

ADMINISTRATION TITLE III ROLES



Language & Culture Services

KNOW YOUR RESOURCES

- compliance.jordandistrict.org/lcs/
- Nicole.Woodburn@jordandistrict.org (Administrative Assistant)
- Your school's Teacher Specialist

Ensure all Title III procedures at your school are working and in compliance.

STUDENT SERVICES

Help counselors with schedules

- Place MLs with ESL endorsed teachers
- Secondary: ESL endorsed LA Teacher and ELD

COMPLIANCE

ELLevation & Skyward

- Identification team runs Home Language Survey weekly.
- ELD Lead attends district networking meetings (ELD, Task Force)
- System in place to notify teachers of newcomer MLs
- System in place to contact LCS BEFORE MLs are referred for SpEd, *including parent requests*
- Quarterly Monitoring: Ensure teachers complete on time
- Exit Interviews: On or before the first set of PTCs
- ELLevation: ML Compliance

TEACHER SUPPORT

Encourage Teachers

- ESL Endorsement: Information sent through JAM/JEM
- ELLevation Pathways: As a school, department, or individually
- Help connect teachers with your LCS Specialist when needed

REFUSAL FORMS

Refusal forms must be requested by parents ONLY.

- ONLY ADMINISTRATION can provide the refusal form.
- Even with a signed refusal, the school is required to provide English support AND track progress (ILDPS).
- If a student does not meet growth on the WIDA, schools must inform families and make a plan.
- Refusals should not be used to keep or change a schedule.
- Create an ILDP on ELLevation to keep track of student goals and progress.

CULTURE OF DIVERSITY

Create a culture that celebrates diversity and inclusion

- Train and support teachers to be culturally aware.
- Encourage parent communication and engagement (invite to PTA).
- Provide interpretation and translation options for teachers and families.
- Send communication in all families' native languages.
- Encourage school-wide cultural events and celebrations
- Invite Culture and Diversity Specialists to present for teachers and/or students at your school.