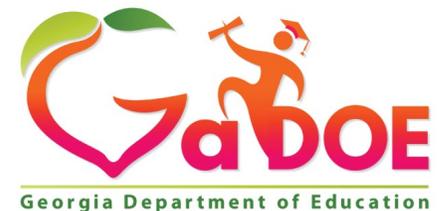


A Supportive Learning Environment for English Learners



A GaDOE
EL Language Programs
ESOL Directors Munch & Learn
October 7, 2020



Appetizer

- Review September session
- Federal requirements

Main Course

- Early Intervention Program
- GA's Tiered System of Supports
- Special Education Services & Support
- College Readiness & Talent Development

Dessert

- WIDA & ESOL Resources

Lunch Menu Today



ESOL Language Program – LEAs' Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

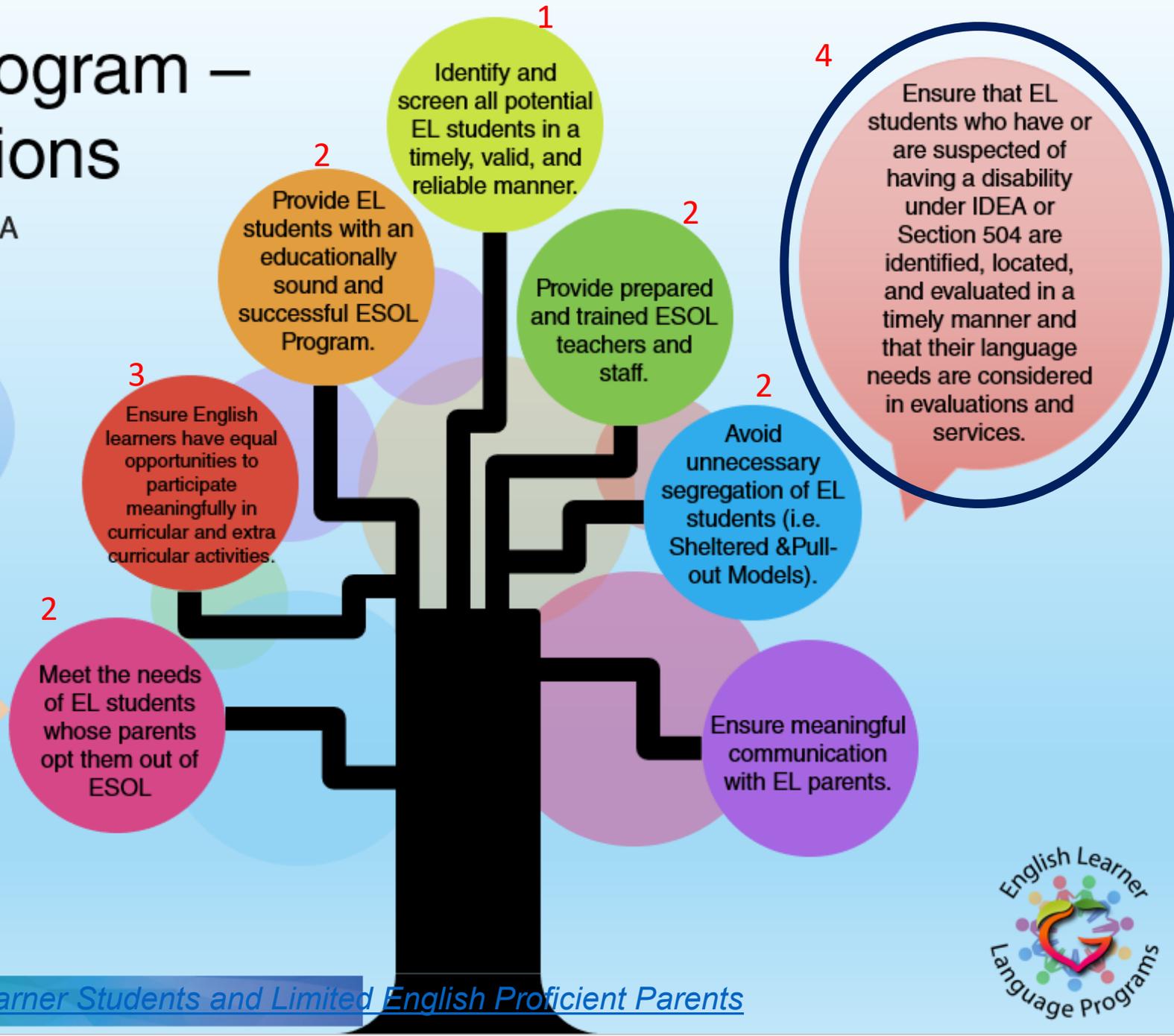
4

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 LEA's 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.



May 2020



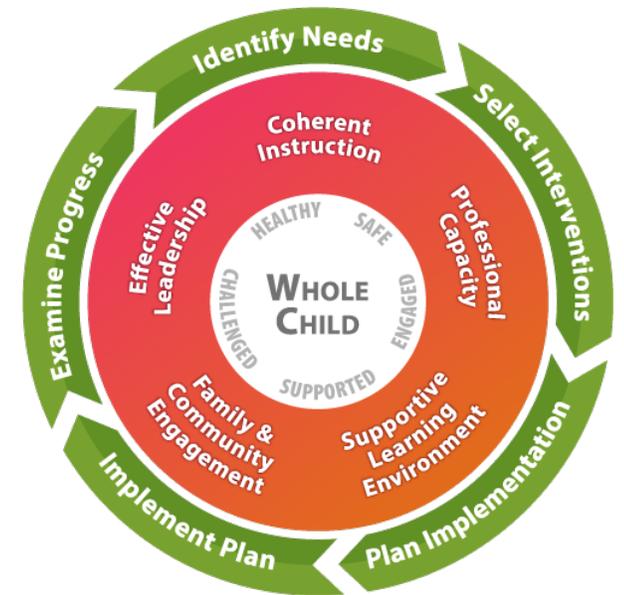
A Supportive Learning Environment for ELs

1. Maintaining order and safety
 - Basic needs
2. Developing and monitoring a tiered system of supports
 - Comprehensive
 - Personalized
3. Ensuring a student learning community for English learners
 - Levels of English proficiency
 - Cultural background



Supportive Learning Environment – Services to monitor EL students' progress

1. Early Intervention Program (EIP) – Anisha Donald
2. GA's Tiered System of Supports (MTSS) – Karen Suddeth
3. Special Education Services & Support – Wina Low
4. College Readiness & Talent Development – MaryJean Banter





Equity for English Learners in EIP Services

Meg Baker - Proxy for
Anisha Donald
Elementary Program Specialist
Curriculum & Instruction

ELA Team

Follow us:



