

Title I, Part A of the Elementary and Secondary Education ACT (ESEA)

Provides financial assistance to states and school districts to meet the educational needs of students at-risk or failing the state's challenging performance standards in mathematics, reading, and writing. Title I, Part A provides additional instructional services and activities which support students identified as failing or

most at risk of failing.



Title I, Part A Staff

Title I/LAP Director

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For more information

US Department of Education

<http://www2.ed.gov/programs/titleparts/index.html>

Texas Education Agency

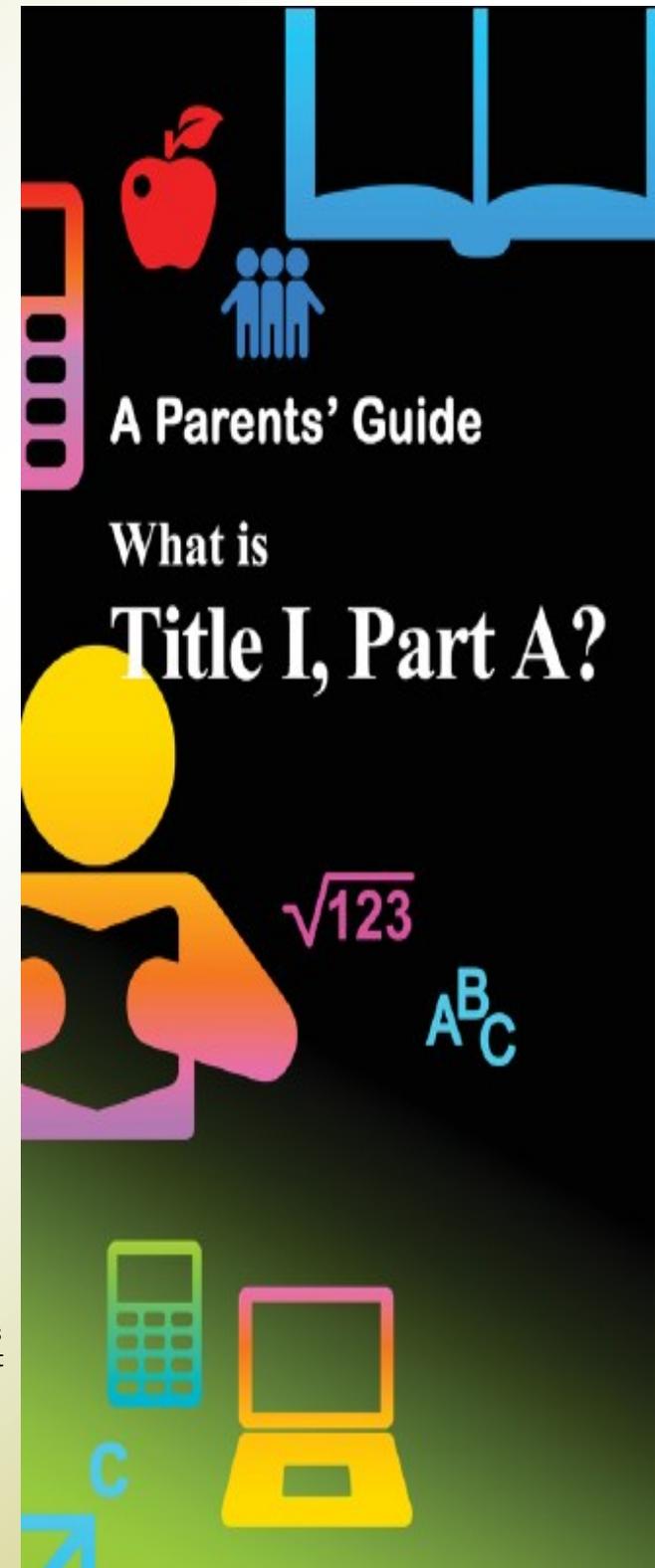
<http://www.tea.state.tx.us>

Content of this pamphlet reference

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

Statement of Non-Discrimination

The Mabank Independent School District does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.



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 certification 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 teachers(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 a rigorous standard of quality through a formal state or local academic assessment:

- Completed at least two years of study at an institution of higher education; or
- Obtained an associate's or higher degree; or
- Knowledge of, and the ability to assist instruction, reading, writing, and mathematics; or
- Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

NCLB requires existing paraprofessionals to meet one of these qualifications by January 8,

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.

www.tea.state.tx.us

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. None of the Mabank Independent School District Campuses have been identified as of the school year 2013-2014.

These schools would be eligible for additional support and services and 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.

