

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
- D. assistance services.
- E. 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 Parent Notification

- A. For those children who have been identified as English learners prior to the beginning of the school year, Genesis shall notify the children's parents within 30 days of the beginning of the school year.

- B. For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, Genesis shall notify the children's parents during the first two weeks (within 10 school days) of the child being placed in a language instruction educational program.
- C. The notification letter shall inform the parent(s)/guardian(s) of the following:
 - i. the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - ii. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - iii. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - iv. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - v. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - vi. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 - vii. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
 - viii. information pertaining to parental rights that includes written guidance
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available;
 - c. assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

SECTION 3.0 Language assistance service delivery models

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

- 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