ESOL Delivery Models, Courses & Scheduling, and EL/TPCs

A GaDOE EL Language Programs’ ESOL Munch & Learn
August 5, 2020

Advancing Effective Leadership for Continuous Improvement of Systems for English Learner Success
ESOL Directors’ Munch & Learn Series 2020-2021

- July – EL Entrance Procedures (Presentation: Recording: FAQs)
- August – ESOL Delivery Models & EL/TPCs (Presentation: Recording: Q & A)
- September – WIDA ELD Standards & Resources (Presentation: Recording: Q & A)
- October – MTSS for ELs, EL/SWD, Gifted ELs (Presentation: Recording: Q & A)
- November – Middle School ELs, SLIFE, Newcomers, LTELS (Presentation: Recording: Q & A)
- December – Assessing ELs (Presentation: Recording: Q & A)
- January – Effective Interventions for ELs (Presentation: Recording: Q & A)
- February – ESOL Teachers Professional Capacity (Presentation: Recording: Q & A)
- March – EL Family & Community Engagement (Presentation: Recording: Q & A)
- April – EL Exit Procedures (Presentation: Recording: Q & A)
- May – EL Program Evaluation (Presentation: Recording: Q & A)
- June – ACCESS Data Literacy (Presentation: Recording: Q & A)
Lunch Menu Today

Appetizer
Federal & State requirements

Main Course
1. Delivery Models
2. Courses, Segments, Funding
3. Class sizes, Teachers,
4. Opting out
5. Distance Learning

Dessert
EL-TPCs
The student is identified as an English learner. Now What?

**Federal Laws**

- OCR/DOJ *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* (Jan 7, 2015)

**State Guidance**

- State Board of Education Rule 160-5-4-.02 (updated 2017)
- State-funded ESOL courses
- Reporting ESOL Delivery Models
ESOL Language Program – LEAs’ Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEAs ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

DOJ/OCR Requirements for ESOL

1. Identify and screen all potential EL students in a timely, valid, and reliable manner.
2. Provide EL students with an educationally sound and successful ESOL Program.
2. Provide prepared and trained ESOL teachers and staff.
2. Avoid unnecessary segregation of EL students (i.e. Sheltered &Pull-out Models).
2. Ensure meaningful communication with EL parents.
2. Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

Meet the needs of EL students whose parents opt them out of ESOL

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future

May 2020
Website Resources:

1. Federal Laws

- Schools Civil Rights Obligations to English Learner Students and Limited English Proficiency Parents
- English Learner Toolkit
- ESEA/ESSA Title III, Part A, Language Instruction for English Learners and Immigrant Students
- U.S. Department of Education English Learner Resources
Website Resources:

II. State Guidance

- 160-4-5-.02 Language Assistance: Program for English Learners
- 160-4-2-.03 List of State-funded K-8 Subjects and 9-12 Courses
- 160-5-1-.08 Class Sizes
- 160-3-1-.07 Testing Programs. Student Assessment
- GaDOE ACCESS for ELLs® 2.0 Assessment
- English Learners in Georgia's State ESSA Plan
- Reporting ESOL Delivery Models

III. LEA Flexibility

- Strategic Waiver School Systems
- Charter School Systems

ESOL Language Program Website

EL Language Programs - State Guidance (Updated 11-20-2019)
ESOL Delivery Models – What makes them effective?

• Meets the unique needs of EL students?
• Students’ level of English proficiency?
• Students’ time in EL programs?
• Teacher capacity – prepared & trained?
• Number of ELs in the school?
• Avoid segregation?
• English proficiency and parity of participation in a reasonable length of time?
# ESOL Delivery Models

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code #</th>
<th>COURSE Teacher Code</th>
<th>ADDITIONAL TEACHER 1-3</th>
<th>Comments - Description</th>
<th>COURSE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL</td>
<td>Pull-Out</td>
<td>1</td>
<td>Course teacher with content appropriate certification</td>
<td>ESOL Teacher with ESOL certification / endorsement</td>
<td>EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. NOTE: When pulling out EL students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.</td>
<td>Content Area Course Number</td>
</tr>
<tr>
<td>ESOL</td>
<td>Push-In</td>
<td>2</td>
<td>Course teacher with content appropriate certification</td>
<td>ESOL Teacher with ESOL certification / endorsement</td>
<td>EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this class. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.</td>
<td>Content Area Course Number</td>
</tr>
</tbody>
</table>
# ESOL Delivery Models

