

## ENGLISH LANGUAGE LEARNERS POLICY

Genesis Innovation Academy will provide an educational support program to help English Learners overcome language barriers and participate meaningfully in the schools' educational environment

### SECTION 1.0 Eligibility for entry into and exit from language assistance

SECTION 1.1. Prior to entry into a school, each student's parent or guardian shall complete a Home Language Survey or an equivalent to determine if a language other than English is used in the home or is the student's native language or first language. All students whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure.

SECTION 1.2. Initial eligibility for language assistance services shall be determined by the student's score on the state-adopted English proficiency screening measure.

- A. Students who have an English language proficiency score below proficient on the state- adopted English proficiency screening measure shall be determined to be English Learners (ELs) and shall be eligible for language assistance services.
- B. Students who have an English language proficiency score at or above proficient on the state-adopted English proficiency screening measure shall be considered English proficient and shall not be eligible for language assistance.

SECTION 1.3. All ELLs shall be assessed annually on the state-adopted English proficiency measure to determine English language proficiency. Students who score at the developing level or below on the state-adopted English proficiency measure shall continue to be eligible for language assistance services.

### SECTION 1.4. Exiting from ESOL services.

- A. 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.
- B. 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 shall be attended by the student's classroom teacher(s), the teacher providing language assistance services, and other relevant parties.
- C. Students who are considered English proficient shall not be eligible for continued language assistance services and shall be exited from language assistance services.
- D. Students that are considered English proficient for two years after exit from language assistance service will receive continued monitoring. The monitoring process shall consist of a documented review of report card grades, state assessment results, classroom performance and teacher observations to ensure the successful transition to the general classroom.

### SECTION 2.0 Language assistance service delivery models

Genesis Innovation Academy will deliver services to ELLs through GaDOE approved instructional delivery models:

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- A. Pull-out model – students are taken out of a general education class to receive small group language instruction from the ESOL teacher
- B. Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.

Legal Reference O.C.G.A. 20-2-150, 20-2-156, United States Code § 1703