

Complaint Procedures for Non-Discrimination

If a parent or student has a complaint about any aspect of EL services, the parent should speak with their child's classroom teacher, an EL teacher in the building or directly with the building principal.

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which may be referred to as a grievance, with the District's Civil Rights Coordinator.

Sarah Earnest, Assistant Superintendent for Employee Relations
Wyoming Public Schools
3575 Gladiola Avenue SW
Wyoming, Michigan 49519

A person who believes s/he has a valid basis for a complaint, may discuss the matter informally and on an oral basis with the District's Civil Rights Coordinator, who will investigate the complaint and reply with an answer to the complainant.

Community Education for Adults

It's never too late to learn English. Take the first step by enrolling in the Wyoming Public Schools (WPS) Adult Education Program. ESL classes are State supported and **FREE**. Our exemplary educational program provides adult learners with a second chance to strengthen their skills, and to open up new opportunities for higher education, job advancement, and more.

Oogie LaMar, Director 530-7500
Jamie Groendyk, Secretary 7:30 a.m. - 3 p.m.

English as a Second Language (ESL) Program

The ESL program offers comprehensive and intensive English programs for those who are serious about improving their English.

These classes will help **beginning** students **through advanced level** students to improve their English so they can be more successful in college, at work and in the community. Classes are offered at various levels. Students are required to take a placement test before/during registration so they can be placed into the correct level. ESL classes are designed to help individuals in the community reach a wide variety of personal, professional and academic goals through the improvement of their English skills.

Buildings

Gladiola, Cheryl Corpus 530-7596
Oriole Park, Jennifer Slanger 530-7558
Parkview, Kathryn Jobson 530-7572
West, Josh Baumbach 530-7533
Intermediate, Kirk Bloomquist 530-7540
Jr. High, Jon Blackburn 530-7590
Wyoming High, Nate Robrahn 530-7580
Wyoming Regional Center, Al Vigh 530-7508

Website:

www.wyomingps.org/english-learner/



English Learners (EL) Parent Handbook



MISSION STATEMENT

Our mission is to ensure that all students achieve the English language competence needed for academic success, and for life in a literate culture.

VISION STATEMENT

In the 21st century our students will be living in and contributing to a global community. All students must be able to learn and communicate with others skillfully and sensitively.

English Learner Identification

Entrance into the EL program is first initiated through the parent completing the student registration form. If another language other than English is marked on the Home Language Survey section the student **may** be eligible for the EL Program.

Eligible EL students must take the WIDA -Access Placement Test (W-APT) *only* if they have never taken the ACCESS for ELLs the previous fall. The initial screening helps ensure appropriate program placement.

If student took the ACCESS for ELLs in the previous school year, then they will be placed according to their latest score level.

Level of English Proficiency:

1. **Entering** - Limited or no understanding of the English language.
2. **Emerging** - Can understand short phrases or sentences of the English language.
3. **Developing** - Can understand expanded sentences.
4. **Expanding** - Adequate language skills, but requires support in academic areas or when there is a high degree of literacy required.
5. **Bridging** - Adequate communication skills; potentially eligible for exit. Knows and uses social and academic language.
6. **Reaching** - Knows and uses social and academic language at highest level measured by this test; potentially eligible for exit.

Program Placement and Components

EL English Instruction

These classes are taught by a bilingual or EL teacher with assistance by bilingual paraeducators as needed. Service is very intensive and focused allowing students to make an appropriate transition to mainstream instruction.

Team-Teaching EL (Co-teaching) Model

A program where two teachers collaborate to deliver instruction to a group of students. The instructional approaches are used to make academic instruction in English comprehensible to EL students.

Bilingual Support

While not a standalone program, bilingual instruction may be used within other program models, and provide instruction using the student's native language to bridge comprehension gaps.

Newcomers' English

For students who have recently entered the U.S. Students learn everyday vocabulary and sentence patterns which lead to appropriate English communication in social settings. Students also develop academic and critical thinking skills.

Strengthening of Skills

This course emphasizes language development, vocabulary and academic learning strategies for students whose second language is English.

Monitoring & Consultation

EL staff continually monitor and support all ELs by consulting with general education classroom teachers.

Literacy & Math Intervention

Students receive specific skills based instruction as determined by diagnostic assessments. Grades 5-12 also use Read 180 and Math 180 to support their students in these interventions.

Exit Criteria

ACCESS for ELLs is an assessment required by law to be taken by all EL students each spring until they have reached 4.5 or higher, and have met all other state requirements for exit.

EL students will be exited in the summer based on previous Spring ACCESS for ELL (WIDA) results. Students are eligible for exit if they receive an overall composited proficiency level of 4.5 or higher, and a minimum of 4.0 or above in each the reading and writing domains. Students in grades K-2 will also need to have a proficient score in Dibels (literacy skills assessment), and grades 3-12 must also be proficient in SRI (reading assessment).

For those students who are exited, a parent notification letter will be sent home indicating so, along with an ACCESS for ELL parent report. This report will give information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Formerly Limited English Proficient (FLEP)

At WPS, our goal is to exit a minimum of 10% EL students annually. When exited, the student is monitored in the 1st and 3rd quarters for four years thereafter.

Parent Refusal

Parents who choose for their child not to participate in the EL program must notify the EL/Bilingual staff or building principal. A letter must be obtained from student's building, and signed by the parent/guardian.

These students will not receive services. However, under federal law these students must still be tested the ACCESS for ELLs each spring until they meet the exit criteria.

Parents are Important

Parents are an important aspect for any student program to be successful. Please call your child's building, and ask how you can be involved.

Special Education

When English Learners have a disability, we are required to provide both English learner services as well as special education services. These students are not to be exited from the EL program until they have met the exit criteria.