

Pickens County Schools  
English Language Development Handbook/Program  
for  
English Learners  
2022-2023

The Georgia Department of Education Title III/ESOL Program and Pickens County Schools are committed to being partners in the implementation of the Every Student Succeeds Act (ESSA) as it applies to the education of ELs.

## **Acronyms and Key Terminology**

EL: English learner (the student)

EL-1: Monitored Student, Year 1

EL-2: Monitored Student, Year 2

ELD: English Language Development

ESOL: English to Speakers of Other Languages (the program or class)

HLS: Home language survey

MLL: Multilingual Learner

PHLOTE: Primary Home Language Other Than English

SIOP: Sheltered Instruction Observation Protocol. A research-based

model of instruction that help teachers plan and deliver lessons

TPC: Testing Participation Committee

## **Initial Procedures and Identification of ELS:**

1. Upon entry, ALL students complete the Home Language Survey questions that are required by the state as a part of the student enrollment packet. A copy of this portion of the registration document should remain in the student's ESOL tab in Infinite Campus, regardless if the student qualifies for services or not.
2. If the answer to any one of the questions is something other than English, the central registration intake clerk notifies the district ESOL Director via email. The district ESOL Director will then notify the school where the child will be attending. The student is identified as a PHLOTE student because the primary or home language is something other than English. In compliance with federal law, all PHLOTE students must be screened to see if they are eligible for language assistance.
3. Upon notification of the new PHLOTE student as described in #2 above, identified ESOL personnel serving that school should administer the WAP-T or WIDA screener as soon as possible but not to extend past 30 days of enrollment. The screening instrument (WAP-T or WIDA screener) depends on grade level under the guidance of Ga DOE. (State ESOL Resource Guide 2022, pg. 14)
4. After administering the screener, the teacher will notify administration and central data collection via email if the student should be coded EL or not based on the state flow chart. The ESOL District Directors should also be informed by email.  
Notification to parents is done on phone or in a conference and followed up with written notification.
5. In the case of elementary school students, Harmony Elementary has been identified as the cluster center where direct services will be provided.  
If student is zoned for another elementary school, transportation is organized so

that the student will be transported to the ESOL cluster center if the parents choose this option. Conferences or phone calls are made to make sure that parents have a clear understanding of their right to deny or accept this option. This is followed up with written documentation.

If parents deny this option, the student will be indirectly served at his/her home school.

### **Transfer Students**

6. If a student moves from another school, central registration notifies the district ESOL Director and contact is made with the former school to see if the child was receiving ESOL services. If the child was eligible to receive services at their previous school and there are official records to support that, the student will immediately begin receiving service.

7. Special Situations: If a student has transferred from a WIDA state and was being served in ESOL, the student automatically qualifies to continue services and no WAP-T score is necessary. As long as a student is/was enrolled at the time of transfer (or at the end of the school year and enrolls at the beginning of the year), there is no need for screening. The student is deemed eligible by virtue of his screening in the other state and should begin receiving services immediately. (ESOL State Resource Guide 2022, pg. 14)

8. If a student was screened in a non-WIDA state and was found not-eligible by the state's criteria, the school may rescreen using the appropriate WIDA eligibility assessment.

9. If the HLS responses for a foreign exchange student indicate a primary language other than English, the student must be screened for eligibility for language assistance services. (ESOL State Resource Guide 2022, pg. 23)

## **Waiving Services:**

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, school districts are still held responsible for providing language support under Office for Civil Rights law. The school administration and Lead ESOL teacher will develop an alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes .

Parents who waive services must do so in writing on an annual basis and evidence of the written documentation is kept in the ESOL folder in the permanent record. A form for waiving services is available in the Form Bank.

Although the parents may have chosen to waive a formal language assistance program, the student has been identified and coded as an EL and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELS whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be assessed on an annual basis until they meet eligibility criteria. (ESOL State Resource Guide 2022, pg. 31)

## **Assessing English Learners:**

ACCESS for ELLs is administered in January and February each year to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening,

reading, and writing. ACCESS for ELLs 2.0 meets the Title I mandate in the Every Student Succeeds Act of 2015 that requires states to evaluate all EIs in grades K through 12 on their progress in learning to speak English.