Breanne Huston, ELA Program Manager

bhuston@doe.k12.ga.us

Franeka Colley, Special Education Content Integration
Specialist

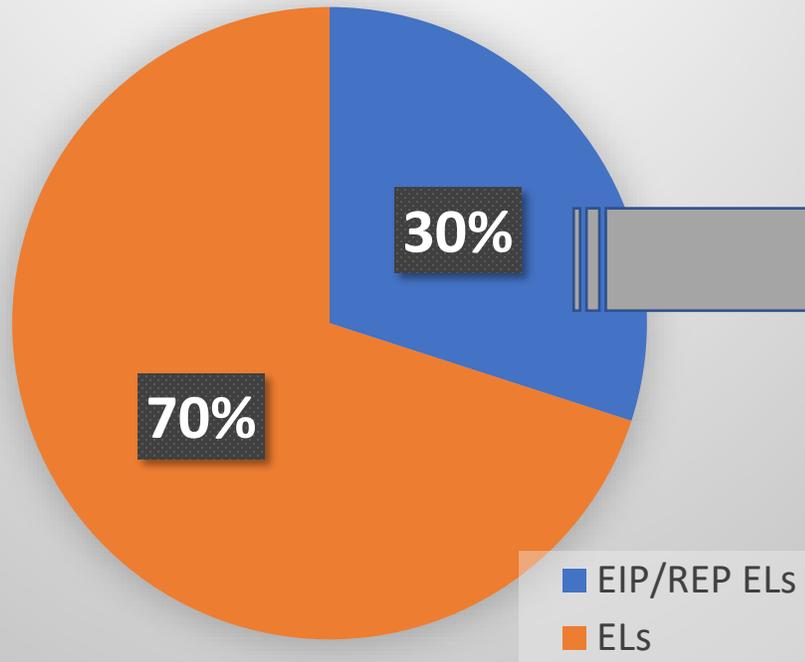
franeka.colley@doe.k12.ga.us

**Anisha Donald, Elementary Program Specialist

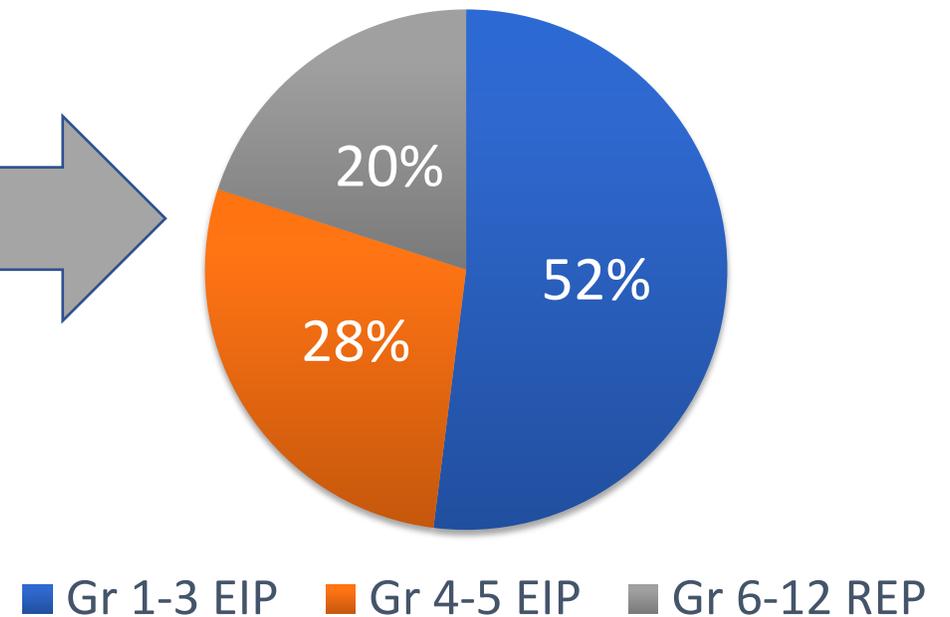
adonald@doe.k12.ga.us

How many ELs are served in EIP or REP programs?

Percentage of ELs in EIP or REP
Student Record 2020



Percent of ELs in EIP/REP by
Grade Level
Student Record 2020



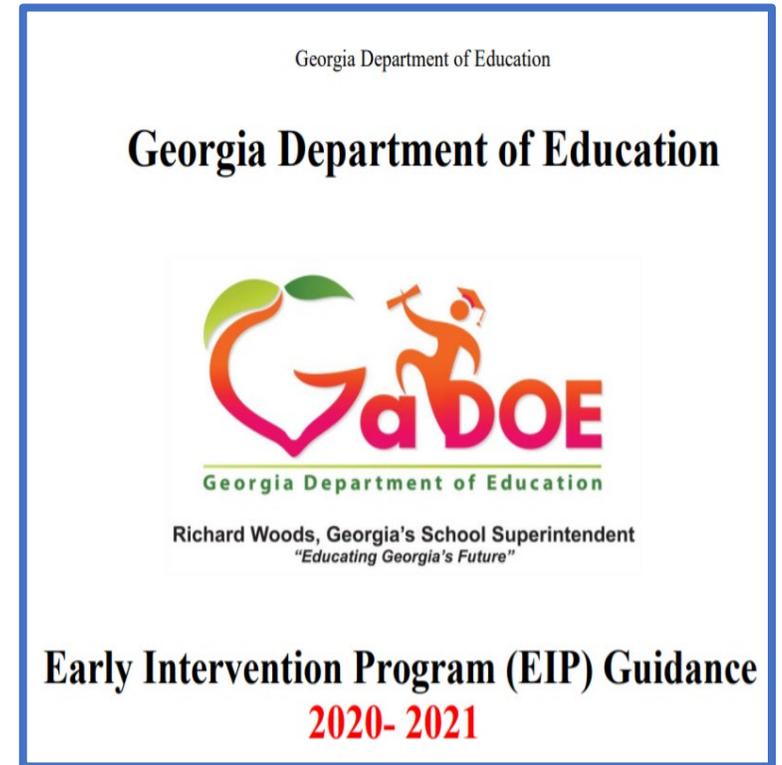
EIP FAQ about ELs in ESOL – Question #10

Q10: *Are English learners (EL) students eligible to participate in the EIP program?*

How should they be found eligible?

How should they be counted in FTE?

A: Yes, EL students can participate in the EIP program. They must be counted in FTE during a segment they are not being served in the ESOL program.



[Early Intervention Program](#)

Data to Consider when Determining ELs' Eligibility for ELP Services



1. Initial ELP Screener results
2. Annual ELP Assessment results by Overall Composite and each language domain: Listening, Speaking, Reading, Writing
3. Student ELP Growth Percentiles using ACCESS scales scores and “like peers” (when available)
4. Literacy & oracy levels in primary home language
5. Family culture
6. Educational history

Questions to Consider when Determining ELs' Eligibility for ELP Services

- 1. Was the student's level of English proficiency considered in the analysis of the non-ELP test results?**
 - a. Are the benchmark tests used of eligibility normed for English-only students?
 - b. Do the benchmark test vendors provide English learner norms for the team to consider?
 - c. How does the student's level of English proficiency affect the benchmark test results?
 - d. Did the teacher's referral include information on the student's level of ELP?
- 2. Was the student's level of English proficiency considered in the choice of interventions?**
 - Does the research say this intervention will be effective with dual language learners or with English learners?
- 3. Was the student's level of English proficiency considered in the teacher's instructional practices?**
 - a. Are high-leverage practices for ELs being used in the Tier 1 classroom?
 - b. Is the student receiving appropriate language instruction in Tier 1 classrooms?
 - c. Is the student meeting the language goals set by the teacher?

A young boy with dark hair, wearing a white and black striped long-sleeved shirt with a yellow pocket and a yellow collar, is pointing his right index finger upwards. He is looking directly at the camera with a neutral expression. The background is white with a blue and green geometric pattern on the left side.

Additional Considerations when Determining ELs' Eligibility for EIP Services

-
- What is the relationship between a student's language proficiency and his/her literacy skills
 - What can EL students do at their level of English proficiency in each language domain?
 - Is ELP and Literacy/Oracy in English progressing in tandem?
 - How would instruction and intervention differ according to student's literacy/oracy proficiency in home language?



English Learners in Georgia's Tiered System of Supports for Students

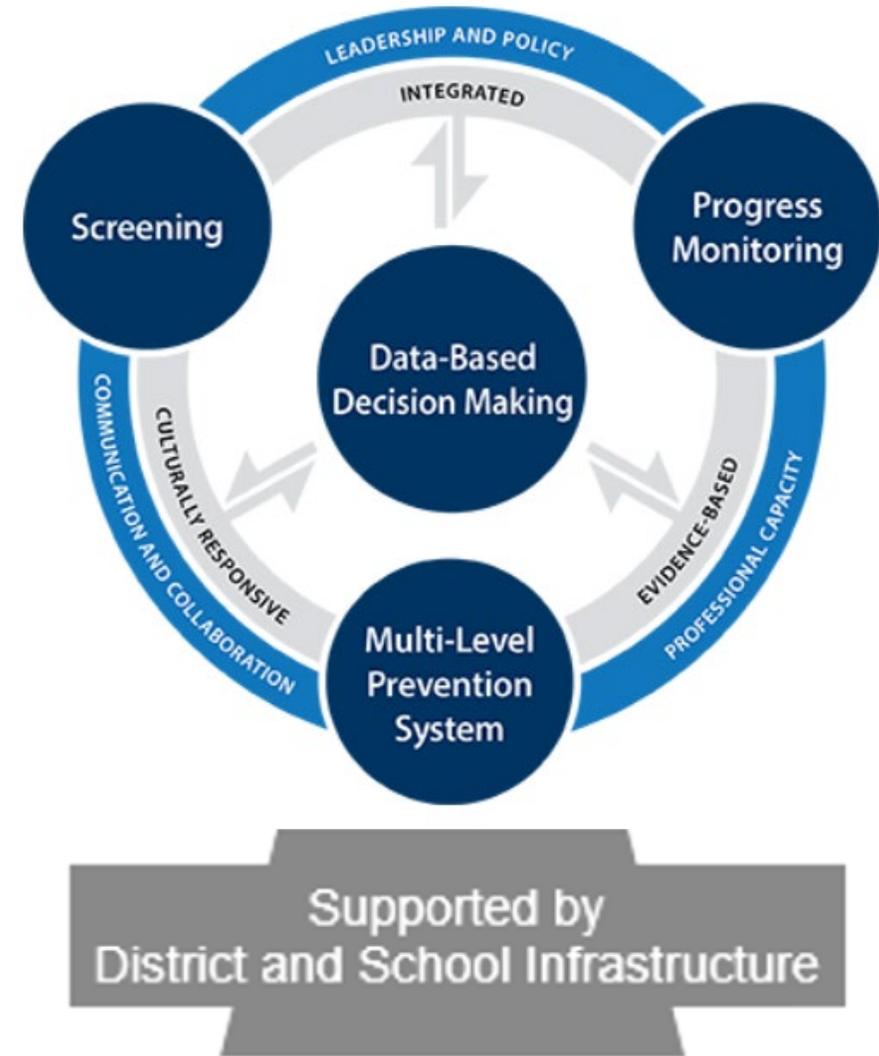
Karen Suddeth

**Program Manager / SPDG Project Director
Georgia's Tiered System of Supports for Students**

What is MTSS?

