

9-23-15

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

Your Right to Know

ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child's teacher is not highly qualified
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered school improvement because its students did not make Adequate Yearly Progress—meet the state standard in math or reading or both—for two school years in a row.

There are two kinds of programs schools can fund through Title I, Part A — schoolwide and targeted assistance.

1. **Schoolwide** means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.
2. **Targeted assistance** makes it possible to provide the same benefits but only to selected students based on academic need.

Contact Us

Title I, Part A Office at OSPI
360-725-6100

Office of Superintendent of Public Instruction
(OSPI)
Old Capitol Building, PO Box 47200
Olympia, WA 98504

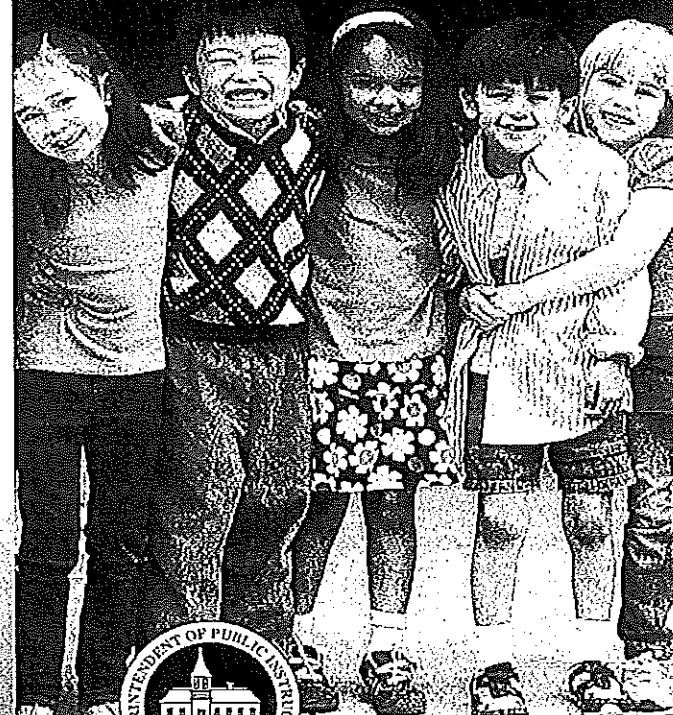
Title I, Part A online
www.k12.wa.us/TitleI/default

U.S. Department of Education
1-800-USA-LEARN (872-5327)

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Parents' Right to Be Informed

Title I, Part A



Office of Superintendent of
Public Instruction
Title I/LAP Department

Professional Qualifications

Parents of children in schools that receive Title I, Part A funding have the right to request and receive information about the professional qualifications of teachers and instructional paraprofessionals who teach their children core subjects—reading, English language arts and mathematics.

Highly Qualified Teachers

- Whether the teacher met state qualifications and certification requirements for the grade level and subject(s) he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Instructional Paraprofessionals

Districts employ paraprofessionals to provide instructional support—consistent with the instruction provided by the classroom teacher or teachers. Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.

- Completed at least two years of study at an institution of higher education, or
- Obtained an associate's or higher degree, or
- Met a high standard of quality through either a) the ETS ParaPro Assessment, or b) an paraeducator apprenticeship program approved by Washington State.

Mandatory Notifications

1) If Your Child's Teacher Is Not Highly Qualified

ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by—a teacher of a core academic subject—who is not highly qualified.

2) Report Card for Every Student

You have a right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every student that explains how well that student scored on the state assessment in at least, reading, English language arts and mathematics.

Notification

Mandatory Throughout School Improvement

Federal law—ESEA—sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part funds to reach 100% proficiency: all students reach state academic standards in math and reading. Under ESEA, schools, whose students have taken the state assessments and have not met these standards—two years in a row—begin a process of improvement in the next school year.

There are five Steps to school improvement. At each Step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the school's performance and how to get involved in their student's education.

These notifications must be clear and concise. You should be able to distinguish notifications related to school improvement from other information the school or district sends home. Here are the basics you should expect from your school district.

- What it means to enter a program of school improvement
- Why the school was identified for improvement
- How the school compares—academically—to other schools in the district and state
- What the school is doing to address the problem.
- What the school district or state is doing to help this school
- How you can get involved, and how you can help to address the academic issues that led to the need for school improvement
- **Public School Choice (PSC)**—the option to transfer your student to another public school not in a Step of improvement
- **Supplemental Educational Services (SES)**—the option to access remedial instruction for your student

PSC and SES

We explain Public School Choice and Supplemental Services in two parent guides to school improvement—Public School Choice and Supplemental Educational Services.