



Haverhill Public Schools

LAU PLAN *EL Compliance Plan*



English Learner

May 2021

Compliance Plan for EL Students in Haverhill Public Schools

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Abstract

This document is a federal compliance manual for Haverhill Public Schools. A comprehensive local plan for English Learners, also known as a LAU Plan, is required under the Federal Office of Civil Rights.

English Learners (ELs), by definition, are students with limited English proficiency. This student population may include recent immigrants or refugees from other countries, as well as US born children with parents/guardians that maintain a language other than English in the home. One characteristic of all ELs is the fact that their English proficiency may be a barrier to successfully access the curriculum.

Identification of English Learners

1. All families must complete the Home Language Survey at the time of registration. All HLSs are available in 10 different languages. When needed, a bilingual representative from the Parent Resource Center or EL Assessment office assists the family in completing the Home Language Survey.
2. Home Language Surveys which indicate that a language other than English is spoken at home are shared with the EL Assessment Specialist.
3. The EL Assessment Specialist does an initial screening of students with the WIDA on-line screener, the W-APT, WIDA MODEL or the Pre-IPT, as the required assessments in Massachusetts. In particular cases, a reading assessment in a student's native language is administered to determine literacy readiness to support instructional/placement decisions.

4. The EL Assessment Specialist analyzes the scores, as well as collects and reviews records from other districts if students are transferring to Haverhill, to determine if students are eligible for English language acquisition/instructional services through the EL Program.
5. The EL Assessment Specialist notifies parents/guardians of their child's eligibility status immediately. Parents/guardians leave the testing appointment with a letter of notification. The Parent notification letter is available in 10 different languages. *(See "Parental Notification" section)*
6. The school district files the Home Language Surveys and testing results, and a copy of the parent notification letter in English and the students' home language in the students' ELE folder which is then placed with the student cumulative folder. The EL Assessment intake scores are also entered into the student management system (School Brains), thereby starting an electronic and paper filing system.
7. Data on eligible students must be entered in the state SIMS report by the EL administrator who is familiar with the local program for ELs and an email is sent to the receiving school to prepare the EL teacher and school administration of the new student's arrival.

Placement of Students

Haverhill Public Schools will assess the English language skills of students who have been identified as being eligible according to the Home Language Survey, using the WIDA Screener, WIDA-ACCESS Placement Test (W-APT), WIDA MODEL or the

Pre-IPT if needed. English Learner students are placed in neighborhood schools, as all EL services are available. The placement in level and type of English Learner services are determined by the initial assessments. They are administered by an EL

Assessment Specialist and will include:

- proficiency test scores in listening, speaking, reading, and writing.
- content knowledge and skills diagnosis.
- records of previous schooling if available through previous school, refugee camp, consulate, or orphanage.
- information from a parent/guardian meeting conducted by an EL Assessment Specialist

Assessments Administered in EL testing

1. W-APT Kindergarten Screener (WIDA –ACCESS Placement Test)

Used for Grades K- 1.5

This Screener is used as a tool for initial identification of English language proficiency level.

For students entering kindergarten and for the first half of the kindergarten year, the listening and speaking portions, only, are administered.

2. WIDA Model (Measure of Developing English Language)

This assessment is a group of English language proficiency assessments for Grades K-12. As a flexible, on-demand language proficiency assessment, WIDA MODEL can be administered at any time during the school year, depending on the needs of the district, school, teacher or student. Each test assesses the four language domains of Listening, Speaking, Reading and Writing. Scores can be used to predict student performance on ACCESS for ELLs. Scores correlate with ACCESS scores.

3. WIDA Screener Online

Used for Grades 1.5-12

This screener is used for initial identification of English language proficiency and assigned an EL level for academic support. For students entering HPS during the second half of kindergarten or the first half of the first grade year, the listening, speaking, reading and writing portions of the test are all administered.

4. Paper WIDA Screener

Used for grades 1-12.

The paper version of English language proficiency testing is used in extenuating circumstances when the online testing is not appropriate.

5. Idea Proficiency Tests 1 (IPT 1)

Used for grade 3 on rare occasions when the student's academic background is very unclear.