All students identified as EIs must take the ACCESS for ELLs, including students whose parents have waived ESOL services; however, students who have formally exited language assistance services and are in monitored status (EL-M) are not administered the assessment.

*The Alternate ACCESS:* The Every Student Succeeds Act (ESSA; 2015) requirement to assess all students identified as EIs annually for English language proficiency, includes students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in statewide and district-wide assessment programs, Georgia Department of Education Richard Woods, Georgia's School Superintendent July 2022 Page 31 All Rights Reserved including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP).

WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities. The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1-12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.

The Alternate ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency levels designed to expand upon Level P1 - Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1.

In April 2019, the state established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. To make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of

instruction with supports as established in the IEP. (GADOE Resource Guide 7/2022 - P 33)

## ESOL Program Structure

### ESOL State Funded Segments

Grades and Scheduling	Daily Required Minutes	Daily Required Segments Maximum	Weekly Required Minutes
K-3	45 Minutes	1	225
4-8	50 Minutes	2	250
9-12	55 Minutes	5	275
4 by 4 Block Scheduling	90 Minutes	2	225

## ESOL Approved Delivery Models of Instruction

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Language, there are seven approved delivery models for providing language assistance services to ELs. Pickens County Schools utilizes the following models to avoid segregation of English learners:

1. Pull-out model outside the academic block – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
2. Push-in model within the academic block – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.

3. A scheduled class period – students at the middle and high school levels receive language assistance and /or content instruction in a class composed of ELs only.

## **Best Practices**

The following list of strategies, approaches, and ideas are beneficial for English learners:

- Pace speech, speak clearly, use gestures and facial expressions
- Act out or illustrate the meaning of words, using repetition and rephrasing
- Model behavior repeatedly.
- Maintain eye contact
- Reduce idiomatic expressions
- Think aloud, letting the students hear the thought process they are using to solve the problem
- Relate lessons to students' prior learning
- Use many visuals such as videos, photos, drawings, pictures and posters as tools of instruction
- Have a special lesson on high-frequency vocabulary
- Teach key academic vocabulary by creating word puzzles and game
- Create a word/picture wall with current vocabulary terms
- Collect many of the comic books available that portray historic and cultural events in simplified language
- Deemphasize speed and emphasize accuracy of work
- Limit the number of variables in laboratory experiments.
- Have students prepare individual card files of subject area specific vocabulary
- Use a variety of graphic organizers regularly to chunk textual information, focusing on important points and higher order thinking skills of the lesson
- Allow students to interact with the content in cooperative learning groups
- Provide concrete examples to assist the students in understanding complex concepts and skills
- Ask questions in simple language that encourages students' reasoning abilities, i.e. "What will this story tell us?" which is not a complex question, but elicits higher order thinking skill of predicting