A Multi-Tiered System of Supports is a framework that:

- incorporates 5 essential components;
- is data driven;
- includes a team approach;
- supports ALL students in learning; and
- is considered best practice for teaching and learning.



What's the big deal about a tiered system of supports for students?

1.29 Effect Size
(that's really large!!)

Improved Outcomes

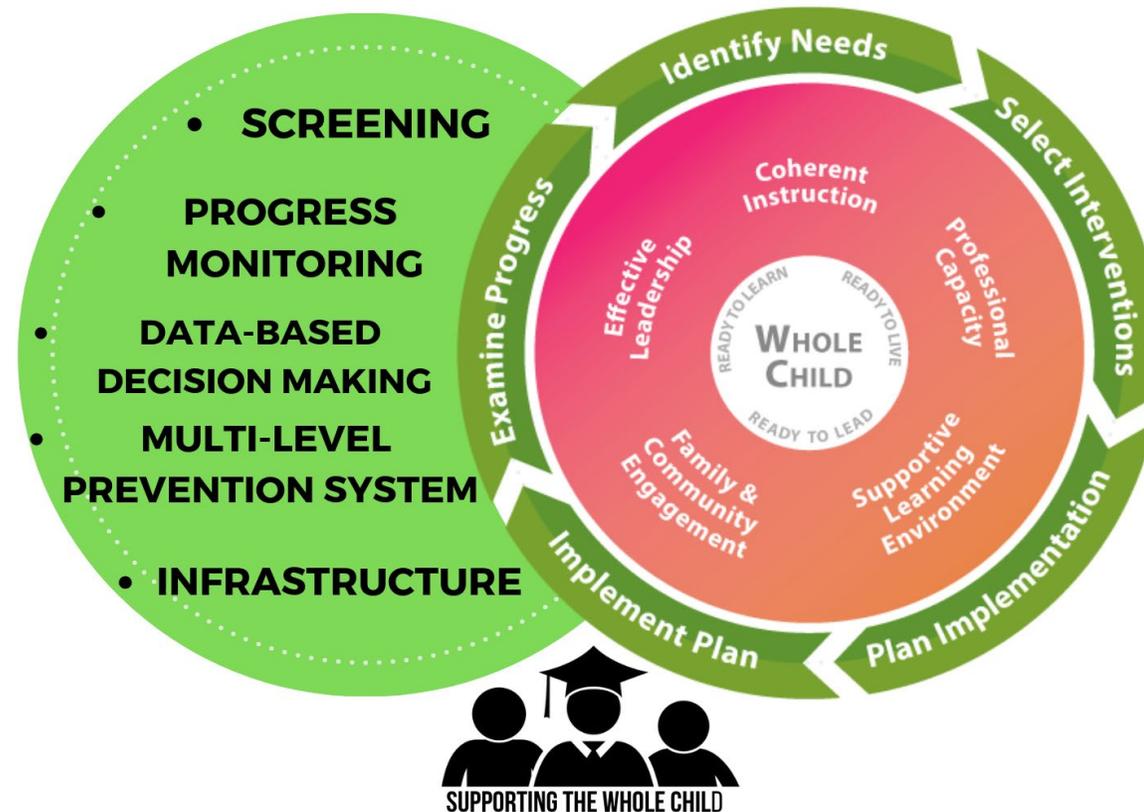
- Decreased expulsion, behavioral referrals, and suspension rates
- Sustained academic improvement
- Increased on-time graduation

Strong positive effects on system outcomes

- Increased instructional and planning time
- More efficient use of resources and staff
- Decreased inappropriate special education referrals and placement rates
- Reduction in amount of time student receives special education services
 - Reduction in student grade retention

Source: *Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame'enui, 2008; Hattie, 2017*

Integrating the Essential Components of Georgia's Tiered System of Supports for Students

