

House Bill 23

By: Representatives Scott of the 76th, Schofield of the 63rd, and Davis of the 87th

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 schools to provide progress reports to parents or legal guardians of students in the
4 early intervention program; to require the Department of Education to collaborate with the
5 Professional Standards Commission to improve and update professional development
6 opportunities for teachers that specifically relate to early intervention; to require that schools
7 provide progress reports to parents or legal guardians of students in the English for speakers
8 of other languages program; to require the Department of Education to collaborate with the
9 Professional Standards Commission to improve and update professional development
10 opportunities for teachers that specifically relate to supporting limited-English-proficient
11 students; to provide for related matters; to provide a short title; to repeal conflicting laws; and
12 for other purposes.

13 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

14 **SECTION 1.**

15 This Act shall be known and may be cited as the "Student Success and Progress Act."

SECTION 2.

Part 3 of Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to educational programs under the "Quality Basic Education Act," is amended by revising Code Section 20-2-153, relating to early intervention program for students at risk of not reaching or maintaining academic grade level, as follows:

"20-2-153.

(a) The State Board of Education shall create and each local board of education shall provide an early intervention program to serve students in kindergarten through grade five. The kindergarten early intervention program shall serve students enrolled in kindergarten. The primary grades early intervention program shall serve students enrolled in grades one through three. The upper elementary grades early intervention program shall serve students in grades four ~~through~~ and five.

(b) The early intervention program shall serve students who are at risk of not reaching or maintaining academic grade level, including, but not limited to, students who are identified through the first grade readiness assessment required by Code Sections 20-2-151 and 20-2-281 and students with identified academic performance below grade levels defined by the Office of Student Achievement in Code Section 20-14-31 for any criterion-referenced assessment administered in accordance with Code Section 20-2-281 for grades one through five. Local school systems shall devise a process for the identification of such students at the beginning of each school year and also during the school year as a continuous process of early identification and monitoring. ~~School~~ Local school systems may use indicators such as, but not limited to, the student's scores on previous assessments, the student's classroom performance in the same or previous years, and other reliable indicators to identify such students. A student shall be assigned to the early intervention program as soon as is practicable after the student is identified as at risk or after the results of the first-grade readiness assessment, the criterion-referenced assessment, or other indicators are known. The school shall provide timely notice and an

43 opportunity for a conference with the student and his or her parents or guardians to discuss
44 the student's academic performance and the role of the early intervention program. The
45 school shall provide the student's parents or guardians with a report on the student's
46 academic performance and progress in such program at least twice each semester.

47 (c) The State Board of Education shall describe by rules and regulations such additional
48 services, resources, support, or strategies as may be provided by the local school system.
49 The specifications for delivery of early intervention services shall be the responsibility of
50 local boards of education except that the program rules and regulations adopted by the
51 State Board of Education shall be followed in designing the program delivery models.
52 Delivery models may include, but are not limited to, class augmentation, pull-out or
53 self-contained classes, and the Reading Recovery Program delivered by certificated
54 personnel.

55 (d) The early intervention program shall be designed with the intent of helping the student
56 to perform at expectations and exit the program in the shortest possible time. Students shall
57 be moved into this program, provided assistance, and moved out of this program upon
58 reaching grade level performance. It is not the intent of the General Assembly that students
59 be assigned to this program on a continuing or permanent basis.

60 (e) Funding for the early intervention program shall have a full-time equivalent
61 teacher-student ratio of one teacher to 11 students.

62 (f) Each local school system shall annually report the number of students served in the
63 early intervention program as part of the full-time equivalent program count conducted
64 pursuant to Code Section 20-2-160.

65 (g) The Department of Education shall collaborate with the Professional Standards
66 Commission to improve and update professional development opportunities for teachers
67 that specifically relate to early intervention."

SECTION 3.

Said part is further amended by revising Code Section 20-2-156, relating to program for limited-English-proficient students, as follows:

"20-2-156.

(a) The State Board of Education shall create a program for limited-English-proficient students whose native language is not English, subject to appropriation by the General Assembly. The purpose of ~~this~~ the program is to assist such students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at ~~the currently~~ their assigned grade level. The ~~state board~~ State Board of Education shall prescribe such rules and regulations regarding eligibility criteria and standards as may be ~~needed~~ necessary to carry out the provisions of this Code section. ~~This~~ The program may also be referred to as the English for speakers of other languages (ESOL) program.

(b) The school in which a student in the English for speakers of other languages program is enrolled shall provide the student's parents or guardians with a report on the student's academic performance and progress in such program at least twice each semester.

(c) The Department of Education shall collaborate with the Professional Standards Commission to improve and update professional development opportunities for teachers that specifically relate to supporting limited-English-proficient students."

SECTION 4.

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