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## **REMEDIATION PROGRAMS**

The District will offer remedial programs designed to meet the needs of educationally-disadvantaged students, as funded by the Learning Assistance Program (LAP) and by Title I of the No Child Left Behind Act (NCLB).

Annually, the District or individual schools shall develop a plan for the use of LAP funds that include a description of:

- 1) state, district and school-level assessments used for student identification
- 2) processes used for identifying underachieving students
- 3) how accelerated learning plans are developed and implemented, including student achievement goals, roles of students, parents and teachers, communication procedures regarding student accomplishment, and processes for review and adjustment of learning plans
- 4) how state and classroom-level assessments are used to inform instruction
- 5) the identification and implementation of focused and intentional instructional strategies
- 6) how the District will develop and support the most highly-qualified staff to work with participating students
- 7) coordination of this plan and other school resources with school improvement plans and strategies supporting underachieving students
- 8) the process used for evaluating the program plan to determine the direction for the following year

The District shall develop, jointly with parents of students participating in Title 1 programs, a plan for parent involvement, such policy to be distributed annually to all parents of participating students.

Parents shall be included in the creation, evaluation and adjustment of local plans for participation in the Title 1 program.

The District shall provide through regularly scheduled meetings, coordination, technical assistance and other support necessary to assist Title 1 programs or schools in planning and implementing effective strategies for increasing student achievement and school performance, including parent involvement.

School and parent capacity for strong parent involvement shall be increased through parent participation in decision making within the parameters of each building's site council and training and technical assistance to Title 1 buildings and programs.

Title 1 programs and schools shall coordinate and integrate parental involvement strategies with other programs requiring parental involvement to the extent effective through participation of representatives of all such program in building advisory, leadership or site councils.

The District will conduct, in conjunction with individual Title programs and buildings and with parent involvement, an annual review of the effectiveness of these parental involvement plan provisions, including the effectiveness of increasing parental involvement and identifying the barriers to greater participation by parents under this policy, and implementing needed changes in this or other parent involvement policies.

The District shall reserve not less than one percent of its federal allocation for this program for parent involvement practices, including family literacy and parenting skills. Parents of children participating in the program shall be involved in the decisions regarding how these funds are to be spent.

Each school participating in the federal remediation program, shall develop with and distribute to parents with children participating in the program, a building-based parental involvement policy, agreed upon by those parents, that addresses the following issues:

- 1) The policy involvement of parents, including an annual meeting describing the program to parents; a flexible number of other meetings and services relating to parent involvement; involving parents in the planning, review and improvement of parent involvement programs; and information about this program.
- 2) The responsibility of parents, school staff and students for improved student achievement including a description of the school's responsibility to provide high-quality curriculum and instruction and the parents' responsibilities for supporting their children's learning; and the importance of ongoing communication between teachers and parents including at least annual parent-teacher conferences in the elementary schools, frequent reports to parents and reasonable access to staff, opportunities to volunteer, participate and observe in classrooms.
- 3) Building the capacity of parents to be involved.

The Superintendent is directed to identify eligible students and their special needs; design a program(s) that will satisfy those needs by interfacing, when advantageous, federal remediation assistance, learning assistance (LAP), and special education services; monitor the progress of such programs; and provide assurances to state and federal agencies that such programs are in compliance with program requirements of each program with regard to conditions such as staff qualifications, staff-student ratios, student records, facilities and materials, financial accounting, reporting and program and student evaluation.



<i>CROSS REFERENCE</i>	<i>Policy 2161</i>	<i>Education of Students with Disabilities</i>
<i>LEGAL REFERENCE</i>	<i>RCW 28A.165.010-090</i>	<i>Learning Assistance Program</i>
	<i>WAC 392-162</i>	<i>Special Program – Remediation Assistance</i>
	<i>4 CFR 200.1-200.65</i>	<i>Title I, Helping Disadvantaged Students Meet High Standards</i>
	<i>20 USC 6301-8962</i>	<i>Strengthening &amp; Improvement of Elementary &amp; Secondary Schools Act of 1994</i>



*POLICY ADOPTED*                      *May 23, 2005*