<table>
<thead>
<tr>
<th>ESOL</th>
<th>Resource Center/Lab</th>
<th>4</th>
<th>ESOL Teacher with ESOL certification / endorsement</th>
<th>No</th>
<th>EL students receive language assistance in a group setting supplemented by multimedia materials.</th>
<th>ESOL Course Number (55.x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL</td>
<td>Scheduled Class Period (Scheduled Language Acquisition)</td>
<td>5</td>
<td>ESOL Teacher with ESOL certification / endorsement</td>
<td>No</td>
<td>In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.</td>
<td>ESOL Course Number (55.x)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code #</th>
<th>COURSE TEACHER CODE</th>
<th>ADDITIONAL TEACHER 1-3</th>
<th>Comments - Description</th>
<th>COURSE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL</td>
<td>Scheduled Class Period (Scheduled Language Acquisition) at a Newcomer Program</td>
<td>A</td>
<td>ESOL Teacher with ESOL certification / endorsement</td>
<td>No</td>
<td>EL students are participating in a Newcomer Program for recently-arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.</td>
<td>ESOL Course Number (55.x)</td>
</tr>
</tbody>
</table>
## ESOL Delivery Models

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Course Teacher Code</th>
<th>ADDITIONAL TEACHER CODE</th>
<th>Comments - Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL</td>
<td>Innovative Delivery Model</td>
<td>6</td>
<td>Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs</td>
<td>To be determined based on design of approved model. Approved in advance by the Georgia Department of Education for traditional LEAs only.</td>
</tr>
<tr>
<td>ESOL</td>
<td>Sheltered Content</td>
<td>8</td>
<td>Course teacher who is also ESOL endorsed/certified.</td>
<td>EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.</td>
</tr>
</tbody>
</table>

**Program Area**

- **ESOL**

**Course Code**

- Content Area
- Course Number with a locally-defined digit to indicate Sheltered Content (includes 23.09100-23.09400 for the English ESOL I-IV Courses).  
- **COURSE NUMBER** cannot be 55.x.
Dual Language Immersion (DLI)

Georgia’s Dual Language Immersion (DLI) Program Initiative

In Georgia dual language programs, the students spend at least half of their school day in the target language and the other half-day in English. Some programs may choose to increase the percentage of the day spent in the target language in the early years. Immersion students are taught Math, Science, Literacy and sometimes Social Studies in the target language. They are taught English Language Arts, Reading, and usually Specials in English.

<table>
<thead>
<tr>
<th>ESOL</th>
<th>Dual Language Immersion</th>
<th>9</th>
<th>ELA Content Teacher who is also ESOL endorsed/certified</th>
<th>No</th>
<th>EL students receive language assistance through immersion in a dual language setting. The class includes EL students and non-EL students. The ESOL teacher must be the instructor during the “English portion” of the school day and must have the appropriate content area certification and the ESOL endorsement or ESOL certification.</th>
<th>Content Area Course Number</th>
</tr>
</thead>
</table>

New Dashboard shows DLI public schools in Georgia

GaDOE – Curriculum & Instruction – World Languages – Dual Language Immersion Programs
## ESOL Course Numbers

The table below lists the State-funded K-8 Subjects & 9-12 Courses.

### ESOL, ELEMENTARY (GRADES K-5)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.00100</td>
<td>ESOL/Grade K</td>
</tr>
<tr>
<td>55.00200</td>
<td>ESOL/Grade 1</td>
</tr>
<tr>
<td>55.00300</td>
<td>ESOL/Grade 2</td>
</tr>
<tr>
<td>55.00400</td>
<td>ESOL/Grade 3</td>
</tr>
<tr>
<td>55.00500</td>
<td>ESOL/Grade 4</td>
</tr>
<tr>
<td>55.00600</td>
<td>ESOL/Grade 5</td>
</tr>
</tbody>
</table>

### ESOL, MIDDLE GRADES 6-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.01100</td>
<td>ESOL/Grade 6</td>
</tr>
<tr>
<td>55.01200</td>
<td>ESOL/Grade 7</td>
</tr>
<tr>
<td>55.01300</td>
<td>ESOL/Grade 8</td>
</tr>
</tbody>
</table>

