

English Language Learners Parents Guide

Welcome to Wayland High School!

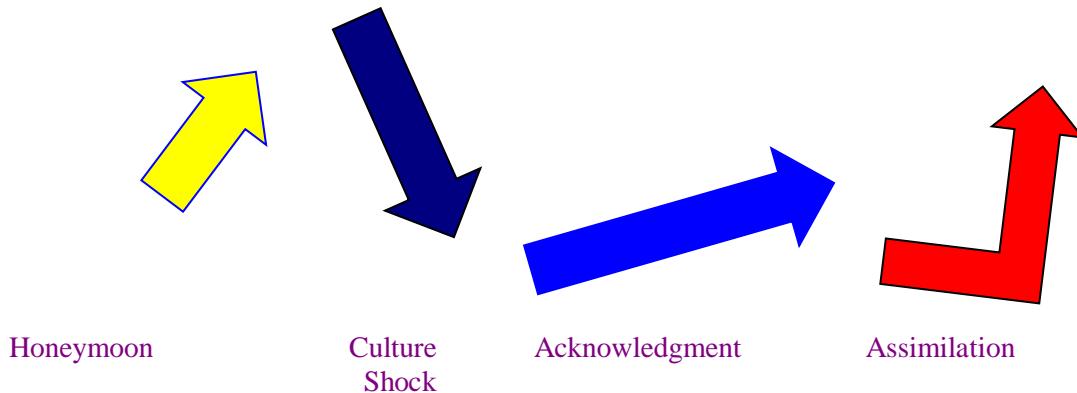
You and your family have just moved into a country that is very different from your own. You all have left a home that was comfortable for you. Now you are in a place where food, sounds, and people are not familiar at all. This guide will do three things:

1. Explain the transition that you and your child makes when moving to another country.
2. Describe the English language development of your child.
3. Help you support your child in making the best transition possible into this different country with a different school and a different language.

I. The Stages: Getting Used to a Different Way of Life

Dealing with change is one of the most difficult processes for a human being. Moving to another country and having to learn a new way of speaking and getting along in a new environment is a very difficult change for any adult.

For children, this experience is even more difficult as they are still experiencing major cognitive and physical development. The following chart illustrates the general stages one goes through when living in a different country.



Stage 1: The Honeymoon

During this stage everything is new and wonderful. The individual has a sense of adventure when exploring his/her new setting. As you can see from the graph, this stage is short-lived, if it is experienced at all. Many children may not experience this stage; they may have hesitations about leaving their home from the very beginning.

Stage 2: Culture Shock

Everything can be difficult at first. One question keeps coming up – Why can't everyone and everything be like it was at home? There may be a feeling of fear, anger and resentment on the children's part. They may be feeling scared about their unfamiliar surroundings as well as feeling betrayed that they had to come here and leave all their friends behind. Because of this anger, they may also feel guilty because they realize that the family tries to support them.

It is VERY important that your child understands that the anger and resentment is a natural part of this stage. Understanding this will help the child process his/her feelings so that cognitive development (learning in school and the environment) will not be hindered.

Here are some physical behaviors to look for during this stage:

- Anxiety
- Fatigue
- Sleeplessness
- Nausea
- Withdrawn Disposition
- Moodiness, hypersensitivity

Please understand that this is not a complete list and your child may have a different experience. However, if you do notice some of these symptoms, know that these are apparent signs of your child's coming to terms with their new life. It is very normal for a student to need counseling during this time. A trusted professional who is trained to help students cope with the great pressure of learning in another country, would be quite beneficial to your child's success in school. If you have any concerns, do not hesitate to contact your child's guidance counselor.

Stage 3: Acknowledgement

Once your child gets through the anger and frustration, s/he is more able to understand the fact that people and places can be very different and this is okay. They may still not like living here and prefer to live in their home country, but they are able to feel this way without feeling angry or resentful.

Stage 4: Assimilation

This final stage occurs when an individual changes some or most of their cultural characteristics to match those of their new country. S/he may develop a taste for certain foods, fashion, or activities that are specific to the new country. Friends are made and fond memories are established. One still may miss the home country, but s/he is able to enjoy their new home environment. This assimilation stage may not occur if the individual does not stay long enough in the new country.

