



Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

## **GILL-MONTAGUE REGIONAL SCHOOL DISTRICT**

### **COORDINATED PROGRAM REVIEW REPORT OF FINDINGS**

#### **English Learner Education**

**Dates of Onsite Visit: April 27 – 29, 2011**

**Date of Draft Report: January 10, 2012**

**Date of Final Report: April 18, 2012**

**Action Plan Due: May 23, 2012**

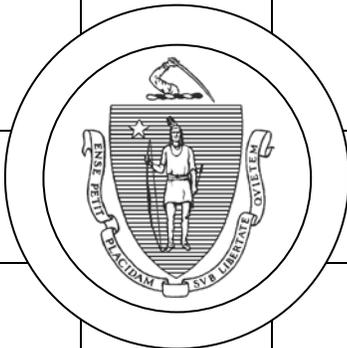
**Department of Elementary and Secondary Education Onsite Team Members:**

**Daniel Mosco, Chairperson**

**Joan Brinckerhoff**

**Marc Oldenburg**

**Gabriela Garcia**



---

**Mitchell D. Chester, Ed.D.**  
**Commissioner of Elementary and Secondary Education**

---



**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
COORDINATED PROGRAM REVIEW REPORT**

**GILL-MONTAGUE REGIONAL SCHOOL DISTRICT**

SCOPE OF COORDINATED PROGRAM REVIEWS ..... 4

COORDINATED PROGRAM REVIEW ELEMENTS ..... 5

REPORT INTRODUCTION ..... 8

DEFINITION OF COMPLIANCE RATINGS ..... 11

ENGLISH LEARNER EDUCATION ..... 12

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
COORDINATED PROGRAM REVIEW REPORT  
GILL-MONTAGUE PUBLIC SCHOOL DISTRICT**

**SCOPE OF COORDINATED PROGRAM REVIEWS**

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas:

**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. The 2010-2011 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

**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 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.

**English Learner Education (ELE) in Public Schools**

- selected requirements from M.G.L. c. 71A, the state law that governs the provision of education to limited English proficient students, and 603 CMR 14.00, as well as the No Child Left Behind Act of 2001 and Title VI of the Civil Rights Act of 1964. During the 2010-2011 school year, all districts that enroll limited English proficient students will be reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department's Office of Language Acquisition and Academic Achievement (OLAAA), including a request for information regarding ELE programs and staff qualifications.

Some reviews also cover selected requirements in:

**Career/Vocational Technical Education (CVTE)**

- career/vocational technical education programs under the federal Carl D. Perkins Vocational and Technical Education Act of 1998 and M.G.L. c. 74.

Districts providing Title I services participate in Title I program monitoring during the same year they are scheduled for a Coordinated Program Review. Details regarding the Title I program monitoring process are available at: <http://www.doe.mass.edu/titlei/monitoring>.

## COORDINATED PROGRAM REVIEW ELEMENTS

**Team:** Depending upon the size of a school district and the number of programs to be reviewed, a team of two to eight Department staff members conducts onsite activities over two to five days in a school district or charter school.

**Timing:** Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review; about fifty-seven school districts and charter schools are scheduled for Coordinated Program Reviews in 2010-2011, of which all districts participated in the Web-based Monitoring System (WBMS). The Department's 2010-2011 schedule of Coordinated Program Reviews is posted on the Department's web site at <<<http://www.doe.mass.edu/pqa/review/cpr/schedule.html>>>. The statewide six-year Program Review cycle, including the Department's Mid-cycle follow-up monitoring schedule, is posted at <<<http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>>>.

**Criteria:** The Program Review criteria for each WBMS review, begins with the district/school conducting a self-assessment across all fifty-two current special education criteria. Program Quality Assurance through its Desk Review procedures examines the district/school's self-assessment submission and determines which criteria will be followed-up on through onsite verification activities. For more details, please see the section on **The Web-based Approach to Special Education Monitoring** at the beginning of the School District Information Package for Special Education.

The requirements selected for review in all of the regulated programs are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 to promote student achievement and high standards for all students.