### ESOL, GRADES 9-12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.02100</td>
<td>Communication Skills I</td>
</tr>
<tr>
<td>55.02110</td>
<td>Communication Skills in Math</td>
</tr>
<tr>
<td>55.02120</td>
<td>Communication Skills in Science</td>
</tr>
<tr>
<td>55.02130</td>
<td>Communication Skills in Social Studies</td>
</tr>
<tr>
<td>55.02200</td>
<td>Communication Skills II</td>
</tr>
<tr>
<td>55.02300</td>
<td>Reading and Listening in the Content Areas</td>
</tr>
<tr>
<td>55.02400</td>
<td>Oral Communication in the Content Areas</td>
</tr>
<tr>
<td>55.02500</td>
<td>Writing in the Content Areas</td>
</tr>
<tr>
<td>55.02600</td>
<td>Reading and Writing in Science</td>
</tr>
<tr>
<td>55.02610</td>
<td>Reading and Writing in Social Studies</td>
</tr>
<tr>
<td>55.02700</td>
<td>Academic Language of Science and Math</td>
</tr>
</tbody>
</table>

### ESOL SECONDARY (GRADES 9-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.09100</td>
<td>English ESOL I</td>
</tr>
<tr>
<td>23.09200</td>
<td>English ESOL II</td>
</tr>
<tr>
<td>23.09300</td>
<td>English ESOL III</td>
</tr>
<tr>
<td>23.09400</td>
<td>English ESOL IV</td>
</tr>
<tr>
<td>23.09500</td>
<td>Advanced Study English ESOL V</td>
</tr>
<tr>
<td>23.09600</td>
<td>Advanced Study English ESOL VI</td>
</tr>
</tbody>
</table>

55.XXXXXX = Electives
23.XXXXXX = Credit
State-funded ESOL Segments

• SBOE 160-4-5-.02

“EL students should receive the equivalent of at least five segments per week of English language instruction using ESOL curricula in allowable service delivery models.”

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Daily Minutes Per Segment</th>
<th>Daily ESOL Segments Maximum</th>
<th>Weekly Minutes Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>45 minutes</td>
<td>1</td>
<td>225</td>
</tr>
<tr>
<td>4-8</td>
<td>50 minutes</td>
<td>2</td>
<td>250</td>
</tr>
<tr>
<td>9-12</td>
<td>55 minutes</td>
<td>5</td>
<td>275</td>
</tr>
<tr>
<td>Block Schedule</td>
<td>90 minutes</td>
<td>2</td>
<td>225</td>
</tr>
<tr>
<td>Hybrid Block Schedules</td>
<td>If less than 90 minutes</td>
<td>1</td>
<td>Determined by LEAs</td>
</tr>
</tbody>
</table>
## ESOL SBOE 160-4-5-.02

### ESOL Class Size
- SBOE Rule 160-5-1-.08
- Minimum FTE funding size = 7
- Charter or SWSS contract waivers
- Educationally sound/effective in practice?

### ESOL Teacher Qualifications
- GaPSC endorsement on base certificate
- GaPSC K-12 certification, regardless of base certificate
- Provisional 1 year
- District defined professional qualifications (prepared & trained?)
Meeting the needs of EL students whose parents opt them out of ESOL

1. Parents have a right to decline or opt their children out of a school’s EL program or services within that program.
2. Parents’ decision must be knowing and voluntary.
3. Parents must sign ESOL Waiver/Decline Services documentation yearly.
4. Schools’ obligation – affirmative steps / appropriate action
5. There is no assessment exemption for students who do not receive ESOL services.
Questions?
Virtual/Remote/Distance ESOL

Q5 – Must an LEA providing remote learning provide language instruction services to ELs?

YES, if an LEA is providing remote learning for its students, the LEA must provide language instruction services & supports to ELs to the greatest extent possible.
Which ESOL Delivery Models Work Remotely?

- ESOL teachers should continue to provide language development instruction to EL students who were served in a **Scheduled** ESOL Delivery Model.

- ESOL teachers should continue to **collaborate** with the content teacher to ensure appropriate supports, modifications, and language differentiated scaffolds are provided to ELs in distance or remote learning classes using the **Push-in** or Collaborative Delivery Model.

