

House Bill 1153

By: Representatives Mainor of the 56<sup>th</sup>, Lim of the 99<sup>th</sup>, and Lopez of the 86<sup>th</sup>

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 notices concerning  
8 interpretation services; to provide for related matters; to repeal conflicting laws; and for other  
9 purposes.

10 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

11 **SECTION 1.**

12 Part 3 of Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated,  
13 relating to educational programs under the "Quality Basic Education Act," is amended by  
14 revising Code Section 20-2-156, relating to program for limited-English-proficient students,  
15 as follows:

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16 "20-2-156.

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

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

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

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

38 (c) Each local school system shall:

39 (1) In an annual notice to all parents of children with disabilities, and in each notice sent  
40 to parents or guardians of an Individualized Education Program (IEP) meeting, provide  
41 the following information:

42 (A) The availability of interpretation services at IEP team meetings.

- 43 (B) An explanation of how parents can request an interpreter.
- 44 (C) Notice that a parent has the right to request that the interpreter serve no other role  
45 in the IEP meeting than as an interpreter, and that the district should make reasonable  
46 efforts to fulfill this request; and
- 47 (D) A point of contact to address any questions or complaints about interpretation  
48 services.
- 49 (2) For each IEP meeting, provide the following information on the recorded minutes of  
50 such meeting:
- 51 (A) Whether a parent requested an interpreter, had previously requested interpretation  
52 services, or had otherwise indicated that an interpreter was necessary to ensure  
53 meaningful parental involvement in the IEP meeting;
- 54 (B) The language for interpretation;
- 55 (C) Whether a qualified interpreter was provided; and
- 56 (D) Whether a parent requested that the interpreter serve no other role in the IEP  
57 meeting and, if so, whether the district granted that request.
- 58 (3) Engage in community outreach efforts directed toward limited-English-proficient  
59 students and their parents and guardians. Such efforts shall comply with the rules and  
60 regulations prescribed by the State Board of Education pursuant to subsection (a) of this  
61 Code section."

62 **SECTION 2.**

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