



Haverhill Public Schools

**ML Handbook and Lau Plan**



# Multilingual Learners

September 2022

# MLL Handbook and Lau Plan

## Table of Contents

	Page
Abstract	2
Identification of Multilingual Learners	3
Placement of Students	4
Parent/Guardian Notification	8
Assessment of English Learners	10
Monitoring and Exit	11
Instructional Program	12
Equitable Access and Resources	14
Special Education	15
Other Educational Services	16
Qualified Staff	16
Instructional Time, Materials, and Space	17
Professional Development	19
Evaluation of EL Program	19
Office of Civil Rights	21
Local Contact Information	21

## **Abstract**

This document is a federal compliance manual and instructional strategies guide for Multilingual Learners. A comprehensive local plan for Multilingual Learners, also known as a LAU Plan, is required under the Federal Office of Civil Rights.

**State law defines the term Multilingual Learner/English learner as:** “a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.” 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 MLLs is the fact that their English proficiency may be a barrier to successfully accessing the curriculum.

## **Identification of Multilingual 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 Family Resource Center assists the family in completing the Home Language Survey.  
[Home Language Survey Samples](#)
2. Home Language Surveys which indicate that a language other than English is spoken at home are shared with the MLL Assessment Specialist.

3. The MLL Assessment Specialist does an initial screening of students with the WIDA on-line screener, the WIDA K screener, 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 MLL Assessment Specialist analyzes the scores, as well as collects and reviews records from other districts if students are transferring to Haverhill Public Schools to determine if students are eligible for English Language Development/instructional services through the MLL Program.
5. The MLL 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.

[Program Placement Sample Letters](#)

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' MLL file which is then placed with the student cumulative folder. The MLL Assessment intake scores are also entered into the student management system thereby starting an electronic and paper filing system.
7. Data on eligible students must be entered in the state SIMS report by the MLL administrator who is familiar with the local program for MLLs 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 ML 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 K Screener, WIDA MODEL or the Pre-IPT if needed.

Multilingual learners are placed in schools. The placement in level and type of English Learner services are determined by the initial assessments. They are administered by an MLL 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 a MLL Assessment Specialist

### **Assessments Administered in EL testing**

1. The [WIDA Screener for Kindergarten](#) is an individually administered paper-and-pencil screener test for incoming kindergarteners that helps educators identify students as English learners.

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. 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, (District) follows the Massachusetts guidance criteria for placement in MLL services, (see below.)

- Grade K

Table 2: Initial Identification of ELs in Kindergarten

TEST	Kindergarten	DOMAINS ASSESSED	Not EL
WIDA Screener Kindergarten	First semester	Listening; Speaking	Listening – at least Level 5; And Speaking - at least 5:
WIDA MODEL Kindergarten	First semester	Listening; Speaking	Oral proficiency level 5 in both Listening and Speaking

WIDA Screener Kindergarten	Second semester	Listening; Speaking; Reading; Writing	Listening – at least Level 5; And Speaking - at least 5; And Reading and Writing at least 5 in one domain and 4 in the other
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 Multilingual Learner 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.

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 MLLs identified for participation or participating in an ELE program with a notification within the first 30 days of the school year. HPS 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 ELD Program or to decline the instructional services for MLLs. If a family asks to Opt Out of the ELD services, the team contacts the MLL Director 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 MLL paper record. If Parents/guardians choose to remove a student from the ELD Program, this does not exempt the student from taking the ACCESS for yearly assessment. Likewise, parents may choose to re-enroll the student into ELD services if the student is still eligible for services. Opt out Multilingual Learners are monitored twice a school year.

5. Parents/guardians of children participating in the MLL Program will be informed of the instructional goals of the program and the progress of their children.
6. The school district will send parents/guardians an annual report which indicates the continuing placement of eligible students in the MLL Program.

[Parent Notification Letter samples](#)

7. When a student achieves proficiency in English, as measured by earning qualifying ACCESS for ELs test scores, HPS notifies parents/guardians of the student's transition into "Monitored Status", and explains that no ELD instruction will be provided during this four-year period, but that annual monitoring will take place to ensure that an Multilingual was not exited prematurely. This will be done in conjunction with sending parents/guardians the student's ACCESS scores each year.

## Assessment of Multilingual Learners

1. A licensed ELD Teacher or ELD Assessment Specialist will assess all eligible MLLs (including students enrolled in the ELD Program, and students whose parents/guardians declined EL services) annually by administering the ACCESS for 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.
3. The MLL teacher files a copy of the score reports in MLLs ELE folder which then goes into the cumulative folders.
4. It is recommended that MLL teachers informally assess progress in English at least three times a year. See [www.wida.us](http://www.wida.us) for suggestions regarding formative assessment.
5. MLL Progress reports are completed by MLL 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 MLLs' 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. MLL/EL accommodations are available and provided for MCAS testing. (Please see the Accessibility and Accommodations Manual for the 2021-2022 MCAS Tests/Retest at <https://www.doe.mass.edu/mcas/accessibility/>)

### **Monitoring and Exit**

1. After a close evaluation of multiple sources of data, MLL 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 ELD 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. HPS formally monitors the progress of all year 1, 2, 3, and 4 Former English Learners. Also, MLL 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 MLL Supervisor is contacted and the student will be re-entered into ELD Program with parent/guardian permission.

5. The ML/ELD 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 ML office with the ML Director.
6. When a student successfully completes the four-year monitoring period, he or she officially exits the ELD Program. Documentation of this fact will be clearly noted in the student's cumulative folder, as well as in the electronic or paper MLL files.