NOTE: Not all of these stages are realized with every student. Also, the time frame for each stage may vary for each individual.

II. Language Development of Your Child

Learning a new language takes time and patience. Your child faces a great task – learning information in a different language. Not only does s/he have much to learn about social studies, math and science, but there is also the fact that this information is given to them in a language that they are just beginning to learn. Although the development of the English language varies for each individual, there are some general patterns.

The Critical Period

One such pattern is the relationship between age and proficiency. It seems that the younger a child is when beginning to learn a second language, the greater their proficiency in that language. In fact, there is a theory called “The Critical Period Hypothesis,” coined by linguistic researchers Burt and Dulay. This theory supports the notion that the period of time from birth up to the beginning of puberty (11-13 years of age) is a window of opportunity for learning a second language like a native speaker. According to this theory, it is far more difficult to learn the language fluently after this critical period of time. While this seems true in general, there are many individuals who are able to learn a second language successfully, although not like a native speaker, in adulthood.

The Silent Period

Another part of language development that is true for most learners is the silent period. There are periods of time when the learner needs to stop interacting and take in the environment around them. Although it seems that your child is not working during these moments, this is not true. S/he is doing some of the most important work in language development – processing the language. This silent period is a good sign that your child is on his/her way to becoming proficient in a new language.

Learning another language fluently for a child may take approximately three to seven years, depending on the age and the similarity between the native and the new language. It is pretty amazing that in just a few years, your child will understand and speak English almost as well as its native speakers.

III. What to Do at Home

The greatest thing you can do for your child during this transition is to listen. Allow him/her to speak in the first language (L1) about all s/he is experiencing. Speaking, as well as reading and writing in the L1 helps the child’s brain process in a way that is not yet possible in English. It is very important that your child is speaking his/her native tongue at home in order to allow for cognitive development.

In addition to listening, it is also important to take notice of any behaviors that indicate your child’s struggle in adapting to his/her new environment. It is very normal for a child

experiencing such a major change to need to talk about his/her feelings so that s/he can grow through the culture shock and reach a comfortable understanding about his/her life in the United States.

IV. English Support at School for Your Student

The English Language Learner (ELL) program at Wayland High School is designed to provide standards-based instructional services for English language learners. The program allows students to access core academic curriculum while acquiring English language proficiency and enriches each student's acculturation both socially and academically.

When a student enrolls in our school district, it is our obligation to determine whether the student is an ELL by following appropriate procedures and place the student in the appropriate instructional program to support content area and language learning.

Our ELL staff will assess the English language proficiency of your student by using the WIDA assessment tools. This screening test will determine whether your student is an ELL. You will be notified of the results in your preferred language no later than 30 days after the beginning of the school year or within two weeks if the student enrolls in the school district during the school year. According to the Massachusetts Department of Elementary and Secondary Education regulations, a student identified as an ELL after a language screening assessment must be placed in an English language development program to address his or her needs. The ELL teacher will assist your student in learning the English language and subject matter content. You are welcome to participate in the decision-making process regarding your student ELL program.

V. Choosing Classes for Your Student

A Guidance Counselor will register your student. They will review your student's records, and coordinate with the ELL teacher to set up a time to do the WIDA assessment. Once your student is registered, he/she will be assigned academic and elective classes. Students must carry a minimum of 5 classes, but at times, the ELL support classes can be their 5th major class. Most students at Wayland High take English, Math, Science, History and a foreign language. Since your student is already learning English, it is not often recommended that he/she take an additional foreign language. Instead, there are electives available in the areas of music, art, theater and business, as well as some electives within the core academic departments.

It is important to realize that your student will be dealing with a lot of transitional issues as they begin their career at Wayland High, so we recommend that students not overload themselves academically by taking too many courses as this may cause undue stress. It is important to build in ELL time, as well as free time.

Important Wayland High School Resources for All

Listed and described below are resources that your family may need in the coming days as you transition your son/daughter to the high school.

The WHS and Guidance Website:

Attached to [this link](#)

<https://drive.google.com/a/wayland.k12.ma.us/file/d/0BzD0B63hxkGuNV9RazBHcGJFN0E/view> is a video to demonstrate some important resources to be found on the school's and our department's website.