**WBMS Methods:** Methods used in reviewing special education programs include:

Self-Assessment Phase:

- District/school review of special education documentation for required elements including document uploads. Upon completion of this portion of the district/school's self-assessment, it is submitted to the Department for review.
- District/school review of a sample of special education student records selected across grade levels, disability categories and level of need. Additional requirements for the appropriate selection of the student record sample can be found in **Appendix II: Student Record Review Procedures** of the School District Information Package for Special Education.

Upon completion of this portion of the district/school's self-assessment, it is submitted to the Department for review.

On-site Verification Phase: Includes activities selected from the following;

- Interviews of administrative, instructional, and support 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.
- Review of student records for special education: The Department may select a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of students with disabilities: Parents of students with disabilities whose files are selected for the record review, as well as the parents of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

*Note on collaborative programs and services:* Where the district is a member of a collaborative approved by the Department of Elementary and Secondary Education and is a site for programs or services operated by the collaborative, interviews, student record review, and observation of classrooms are conducted for the collaborative.

**Methods for all other programs in the Coordinated Program Review:**

- Review of documentation about the operation of the charter school or district's programs.
- Interviews of administrative, instructional, and support staff across all grade levels.
- Telephone interviews as requested by other parents or members of the general public.
- Review of student records for English learner education and career/vocational technical education: The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of English learners whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.
- Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**Report: Preparation:**

At the end of the onsite visit, the onsite team will hold an informal exit meeting to summarize its comments for the superintendent or charter school leader and anyone else he or she chooses. Within approximately 45 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader (and collaborative director where applicable) a Draft Report containing comments from the Program Review. The Draft Report comments for special education are provided to the district/school on-line through the Web-based Monitoring System (WBMS). These comments will, once the district has had a chance to respond, form the basis for any findings by the Department. The district (and collaborative) will then have 10 business days to review the report for accuracy before the publication of a Final Report with ratings and findings (see below). The Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department's website at <http://www.doe.mass.edu/pqa/review/cpr/reports/>.

**Content of Final Report:**

*Ratings.* In the Final Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are "Commendable," "Implemented," "Implementation in Progress," "Partially Implemented," "Not Implemented," and "Not Applicable." "Implementation in Progress," used for criteria containing new or updated legal requirements, 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.

*Findings.* The onsite team includes a finding in the Final Report for each criterion that it rates "Commendable," "Partially Implemented," "Not Implemented," or "Implementation in Progress," explaining the basis for the rating. It may also include findings for other related criteria.

**Response:** Where criteria are found "Partially Implemented" or "Not Implemented", the district or charter school must propose corrective action to bring those areas into compliance with the relevant statutes and regulations. This corrective action plan (CAP) will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department's review and approval. Department staff will offer districts and charter schools technical assistance on the content and requirements for developing an approvable CAP.

Department staff will also provide ongoing technical assistance as the school or district is implementing the approved corrective action plan. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Program Review Report.**

## INTRODUCTION TO THE FINAL REPORT

A four-member Massachusetts Department of Elementary and Secondary Education team visited Gill – Montague Regional School District during the week of April 27, 2011 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, and English learner education. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district.

The Department is submitting the following Coordinated Program Review Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

- Interviews of eight administrative staff.
- Interviews of 30 teaching and support services staff across all levels.
- Interviews of two parent advisory council (PAC) representatives.
- Interviews as requested by persons from the general public.
- Student record reviews: Samples of 35 special education student records and 10 English learner education student records were selected by the Department. These student records were first examined by local staff, whose findings were then verified by the onsite team using standard Department record review procedures.
- Surveys of parents of students with disabilities: 50 parents of students with disabilities were sent surveys that solicited information about their experiences with the district's implementation of special education programs, related services and procedural requirements. 10 of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Surveys of parents of ELE students: 20 parents of ELE students were sent surveys that solicited information about their experiences with the district's implementation of English learner education programs, services, and procedural requirements. 5 of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Observation of classrooms and other facilities. A sample of 8 instructional classrooms and other school facilities used in the delivery of programs and services was visited to examine general levels of compliance with program requirements.