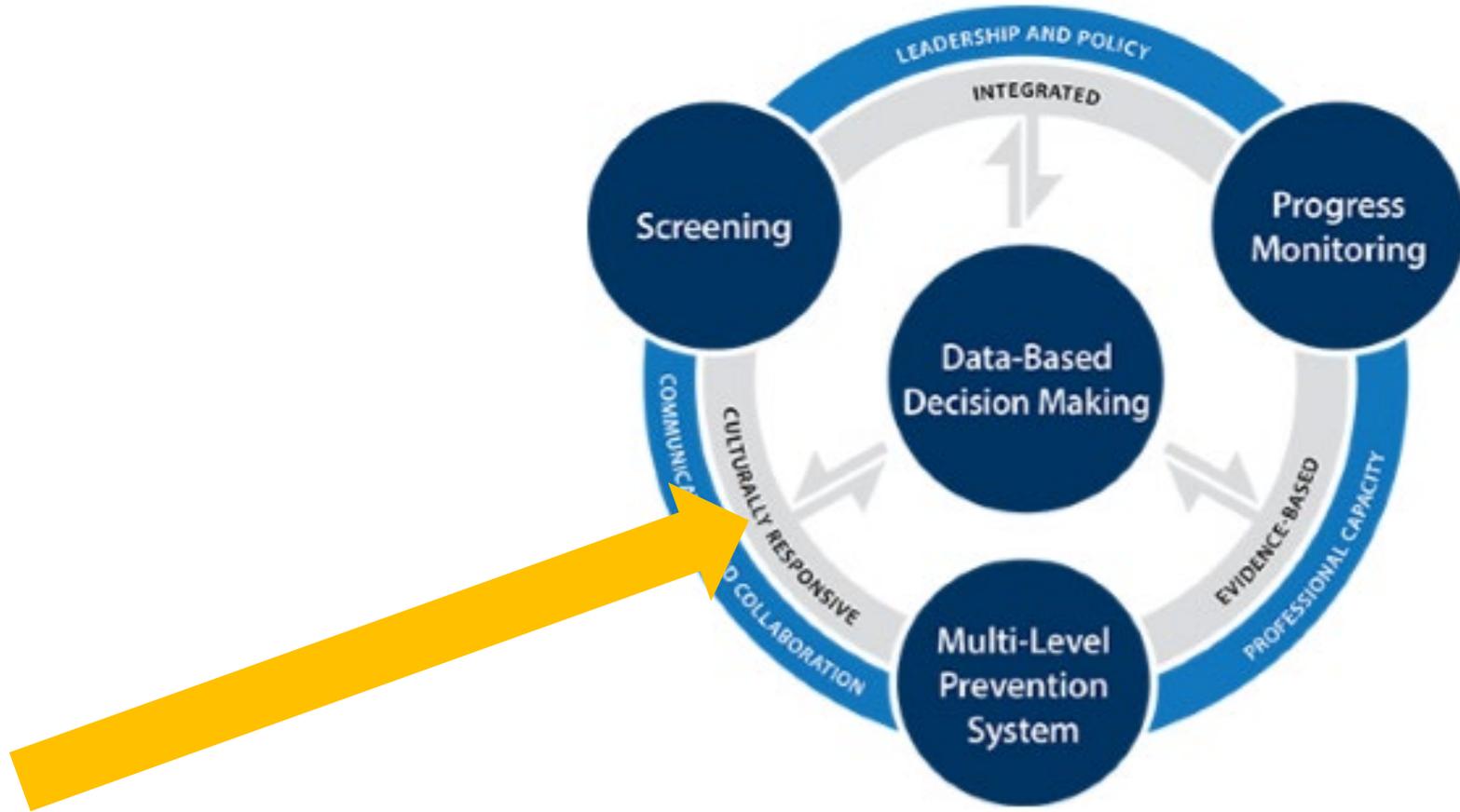


Essential Components of the Nationally Aligned MTSS Framework

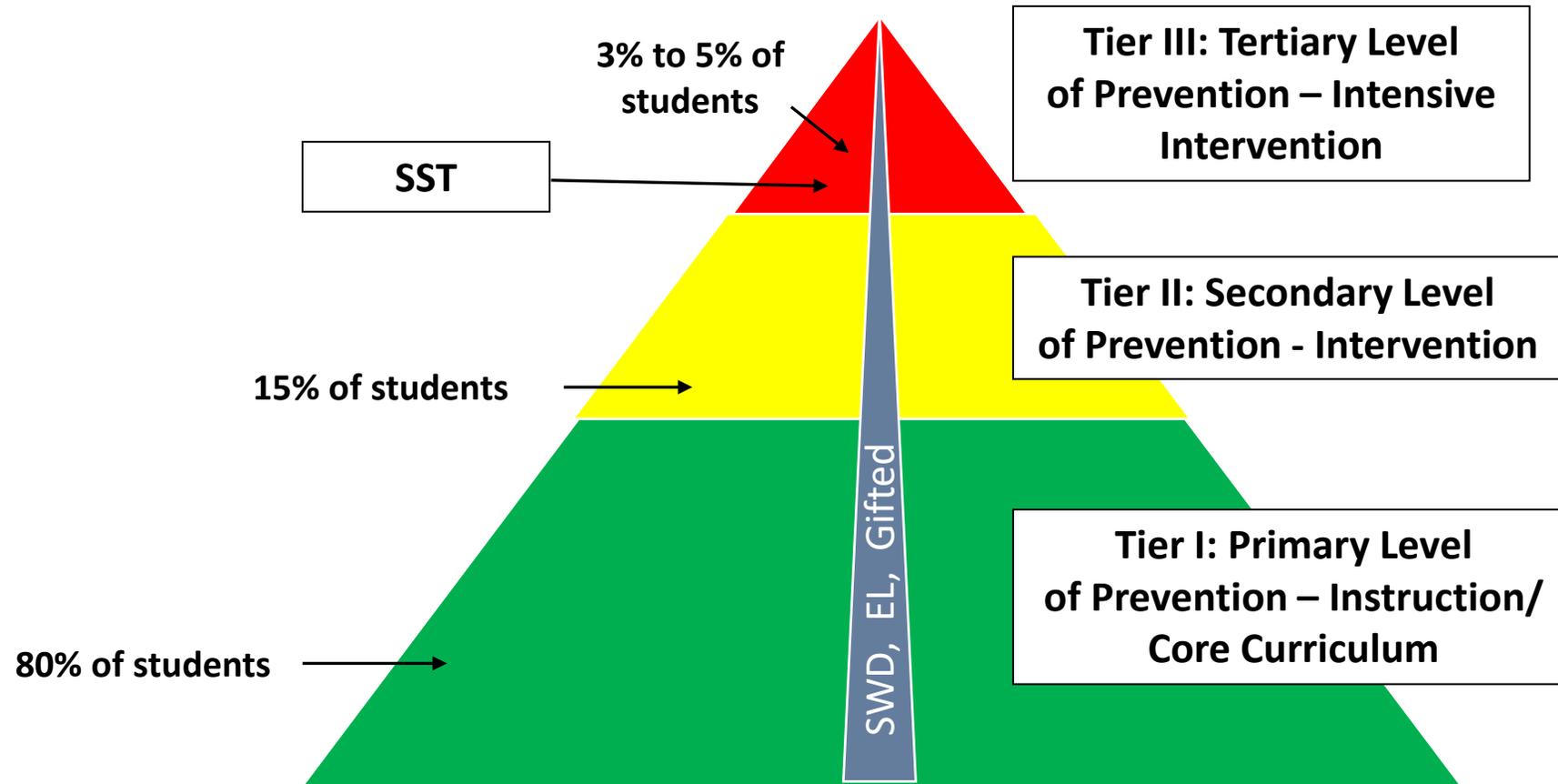


Georgia added the essential component of Infrastructure.

Nationally Aligned MTSS Framework

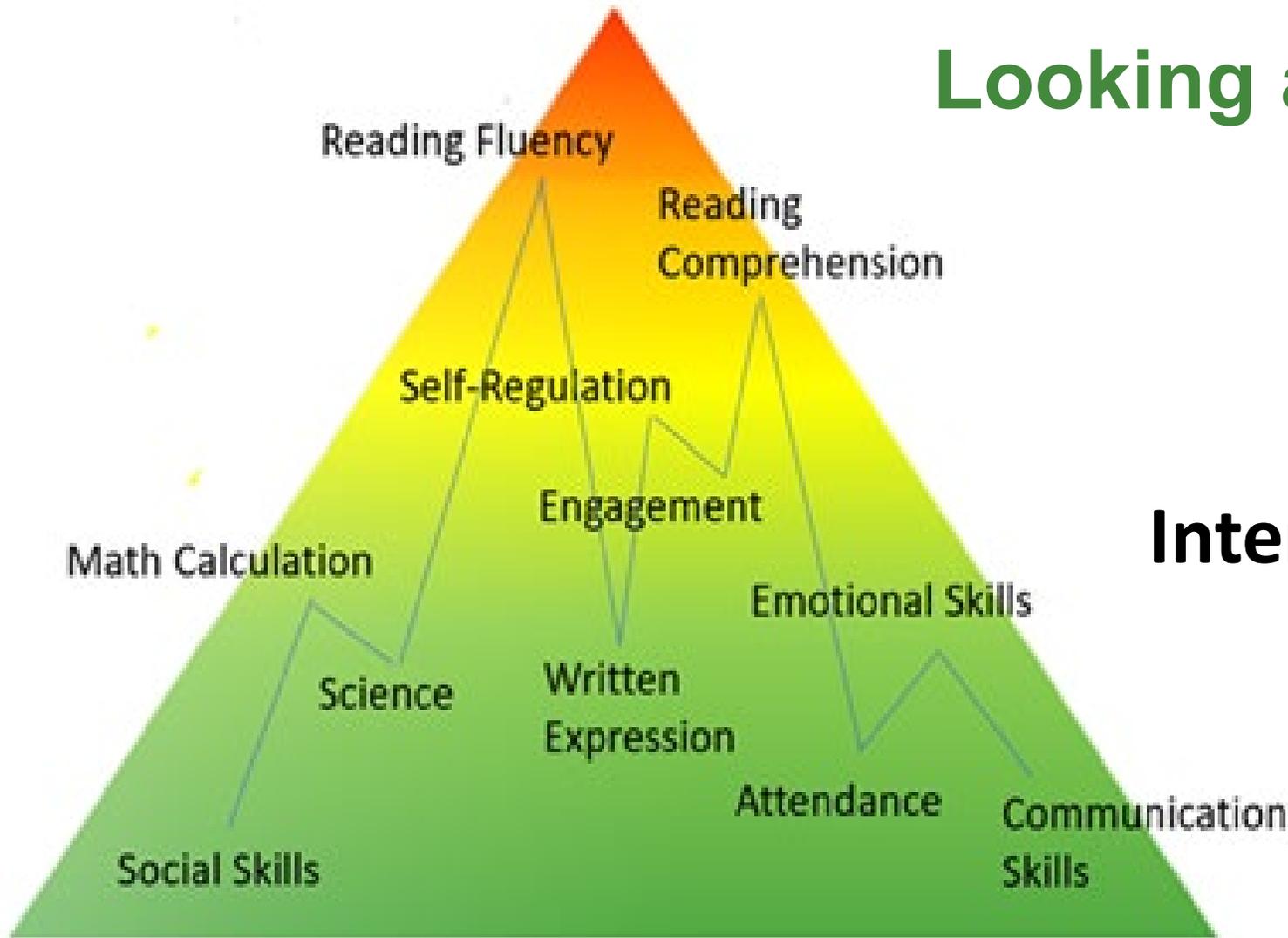


Essential Component: Multi-Level Prevention System



Students receive services at all levels, depending on need.

Looking at the Whole Child



**Remember:
Interventions are tiered,
NOT students.**

Students receive services at all levels, depending on need.

Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
- Short MTSS Videos
- Join MTSS Network of Professionals/Newsletter
- Register for Upcoming Events

Georgia's Tiered System of Supports for Students 2020 Professional Learning Calendar

Date(s)	Training	Registration Link
8/25/2020	Overview of the MTSS Framework with Dr. Tessie Rose Bailey	https://attendee.gotowebinar.com/register/5625609868932102672
9/9/2020	Regional Training: Screening*	https://attendee.gotowebinar.com/register/6095585119090623504
9/10/2020	Regional Training: Screening*	https://attendee.gotowebinar.com/register/5575701936617677328
9/30/2020	Regional Training: Progress Monitoring with Dr. Tessie Rose Bailey*	https://attendee.gotowebinar.com/register/8535234295358163216
10/1/2020	Regional Training: Progress Monitoring with Dr. Tessie Rose Bailey*	https://attendee.gotowebinar.com/register/1473327296362193680
11/4/2020	Regional Training: Robust Tier I with Dr. Tessie Rose Bailey*	https://attendee.gotowebinar.com/register/5623132669216758544
11/5/2020	Regional Training: Robust Tier I with Dr. Tessie Rose Bailey*	https://attendee.gotowebinar.com/register/6425406721586315024
12/7/2020	Regional Training: Tiers II and III with Dr. Tessie Rose Bailey*	https://attendee.gotowebinar.com/register/8489049309433531152
12/8/2020	Regional Training: Tiers II and III with Dr. Tessie Rose Bailey*	https://attendee.gotowebinar.com/register/2471822392848005904

*This professional learning module will be offered on two different dates. Districts and schools can choose which of the two sessions they wish to attend.