Buses/Getting to school: All students in grades 7 to 12 are eligible for fee-based transportation, based on availability. **All families who choose school bus transportation must register to receive the service.**

The transportation fee for the 2016-2017 school year is \$300 per student and is capped at \$850 for a family with three or more student riders if registration is postmarked or submitted on-line on or before June 30, 2016. Registrations submitted after June 30, 2016 are increased to \$350 for an individual pass and \$1,000 for the family cap of three or more student riders. **Financial assistance is available for eligible families.** The application form and information about financial assistance is available on the Student Transportation Page on the school district's website. Please submit your application for financial assistance on or before June 30, 2016, or if you are new to Wayland, please do so as soon as you can.

For more information about school bus transportation, please contact the Wayland Public Schools Transportation Coordinator, Dianne Potter, at dianne_potter@wayland.k12.ma.us. Register Here: http://www.wayland.k12.ma.us/administration/student_transportation

IPass/iParent - iParent is an online account that allows you to see your students attendance record, discipline record, and term grades. Some teachers use iParent to post current assignments, progress, and grades as well. Directions for registering for iParent and logging into iParent are here:

http://whs.wayland.k12.ma.us/for_families/i_parent

Engrade - Engrade is an online account that allows you to see your student's current assignments, progress, and grades in their classes. Students will gain access to their Engrade accounts through their teachers in classes. For parents to access a log in, please contact Mary Barber at mary_barber@wayland.k12.ma.us . Once you have your log in, you can log into your account here: <https://engrade.com/>

Parent Organization Information:

http://whs.wayland.k12.ma.us/for_families/parent_organizations

- WHSPO - Wayland High School Parent Organization [link here](#)
- Creative Arts Parents Association: [CAPA](#)
- Wayland Athletics Boosters: [Wayland Boosters Association](#)
- Special Education Parent Advisory Council: [SEPAC](#)

Accessing Food Services:

Students can bring their own lunch to school or buy lunch by signing up for the [SchoolBucks](#) program.

- A Guidance Counselor or the Guidance Administrative Assistant needs to register you with the Food Services Department
- Once that happens, you will need to go to [SchoolBucks](#) to add money to the account.
- Free/reduced lunch information can be found on the Wayland Public Schools page. Here is a link to the [eligibility guidelines and instructions](#). The Application can be found [here](#).

Start and end time for Wayland High School

- Start: 7:30 AM
- End: 2:15 (MTRF), 1:05 (Wednesdays)

Rotating schedule:

Our school operates on an 8 day cycle. Every school day has a letter attached to it - A-B-C-D-E-F-G-H - and it repeats continuously throughout the year. [See sample schedule here](#)

The exact block rotation and bell schedules are listed below:

Our school operates on three different bell schedules. [Link to the Bell Schedule](#)

1. **Bell 1:** This is the most common schedule. Monday, Tuesday, Thursday, and Fridays are all Bell 1.
2. **Bell 2:** This is the least common schedule. Bell 2 happens once every month for class meetings or assemblies.
3. **Bell 3:** Every Wednesday is a Bell 3. Each individual period is shorter than usual, and the school day ends at 1:05pm instead of 2:15pm. Additionally, each student attends an Advisory class (25 minutes long) with an assigned faculty member.

School Calendar - district school calendar, starting and ending dates, vacations and holidays. [Web link to calendars is here](#)

List of extracurriculars (clubs, activities, intramural sports, community service, or any other activities that students participate in outside of their academic classes) and freshmen, junior varsity and varsity sports - [link here](#)

In the fall there will be a **Club Fair** where students can meet with representatives from various clubs and decide what they want to sign up for. Clubs are student run and require various levels of commitment.

Attendance process- If your son/daughter will be absent, tardy, or needs to be dismissed early, you must call the main office to report the circumstance. Other important people and resources are listed at this [link to Parents Resources for Communication](#)

Laptop initiative - All students are given a laptop at the start of the year. They will have access to the laptop throughout the year, and hand it in each summer for updating. At the start of each year, students and parents/guardians are required to attend a training

prior to picking up their lap top. More specific information on our 1:1 laptop initiative can be [found here](#).