The report includes findings in the program areas reviewed organized under nine components. These components are:

- Component I: Assessment of Students**
- Component II: Student Identification and Program Placement**
- Component III: Parent and Community Involvement**
- Component IV: Curriculum and Instruction**
- Component V: Student Support Services**
- Component VI: Faculty, Staff and Administration**
- Component VII: Facilities**
- Component VIII: Program Evaluation**
- Component IX: Recordkeeping and Fund Use**

The findings in each program area explain the “ratings,” determinations by the team about the implementation status of the criteria reviewed. The ratings indicate those criteria that were found by the team to be substantially “Implemented” or implemented in a “Commendable” manner. (Refer to the “Definition of Compliance Ratings” section of the report.) Where criteria were found to be either “Partially Implemented” or “Not Implemented,” the district or charter school must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or regulation. Districts are expected to incorporate the corrective action into their district and school improvement plans, including their professional development plans.

**GILL-MONTAGUE SCHOOL DISTRICT**

**SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT  
REQUIRING CORRECTIVE ACTION**

<b>PROGRAM AREA</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>NOT IMPLEMENTED</b>	<b>OTHER CRITERIA REQUIRING RESPONSE</b>
<b>English Learner Education</b>	ELE 3, ELE 5, ELE 9, ELE 10, ELE 15	ELE 11	

**NOTE THAT ALL OTHER CRITERIA REVIEWED BY THE DEPARTMENT THAT ARE NOT MENTIONED ABOVE HAVE RECEIVED AN “IMPLEMENTED” OR “NOT APPLICABLE” RATING.**

## DEFINITION OF COMPLIANCE RATINGS

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	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.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

# **ENGLISH LEARNER EDUCATION**

## **LEGAL STANDARDS, COMPLIANCE RATINGS AND FINDINGS**

CRITERION NUMBER	ENGLISH LEARNER EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	<b>Legal Standard</b>
<b>ELE 1</b>	<p><b>Annual Assessment</b></p> <ol style="list-style-type: none"> <li>1. The district annually assesses the English proficiency of all limited English proficient (LEP) students.</li> <li>2. The following tests selected by the Massachusetts Board of Education are administered annually by qualified staff to students who are English learners:               <ol style="list-style-type: none"> <li>(a) the Massachusetts Comprehensive Assessment System (MCAS) in grades 3-12; and</li> <li>(b) the Massachusetts English Proficiency Assessment (MEPA) in grades 3-12, and the Massachusetts English Language Assessment – Oral (MELA-O) in grades K-12.</li> </ol> </li> </ol> <p style="text-align: center;">Authority: NCLB, Title I and Title III; M.G.L. c. 71A, § 7; 603 CMR 14.02</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>ELE 2</b>	<p><b>MCAS</b></p> <p>Limited English proficient students participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exam as required and in accordance with Department guidelines.</p> <p style="text-align: center;">Authority: NCLB, Title I, Title VI; M.G.L. c. 69, § 1I; c. 71A, § 7</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT
------------------	-----------------------------------------------------------------------

	<b>Legal Standard</b>
<b>ELE 3</b>	<p><b>Initial Identification</b>  The district uses qualified staff and appropriate procedures and assessments to identify students who are limited-English-proficient and to assess their level of English proficiency in reading, writing, speaking, and listening.</p> <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; M.G.L. c. 76, § 5; 603 CMR 26.03</p>
	<b>Rating: Partially Implemented      District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The home language survey was only provided in English and was translated by district staff as needed.*

*The district is advised that the Department has developed a home language survey (HLS) and translated it into multiple languages. The HLS and translations may be found at the following link:  
<http://www.doe.mass.edu/ell/resources.html>*