- Content teachers who are ESOL endorsed/certified and mainstream teachers should continue to provide appropriate supports and accommodations to EL students who were previously in **Sheltered** Content or mainstream classrooms.
*See Georgia’s Optional ESOL Distance Learning Plan Template

**USED Guidance**

- Physical school closures may affect how services are provided to ELs.
- EL services may be provided virtually, online, or via telephone.
- Documentation of services, supports, and accommodations*
- Alternative access to the curriculum or services provided to other students
- Digital language learning resources
- Digital meetings
- Non-technology-based strategies
- Online data tracking
- Remote instruction
- Teacher check-ins
- Telephone calls
- Tutorials

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*See Georgia’s Optional ESOL Distance Learning Plan Template
# Sample Distance Learning Plan for Language Instruction Services

## Sample Distance Learning Plan for English Learners’ Language Instruction Services

### (ESOL Language Service Plan during School Closure)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>GTID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Grade level: Choose an item.</td>
</tr>
<tr>
<td>Parent/Guardian Name:</td>
<td>Parent/Guardian Contact (phone/email):</td>
</tr>
</tbody>
</table>

**Date of most recent ACCESS test:** Click or tap to order a date.  
**Most Recent ACCESS Overall Composite Proficiency Level:**

**Distance Learning Plan Meeting Date:** Click or tap to order a date.  
**Distance Learning Plan Start Date:** Click or tap to order a date.

**Present Levels of English Proficiency:**
- What critical information about the student’s current English skills in the Listening, Speaking, Reading, and Writing Domains will support the development of the distance learning plan?

**Access and Opportunity for Distance Learning Instruction:**
- Does the student have access to the internal and technology, if needed?  
- Are there any barriers regarding the frequency and length of time for this access?  
- What is the current ability to access distance learning?  
- Are there specific types of distance learning strategies that would be more appropriate?  
- Are there any accommodations or language scaffolds which must be considered?

**English Language Development (ELD) Goals:**
Describe the English language learning goals for the student during school closures, including when and how progress toward those goals will be measured.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>ELD Goal</th>
<th>When &amp; How Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Distance Learning Plan for English Learners’ Language Instruction Services (ESOL Language Service Plan during School Closure)

**ESOL Language Services and Supports:**
- What ESOL accommodations, modifications, services and supports will be provided for the student through distance learning during school facility closure?  
- Consider how these services will support meaningful access to standards-based content instruction delivered during distance learning.

**Providers:**
- Who will provide the ESOL language instruction and support?  
  - Describe the type of personnel such as ESOL teacher, related service provider, support personnel, etc.
  - Indicate if the services are direct services provided for the student and/or services provided to the parent/guardians. (Note: indirect services do not earn ESOL QSEYE)

**Frequency and Time of Services:**
- If appropriate, please briefly describe when the services will be completed and how often.

**Progress Monitoring:**
- How will the plan measure progress on English Language Development (ELD) goals?

**Feedback:**
- Is parent/guardian feedback being considered during development and/or implementation of this plan? If so, document the feedback.  
- Is team members’ feedback being considered during development and/or implementation of this plan? If so, document the feedback.

**Team Members:**
- If appropriate, list the team members and meeting dates of the participants.

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**Disclaimer:** School systems are not required by the GaDOE ESOL Language Program to develop a distance learning plan for English learners; however, schools may opt to use this template as evidence of meeting Office for Civil Rights (OCR) requirements.
GaDOE Resources for Virtual/Distance/Remote Learning

- FY21 Data Collection FAQs (New)
- Student Attendance and Virtual/Distance/Remote Learning FAQ (June 26, 2020)
  1. Schedule ESOL courses
  2. Deliver ESOL virtually/remotely when necessary
Resources on GaDOE ESOL website

**Continuity of Language Learning for English Learners**

- Georgia's Optional ESOL Distance Learning Plan Template (Fillable)
- USED EL Fact Sheet: Providing Services to ELs during School Closures
- ESOL Teacher Strategies for Distance Learning
- Strategies for Assisting English Learner Students Online
- Online Resources for ESOL Teachers
- CCSSO Compiled List of State Resources for the Education of ELs
- Suggestions for Online ESOL Classes and Activities
Teaching Multilingual Learners Online

https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online

NEW: Ensuring Continuity Of Learning And Operations

Supporting English Learners (ELs) Through Technology

September 26, 2019
FAQ on Meeting the Needs of English Learners in an Online Environment

How can educators provide high-quality instruction to English learners in an online environment?


http://www.cal.org/resource-center/freeresources
Q & A Time –
Chat Box Again!
Q7 – Must an LEA that is operating remotely provide language accommodations for ELs in content classes?