Acceptable Use Policy for our laptops can be [found here](#). This is an important document that all students and parents must sign during the laptop training and each year.

Our Student Handbook informs students and parents of all of our school policies (mission statement, attendance, discipline, general school information, etc.). Here is the link to the [Student Handbook](#).

Program of Studies - Our Program of Studies lists and describes our Wayland High School classes and curriculum. If you are choosing classes, then this is the document you want to utilize in order to see what classes are available and for what age of students. Here is the ink to the [Program of Studies](#).

ELL Support Resources:

ELL High School Teacher: Alla Shmidt (Room # B215, extention 4215)
alla_shmidt@wayland.k12.ma.us

ELL Coordinator: Kristy Hartono (Loker School, 508-358-6111)
kristy_hartono@wayland.k12.ma.us

Wayland Public Library ELL Program:
Virginia Steel, head of Wayland Public Library ELL Program
virginia@thesteels.com

Legal Information for families of ELLs:

Massachusetts Department of Elementary and Secondary Education, English Language Learners, Laws and Related Documents
<http://www.doe.mas.edu>

WIDA Consortium: <http://www wida us>
Colorin Colorado! A bilingual site for families of ELLs
<http://www.colorincolorado.org>
Online Dictionary/Thesaurus
<http://merriam-webster.com>

Translation Site <http://translate.reference.com>

The Dave's ESL Cafe:

This website offers students' favorite phrases, idioms, and grammar tips.<http://www.eslcafe.com/>

ESL Point: It helps in all English language skills. There is also TOEFL section with online materials and quizzes.www.eslpoint.com

Self-Study Quizzes for ESL Students; helps learning grammar, tricky words, vocabulary, etc. www.itest.org

Wayland High School ELL Program:

WIDA Information

Massachusetts public schools adopted the World-Class Instructional Design and Assessment (WIDA) tools and resources in 2012. The most important parts of WIDA's framework are the Performance Definitions and five language development standards. The WIDA English Development (ELD) standards focus on language learning and academic content.

The English Language Development Standards: Social and Instructional language (Standard 1), The Language of Language Arts (Standard 2), The Language of Mathematics (Standard 3), The Language of Science (Standard 4), The Language of Social Studies (Standard 5).

The ELD standards reflect the academic language used in ELL students' classrooms and interweave with content learning. Also, the ELD standards reflect differentiated language needs of ELLs and include lots of instructional supports such as sensory supports (e.g., pictures and photographs, models and figures, manipulatives, real-life objects, illustrations, diagrams, drawings, magazines, newspapers, videos, broadcasts, physical activities), graphic supports (e.g., charts, graphic organizers, tables, graphs, timelines, number lines), and interactive supports (e.g., in pairs or partners, in small groups, cooperative group, with mentors, in the native language, with the internet - websites and software programs).

Our ELL program offers research-based Sheltered English Immersion (SEI) instructional practices which consist of two components: English as a Second language (ESL) Instruction and Sheltered Content Instruction. The WIDA ELD standards are integrated into high school ESL curriculum.

The Performance Definitions based on its three sets of criteria - Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage - that function within a sociocultural context in school classrooms.

- Linguistic Complexity - the organization, cohesion, and relationship between ideas expressed in a variety of sentences that make up different registers, genres, and types in oral or written language.
- Language Forms and Conventions - the grammatical structures, patterns, syntax, and mechanics associated with sentence level meaning and use.
- Vocabulary Usage - the specificity of words, phrases, or expressions, along with multiple meanings, cognates, and collocations, applied to given contexts.

New WIDA Performance Definitions (2016) for Levels of English Language Proficiency (ELP) in Grades 9-12:

ELP Level 1 - Entering

Listening: Students are able to match everyday oral content, related words and phrases to pictures, diagrams, or photographs; select resources, places, products, or figures from oral statements and visual supports.

Speaking: Name and briefly describe content topics using visual support (e.g., posters, diagrams, pictures); answer select yes/no or Wh questions (what, when, where, which, who, whom, whose, why, how).

Reading: Match key content-related words and ideas to images, graphs, icons, or diagrams; sequence illustrated text of narrative or informational events.