2020 Professional Learning Calendar

Contact Us

GAMTSS@DOE.K12.GA.US

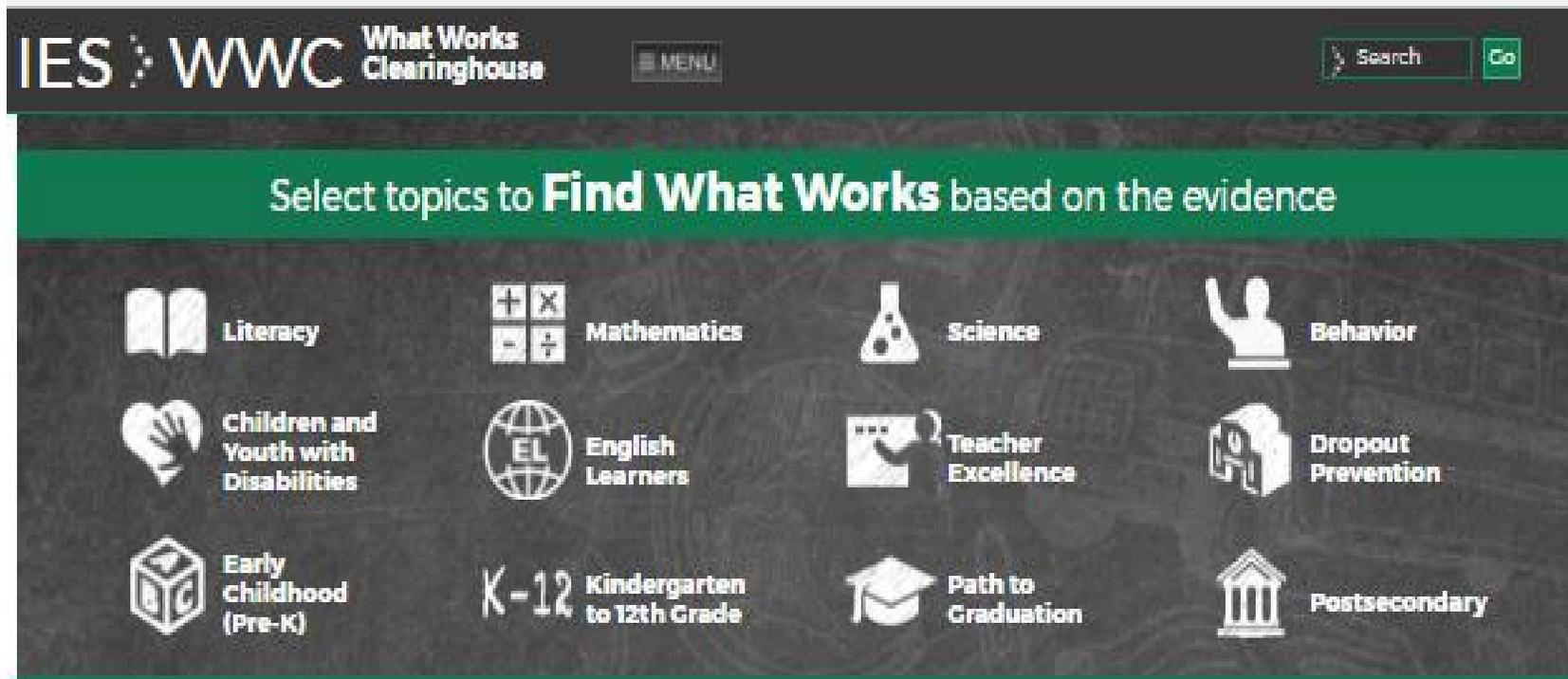


Resources



Connecting Research

Institute for Education Sciences What Works Clearinghouse
- <https://ies.ed.gov/ncee/wwc/>



IES Practice Guides

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Recommendations

Details

Panel

Released: April 2014

 PDF (6.6 MB)



Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

Recommendations

Details

Panel

Released: December 2007

 PDF (1.1 MB)



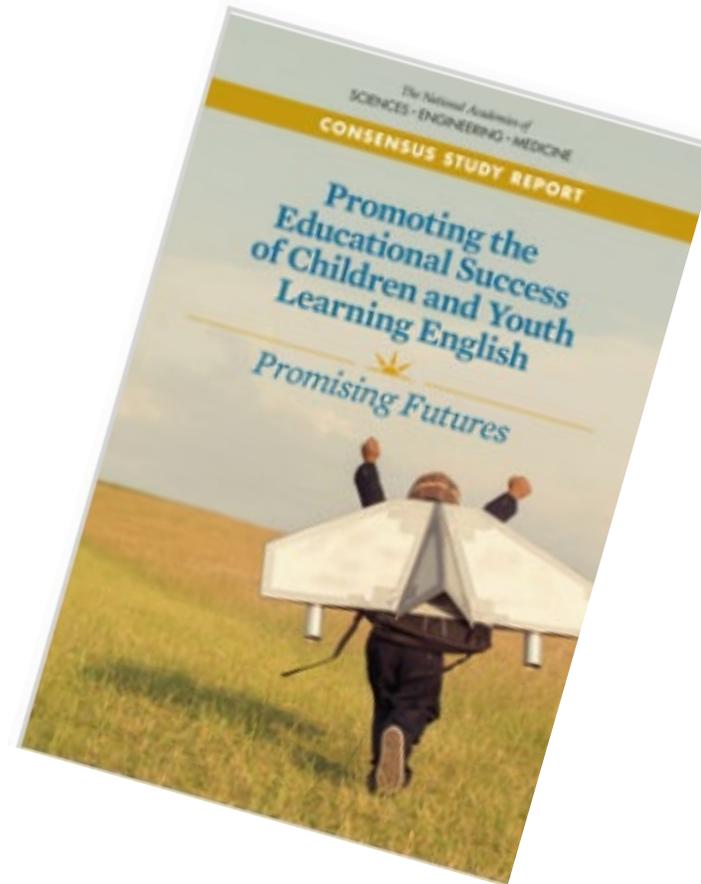
CEEDAR – Innovation Configuration: Evidence-based practices for ELs



<http://cedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf>

<https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

The National Academies of Sciences, Engineering & Medicine, 2017



Culturally Responsive Teaching



Terese C. Aceves
Loyola Marymount University

Michael Orosco
University of California-Riverside

January 15, 2014
CEEDAR Document No. IC-2

Aceves, T. C., & Orosco, M. (2014). *Culturally responsive teaching* (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations>

Resources for Evaluating and Selecting Evidence-Based Practices

NCII Interventions Tools Chart

<https://charts.intensiveintervention.org/chart/instructional-intervention-tools>

Best Evidence Encyclopedia

<http://www.bestevidence.org/>

What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/>

Adapted from the National Center on Intensive Intervention (NCII)