Used to ascertain the reading and writing literacy skills of students in their native Spanish language. This is administered when students register in the school district without sufficient recent records from their previous school, or when there is evidence of interrupted learning.

6. Idea Proficiency Tests 2 (IPT 2)

Used for grades 4-6

Used to ascertain the reading and writing literacy skills of students in their native Spanish language. This is administered when students register in the school district without sufficient recent records from their previous school, or when there is evidence of interrupted learning.

7. Idea Proficiency Tests 3 (IPT 3)

Used for grades 7-12

Used to ascertain the reading and writing literacy skills of students in their native Spanish language. This is administered when students register in the school district

without sufficient recent records from their previous school, or when there is evidence of interrupted learning.

8. Bilingual Syntax Measure I and II (BSM I & II)

The BSM I is used in grades K-2 to determine language dominance. It is administered in English and in Spanish on two different occasions. The scores and results are compared and a recommendation is made for testing for eligibility for special education services in one language or the other.

The BSM II is used in grades 3-12 to determine language dominance. It is administered in English and in Spanish on two different occasions. The scores and results are compared and a recommendation is made for testing for eligibility for special education services in one language or the other.

Once an ELD level is determined, Haverhill Public Schools follows the Massachusetts guidance criteria for placement in EL services, (see below.)

- Grade K

Table 2: Initial Identification of ELs in Kindergarten

| TEST | Kindergarten | DOMAINS ASSESSED | Not EL |
|----------------------------|----------------|------------------------|--|
| W-APT Kindergarten | First semester | Listening; Speaking | Oral proficiency raw score 29 or higher |
| WIDA MODEL Kindergarten | First semester | Listening; Speaking | Oral proficiency level 5 in both Listening and Speaking |

| | | | |
|----------------------------|--------------------|---|--|
| W-APT Kindergarten | Second semester | Listening; Speaking; Reading; Writing | Oral proficiency raw score of 29 or higher Reading raw score of 14 or higher Writing raw score of 17 or higher |
| WIDA MODEL Kindergarten | Second semester | Listening; Speaking; Reading; Writing | overall composite proficiency level higher than 5 and composite literacy proficiency level higher than 4 |

Grades 1-12

Table 3: Initial Identification of ELs in grades 1-12

| GRADE | DOMAINS ASSESSED | Not EL |
|-------|---|--|
| 1-12 | All four domains Speaking Listening Reading Writing | overall composite proficiency level 4.5 or higher and composite literacy proficiency level 4.5 or higher |

Parent/Guardian Notification

1. The school district will send or give parents/guardians a letter which indicates a student's eligibility for the English Learners Program within 10 days from enrollment of the student in the school district. The letter is given to parents/guardians in English and the home language. (See Appendix)

Parent letters include:

- a simple, easy to understand description of the purpose, method, and the content of the available ELE programs in the district;
 - information regarding parents'/guardians' right to choose an ELE program among those offered by the district;
 - information regarding parents'/guardians' rights to request a new language acquisition program in accordance with the law;
 - information regarding the parents'/guardians' right to withdraw a student from a language acquisition program.
2. The school district will provide parents/guardians of ELs identified for participation or participating in an ELE program with a notification within the first 30 days of the school year.^[1] Haverhill Public Schools provides parents an annual update on progress, ACCESS test results and placement of students in programming in the spring or September of the school year. Copies of the letters and the ACCESS test results are provided in English and the students' home language.
 3. The school district will provide an oral interpretation or a translation of required parental notifications if requested by the parents/guardians or if the need is apparent.
 4. Parents/guardians have the right to enroll their child in the EL Program or to decline the instructional services for ELs. If a family asks to Opt Out of the ELD services, the EL team contacts the EL Supervisor and a meeting is set up to

explain the process. A form is provided for the parent to fill out and filed electronically and in paper for the EL paper record. If Parents/guardians choose to remove a student from the EL Program, this does not exempt the student from taking the ACCESS for ELs yearly assessment. Likewise, parents may choose to re-enroll the student into EL services if the student is still eligible for services.

