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Language Policy - 2022 **Forsyth County Schools – South Forsyth High School**

Count	Language
1974	English, Standard American
153	Other Indian languages
91	Spanish
50	Hindi
43	Chinese
39	Other Asian language
30	Korean
11	Russian
9	Gujarati
8	Portuguese
4	Vietnamese
3	Persian languages
3	French
3	Arabic
3	Urdu
3	Philippine languages
3	Hebrew
2	Turkish
2	German
2	Punjabi
2	Other African languages
1	Other European languages
1	Japanese
1	Thai
1	Albanian
1	Polish
1	Bengali/Bangla languages

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South Forsyth High School is committed to the responsibility of preparing students to enter a global society; there is an understanding that it is important to have a solid World Language program that would afford students' academic benefits in the elementary, middle and high school years. It is also a belief that a World Language program affords students the opportunity to become proficient in communicating in one or more languages upon graduation from South Forsyth High School.

This remains true to South Forsyth High School's vision: Quality learning and superior performance for all and matches our vision and mission statements:

- Quality Learning and Superior Performance for All
- Providing a World Class Education for the 21st Century Learner

Language Policy is reviewed and promoted annually at the system level, while bringing in teaching staff from all system schools (including South Forsyth High School) to evaluate needs and changes to implementation and both school level and professional development.

Effective 2022

Upon registration, families complete the home language survey. If the home language survey indicates a language other than English is spoken, then the student is tested for ELL/ESOL services. On the home language survey, the parents have an option to request correspondence in their language or English. The county administers two tests: The WIDA Screener for English Language Proficiency. Regardless of the home language survey, international students are given the WRAT (Wide Range Achievement Test, High school students must score 8.0 on Grade equivalent in order to transfer a Math core credit.).

If the student qualifies for ESOL services, then Parent Notification of Services will be sent home. Notification of services are available in many languages: Amharic, Arabic, Bengali, Bosnian, Bulgarian, Burmese, Cambodian/Khmer, Chinese, Creole, Czech, English, Farsi, French, German, Gujarati, Hebrew, Hindi, Hmong, Japanese, Korean, Odia, Portuguese, Romanian, Russian, Spanish, Swahili, Tagalog, Tamil, Telugu, Thai, Turkish, Ukrainian, Urdu, Vietnamese.

Once a student is identified for ESOL services then the counselor, ESOL Department Chair, the student, and the parent or guardian will work together in scheduling the student for classes that best meets their needs. Throughout the process, students and families for whom English is not the native tongue spoken at home, translation services are provided as necessary to get the necessary steps taken in preparing the student to enter instructional coursework at South Forsyth High School and in FCS as a whole. Students not proficient in the language of instruction are supplied with support through the ESOL services that are available to accommodate their instruction at SFHS.

IF students inquire about the IB program, then a meeting will be set up with the IB Coordinator and the parents. The ESOL department works with the Coordinator to ensure the student is taking the courses that will prepare him or her for the rigor of the IB program. Appointments will be set up with

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the World Language Dept to evaluate the student for WL placement within an appropriate IB track should the programs requirements be deemed workable within the restrictions of graduation requirements, and other related issues.

No student in FCS is denied services for ESOL, nor is anyone willing to accept the challenges of the IB program denied from participating.

The Forsyth County English to Speakers of Other Languages Program (ESOL) is designed to help students attain their full academic and social potential within the culture of an American school. The ESOL program provides instruction to develop students' proficiency in English in the four areas of language: listening, speaking, reading, and writing. In addition, the ESOL program seeks to create supportive learning environments in your child's classroom(s) and school which value and build in students' academic, linguistic, and cultural backgrounds.

ESOL Program Goals:

- The ESOL teachers work in collaboration with classroom and other special programs teachers to support the acquisition of language and content skills.
- The ESOL program promotes each student's appreciation of their ability to perform a wide variety of intellectual and physical activities.
- The ESOL program encourages the student's positive recognition of a variety of cultures, recognizing similarities and differences

The goal of the ESOL language program for ELs is to increase both English language proficiency (ELP) and academic language proficiency in content-area classrooms.