<b>CRITERION NUMBER</b>	<b>Legal Standard</b>
<b>ELE 4</b>	<p><b>Waiver Procedures</b></p> <ol style="list-style-type: none"> <li>1. Waivers may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. Parents must be informed of their right to apply for a waiver and provided with program descriptions <i>in a language they can understand</i>.</li> <li>2. Students who are under age 10, may only be granted waivers if (a) the student has been placed in an English language classroom for at least 30 calendar days, (b) the school certifies in no less than 250 words that the student “has special and individual physical or psychological needs, separate from lack of English proficiency” that requires an alternative program, and (c) the waiver is authorized by both the school superintendent and principal. All waiver requests and school district responses (approved or disapproved waivers) must be placed in the student’s permanent school record. For students under age 10, both the superintendent and the principal must authorize the waiver, and it must be made under guidelines established by, and subject to the review of the local school committee. These guidelines may, but are not required to, contain an appeals process. Students who are over age 10 may be granted waivers when it is the informed belief of the school principal and educational staff that an alternative program would be better for the student’s overall educational progress. Students receiving</li> </ol>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	Authority: Title VI; EEOA; M.G.L. c. 71A, §§ 2, 4, 7
	<b>Rating: Partially Implemented                      District Response Required:    Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Gill Montague Regional School District is a low incidence district. A total of 48 English language learners (ELLs) were enrolled at the time of the onsite visit: 28 in PK - 5, 11 in middle school, and nine ELLs in high school. Document review and interviews indicated that the district has implemented a Sheltered English Immersion (SEI) program to provide English as a second language/English language development (ESL/ELD) instruction to ELLs.*

*No ESL curriculum was submitted to the Department; however, the district reported that it was in the process of planning the implementation of a content-based ESL curriculum. It had purchased (2008-2009) the Avenues series and Milestones textbook to directly inform the development of the ESL curriculum for elementary, middle and high school students respectively. The district envisions using the Avenues textbooks as the sole ELA/ESL curriculum for students in English proficiency Levels 1, 2, and 3 and as a supplement to the Houghton Mifflin for students in English proficiency Levels 4 and 5. The Milestones textbooks are being used to develop the middle and high school ESL curriculum at all English proficiency levels. For Pre-K and Kindergarten the district is in its second year of implementing the Tools of the Mind curriculum, often used in classrooms with ELE students. The district was figuring out how best to utilize these curricula and find the best fit within the district’s larger curriculum goals. (Please refer to letter sent with draft report, regarding the phasing out of the ELPBO and changes in curricula requirements).*

*Documents reviewed indicated that the hours of ESL instruction ELLs receive across the district is inconsistent with Department Guidelines. (See note below). ELLs in K-5 and middle school receive “45 minutes a day” of ESL instruction and ELLs in High School receive “at least 90 minutes” regardless level of English proficiency as measured by the Massachusetts English Proficiency Assessment (MEPA). (Refer to the Commissioner’s Memorandum of June 2004.)*

*The Department’s guidelines recommend that students receive hours of instruction that are in accord with their MEPA level of English proficiency as follows: ELE students in Level 1 and Level 2 should receive 2.5 hours of ESL instruction a day or 12.5 hours a week; those in Level 3, 1-2 hours per day or 5-10 hours a week, and those in levels 4 and 5, should receive 2.5 hours per week or half an hour a day. (See Guidance on Using MEPA Results to Plan Sheltered English Immersion (SEI) Instruction and Make Reclassification Decisions for Limited English Proficient (LEP) Students.)”*

*The district is providing its English language learners (ELLs) with content instruction that is based on the Massachusetts curriculum frameworks. However, there are teachers in the district who have not completed their SEI professional development training in all four of the categories. Therefore, ELLs are not receiving effective sheltered content. To date, slightly more than half of the teachers in the*

*district have completed Category 1 and 4 (36/34 respectively), four have completed Category 2 and two have completed Category 3 out of a total of 54 teachers. See also ELE 15 for additional comments.*

