary School.			