Resources for Evaluating and Selecting Evidence-Based Practices

**Center on
Instruction**

<https://www.centeroninstruction.org/>

**Promising
Practices
Network**

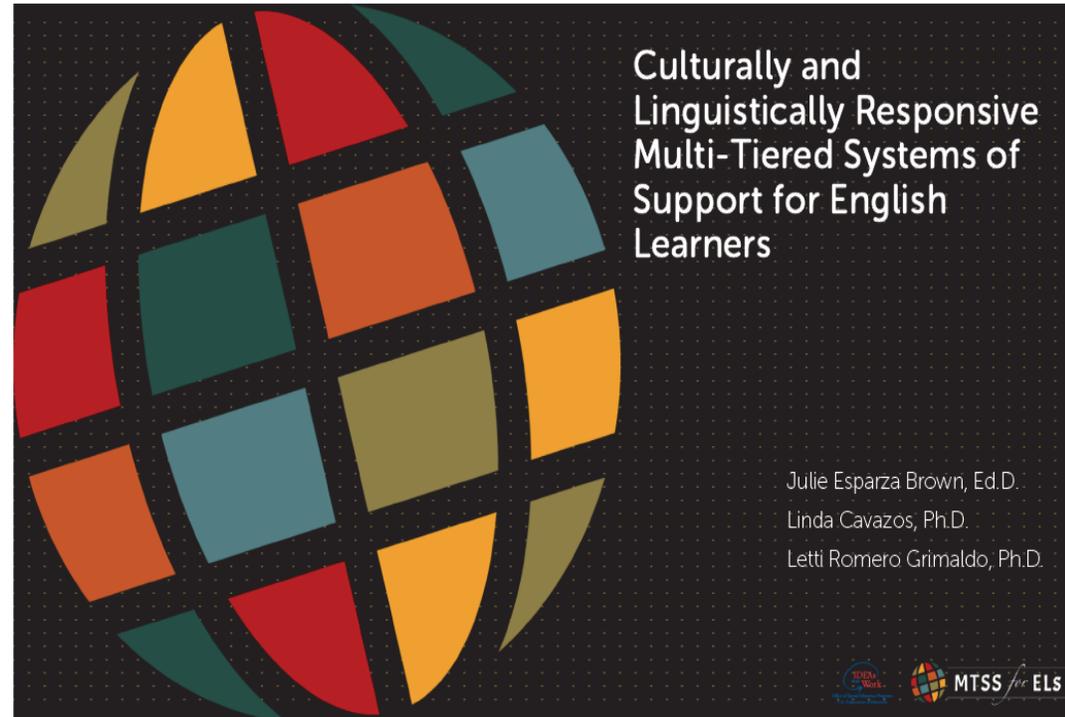
<http://www.promisingpractices.net/>

**Evidence for
ESSA**

<https://www.evidenceforessa.org/>

Adapted from the National Center on Intensive Intervention (NCII)

MTSS for ELs



Brown, Julie, Chavez and Grimaldo. MTSS for ELs. (2017) Culturally and Linguistically Responsive Multi-Tiered Systems of Support for English Learners [PDF]. Retrieved from <https://www.mtss4els.org/files/resource-files/OELA%202017%2011-7-17.pdf>



Questions?

Karen Suddeth

Program Manager/SPDG Project Director
Georgia's Tiered System of Supports for Students

ksuddeth@doe.k12.ga.us



The contents of presentation were developed under a grant from the U.S. Department of Education, #H323A170010.

**However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Project Officer, Jennifer Coffey.**



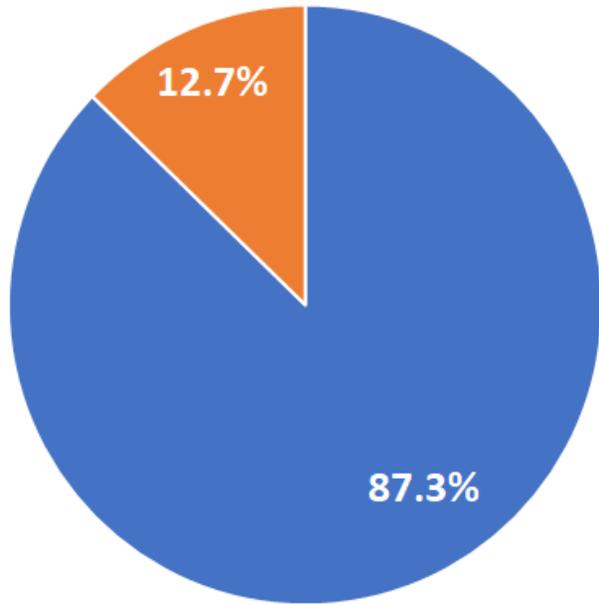
English Learners with Disabilities (EL/SWD)



Wina Low
Program Manager Senior
Special Education Services &
Support

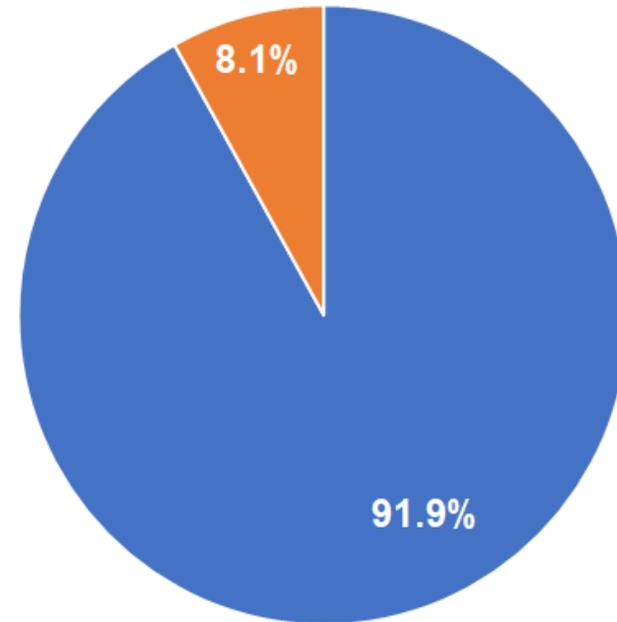
Georgia FY20: EL and SWD

Percent of SWD to All Students 3-21



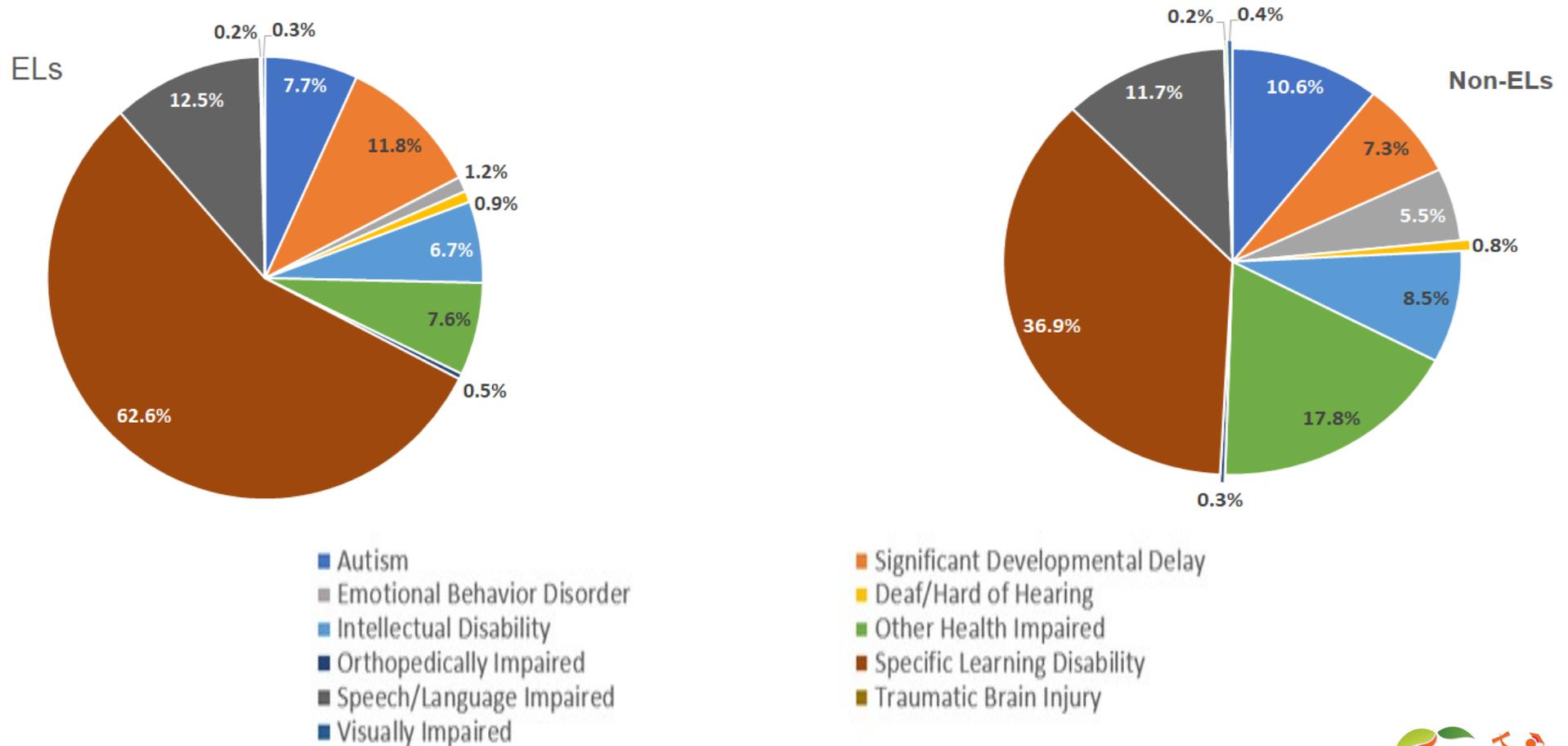
■ All Students ■ SWD

Percent EL/SWD to ALL SWD 6-21



■ SWD not EL ■ SWD EL

Percentage of SWD, age 6-21 Served by IDEA Part B, by EL Status and Primary Area of Disability. 2019-2020 School Year