*The district does not yet have an ESL curriculum in place for ELE students, the hours of ESL instruction are inconsistent with Department guidelines, and there are content area teachers working with ELLs who have not completed their training in SEI. Consequently, the Department concludes that the district does not have an ELE program that is consistent with Chapter 71A.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 6</b>	<p><b>Program Exit and Readiness</b></p> <p>1. The district does not re-designate a student from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district’s general education program without the use of adapted or simplified English materials.</p> <p>2. Districts do not limit or cap the amount of time in which an LEP student can remain in a language support program. An LEP student only exits from such a program after he or she is determined to be proficient in English.</p> <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 71A, § 4</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>ELE 7</b>	<p><b>Parent Involvement</b></p> <p>The district develops ways to include parents or guardians of LEP students in matters pertaining to their children’s education.</p> <p style="text-align: center;">Authority: Title VI; EEOA</p>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
<b>ELE 8</b>	<p><b>Declining Entry to a Program</b>  The district provides English language support to students whose parents have declined entry to a sheltered English immersion, two-way bilingual, or other ELE program.</p> <p>Authority: Title VI; EEOA; M.G.L. c. 71, §38Q1/2</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 9</b>	<p><b>Instructional Grouping</b></p> <ol style="list-style-type: none"> <li>1. The district only groups LEP students of different ages together in instructional settings if their levels of English proficiency are similar.</li> <li>2. The district's grouping of students ensures that LEP students receive effective content instruction at appropriate academic levels and that ESL/ELD instruction is at the appropriate proficiency level and based on the English Language Proficiency Benchmarks and Outcomes.</li> </ol> <p>Authority: Title VI; EEOA; M.G.L. c. 71A, § 4</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*According to documents reviewed, although the district strives to group ELLs according to their*

*English proficiency level, it remains a challenge.*

*The district should note that for any grouping of ELLs for the purpose of ESL/ELD instruction, ELLs in MEPA Levels 1 and 2 can be grouped together, as well as ELLs in levels 4 and 5; however, ELLs in level 3 should be grouped only with other level 3 English proficient students. Also, the district can group students by up to three grade levels as long as students' level of English proficiency is similar. Other factors should also be considered for grouping ELLs, such as the students' maturity, literacy level, and/or cultural background.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 10</b>	<p><b>Parental Notification</b></p> <ol style="list-style-type: none"> <li>1. Upon placement in any ELE program, and annually thereafter, a notice is mailed to the parents or guardians written in the primary/home language as well as in English, that informs parents of:               <ol style="list-style-type: none"> <li>(a) the reasons for identification of the student as Limited English Proficient (LEP);</li> <li>(b) the child's level of English proficiency;</li> <li>(c) program placement and/or the method of instruction used in the program;</li> <li>(d) how the program will meet the educational strengths and needs of the student;</li> <li>(e) how the program will specifically help the child learn English;</li> <li>(f) the specific exit requirements; and</li> <li>(g) the parents' right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8).</li> </ol> <p>(All districts need to comply with a-c and g. Title III districts must comply with a-g. Title III districts must send parental notification no later than 30 days after the beginning of the school year.)</p> </li> <li>2. The district provides to parents and guardians of LEP students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. The reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.</li> </ol> <p style="text-align: center;">Authority: NCLB, Title III; M.G.L. c. 71A, § 7; 603 CMR 14.02</p>
	<p style="text-align: center;"><b>Rating: Partially Implemented                      District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*There was inconsistent evidence within the student record that report cards and progress reports were translated for parents or guardians.*



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 12</b>	<p><b>Equal Access to Nonacademic and Extracurricular Programs</b></p> <ol style="list-style-type: none"> <li>1. The district provides appropriate support, where necessary, to limited English proficient students to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers.</li> <li>2. Information provided to students about extracurricular activities and school events is provided to LEP students in a language they understand.</li> </ol> <p>Authority: Title VI; EEOA; M.G.L. c. 76, § 5; 603 CMR 26.06(2)</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 13</b>	<p><b>Follow-up Support</b></p> <p>The district actively monitors students who have exited an English learner education program for two years and provides language support services to those students, if needed.</p> <p>Authority: Title VI; EEOA; NCLB, Title III</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>
-------------------------	----------------------------------------------------------------------------

