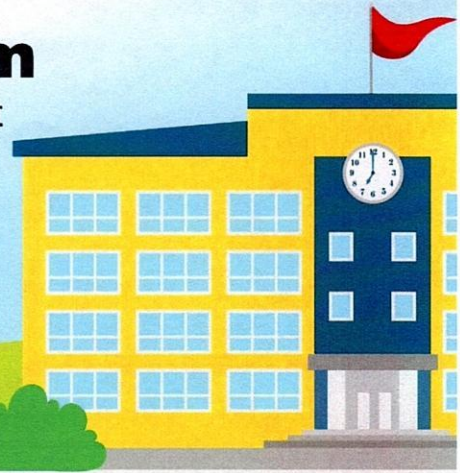


Title I, Part A Program

Extra Academic Support(s) for Your Student

Title I, Part A is a federal program that provides additional instructional services and activities. These additional supports help students in meeting the challenging state academic standards and closing the educational opportunity gap.

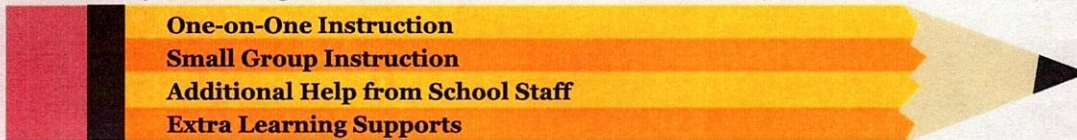


Parents, Your Involvement Helps Student Academic Success

Students with involved parents are more likely to get good grades, take classes that are more challenging, have better attendance, and graduate.

Types of Academic Support

Schools provide eligible students additional academic help. Here are four examples.



School Role

Identifies student academic need

Schools determine student academic need through state and local assessments.

Sets individualized academic goals

School staff evaluates student academic data and work together to set personalized academic goals.

Provide academic support

Schools give academic supports through a variety of strategies depending on the academic need of the student.

Help student reach academic goal

School staff monitors the academic progress of the student to make sure the student reaches his/her academic goal.

If needed, continue academic support

If student needs further academic support, the school staff will identify the academic need once again.



Engages Families

Schools communicate important information and involve families in program planning and evaluation.



Family Role

Become familiar with the programs

Learn about program services and activities.

Get involved

Attend and participate in district/school meetings.

Stay connected

Keep on-going communication with program staff about your student's academic progress.

Communicate academic goals

Monitor your student's progress reports and contact your school about any academic concerns or goals.

Give feedback

Share your ideas or recommendations to improve services for your student, family and the greater community.

To learn more about services in your school contact:

The Every Student Succeeds Act (ESSA)

was signed into law December 10, 2015, and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ESSA builds upon the work states, Local Educational Agencies (LEAs), school districts, charter schools, tribal schools, and schools implemented over the last few years. The reauthorized law prioritizes excellence and equity for our students and supports great educators. As part of ESSA, LEAs and schools must provide parents with the following:

1. Individual report cards that let you know how your child is progressing
2. The professional qualifications of teachers and instructional paraprofessionals.
3. Notification that the student's teacher has limited state certification/licensure.
4. Information on state and local assessments.
5. State or LEA policy—student participation on assessments.

Report Card for Every Student

You have the 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.

The Title I, Part A Program allows LEAs and schools to offer services and interventions that support struggling learners. Title I, Part A is one of many programs governed by ESSA. Two types of programs schools can fund through Title I, Part A are Schoolwide and Targeted Assistance.

- Schoolwide means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.
- 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
360-725-6100