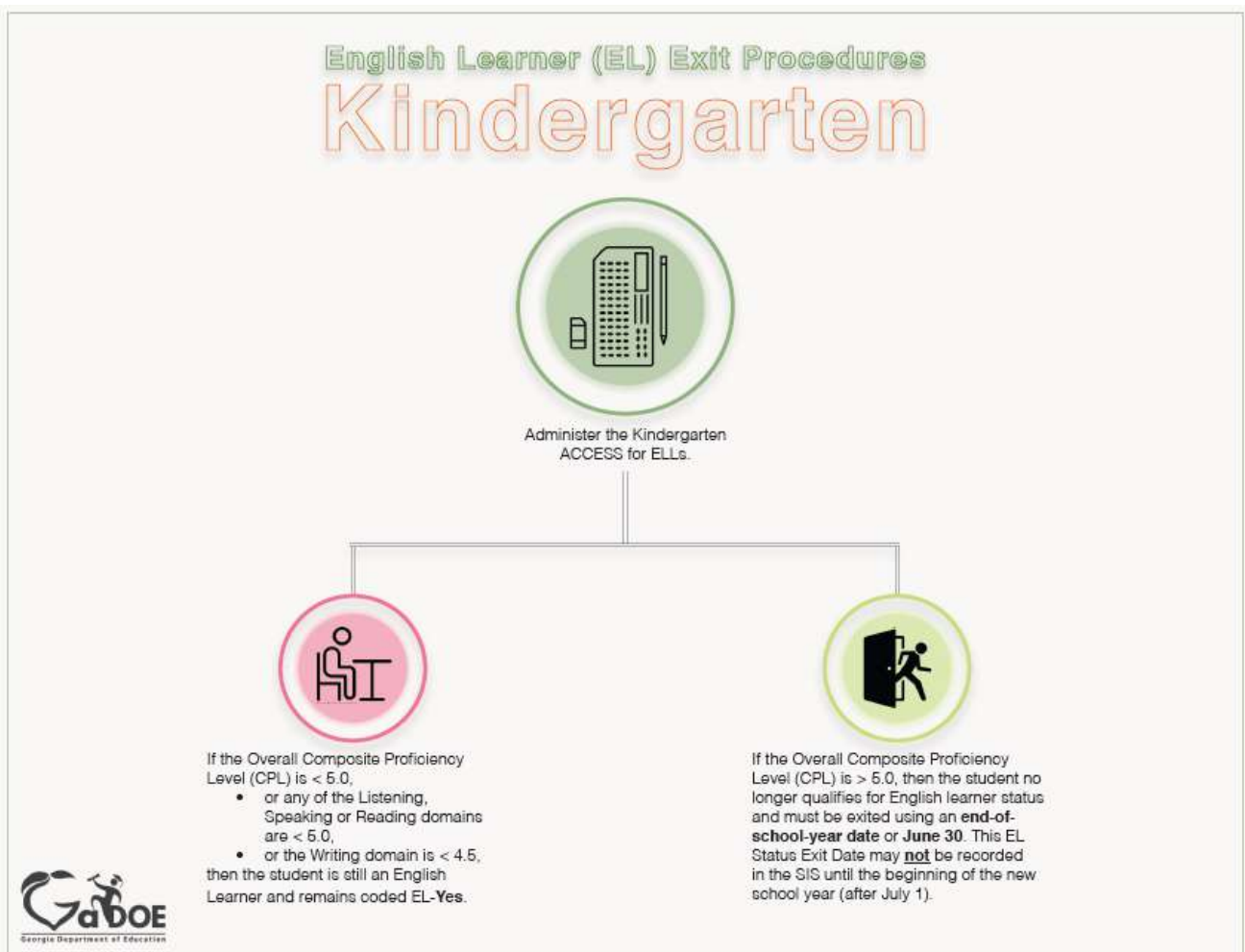
## **Continuing Services:**

When ACCESS results return in May, decisions are made about whether the student

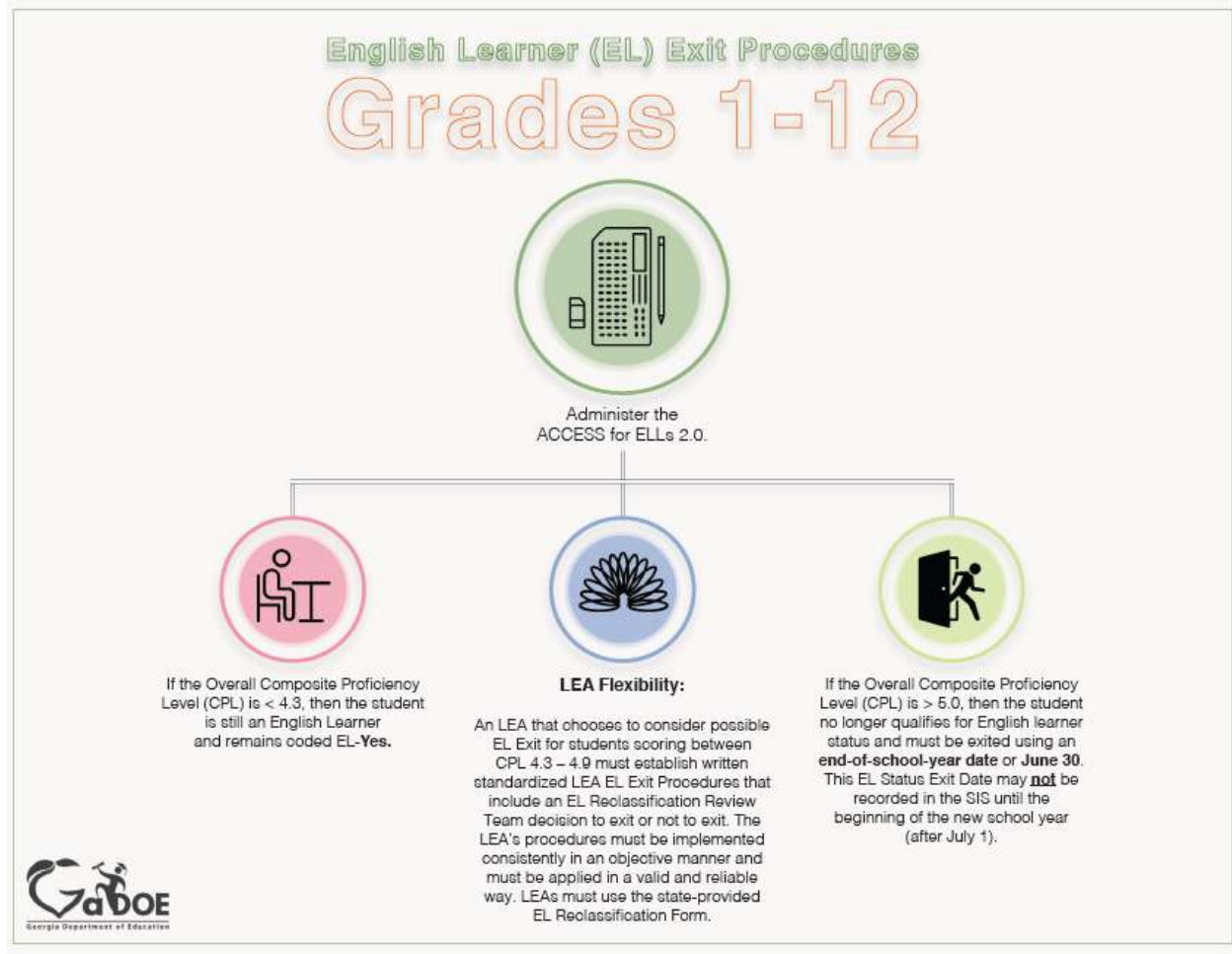
receives continued services or not. Parents are sent a copy of the score sheet and a WIDA score sheet explanation in their language. A conference with administration is held and a copy of the score sheet with data analysis of these scores are discussed along with progress in language and results of state assessments.

To make certain that a continuity in the process for qualifying or discontinuing services is evident, we have established the following procedures:

1. We follow the state flow chart that indicates qualifying scores. (ESOL State Resource Guide 2022 pg. 32)







2. Students with qualifying scores are identified with the EL-M code for the following school year and parents are notified with a document in their home language. A sticker is placed on their permanent record to indicate the new code and years of monitoring needed.

In order to exit English language assistance services, Kindergarten EL student must score an ACCESS Overall Composite Proficiency Level (CPL) score greater than or equal to 5.0 with at least a 4.5 in the Writing domain and at least a 5.0 in each of the Listening, Speaking and Reading domains. Kindergarten EL students who score less than 5.0 Overall or whose Writing domain is less than 4.5 or Listening, Speaking or Reading domain is less than 5.0 are not eligible to exit EL=Y status.

- Note: The Kindergarten exit criteria requires a maximum writing score. (ESOL State Resource Guide 2022, pg. 32)

All students in grades 1-12 must be administered all components of the ACCESS for

ELLS 2.0/Alternate ACCESS assessment. If the student achieves a Composite Proficiency Level (CPL) score of 5.0 or greater must be exited from the ESOL program. (ESOL State Resource Guide 2022, pg. 32)

3. For scores that indicate a clear need to continue services, parents are notified with a document in their home language indicating this.

## **Services for Monitored Students:**

Title III law requires that districts monitor ELs for two calendar years following exit from language assistance services. If an exited student transfers from another state or a private school and the two year monitoring was not completed prior to enrollment, the school is required to monitor the student for the remainder of the monitoring period. If a student transfers from another district in Georgia the two year monitoring cycle must be completed also. The school must maintain documented evidence that the student was monitored throughout the two-year monitoring phase.