	<b>Legal Standard</b>
<b>ELE 14</b>	<p><b>Licensure Requirements</b></p> <ol style="list-style-type: none"> <li>1. Reserved.</li> <li>2. (a) Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language, Transitional Bilingual Education, or English Language Learners license under G.L. c.71, § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.) (b) Except at Commonwealth charter schools, <i>every</i> teacher or other educational staff member who teaches limited English proficient students holds an appropriate license or current waiver issued by the Department of Elementary and Secondary Education. (c) All teachers and other educational staff who teach LEP students, including those at Commonwealth charter schools, have received or are engaged in the professional development described in Attachment 1 to the commissioner’s memorandum of June 15, 2004. (See p. 8 at <a href="http://www.doe.mass.edu/ell/sei/qualifications.pdf">http://www.doe.mass.edu/ell/sei/qualifications.pdf</a>.)</li> <li>3. Except at Commonwealth charter schools, any director of English language learner programs who is employed in that role for one-half time or more has a Supervisor/Director license and an English as a Second Language, Transitional Bilingual Education, or English Language Learners license.</li> <li>4. If a district with 200 or more LEP students—including any Commonwealth charter school with 200 or more LEP students—has a director of English language learner programs, that director has an English as a Second Language, Transitional Bilingual Education, or English Language Learners license even if he or she is employed in that position for less than one-half time. (This requirement does not apply separately to Horace Mann charter schools.)</li> </ol> <p style="text-align: center;">Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(qq); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 15</b>	<p><b>Professional Development Requirements</b></p> <p>District schools with LEP students implement a professional development plan that provides teachers and administrators with high quality training, as prescribed by the Department, in (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of speaking and listening; and (4) teaching reading and writing to limited English proficient students. The school provides training opportunities to teachers of LEP students that ensure the progress of LEP students in developing oral comprehension, speaking, reading, and writing of English, and in meeting academic standards.</p> <p style="text-align: center;">Authority: NCLB, Title III</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Although the district submitted a five-year training plan for its SEI professional development, implementation appears to have begun in school year 2000-10. The plan showed that the district has provided training in Categories 1, 2 and 4. District trainers provided Category 4 training to all elementary schools. Other trainers provided training in Categories 1 and 2, targeting separately the middle and high schools, as well as also providing SEI training district wide. However, the plan was not updated for future years. Documentation indicated that the district intends to continue providing SEI training in subsequent school years, but no timelines for when the district expects to have all teachers complete their SEI Category training were provided. (See also ELE 5 and letter sent with draft report regarding change in requirements for category 3).*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VII. SCHOOL FACILITIES</b>
	<b>Legal Standard</b>
<b>ELE 16</b>	<p><b>Equitable Facilities</b></p> <p>The district ensures that LEP students are provided facilities, materials and services comparable to those provided to the overall student population.</p> <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 76, § 5; 603 CMR 26.07</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	<b>Legal Standard</b>	
<b>ELE 17</b>	<p><b>Program Evaluation</b>  The district conducts periodic evaluations of the effectiveness of its ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program. Where the district documents that the program is not effective, it takes steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.</p> <p style="text-align: center;">Authority: Title VI; EEOA</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

RITERION NUMBER	ENGLISH LEARNER EDUCATION IX. RECORD KEEPING	
	<b>Legal Standard</b>	
<b>ELE 18</b>	<p><b>Records of LEP Students</b>  LEP student records include:</p> <ul style="list-style-type: none"> <li>(a) home language survey;</li> <li>(b) results of identification and proficiency tests and evaluations, including MELA-O, MEPA, MCAS, or other tests chosen by the Board of Education and the district;</li> <li>(c) information about students’ previous school experiences;</li> <li>(d) copies of parent notification letters, progress reports and report cards (in the native language, if necessary);</li> <li>(e) evidence of follow-up monitoring (if applicable);</li> <li>(f) documentation of a parent’s consent to “opt-out” of English learner education, if applicable;</li> <li>(g) waiver documentation, if applicable; and</li> <li>(h) Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students.</li> </ul> <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

This Coordinated Program Review Final Report is also available at:  
<http://www.doe.mass.edu/pqa/review/cpr/reports/>.  
Profile information supplied by each charter school and school district, including information for  
individual schools within districts, is available at  
<http://profiles.doe.mass.edu/>.

Final Report ELE – 2011.doc

File Name: Gill-Montague Regional School District CPR Final Report ELE 2011

Last Revised on: April 18, 2012

Prepared by: Gabriela Garcia