Secondary Scheduling Delivery Models

1. Push-In – within the academic block- students remain in their general education class where they receive content instruction from their content area teacher and language assistance from the ESOL/EL teacher.
2. 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.
3. Sheltered Content Class – English Learners are scheduled in content courses that contain ELs only. Instruction will be provided by a content certified teacher holding the ESOL endorsement/certification.
4. Innovative Model (IM): The new Reduced Class/Cluster Innovative Model (sometimes listed as “Other Approved School Design Model” in IC) can be used in any CORE or CTAE course if the following criteria are met: The Teacher of Record is certified in both the Content and ESOL; The total class size is capped at 75% of the average class size for all other like courses (e.g. Physical Science class average (w/o IM class) = 36, Physical Science IM class max = 25). The total number of EL-YES students in the class cannot exceed 40% of the IM class (e.g. IM class with 25 students with no more than 10 EL-YES students).

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Secondary Scheduling Considerations:

Consider the student's Composite Proficiency Level (CPL) using ACCESS or WIDA Screener assessment data and the following:

- Length of Time in U.S. Schools
- Peer Tutoring/Support from ELs or Monitored Students
- Use of 55- Level Elective Courses at HS Level to Build Language Proficiency Using ACCESS Score Reports (Scale Score Data, Can-Do Descriptors and Confidence Band Information)
- HS – EL Program of Study Recommendations
- Sheltered Learning Opportunities in Content Areas or Core Credit Courses

Embedded Credit Option: If a student enters HS during the 1st semester and has less than 4 years to graduate based on their age, you may schedule the student for ESOL II and embed 9th Grade Literature. The student will subsequently earn credit for BOTH 9th and 10th Literature.

NOTE: This is only allowed in the ESOL II course for individual students who have less than 4 years to meet graduation requirements.

Grades 9-12:

CPL 1.0 -2.9 - Scheduled ESOL Class Period, EL Exclusive (May include ESOL I for elective credit and 55-Level ESOL courses for language acquisition)

CPL 3.0-4.9 - Scheduled ESOL Class Period, Scheduled Sheltered Period, Push-In Model for core content support. (May include Sheltered 9thGrade Lit/ Comp, ESOL II for core credit, Sheltered American Lit, ESOL IV for core Credit or Sheltered Literary Types)

Class	Core/Elective	Standards Alignment	Course Alignment
ESOL I	Elective: This course can be taken before the student takes 9 th Lit or in conjunction with 9 th Lit as a support.	9 th Grade ELA Georgia Standards of Excellence and WIDA Standards for ELs	9 th Grade Literature and Composition
ESOL II	Core	10 th Grade ELA Georgia Standards of Excellence and WIDA Standards for ELs	World Literature
ESOL III	Elective: This course can be taken before the student takes American Lit or in conjunction with American Lit.	11 th Grade ELA Georgia Standards of Excellence and WIDA Standards for ELs	American Literature
ESOL IV	Core	12 th Grade ELA Georgia Standards of Excellence and WIDA Standards for ELs	Multicultural Literature

Push-In Instruction: A push-in model is a service delivery model designed for instruction during the

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academic block. Students remain in their general education class where they receive content instruction from their content area teacher and language assistance from the ESOL teacher. In this model, the mainstream/classroom teacher plans and team teaches along with an endorsed ESOL teacher in the regular classroom setting for core content classes. The ESOL teacher and classroom teacher are equals in the classroom, but each has a distinct role. Teachers jointly plan lessons that capitalize on each teacher's strengths and knowledge. The push-in model is appropriate to use for all levels of ELs, if the ESOL teacher is collaborating on planning and instructional delivery with the mainstream classroom teacher. This model best supports language acquisition and learning for EL students when no more than 40% of the class is composed of EL students. **Note: The Push-In model should not be interpreted to be the same as the co-teaching model of instruction implemented by special education.**