Opt out English Learners are monitored twice a school year.

5. Parents/guardians of children participating in the EL Program will be informed of the instructional goals of the program and the progress of their children. (See Appendix)
6. The school district will send parents/guardians an annual report which indicates the continuing placement of eligible students in the EL Program. (See Appendix)
7. When a student achieves proficiency in English, as measured by earning qualifying ACCESS for ELs test scores, Haverhill notifies parents/guardians of the student's transition into "Monitored Status", and explains that no EL instruction will be provided during this four-year period, but that annual monitoring will take place to ensure that an English Learner was not exited prematurely. This will be done in conjunction with sending parents/guardians the student's ACCESS scores each year.

Assessment of English Learners

1. A licensed EL Teacher or EL Assessment Specialist will assess all eligible ELs (including students enrolled in the EL Program, and students whose parents/guardians declined EL services) annually by administering the ACCESS

for ELs assessment in the four domains of language: Listening, speaking, reading, and writing. (For more information about the annual assessment, please refer to the MA DESE Access for ELs link for more information.

<https://www.doe.mass.edu/mcas/access/>

2. The school district sends score reports to parents/guardians in English and in the language requested by families. These reports are included with the EL Program End of Year Report. (See Appendix)
3. The EL teacher files a copy of the score reports in ELs ELE folder which then goes into the cumulative folders. (See Appendix)
4. It is recommended that EL teachers informally assess progress in second language at least three times a year. See www.wida.us for suggestions regarding formative assessment.
5. EL Progress reports are completed by EL teachers two to three times per year. They are sent out to families in English and their home language, and a copy is retained in the ELs' ELE folders.
6. Students enrolled for less than one full academic year are exempt from taking the MCAS ELA assessment. However they must participate in the science and math assessment. For students in grade 10, the math MCAS is available in their native language. <https://www.doe.mass.edu/mcas/participation.html>
7. EL accommodations are available and provided for MCAS testing. (Please see the Accessibility and Accommodations Manual for the 2020–2021 MCAS Tests/Retests at <https://www.doe.mass.edu/mcas/accessibility/>)

Monitoring and Exit

1. After a close evaluation of multiple sources of data, EL students may be transitioned to monitored status for a four-year period upon attainment of proficiency in English as measured by the ACCESS for ELs assessment. (Literacy 3.9, Overall 4.2). Other data sources include writing samples scored with the WIDA rubric, grades, progress reports, teacher input, iReady Scores, MCAS scores and attendance data.
2. No EL instructional services are provided during the monitoring period. However, the student may be eligible for additional services in the areas of reading, writing, and/or math under the Tiered Support model.
3. Haverhill Public Schools formally monitors the progress of all year 1, 2, 3, and 4 Former English Learners. Also, EL teachers in individual schools check students' progress regularly by reviewing grades on report cards and/or through consultation with the student's guidance counselor or classroom teacher(s).
4. If a monitor student is identified as struggling academically related to language acquisition, the EL Supervisor is contacted and the student will be re-entered into EL Program with parent/guardian permission.
5. The EL teacher will document a student's monitored status in School Brains, and in the ELE file. The four year monitor reports are filed in the EL office with the EL Supervisor.
6. When a student successfully completes the four-year monitoring period, he or she officially exits the EL Program. Documentation of this fact will be clearly

noted in the student's cumulative folder, as well as in the electronic or paper EL files. (See Appendix)

Instructional Program For English Learners in Haverhill

1. Haverhill Public Schools has developed a comprehensive educational program that addresses the English language acquisition needs of its identified ELs. As an SEI district, all students in Haverhill receive English Language Development instruction in addition to Sheltered Content Instruction in all classes
2. Haverhill employs a variety of models for providing EL instruction that will meet the second language acquisition needs of its enrolled ELs. Instructional models include: small group or individual pull-out program, EL instruction in the mainstream classroom, co-teach instruction, and sheltered instruction within the mainstream classroom. All instructional models or approaches are decided on a case by case basis according to what best services the EL student. Much consideration is given to their mainstream classes and schedule.
3. Intensity of EL instruction matches each student's level of proficiency in English and follows the recommended instructional time by MA DESE: Newcomers ("Entering") and beginning ("Emerging") receive at least 2 class periods of EL instruction per day. Early intermediate ("Developing") and intermediate ("Expanding") and advanced students ("Bridging") students receive at least 1 class period per day.
4. The ratio of EL teachers (who are based in one school only) to ELs are equivalent to the ratio of classroom teachers to all other students at elementary and middle school levels in the school district. The EL teacher-student ratio may