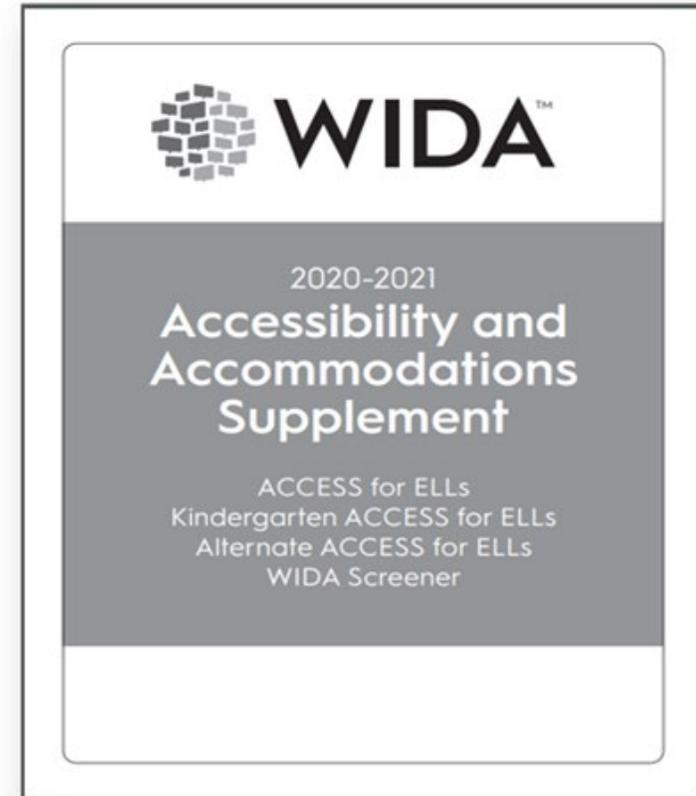
Georgia Specific Policies

WIDA Screeners

- **Purpose**
- WIDA Screeners are assessments designed to provide the first measure of English Language Proficiency.
- **For students new to U.S. schools**, if the response to any of the three questions on the HLS indicates a home language other than English, the student is considered a potential English learner (EL) and the school district or Local Education Agency (LEA) will then administer the state required, grade-level specific, WIDA English language proficiency (ELP) screener.

WIDA Screener Accommodations

- Communication of accessibility supports & accommodations
- Collection of existing accommodation information
- Documentation of needed accommodations
- [WIDA Accessibility & Accommodations Supplement](#)



Accommodations Table

WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs (ALT), and WIDA Screener Allowable Accommodations

Specific guidance is found in the *WIDA Accessibility & Accommodations Supplement* and *Test Administration Manuals*. Georgia-Specific policy is found in the *Student Assessment Handbook* and *Accessibility & Accommodations Manual*.

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
1. Braille with Tactile Graphics. May not be used for Speaking domain.	S	BR	✓		
2. Extended time of a test domain over multiple days. Requires GaDOE approval.	S	EM		✓	✓
3. Extended speaking test response time (twice the allowable time to respond). Allowable for Speaking Domain only.	S	ES		✓	✓
4. Extended test time within the school day (1.5 times the allowable time to respond)	S	ET		✓	✓
5. Human reader for items (stimuli and prompts). May not be used for Reading Domain.	S	HI		✓	✓
6. Human Reader for response options (answer choices). Available for Listening Domain only.	S	HR		✓	✓

Students with Disabilities (SWD)

- If a SWD has a Home Language Survey indicating the need for screening for eligibility for English learner status and ESOL services, the IEP should indicate any necessary instructional and/or assessment accommodations –including accommodations for the WIDA Screener.
- The GaDOE Student Assessment Handbook provides guidance and additional supplemental materials, such as the *WIDA Accessibility and Accommodations Supplement* provide further definition.



NEW

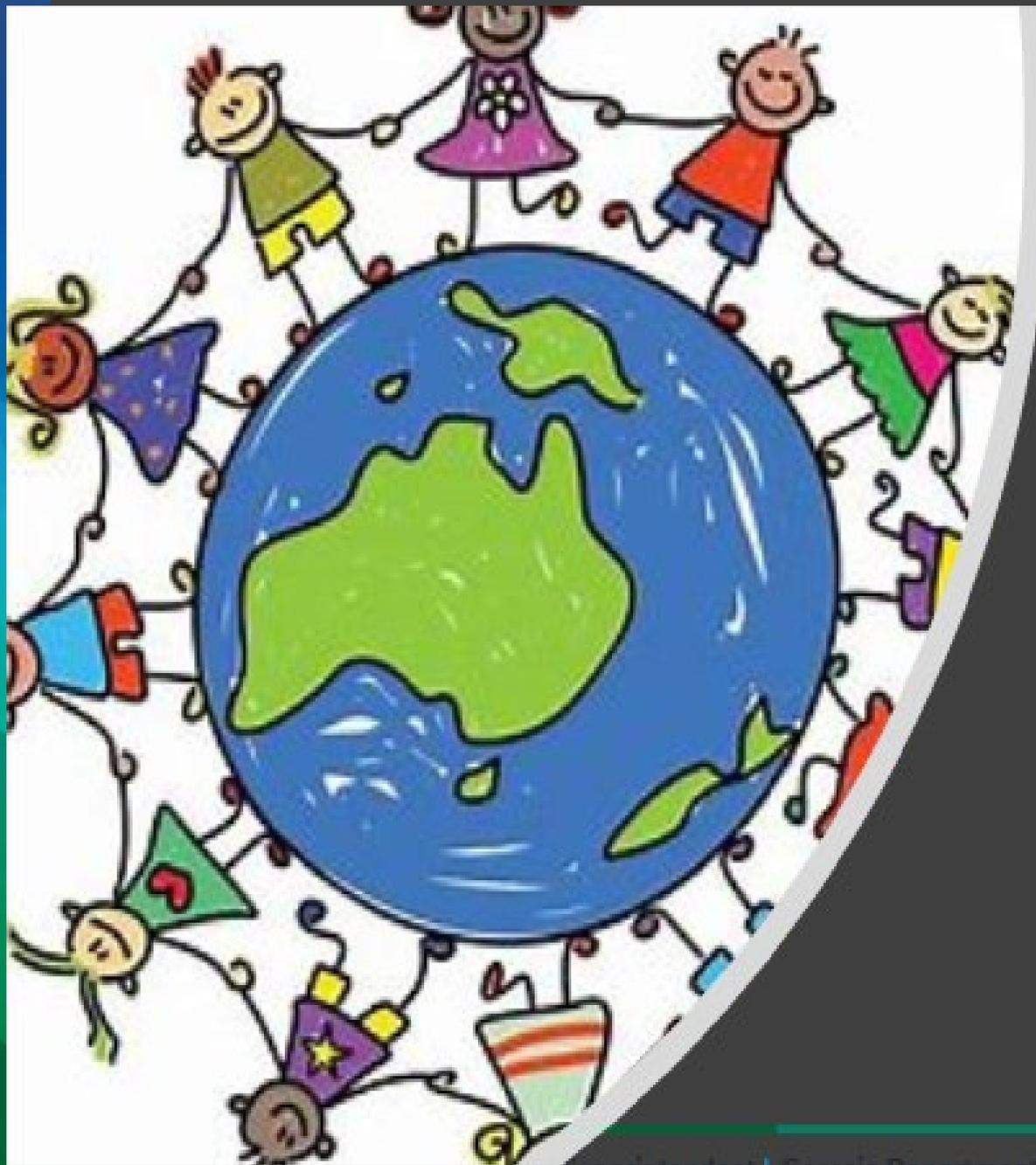
Including accommodations in the IEP for the WIDA Screener is new for Georgia.

GO-IEP has the updated information and will be making changes as soon as possible.

If you use another IEP platform, work with your vendor to incorporate the changes.

Until updates can be made in GO-IEP and other IEP platforms, the information should be considered and included in minutes or added on the accommodations pages as appropriate.

As with other accommodations for assessment, accommodations should only be utilized if also a part of the routine instructional practice.



Give me an example?



Preschool Special Education

Preschool Special Education

- Students with disabilities can begin services as early as the child's 3rd birthday.
- The ESOL program in Georgia starts in Kindergarten, not Pre-school



Other examples include:

- Students new to the country with an identified or suspected disability, or students new to your school with a suspected disability may need consideration of their disability area prior to screening for ESOL.



