

The Elementary and Secondary Education Act (ESEA) was passed in 1965 as a part of the “War on Poverty.” The ESEA Act calls attention to equal access to education. It creates high standards and holds state and local educational agencies accountable. As part of the changes to the last reauthorization of the ESEA in 2001, known as the No Child Left Behind Act, schools must provide parents with the following information:

1. The professional qualifications of teachers and instructional paraprofessionals
2. Notification if the child’s teacher is not highly qualified
3. Individual students’ achievement reports
4. Notification if a school is a low performing school and has been identified as a Priority, Focus, and/or Emerging school

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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 in their building and must include at a minimum, the following:

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

If the child is provided services by an instructional paraprofessional, parents have the right to receive or request information about his/her professional qualifications.

A paraprofessional sometimes is called an instructional assistant. The instructional paraprofessional is employed by the district and assigned to a classroom(s). He/she provides additional teaching assistance supporting the instruction given by the classroom teacher(s).

All instructional paraprofessionals who are performing instructional duties and are funded with Title I, Part A funds, and all instructional paraprofessionals performing instructional duties in a Title I, Part A schoolwide building, must meet specific requirements:

- Completed at least two years of study at an institution of higher education; or
- Obtained an associate's or higher degree; or
- Meet a high standard of quality either through:
 - The ETS ParaPro Assessment, or
 - An approved Washington State Paraeducator Apprenticeship Program.

Additional information regarding Title I, Part A instructional paraprofessional's requirements may be viewed at: www.k12.wa.us/Paraeducators/pubdocs/ParaeducatorGuidelines.pdf.

Notification if the child's teacher is not highly qualified

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 of a core academic subject who is not highly qualified. *Learn more* about teacher and instructional paraprofessional requirements online at: www.k12.wa.us/TitleIIA/

Student Academic Achievement Reports

Each year a school that receives Title I, Part A funds must provide parents with an individual student report informing them on their child's level of academic achievement on the State's assessment in at least reading, language arts, and math.

Schools identified as Priority, Focus, and/or Emerging

Parents must be notified if the school their child is attending is a low performing school and has been identified as Priority, Focus, and/or Emerging. OSPI bases the school identification on the school's three-year averages of reading and math scores from the statewide test and/or graduation rates.

These schools are eligible for additional support and services and are required to take the following steps:

- Participate in an evaluation identifying their strengths and challenges in that school, along with recommendations for improvement;
- Identify next steps the school will take to improve learning outcomes for its students. These must be approved by the Office of Superintendent of Public Instruction;
- Implement those steps and examine a variety of information to ensure the school is making progress; and
- Involve parents and the school community in its improvement efforts.

Learn more about school identification and description online at: www.k12.wa.us/StudentAndSchoolSuccess

For more information about Title I, Part A visit us online at:

<http://www.k12.wa.us/TitleI>