Sheltered Instruction: Sheltered instruction is a delivery model designed to make grade-level content classes (English/Language Arts, Social Studies, Math and Science) accessible to English language learners. Sheltered instruction requires content area certified teachers with the ESOL endorsement who provide language assistance to ESOL eligible students in their content classrooms. The classes are reduced in size and limited to EL students. NCLB requires that all students, including ELs have access to all core content classes. Sheltered classes are composed only of EL students. It is essential that ELs are given opportunities to develop academic vocabulary and concepts through core content classes. In sheltered instruction, English language acquisition and development and content learning are both goals. Sheltered instruction seeks to make content comprehensible to the EL student. Teachers use a variety of methods and instructional strategies to accomplish this task, such as teaching key vocabulary, grouping strategies, scaffolding and differentiation, and adapted materials. Sheltered classrooms allow the EL student with Level 1, Level 2, and Level 3 English language proficiency the opportunity to acquire academic language proficiency (CALP) simultaneously with basic interpersonal skills (BICS). Once students have developed appropriate conversational proficiency, they will be placed in mainstream core content classes with proper accommodations.

ESOL Levels: Based on their CPL

Level 1- Entering: This student does not understand or speak English except for a few isolated words or expressions.

Level 2- Emerging: This student understands and speaks conversational and academic English with hesitancy and difficulty. He/she understand parts of lessons and simple directions. This student is at a pre-emergent or emergent level of reading and writing in English but is significantly below grade level.

Level 3- Developing: This student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. He/she is post-emergent, developing reading comprehension and writing skills in English. These student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4- Expanding: This student understands and speaks conversational English without apparent

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difficulty but understands and speaks academic English with some hesitancy. He/she continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5- Bridging: This student understands and speaks conversational and academic English well. He/she is near proficient in reading, writing, and content area skills needed to meet grade level expectations.

Level 6- Reaching: This student was formerly limited English proficient and is now fully English proficient. He/she reads, writes, speaks and comprehends English within academic classroom settings

The ESOL program has grown tremendously since 2017. With growth, SFHS has been able to offer more sheltered and push in model classes for support. Additionally, the growth has given the county opportunity to provide documentary in more languages.

Strategies to Support all Teachers and the development of Language

Forsyth County and South Forsyth High School provide teachers with professional development and specific guidance in trainings held through the school year by members of the ELL (English Language Learners) support staff and teachers in subject. These trainings are intended to assist teachers in providing EEL students with support in their existing classroom environments.

Additionally, SFHS provides learning of the host country's culture and or the regional language of English in a variety of curricular requirements. All students must take a course that incorporates instruction on the culture and language. These include an American Literature course, the teaching of American Government, and a required American History course as required for graduation, so American culture is well covered in our current curriculum both inside and outside the IB Programs at SFHS.

South Forsyth High School offers instructional courses to all students, whether a part of the IB Programs or not, for instruction in all Group 1 (IB Literature HL) and Group 2 subjects. Group 2 World Languages include both French and Spanish offerings at SL and HL as well as a robust German program at HL. Additionally, students may study the classical language of Latin to the HL level.

There are also monthly support chats and blogs provided by the ESOL/EL teachers at South Forsyth High School that provide examples of ways to improve language development within all classrooms at South Forsyth High School with relevant and tested ways of learning for EL students. The school and system also provide SIOP trainings that are provided to all teachers (not just IB teachers) twice per year by the county office specifically targeting strategies for instruction with English Language Learners.

Seal of Biliteracy

Forsyth County Schools uses a nationally recognized test, the Stamp4S by Avant Assessments, to assess students' native language proficiency. The test engages students with real-world content that is leveled according to the topics commonly taught at each level of instruction. The adaptive test design adjusts to a student's level so s/he is challenged, but not overwhelmed and enables students to show

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what they can do with the language. Depending on the level of proficiency determined by the test, students can earn up to three world language high school credits and potentially qualify for the [Seal of Biliteracy](#), a high school diploma seal given by the Georgia Department of Education, indicating a working fluency in another language. SFHS and other middle and high schools in the district regularly use the language proficiency test for placement of students in appropriate levels of world language courses and to recognize their native language skills acquired outside a traditional class setting.

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