

House Bill 437

By: Representatives Lim of the 98th, Cannon of the 172nd, Hong of the 103rd, Olaleye of the 59th, Reeves of the 99th, and others

A BILL TO BE ENTITLED
AN ACT

1 To amend Part 3 of Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia
2 Annotated, relating to educational programs under the "Quality Basic Education Act," so as
3 to require the State Board of Education to establish rules and regulations for local school
4 system outreach efforts regarding the English for speakers of other languages (ESOL)
5 program; to require local school systems to engage in such community outreach efforts; to
6 provide for standards for foreign language interpreters providing services to students in
7 educational settings; to require local school systems to provide certain information to
8 limited-English-proficient parents and guardians regarding their children; to provide for
9 interpreter services; to provide for meetings of school representatives with
10 limited-English-proficient parents and guardians regarding their children; to provide for
11 related matters; to repeal conflicting laws; and for other purposes.

12 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

13 **SECTION 1.**

14 Part 3 of Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated,
15 relating to educational programs under the "Quality Basic Education Act," is amended by

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16 revising Code Section 20-2-156, relating to program for limited-English-proficient students,
17 as follows:

18 "20-2-156.

19 (a) The State Board of Education shall create a program for limited-English-proficient
20 students whose native language is not English, subject to appropriation by the General
21 Assembly. The purpose of this program is to assist such students to develop proficiency
22 in the English language, including listening, speaking, reading, and writing, sufficient to
23 perform effectively at the currently assigned grade level. The state board shall prescribe
24 such rules and regulations regarding eligibility criteria and standards as may be needed to
25 carry out the provisions of this Code section. The state board shall also prescribe rules and
26 regulations regarding community outreach efforts by local school systems to ensure that
27 limited-English-proficient students and their parents and guardians are provided
28 information regarding the program. This program may also be referred to as the English
29 for speakers of other languages (ESOL) program.

30 (b) The State Board of Education shall establish standards for foreign language interpreters
31 working with students in educational settings. Such standards shall include, but shall not
32 be limited to:

33 (1) Demonstrated proficiency in English and the target language in listening, speaking,
34 and reading domains; and

35 (2) Familiarity with legal concepts related to and service requirements of Part B of the
36 federal Individuals with Disabilities Education Act (IDEA) and Section 504 of the federal
37 Rehabilitation Act of 1973, as well as standards for the use of remote interpreter services,
38 including, but not limited to, the conditions under which remote interpreter services may
39 be used to provide high-quality interpreter services.

40 (c) Each local school system shall provide to limited-English-proficient parents and
41 guardians, in a language easily understood by such parents and guardians, information
42 regarding their children relative to the following:

- 43 (1) School registration, enrollment, and withdrawal;
44 (2) Grievance procedures;
45 (3) Notices of all school programs, including, but not limited to, talented and gifted
46 programs, early intervention programs, special education programs, art and music
47 programs, and athletic programs;
48 (4) Student discipline policies and procedures, student codes of conduct, handbooks, and
49 similar materials;
50 (5) Report cards;
51 (6) Language assistance programs;
52 (7) School choice opportunities; and
53 (8) Parent-teacher conferences.
- 54 (d) Each local school system shall provide to limited-English-proficient parents and
55 guardians in a language easily understood by such parents and guardians, regarding their
56 children:
- 57 (1) Information regarding the availability of interpretation services at any meeting with
58 school representatives;
59 (2) An explanation of how parents or guardians can request an interpreter;
60 (3) Notice that a parent or guardian has the right to request that the interpreter serve no
61 other role in the meeting than as an interpreter, and that the local school system should
62 make reasonable efforts to fulfill this request; and
63 (4) A point of contact to address any questions or complaints about interpretation
64 services.
- 65 (e) For each meeting a school representative has with limited-English-proficient parents
66 and guardians regarding their children, the recorded minutes of such meeting shall reflect:
- 67 (1) Whether a parent or guardian requested an interpreter, had previously requested
68 interpretation services, or had otherwise indicated that an interpreter was necessary to
69 ensure meaningful parental or guardian involvement in the meeting;

70 (2) The language for interpretation;
71 (3) Whether a qualified interpreter was provided or a parent or guardian provided an
72 interpreter of his or her own choosing; and
73 (4) Whether a parent or guardian requested that the interpreter serve no other role in the
74 IEP meeting and, if so, whether the local school district granted such request.
75 (f) Each local school system shall engage in community outreach efforts directed toward
76 limited-English-proficient students and their parents and guardians. Such efforts shall
77 comply with the rules and regulations prescribed by the State Board of Education pursuant
78 to subsection (a) of this Code section."

79 **SECTION 2.**

80 All laws and parts of laws in conflict with this Act are repealed.