

1. What is Title III

Title III of the Every Student Succeeds Act (ESSA) provides federal funds to ensure English Learners (ELs) attain English language proficiency and meet the same academic standards as all students. Districts must demonstrate that they use effective language instruction educational programs (LIEPs), provide qualified instruction, and measure annual progress in English proficiency (through assessments such as ELPA 21 in Oregon).

2. When No Title III/ESL Teacher Exists

A district can still comply with Title III if it implements a classroom-based instructional model supported by training, materials, and monitoring. This means EL services are delivered by the general education (homeroom) teacher using linguistically accommodating and standards-based instruction, with the district providing training and oversight.

3. Acceptable Classroom-Based Models

Reedsport School District has integrated elements of each of the models listed below.

Model	Description	Example in a Homeroom
Sheltered Instruction (SIOP Model)	Integrates language and content instruction; emphasizes vocabulary, visuals, and interaction.	A 4th-grade teacher explicitly teaches science vocabulary (e.g., 'evaporation') using visuals, sentence frames, and cooperative learning.
Integrated Content & Language Instruction	The homeroom teacher embeds English Language Development (ELD) strategies into regular lessons.	Daily mini-ELD routines such as oral language warm-ups or structured writing frames.
Push-In Support	A paraprofessional or trained aide assists during key lessons.	An instructional assistant supports vocabulary reinforcement during literacy block.

4. District Compliance Steps (Without a Title III Teacher)

To meet compliance standards, the district should:

- A. Document a Language Instruction Program: Clearly identify the instructional model (e.g., Sheltered Instruction). Ensure the program is research-based and effective per Castaneda v. Pickard (1981). Include it in the district’s Title III and Continuous Improvement Plans (CIP).

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- B. Provide Professional Development: Train all teachers in SIOP, GLAD, or other sheltered strategies. Maintain logs, agendas, and attendance sheets.
- C. Provide Meaningful Access: Ensure ELs receive comparable instructional time and materials. Translate communications and provide interpreters per Title VI and Lau v. Nichols (1974).
- D. Monitor Student Progress: Use ELPA 21 growth data and classroom-based assessments. Track interventions and reclassification documentation.
- E. Fiscal and Program Compliance: Title III funds must supplement, not supplant, core instructional programs. Use funds for training, materials, family engagement, or curriculum supports.

5. Reedsport School District Compliance Practice & Summary

EL learners district-wide:

Fall 2023-6 Spring 2024-8

Highland Elementary School – 5 RCCS – 3

Summary: Of the eight EL learners, one student has exited, and we will continue to monitor them for a period of three years. All eight EL learners showed growth in one or all domains of reading, writing, and speaking. All EL learners' dominant language is Spanish. There is one student who is on an IEP. The program used was the National Geographic Program.

Compliance Plan:

- Adopt the SIOP Model as the district's LIEP. Our goal as a district is to achieve 100% SIOP training within a three-year period.
- Provide annual professional development in SIOP and cultural competency.
- Homeroom teachers deliver integrated English language instruction daily.
- Use Title III funds for language-rich curriculum and training.
- Maintain progress monitoring records (ELPA 21 growth, work samples).
- Designate an EL Coordinator to ensure oversight, parent communication, and documentation.

6. Summary: Key Compliance Essentials

Requirement	How to Meet It Without a Title III Teacher
Language Instruction Program	Implement a research-based integrated model (e.g., SIOP, GLAD).
Qualified Instruction	Provide PD for general ed teachers and document completion.
English Proficiency Monitoring	Use ELPA 21 and local data; maintain progress files.
Parent Communication	Translate notices, provide interpreters, and involve families.
Fiscal Accountability	Use Title III funds only to supplement (not supplant) services.