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

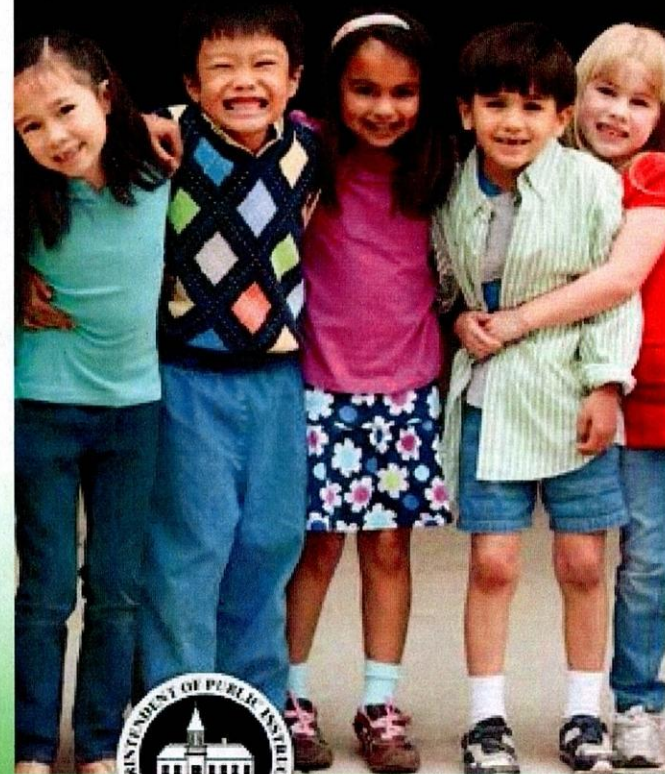
Title I, Part A online
www.k12.wa.us/TitleI/default

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

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Parents/Guardians Right to Be Informed

Title I, Part A Programs



Office of Superintendent of
Public Instruction,
Title I/LAP Department

Your Right to Know

Professional Qualifications of Teachers and Paraeducators

Parents of children attending Title I, Part A schools have the right to request and receive information about the qualifications of the teacher and paraprofessionals who provide instruction to students.

Teacher Qualifications

For teachers, at a minimum, the information given to you must explain these three essential components of an educator's qualifications. Whether the student's teacher—

- ✓ Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- ✓ Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- ✓ Is teaching in the field of discipline of the certification of the teacher.

Paraeducators Qualifications

In the Title I, Part A program, paraprofessionals must work under the supervision of a certified teacher. In schools that operate a Schoolwide program, all paraeducators must meet professional qualifications. In a Targeted Assistance program, any paraeducator who is the direct supervision of a certificated teacher must meet professional qualifications.

To meet Title I, Part A program requirements, paraeducators must have a high school diploma or GED and must have:

- ✓ Completed at least two years of study at an institution of higher education; or Obtained an associate's or higher degree; or
- ✓ Obtained an associate's or higher degree; or
- ✓ Passed the ETS ParaPro Assessment. The assessment measures skills and content knowledge related to reading, writing and math;
- ✓ Previously completed the apprenticeship requirements, and must present a journey card or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway.

Notification If the Child's Teacher Has Limited WA State Certification/Licensure Requirements

Parents must receive a timely notice that their child has been assigned, or has been taught for more than four consecutive weeks by a teacher who has limited state certification/licensure. Learn more about teacher and instructional paraprofessional requirements online at:

Professional Educational Standards Board (PESB) www.pesb.wa.gov or
Title II, Part A—Teacher and Principal Quality: www.k12.wa.us/TitleIIA

Information on State and Local Assessments

Parents must receive information on each assessment required by the state and district. This information must include:

1. Subject matter assessed.
2. Purpose of the assessment.
3. Source of the requirement.

If information is available, LEAs and schools must provide (including posting on their websites):

- ✓ Length of time expected and schedule for the assessments.
- ✓ Time and format for disseminating results.

Information on State or LEA Policy—Student Participation on Assessments

At the beginning of each school year, the LEA must notify parents that they may request (and the LEA will provide) information regarding any state or LEA policy regarding student participation in any assessments mandated by Section 1111(b)(2), and by the state or LEA. The information must include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. [ESSA Section 1112 (e)(2)(A)]

Why is State Testing Required? School districts and communities are different across the state. Families have the right to know how their child is progressing toward college and career readiness. Districts need to know if the curriculum they have chosen to teach their students to meet the [state learning standards](#) is working, or if they should make adjustments.

State testing is required by state law ([RCW 28A.230.095](#)) and federal law ([Elementary and Secondary Education Act](#)). Learn more about why testing is required at Assessment's Frequently Asked Question Website: www.k12.wa.us/assessment/StateTesting/FAQ.aspx