

Rule Synopsis for State Board of Education
Rule 160-4-5-.02

LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELs)

State Board of Education Rule 160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELs) was created to establish the provisions for administering English language instruction educational programs operating in Georgia public schools pursuant to O.C.G.A. § 20-2-156 and is anchored in civil rights obligations schools, local education agencies, and the state educational agencies have toward English learners (ELs).

The current proposed amendment will amend terminology in the definitions for English learners (ELs), English to Speakers of Other Languages (ESOL), and language instruction to align with current terminology in the Elementary and Secondary and Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2018 (ESSA), and will introduce a definition for language proficiency standards to clarify the alignment of the language proficiency assessment with the language proficiency standards per federal ESEA/ESSA statute. The rule will further amend terminology used throughout to distinguish the state funded language instruction educational program (ESOL) from the federally funded supplemental language services (Title I, Part and Title III, Part A). Included in the terminology changes is a change in the title of the rule to align with the changes within the rule – changing the term “assistance” to “instruction”, i.e. Language Instruction Program for English Learners.

In addition, the rule will introduce three ESOL delivery model options to align with U.S. Department of Education (ED) reporting requirements and will update delivery model definitions to reflect current flexibility practices, GaDOE data collections guidance, and research-based principles of effective practices in the field of English language development for English learners.