YES, the LEA is required to provide language accommodations for ELs for content classes that are held remotely.

- Time extensions
- Close captioned videos / embedded interpretation
- Accessible or translated reading materials
- Video conferencing
- Online translation dictionaries
EL Test Participation Committee (EL/TPC)

• 3 members
  • 1 is a teacher
  • 1 is an ESOL teacher currently serving the student
  • Other members (see list p. 104)

• SBOE Rule – Is EL enrolled in a grade with a state or locally mandated assessment?

• Annually reviewed

• Example form in 2020-2021 Student Assessment Handbook
EL-TPC Team Considerations

- What are the EL student’s current levels of English proficiency in Listening, Reading, and Writing?
- What are the EL student’s previous GA Milestone’s assessments results?
- Which accommodations were previously provided?
- What are the EL student’s recent district formative or benchmark data?
- Were accommodations used for these assessments?
- Does the student have any unique sociocultural needs with regards to testing?
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Most likely to benefit EL students at this ELP Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELP Levels 1.0 – 2.9</td>
</tr>
<tr>
<td>Setting Accommodations</td>
<td></td>
</tr>
<tr>
<td>1. ESOL classroom</td>
<td>✓</td>
</tr>
<tr>
<td>2. Small group</td>
<td>✓</td>
</tr>
<tr>
<td>3. Preferential seating</td>
<td>✓</td>
</tr>
<tr>
<td>4. Individual or study carrel</td>
<td></td>
</tr>
<tr>
<td>5. Individual administration</td>
<td></td>
</tr>
<tr>
<td>Presentation Accommodations</td>
<td></td>
</tr>
<tr>
<td>6. Explain or paraphrase the directions for clarity (in English only)</td>
<td>✓</td>
</tr>
<tr>
<td>7. Oral reading of test questions in English only</td>
<td>✓</td>
</tr>
<tr>
<td>8. Oral reading of ELA passages in English only*</td>
<td>Reading Proficiency &lt; 2.0 AND Listening Proficiency ≥ 3.0</td>
</tr>
<tr>
<td>9. Repetition of directions** (in English only)</td>
<td>✓</td>
</tr>
<tr>
<td>Response Accommodations</td>
<td></td>
</tr>
<tr>
<td>10. Word-to-Word dictionary***</td>
<td>(case by case for students in the 2.0’s)</td>
</tr>
<tr>
<td>Scheduling Accommodations</td>
<td></td>
</tr>
<tr>
<td>11. Frequent monitored breaks</td>
<td>✓</td>
</tr>
<tr>
<td>12. Extended time within the confines of the school day</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

**Be aware that some accommodations, such as repeated directions and extended time may also require small group administration.

***EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.
Conditional Accommodations 3: Reading of ELA Passages

Restricted to EL students who meet all eligibility criteria below -

- The student’s English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text as indicated by their WIDA ACCESS or WIDA Screener or equivalent valid/reliable language proficiency measure), not simply reading below grade level;
  a. Student’s WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **reading proficiency must be less than 2.0. and**,  
  b. Student’s WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **listening proficiency must be 3.0 and/or greater** for the student to benefit from the read-aloud, and
- The student is not poised to exit language services within the current school year; and
- There are clear and specific goals within the student’s educational plan addressing the deficits which necessitate the need for this conditional accommodation.
Q & A Time – Chat Box Again!
See you next month at the Sept 2\textsuperscript{nd} Munch & Learn!

| Sept 2 | Coherent Instruction System: WIDA ELD Standards & Resources, including CROSSWALK with GSE – How do we build language skills in a distance or virtual environment? What’s content got to do with it? (C & I) |

**Ensuring Accurate EL & Immigrant Data**
- For ESOL Coordinators, Title IIIA Directors, Data Clerks, Registration Personnel
- Webinars will be recorded & posted
- Submit questions by EOB two days prior, if possible

Register for only one date & time that fits your schedule:

1. **Friday, Aug. 21 @ 1:00 p.m.** -
   https://attendee.gotowebinar.com/register/3905390942579117583

2. **Monday, Aug. 24 @ 2:00 p.m. (REPEAT)**
   https://attendee.gotowebinar.com/register/2138711052231591183
ESOL Questions & Support
678-794-3695
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