

160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LANGUAGE LEARNERS (ELLs).

(1) DEFINITIONS.

- (a) Mainstreamed students—ELLs who have exited a language assistance program
- (b) School—a public school in the state of Georgia.
- (c) School system—a public school system in the state of Georgia.

(2) ELIGIBILITY FOR ENTRY INTO AND EXIT FROM LANGUAGE ASSISTANCE.

(a) Upon entry into a school in Georgia, all students shall be administered a Home Language Survey or an equivalent to determine if a language other than English is their native language, home language, or first language. All students whose native language, home language, or first language is other than English shall be assessed for English language proficiency using the state-adopted English proficiency measure.

(b) Initial eligibility. Initial eligibility for language assistance services shall be determined by the student's score on the state-adopted language proficiency measure.

1. Students who have an English language proficiency score below proficient on the state-adopted proficiency measure shall be determined to be English language learners (ELL) and shall be eligible for language assistance services. These students shall be coded ELL in Student Records.

2. Students who have an English language proficiency score at or above proficient on the state-adopted proficiency measure shall be considered English proficient and shall not be eligible for language assistance. They shall not be coded as ELL in Student Records.

(c) Continuing eligibility and exit. All ELLs shall be assessed annually on the state-adopted English proficiency measure to determine English language proficiency.

1. Students who have an English language proficiency score below proficient as determined on the state-adopted proficiency measure shall continue to be eligible for language assistance services. These students shall continue to be coded ELL in Student Records.

2. Students who score at the proficient level on both the state-adopted English proficiency measure and on the state reading assessment shall be considered English proficient. These students shall not be eligible for continued language assistance services and shall be exited from language assistance services and mainstreamed. For two years

after exit from language assistance services, these students shall be considered ELL Monitored, and coded ELL-M in Student Records. Monitoring during these two years shall consist of review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the mainstream classroom.

3. Students who score at the proficient level on either the state-adopted English proficiency measure or the state reading assessment but not both, shall have their continued eligibility for language assistance determined through a Language Assessment Conference (LAC). The LAC and the process of determining continued eligibility are described in guidance accompanying this rule.

(3) LANGUAGE ASSISTANCE SERVICE DELIVERY MODELS.

(a) School systems and schools shall provide English language assistance to all ELLs. Such assistance shall be provided through the state funded ESOL program or placement in a locally developed language assistance program approved in advance by the Georgia Department of Education. Approved instructional delivery models include:

1. Pull-out model outside the academic block – students are taken out of a non academic class for the purpose of receiving small group language instruction),
2. Push-in model within the academic block – students remain in their general education class where they receive content instruction from their content area teacher along with language assistance from the ESOL teacher,
3. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance,
4. A resource center/laboratory – students receive language assistance in a group setting supplemented by multi media materials,
5. A scheduled class period – students at the middle and high school levels receive language assistance and/or content instruction in a class composed of ELLs only,
6. An alternative approved in advance by the Department of Education through a process described in Guidance accompanying this rule.

(4) LANGUAGE ASSISTANCE CURRICULA AND ASSESSMENT.

(a) Language assistance curricula in the state funded ESOL program shall consist of plans of instruction which are adapted to the English language proficiency of students and are designed to develop: 1) listening, speaking, reading, writing and American cultural concepts and 2) the language of academic instruction used in language arts, mathematics, science and social studies.

(b) All ELLs receiving language assistance shall be assessed annually for language proficiency. ELLs shall also participate in state assessments pursuant to Georgia State Board of Education rule 160-3-1-.07 Testing Programs--Student Assessment. Students who score at the proficient level either on the state-adopted proficiency measure or the state reading assessment, but not both, shall have their eligibility for language assistance determined through the LAC. The LAC shall be attended by the student's classroom teacher(s), the teacher providing language assistance services, and other relevant parties selected from the following: principal or designee, counselor, school psychologist, lead teacher. The LAC shall be conducted in accordance with guidance accompanying this rule.

(5) FUNDING.

(a) Students identified as eligible for language assistance services who are served by the state-funded ESOL program shall receive at least five segments per week (or yearly equivalent) of English language instruction using ESOL curricula in allowable service delivery models. For purposes of funding, K-3 eligible students shall be counted for a maximum of one segment at the ESOL weight; grades 4-8 students for a maximum of two segments at the ESOL weight; and grades 9-12 students for a maximum of five segments at the ESOL weight.

1. The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

2. The state-funded ESOL program teacher shall hold either the ESOL (P-12) Certificate or the ESOL endorsement issued by the Georgia Professional Standards Commission.

Authority O.C.G.A. § 20-2-156.

Adopted: June 8, 2006

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