### **Instructional Program For Multilingual Learners in Haverhill**

1. Haverhill Public Schools has developed a comprehensive educational program that addresses the English Language Development (ELD) needs of its identified MLLs. As an SEI district, all students in HPS receive English Language Development instruction in addition to Sheltered Content Instruction in all classes.

[SEI MA State Guidance](#)

[Go To Strategies](#)

2. Haverhill Public Schools employs a variety of models for providing ELD instruction that will meet the second language acquisition needs of its enrolled MLs. Instructional models include: small group or individual pull-out program, ELD 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 ML student. Much consideration is given to their mainstream classes and

schedule. See this resource to learn more about programming/instructional approaches for MLLs.

[Articles, Tips, Practices and Research for Educating MLLs](#)

[Helping English Language Learners Succeed with a Multi-tiered System of Support \(MTSS\)](#)

3. Intensity of ELD 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 ML/ELD teachers to MLs is equivalent to the ratio of classroom teachers to all other students at elementary and middle school levels in the school district. The ML/ELD 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 ELD instruction.
5. ELD teachers and classroom/content teachers collaborate regularly to provide instruction that is appropriate for MLLs/ respective levels of proficiency and aligned with the mainstream curriculum.

[Tips and Strategies for Teaching MLLs](#)

[National Clearing House for English Language Acquisition](#)

## **Equitable Access and Resources**

1. MLs will have access to the full school curriculum (both requirements and electives) while they are enrolled in the ELD Program in Haverhill Public Schools.
2. MLs 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 peers.
3. MLs 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 MLs 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. Multilingual Learners are assigned to their neighborhood schools and the quality of instructional facilities and services available to MLs are comparable to those available to all other students.
6. Instructional materials for ELD 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. Multilingual professionals are included in the teams to evaluate materials for MLs.

7. MLs 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 MLs who may be in need of Special Education Services.
2. To avoid over-identification of MLs with Special Education needs, HHS ML/ELD 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 ML/ELD teacher is part of the evaluation team.
5. Testing instruments used to evaluate MLs for language dominance or Special Education placement are valid and reliable for MLs, and are administered by licensed bilingual ML professionals.
6. The school district notifies parents/guardians of their rights and responsibilities in the preferred language.
7. HPS identifies and places all MLs who qualify for Special Education services in a timely manner.



8. In cases where MLs are identified for Special Education services, the ML/ELD teacher is part of the IEP team.
9. To meet the specific language acquisition and Special Education needs of identified MLs, Haverhill ensures collaboration of ML/ELD teachers and Special Educators, and coordination of their respective programs.

#### [English Learners with Disabilities](#)

### **Other Educational Services**

1. If an ML qualifies for additional services, such as Title I supplemental instruction, tutoring, and/or special education services, (district) 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 Development have an ESL license. All Haverhill Public Schools' ELD staff is at least licensed in ESL, and many hold additional teacher licenses.
2. Only licensed ESL teachers administer the WIDA Model, Model Screener, Pre-IPT and ACCESS for ELs assessments. All Haverhill ML/ELD teachers complete ACCESS training offered by WIDA to become certified test administrators and documentation of the certifications are filed in the ML Director's office.

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

### **Instructional Time, Materials, and Space**

All Haverhill Public Schools will provide adequate space for all ELD instruction.

Regardless of the ELD approach, method, or setting of instruction (pull-out, push-in, co-teaching etc) HPS provides MLs with subject matter content and ELD instruction aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards Framework. The ELD curriculum addresses the linguistic needs of the ML 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 MLs in Haverhill 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 &amp; 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 ML instruction are the following:

- National Geographic’s REACH, Inside, and EDGE.
- Get Ready series for Newcomers.

These texts are designed for Multilingual learners and focus on vocabulary development, reading skills, and language acquisition. All ML/ELD 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. ML/ELD professionals should be included to evaluate these materials for Multilingual Learners.

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

### **Professional Development**

1. Haverhill Public Schools provides multiple professional development activities per year for its ML/ELD teaching staff. All Haverhill teachers are provided a membership to MATSOL and are encouraged to attend their conferences, online webinars, and workshops. In-district ML trainings are provided throughout the year; an annual ML/ELD 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 Multilingual Learner Department provides professional development opportunities related to ML instructional strategies and/or cultural competency for school faculty, staff and administrators by the ML Program Director and the district ML/SEI Instructional Coaches. Also, the ML Instructional coaches provide

individualized professional learning opportunities for ML/ELD teachers and classroom teachers of MLs.

### **Evaluation and Documentation of ML 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 on a Tier System. HPS completed the TFM cycle in June 2019. The criteria is listed below: [Compliance and Monitoring Guidance](#)

- 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

### Office of Civil Rights

Susan Rhodes, Regional Manager  
Office for Civil Rights  
U.S. Department of Health and Human  
Services

J.F.Kennedy Federal Building - Room  
1875  
Boston, MA 02203

Customer Response Center: (800)  
368-1019  
Fax: (202) 619-3818  
Email: [ocrmail@hhs.gov](mailto:ocrmail@hhs.gov)

Problem Resolution System Office  
Massachusetts Department of  
Elementary and Secondary Education

75 Pleasant Street, Malden, MA  
02148-4906

Main Telephone: 781-338-3700

Fax: 781-338-3710

Email: [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu)

Director: Barry Barne

### Local Contact Information

#### Superintendent of Schools

Dr. Margaret Marotta

Email: [superintendent@haverhill-ps.org](mailto:superintendent@haverhill-ps.org)

Phone: (978) 374-3405

#### Director of PK-12 ML Programs

Heidi Perez

Email: [Heidi.Perez@haverhill-ps.org](mailto:Heidi.Perez@haverhill-ps.org)

Phone: (978) 420-1933