Writing: List key content words or phrases that relate to the topic; include images, diagrams and charts to add details to the topic.

ELP Level 2 - Emerging

Listening: Students are able to match oral descriptions of characters or main events in content related topics; follow modeled oral commands.

Speaking: Restate key information using content-specific terms; provide examples of content-related information previously studied.

Reading: Identify patterns of narrative or informational text (e.g., orientation, presentation of events, conclusion); locate main ideas in a series of related sentences.

Writing: Follow narrative or informational text (e.g., orientation, presentation of events, conclusion); sequence narrative or informational text using linking words and phrases.

ELP Level 3 - Developing

Listening: Students are able to identify main ideas from short content-related oral presentations; classify examples of genres read aloud (e.g., types of narration).

Speaking: Respond to questions in small group discussions; describe the sequence of processes, cycles, procedures, or events with details.

Reading: Recognize a sequence of related words in texts that show how characters and ideas are labeled across the texts; identify detailed descriptions, procedures, and information in paragraphs.

Writing: Summarize content-related material; include important information and details.

ELP Level 4 - Expanding

Listening: Students are able to follow the steps of content-related tasks and assignments given orally; identify details from oral discussions (e.g., when, who, where, what, and why).

Speaking: Present factual information on content-related topics in class; paraphrase and summarize content-related ideas in large and small groups.

Reading: Identify how the author makes language choices and adjusts for audience and purpose; reflect on various accounts of a subject told in different mediums (e.g., print and multimedia).

Writing: Create narrative and informational extended text of past events or experiences (e.g., science lab reports, current events); connect main points, events, and key ideas to a conclusion.

ELP Level 5 - Bridging

Listening: Students are able to reconstruct past experiences or series of events in everyday and classroom discussions; recognize detailed meanings of words and phrases in extended discussions.

Speaking: Engage in extended discussion of effects, impacts, or events related to content topics; give multimedia oral presentations on content-related material learned from various sources.

Reading: Identify how text structure supports understanding and retrieval of information and details; identify the central idea or theme and how it is supported by clear descriptions and extended details.

Writing: Sequence using language that creates coherence; organize information according to content-specific expectations.

ELP Level 6 - Reaching

Listening: Students are able to categorize key perspectives of multiple speakers; identify key information of specific events and concepts from lectures and presentations.

Speaking: Adjust presentation style, degree of formality, word choice, tone and information to the context and audience; present information that follows discipline-specific organization (e.g., orientation to topic, sequence of events, conclusion).

Reading: Analyze and compare how authors use language for specific purposes and audiences; identify how authors develop and maintain cohesion by connecting ideas and events in extended text.

Writing: Summarize content-related notes from lectures or readings; produce research reports using multiple sources of information.

Town Wide Resources

Medical Resources:

- MetroWest Free Medical Program--Framingham location (10 Edgell Road)--open most Thursday evenings and select Monday evenings & Friday afternoons. By appointment only. 508-656-0885 metrowestfreeprogram.org
- Framingham Community Health Center--508-370-0113
- Wayland Board of Health--Ruth Mori 508-358-3617

Human Relations Services (HRS):

- <http://www.humanrelationsservice.org/index.html>
- 781-235-4950

- Rob Evans, Executive Director
- Mark Kline, Clinical Director
- Jeanne Whitehouse, Director of Intake

Wayland Youth and Family Services

- Free emotional support for all Wayland Residents (counseling, parent guidance, outreach, education...)
- Office is located at the Town Hall (41 Cochituate Road)
- website: http://www.wayland.ma.us/Pages/WaylandMA_Youth/index
- Call Dr. Lynn Dowd or Dr. Dossie Kahn to schedule an appointment at 508-358-4293

Wayland Police Department

- 508-358-4721 for non-emergencies
- 911 for emergencies

Wayland Cares

- Community coalition focused on reducing youth substance use/abuse in Wayland.
- website: <http://waylandcares.org/>

Wayland Children and Parents Association

- Connecting families with young children together for fun, education & support.
- website: <http://www.waylandwcpa.org/>

MetroWest Regional Transit Authority

- Public bus transportation.
- website: <http://www.mwrta.com/>