need to be adjusted downward when EL teachers travel to two or more schools, when “newcomers” enroll, and in situations where students cannot be clustered in small groups for EL instruction.

5. EL teachers and classroom/content teachers collaborate regularly to provide instruction that is appropriate for ELs/ respective levels of proficiency and aligned with the mainstream curriculum.

Equitable Access and Resources

1. ELs will have access to the full school curriculum (both requirements and electives) while they are enrolled in the EL Program in Haverhill Public Schools.
2. ELs will be able to participate in “specials” (art, music, library, technology, physical education, and health), school activities, assemblies, clubs, sports, and special events with their non-EL peers.
3. ELs have the opportunity to participate in special programs (e.g. Gifted and Talented, Advanced Placement Courses, Early College, CVTE, Title 1, Special Education, etc.) if they meet the eligibility requirements.
4. Counseling services are provided to ELs and are comparable to those available to all other students. This includes guidance on post-secondary education and training, entrance exams, and financial aid opportunities through the use of Bilingual Parent Liaisons who are trained to co-facilitate with the counseling staff.
5. English learners are assigned to their neighborhood schools and the quality of instructional facilities and services available to ELs are comparable to those available to all other students.

6. Instructional materials for EL instruction are comparable to those provided to all other students and teachers. All textbooks and materials adopted by the district are analyzed through a cultural lens. English learner professionals are included in the teams to evaluate materials for English Learners.
7. ELs may remain in high school for additional time in order to receive adequate and appropriate instruction and to accumulate credits to graduate in consultation with the leadership and guidance team at Haverhill High School.

Special Education

1. The school district has a clear procedure for identifying ELs who may be in need of Special Education Services.
2. To avoid over-identification of ELs with Special Education needs, Haverhill Public Schools EL teachers and special education teachers collaborate to distinguish between students with language differences and students with learning challenges or disabilities.
3. Students are screened for language proficiency prior to Special Education evaluation and a shared decision is made to determine how much time is needed to make a proper determination.
4. The EL teacher is part of the evaluation team.
5. Testing instruments used to evaluate ELs for language dominance or Special Education placement are valid and reliable for ELs, and are administered by licensed bilingual EL professionals.

6. The school district notifies parents/guardians of their rights and responsibilities in the preferred language.
7. Haverhill Public Schools identifies and places all ELs who qualify for Special Education services in a timely manner.
8. In cases where ELs are identified for Special Education services, the EL teacher is part of the IEP team.
9. To meet the specific language acquisition and Special Education needs of identified ELs, the school district ensures collaboration of EL teachers and Special Educators, and coordination of their respective programs.

Other Educational Services

1. If an EL qualifies for additional services, such as Title I supplemental instruction, tutoring, and/or special education services, Haverhill Public Schools does not choose or limit the program(s) in which the student is entitled to enroll. A team of educators collaborate to coordinate all services the students need or require.

Qualified Staff

1. Teachers who provide instruction in English language acquisition have an EL license. All Haverhill Public School English Learner staff is at least licensed in ESL, and many hold additional teacher licensures.
2. Only licensed EL teachers administer the W-APT, WIDA Model, Model Screener, Pre-IPT and ACCESS for ELs assessments. All HPS EL teachers complete

ACCESS training offered by WIDA to become certified test administrators and documentation of the certifications are filed in the EL Supervisors office.

3. All EL teachers are evaluated according to the HPS unit A negotiated contract and by school district administrators in consultation with the EL Supervisor. This is to ensure that EL teachers are knowledgeable about second language acquisition theory, teaching strategies, and culturally-diverse students.
4. All required Haverhill Public School educators have earned the SEI endorsement.