It is important for regular education teachers to recognize that exited ELS will need ongoing support as they continue to work toward grade-level academic language performance. Els may still need help in making connections between new information and their background knowledge. They may also need to be guided in organizing information and in assessing their own learning. Teachers may need to make adaptations to content material and present it to all second language learners in a less demanding language format. It is also important for a teacher to note the progression of an exited student's academic skills in order to increase the complexity with which information is provided as the student becomes more cognitively proficient and should also provide students with increasing opportunities to demonstrate what they know through a variety of formative and summative assessments. The goal of most second language students is to function as proficient learners in the classroom. ELS take responsibility for their learning at their individual language-proficiency level. If ELS are given tasks beyond their current functional level of language proficiency, they may not be able to complete them successfully and they may lose their motivation to succeed.

Monitored students should be coded EL-M for student data and receive standard accommodations as needed and outlined in their TPC plan. If a student struggles during this two year monitoring, differentiating techniques need to be re-evaluated to determine if they are being used in the way that meets the student needs. Are they specific techniques for the second language learner? The teacher also needs to make sure that

this lack of success is made aware to the RTI team. The TEAM should consider if there are other factors outside of language that could be making the student unsuccessful. Is the lack of progress truly a lack of language proficiency, rather than a lack of content knowledge, cognitive issues, or a disability? If it is determined that the problem is truly a lack of language proficiency, the Language Assessment Committee should then meet, review the evidence, and determine whether the student should be placed back into language assistance service. If so, the student's coding in the data system will be changed to EL-Y. In the future, when the student again meets the criteria for exit and is considered proficient, the monitoring period will begin again and last for 2 full years as required. (State Resource Guide 2022, page 37-39)

Once the two-year monitoring period has ended, the student's coding for Data Collections Student Record purposes will change from EL-2 to EL-3 (3rd Year Post-Exit), then EL-4 (4th year Post-Exit). Following the EL-4 designation, the student will be coded EL-F (Former EL) and remain as such as long as they are enrolled.

## **TRANSLATION OF DOCUMENT PROCEDURES**

Parents/guardians may request documents in their Home Language by indicating this on the Home Language Survey(HLS). Principals, assistant principals, and the lead ESOL teacher at each school have received a list of all students whose parent/guardian requested Home Language translated documents on their HLS. Translation will be provided for all documents of great importance or that require a signature such as field trip forms, behavior reports, notice of conferences or meeting requests, and any form from the school nurse. This list will continually be updated by the District ESOL Directors as new Home Language Surveys are received. Any parent may also request translated documents at any time, even if not on this list. The documents will be offered in the language requested.

All documents to be translated should be completed by the classroom teacher using Google Translate. If assistance is needed, the classroom teacher will contact the Lead ESOL teacher at each school. If a parent does not understand a document translated by Google then arrangements will be made to have the document translated by a certified translator.

The district Code of Conduct and each school's student handbook will be translated by the district in the languages needed at each school.

# CERTIFIED INTERPRETER PROCEDURES

A certified interpreter is to be used :

- If a parent directly asks for one
- If it is a conference or meeting involving a SPED/EIP student, retention, or a disciplinary procedure or issue
- If the teacher or those involved feel that one is needed for the conference to be Successful.

## Requesting an Interpreter

- Schedule the meeting and invite the compliance specialist to the meeting.
  - For a virtual meeting be sure to select the option of Join Meeting via Google Meet so that the links will be available
  - In the description - note that an interpreter is being requested and what language will be needed.
  - 72 hours notice is requested for requesting an interpreter.
  - Be aware that there are times that we cannot get an in person interpreter - would it be acceptable to have the interpreter join virtually.
- Once an interpreter is assigned the compliance specialist will add a note with the interpreter's name to the calendar so that you can add it to the meeting information

## Phone Interpreting Service

Phone interpreting service is available when a brief call needs to be made or in an urgent situation (Please request an interpreter for scheduled meetings).

1. Complete the LTC Phone Interpreting request form -  
<https://docs.google.com/forms/d/1jArDMCCCDTu2SXxX1NdX3KjBbyBN3Fv0KsV6GgtFVB4/edit>
2. Dial: 866-998-0338
3. Enter your account number: 14759
4. Enter your school PIN number
  - a. Harmony Elementary 3595

- b. Hill City Elementary 5476
  - c. Tate Elementary 1918
  - d. Jasper Middle 5757
  - e. Junior High School 0504
  - f. High School 8025
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5. Please say the language you need or enter the three digit language code (on reverse - 060 Spanish)
  6. Hold temporarily to be connected to an interpreter
  7. When the interpreter comes on the line, give the interpreter a brief explanation of the call