



Title III Annual Parent Meeting

Kermit ISD

October 9, 2018

What is Title III?

Aims to ensure that English learners (EL) and immigrant students attain English proficiency and develop high levels of academic achievement in English. Title III will also assist all English learners meet the same challenging State academic standards that all children are expected to meet.

Objectives of Title III

- To attain English proficiency
- To achieve at high levels in core academic subjects
- To develop high-quality language instruction educational programs and employ highly qualified teachers
- To promote parental and community participation

Who are English Language Learners

- Born in the US
- Not born in the USA.
- Enrolled/preparing to enroll in elementary or secondary school
- Native language is not English
- Migrant families, whose native language is not English.

How Are Students Identified?

- Each student entering Kermit ISD for the first time will fill out a Home Language Survey (HLS).
- If another language besides English is on the HLS, the student's oral English will be tested to determine eligibility for an English language program.

Home Language Survey

1. What language is spoken in your home most of the time?
2. What language does your child speak most of the time?
3. If your child moved here from another country within the last three years, what year did he/she enter the US?

Eligibility for Bilingual/ESL Services

- Upon entry into the district students whose HLS indicates a language other than English, are tested with an oral language proficiency test, IPT Online.
- In Pre-K through 2nd grade, students are tested in both English and Spanish
- In junior high and high school, KISD tests in both languages even though it is not required.

- In addition to oral language testing, English language arts is also assessed using the STAR AR Reading assessment.
- Students who score below the 40th percentile are considered ELL.

What should I Know?

Parents are to be notified of the following:

- Reasons for identifying your child as an English Language Learner and placing them in the Bilingual/ESL program.
- Your child's level of English proficiency, including how the determination was made and the status of the child's academic achievement.
- The method of instruction that will be used in your child's Bilingual/ESL program.
- How the language program will meet your child's educational needs
- How the language program will help your child learn English and meet academic achievement standards.
- An explanation of exit requirements, expected rate of transition to a mainstream, regular classroom and the expected rate of graduation from secondary school.

Parental Involvement

- You have the ability to influence your child's education more than any teacher or school.
- You know your child best. Share information about your child's interests and abilities with teachers.
- Ask to see progress reports on your child and the school.

What Can I Do To Support My Child?

- Share a love of learning
- Read to your child
- Ask your child to read to you
- Limit TV/Cell Phone time
- Make sure your child takes advantage of tutorials, Make and Take Nights, Reading and Math Nights, etc.

- Show interest in your child's school day
- Ask questions
- Ask to see homework
- Praise their efforts
- Encourage good study habits-set aside a time and a quiet place for them to study and do homework

Get to Know Your School & Communicate With Teachers

- Attend school events
- Visit the classroom
- Volunteer at the school
- Keep teachers informed
- Attend Parent Meetings

- Attend parent-teacher conferences
- Be prepared for the meetings
- Consider whether you have met your responsibilities as stated in the parent-school compact
- List your questions before the meeting

QUESTIONS?

Contacts

432-586-

- Dr. Denise Shetter-Superintendent (1000)
- Roxane Greer-Director of Special Education (1060)
- Campus Principals-
 - Daniel Sharp – HS (1050)
 - Laura Miller – JHS (1040)
 - Sonia Gonzales – KES (1020)
- Angela Florez-Bilingual/ESL Coordinator (1060)
- Roxana Espino-AVID/ECHS (1060)
- Linda Figueroa-Migrant Coordinator (1040)