Instructional Time, Materials, and Space

The Haverhill Public School District will provide adequate space for all EL instruction. Regardless of the ESL approach, method, or setting of instruction (pull-out, push-in, co-teaching etc.) HPS provides ELs with subject matter content and ESL instruction aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards Framework. The ESL curriculum addresses the English language needs of the EL population at all levels and promotes the acceleration of language acquisition. For more information see the included link. <https://www.doe.mass.edu/ele/instruction/>

Instructional time for English Learners in Haverhill Public Schools is based on recommendations that are aligned with proficiency assessment scores of ACCESS for ELs, as described above in Instructional Programs.

| ACCESS for ELs 2.0 Overall (Composite) Score | Recommended Periods of ESL Instruction |
|---|--|
| <p><i>Foundational</i> WIDA Level 1, Level 2 and Level 3* (ACCESS 2.0 Overall Scores 1.0-2.4)</p> | <p>At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher</p> |
| <p><i>Transitional</i> WIDA Level 3*, Level 4, Level 5 & Level 6 (ACCESS 2.0 Overall Scores 2.5 and higher)</p> | <p>At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher</p> |
| <p><i>*Districts may determine whether to group WIDA Level 3 (Overall ACCESS 2.0 overall scores 2.5-3.4) students at either the Foundational or Transitional levels depending on student needs.</i></p> | |

The materials purchased and used for EL instruction are the following:

- The *Reach* series (National Geographic Learning) for grades K-4
- The *Inside* series (National Geographic Learning) for grades 5-8
- The *Edge* series (Hampton-Brown) for grades 9-12

These texts are designed for English language learners and focus on vocabulary development, reading skills, and language acquisition. All EL teachers have grade-level appropriate texts, workbooks, and online access for teachers and students. All textbooks and materials adopted by the district are analyzed through a cultural lens.

English learner professionals were included in the teams to evaluate these materials for English Learners.

Each EL teacher across the district has his or her own classroom for EL instruction. EL instructional space comparable to mainstream instructional space.

Professional Development

1. Haverhill Public Schools provides multiple professional development activities per year for its EL teaching staff. All Haverhill teachers are provided a membership to MATSOL and are encouraged to attend their conferences, online webinars, and workshops. In-district EL-trainings are provided throughout the year; an annual EL Teacher Institute in August of every year, monthly curriculum meetings, and one full and one half professional development day during the school year.
2. The English Learner Department provides professional development opportunities related to EL instructional strategies and/or cultural competency for school faculty, staff and administrators by the EL Program Supervisor and the district EL Instructional Coach. Also, the EL Instructional coach provides individualized professional learning opportunities for HPS teachers for EL teachers and classroom teachers of ELs.

Evaluation and Documentation of EL Program

As one part of its accountability system, the Massachusetts Department of Elementary and Secondary Education oversees local compliance with education requirements through Tiered Focused Monitoring (TFM). All reviews cover selected requirements of the following areas: Title IV of the Civil Rights Act of 1964; The Equal Educational Opportunities Act of 1974 (EEOA); the Elementary and Secondary Education Act of 1965 (ESEA); Massachusetts General Laws c. 69, 71A, 71B, and 76; and Chapter 218 of the Massachusetts Acts of 2002. Districts are reviewed every six years through TFM except the districts that repeat as Tier 4 for three consecutive years. These districts'

ELE programs are reviewed every 3 years until such time they are no longer Tier 4.

Haverhill completed the TFM cycle in December 2020. Haverhill was evaluated on the criteria below:

- ELE 1: Annual English Language Proficiency Assessment
- ELE 2: State Accountability Assessment
- ELE 3: Initial Identification of ELs and FELs
- ELE 5: ELE Program and Services
- ELE 6: Program Exit and Readiness
- ELE 7: Parent Involvement
- ELE 8: Declining Entry to a Program
- ELE 10: Parental Notification
- ELE 13: Follow-up Support
- ELE 14: Licensure Requirements
- ELE 15: Professional Development Requirements
- ELE 17: Program Evaluation
- ELE 18: Records of ELs

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