Keeping Students First English Learners Suspected of Having a Disability

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/English%20Learners%20swd/Keeping%20Students%20First%20%20-Jan%202020%20%20-%20Final.pdf>

Resources

- USED Chapter 6 of EL Toolkit: *Tools & Resources for Addressing English Learners with Disabilities*
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>
- USED Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) Dear Colleague Letter, “English Learner Students and Limited English Proficient Parents,” January 2015,
<http://www2.ed.gov/about/offices/list/ocr/elresources.html>.
- <https://osepideasthatwork.org/federal-resources-stakeholders/english-language-learners>
- www.gadoe.org – Special Education website
- Wina Low - wlow@doe.k12.ga.us or SPEDHelpDesk@doe.k12.ga.us
- Division for Special Education Services and Supports



Dessert

WIDA and ESOL resources
for you!





Self-Paced eWorkshops 2020-2021



WIDA eLearning
Center

WIDA Writing Rubric

Supports educators with using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development. **For 1-12 ESL and classroom teachers.**

Time to complete: 10 hours

Doing and Talking STEM

Supports educators as they interact with the resources introduced on the Doing and Talking Math and Science website, which was developed by WIDA researchers. **For K-12 science, math, and ESL teachers.**

Time to complete: 6 hours

Classroom Teachers: Engaging Multilingual Newcomers

Explores community building and instructional strategies for teachers of multilingual learners who have recently arrived in the U.S. or who are new to U.S. schools. **For K-12 classroom teachers.**

Time to complete: 2 hours

Leading for Equity: Classroom Walkthrough

Introduces leaders to a classroom walkthrough resource that highlights practices and principles of exemplary and equitable teaching for multilingual learners. **For K-12 school leaders.**

Time to complete: 2 hours

Social Studies: Engaging Multilingual Learners through Inquiry

Focuses on the use of student and class assets to plan inquiry-based instruction, and explores how to consider the content and language needs of multilingual learners in social studies.

For K-12 social studies teachers and ESL teachers.

Time to complete: 3-4 hours

Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others. **For K-12 math and ESL teachers.**

Time to complete: 4 hours



eSummit

A free WIDA Consortium virtual learning event
October 12–30, 2020



More information on the [ESOL Professional Learning webpage](#)

WEEK ONE:

WIDA ELD Standards, 2020 Edition

October 12 | 1:00 p.m. CT
Introduction to the WIDA ELD Standards, 2020 Edition

October 14 | 1:00 p.m. CT
Understanding the New WIDA Key Language Uses – Inform, Narrate, Explain, and Argue

October 16 | 1:00 p.m. CT
WIDA ELD Standards (2020): Introducing the Grade-Level Cluster Proficiency Level Descriptors

WEEK TWO:

Teaching Multilingual Learners

October 19 | 1:00 p.m. CT
Teaching Multilingual Learners During Extraordinary Times: WIDA Fellows’ Success Stories

October 21 | 1:00 p.m. CT
Analyzing Language Ideologies Through Stories

October 23 | 1:00 p.m. CT
WIDA Guiding Principles in Action: What Students Can Do

WEEK THREE:

WIDA Assessments

October 26 | 1:00 p.m. CT
Using WIDA Assessments Appropriately: ACCESS for ELLs, Screener, and MODEL

October 28 | 1:00 p.m. CT
Introducing the New WIDA Screener for Kindergarten

October 30 | 1:00 p.m. CT
WIDA MODEL: Learn More About Your Students’ English Language Skills

English to Speakers of Other Languages (ESOL)

NEW Resources

WIDA Remote Screener Guidance

- State Guidance Regarding the Identification of English Learners
- Summary of GaDOE Guidance on WIDA Screening Procedures
- FAQs on the New WIDA Remote Screener

Back to School Resources

- EL-TPC Supplemental Guidance - August 2020
- Guiding Questions for the Supervision of EL Programs
- Risk Factors Checklist Tool - English Learners
- ESOL Fall 2020 Newsletter
- Course Application Process for ELs in GA Virtual School

Continuity of Language Learning Resources

- Georgia's Optional ESOL Distance Learning Plan Template (Fillable)
- USED EL Fact Sheet: Providing Services to ELs during School Closures
- 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
- Resources for Parents at Home
- Infographic: ESOL Teacher Strategies for Distance Learning



EL Language Programs

Educating Georgia's Future

September/October 2020

ESOL Language Program

English Learners in Georgia Virtual School

COURSE APPLICATION PROCESS

Many local education agencies (LEAs) are using Georgia Virtual School (GAVS) as a viable option for virtual learning this fall. Consequently, GaVS is seeing an increase in enrollments, which includes growth in EL students as well. The following process (also on the [ESOL website](#)) must be followed to ensure GaVS teachers know that the student is an English learner needing language scaffolds, differentiation, and assessment accommodations as established in the recent [U.S.E.D. Fact Sheet on English Learners](#), May 2018.



Step 1: During the course application approval process, the GA Virtual School Facilitator must identify the student's classification

in the dropdown menu for each course application. Choose *ESL—English as a Second Language* or *English Learner: Monitored*.

Step 2: In addition, the EL student's most recent ACCESS test results, EL/TPC form, and English Language Development Plan must be uploaded to the student profile in the GaVS registration system. Choose the *Special Needs Document/Accommodations* from the *Document Type* dropdown menu.

Contact: Sarah Newman, Supervisor of Special Needs
snewman@doe.k12.ga.us—404-985-8371

Updates on Websites

ESOL LANGUAGE PROGRAM

- EL Language Programs—State Guidance, Updated August 2020
- LEAs' 2020 EL Exit Criteria, pp. 57-61
- ESOL Directors' Munch & Learn Recordings
- Ensuring Accurate EL & Immigrant Data—PPT & Recording

TITLE III, PART A PROGRAMS

- Title III Handbook Updated August 2020
- ACCESS Non-Participation Examples & Solutions
- Ensuring Accurate EL & Immigrant Data—PPT & Recording
- Title III, Part A Budget FAQs

Upcoming Events

MARK YOUR CALENDARS

- **29 Aug**—World Languages DLI Virtual Institute
- **1 Sept**—Family Engagement Statewide Meeting
- **2 Sept**—ESOL Directors' September **Munch & Learn**
- **15 Sept**—New Curriculum Directors' Meeting
- **6-7 Oct**—School District Effectiveness Fall Virtual Conference
- **6 Oct**—KSU Prof Learning on ELs & Technology
- **7 Oct**—ESOL Directors' October **Munch & Learn**
- **12-30 Oct**—WIDA eSummit (Free virtual event!)
- **29-30 Oct**—GATESOL Virtual Conference



@georgiadeptofed

www.gadoe.org

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)



Upcoming Opportunities



CELEBRATING NATIONAL HISPANIC HERITAGE MONTH

Culturally Responsive School Practices to Promote the Success of Hispanic English Learners

October 8, 2020 | 4:00 pm ET



Dr. Katie Gao
McREL International

Dr. Tameka Porter
McREL International

Delia Pompa
MPI's National Center on Immigrant Integration Policy



REL PACIFIC Regional Educational Laboratory

Webinar: Culturally Responsive School Practices to Promote the Success of Hispanic English Learners

Join presenters from the Office of English Language Acquisition (OELA) and Regional Education Laboratories (REL) Pacific on **October 8, 2020 at 4:00 pm ET** to examine the factors that impact the social and emotional well-being of Hispanic ELs, identify research-based strategies to establish culturally responsive school environments, and discuss how to promote the academic achievement of diverse learners.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Thursday, October 29th

KEYNOTE SPEAKER TERRY HANEY
MATHEMATICS SCHOOL IMPROVEMENT SPECIALIST, NORTHWEST GEORGIA RESA

UNLEASHING THE POWER OF MATHEMATICAL LANGUAGE

PANEL DISCUSSION: CURRENT CHALLENGES AND RESPONSIVE ACTION



Dr. Margaret Baker
K-12 TESOL

Dr. Eliana Hirano
Higher Ed TESOL

Dr. Jackie Saindon
Adult Ed TESOL

Dr. John Bunting
IEP TESOL

Dr. Lela Horne
Moderator

GATESOL
VIRTUAL CONFERENCE 2020
October 29th & 30th

Friday, October 30th

KEYNOTE SPEAKER DR. JULIE STRECKER
DIRECTOR OF INTERNATIONAL PROGRAMS AND ENGLISH INSTITUTE,
MERCER UNIVERSITY

INTEGRATING RESEARCH AND EVIDENCE INTO THE PRACTICE OF ADVOCACY



Nury Castillo Crawford
GCPS Director of Academic Support, President of GALAS, CEO of 1010 Publishing

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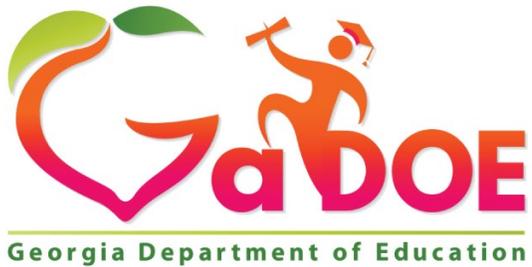
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