

The House Committee on Education offers the following substitute to HB 127:

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:

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 provide:

39 (1) Information concerning the availability of interpretation services at IEP team
40 meetings;

41 (2) An explanation of how parents can request an interpreter;

42 (3) Notice that a parent has the right to request that the interpreter serve no other role in
43 the IEP meeting than as an interpreter, and that the district should make reasonable efforts
44 to fulfill this request;

45 (4) A point of contact to address any questions or complaints about interpretation
46 services; and

47 (5) For each IEP meeting, the following information on the recorded minutes of such
48 meeting:

49 (A) Whether a parent requested an interpreter, had previously requested interpretation
50 services, or had otherwise indicated that an interpreter was necessary to ensure
51 meaningful parental involvement in the IEP meeting;

52 (B) The language for interpretation;

53 (C) Whether a parent provided an interpreter of his her own choosing or a qualified
54 in-person interpreter, a digital language service tool, or a language accessibility phone
55 line 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 (d) Each local school system shall engage in community outreach efforts directed toward
59 limited-English-proficient students and their parents and guardians. Such efforts shall
60 comply with the rules and regulations prescribed by the State Board of Education pursuant
61 to subsection (a) of this Code section."

62 **SECTION 2.**

63 All laws and parts of laws in conflict with this Act are repealed.