

REMEDIATION PROGRAMS

COORDINATION OF PROGRAMS

To receive services from federal remediation (Title 1), learning assistance (LAP) or special education programs, a student must meet the qualifying criteria for that program. Special education, federal remediation and LAP services may be combined to benefit the special needs student:

- 1) Students with any handicapping condition may receive both special education and federal remediation services, if eligible for both services. A student may receive federal remediation services only in academic areas in which the student does not have a qualifying deficit for special education services.
- 2) Students whose special education is limited to services provided by a communication disorders specialist, physical therapist or occupational therapist may receive LAP services. Such students may receive any type of LAP services for which they are eligible.
- 3) A student may receive either federal remediation or LAP service in an academic area for which the student qualifies, but not both services. A student may receive federal remediation services in any one eligibility area and LAP services in another eligibility area.
- 4) A student eligible for special education may receive federal remediation or LAP services only if the student has the capacity to make substantial progress toward functioning at a level appropriate to the student's chronological age without substantially modifying the level or intensity of the federal remediation or LAP instruction.

COORDINATION ALTERNATIVES

Special education, federal remediation, and LAP services may be combined to benefit the special needs student:

- 1) **SEPARATE PROGRAMS.** The student may be served separately by more than one special needs program.
- 2) **COOPERATIVE PROGRAMS.** Staff members from special education, federal remediation and/or LAP programs may work together to serve more than one group of special needs students in a school. A special education teacher and a federal remediation instructional assistant may provide services for students who are eligible for special education and/or federal remediation services. Staff time and other expenditures should be documented separately for each program for financial purposes.
- 3) **UNIFIED PROGRAM.** One teacher certified to teach special education may provide services to all students in the school who are eligible for special education, federal remediation and LAP. The teacher may be assisted by a para-educator or instructional assistant who is considered highly qualified. The salary and non-salary costs may be prorated to special education, federal remediation and LAP budget accounts according to the proportion of services provided for students eligible for each of the types of service.

PROGRAM ACTIVITIES

- 1) Federal remediation programs or buildings shall develop program activities, with parent involvement, to address the needs of underachieving students. Use of strategies, curricula, and materials shall be deemed effective based on validated research. Federal remediation programs will be implemented and evaluated annually for their effectiveness to increase student achievement and build capacity towards increased parent involvement.
- 2) Learning Assistance programs shall be based on best practices to magnify student success and may involve the following activities:
 - a) Extended learning programs before or after the regular school day, on Saturday, or beyond the regular school year;
 - b) Professional development for certificated and classified staff focusing on the needs of a diverse student population, literacy and mathematics content and instructional strategies, and the use of student work to guide instruction;
 - c) Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students;
 - d) Tutoring support for participating students;
 - e) Activities which involve and support parents and families of participating students.
- 3) Special education eligible students shall receive individually designed services based on their unique educational needs. All special education services will be provided within the provisions and protections afforded to eligible students and their parents under the procedural safeguards of federal and state laws and relevant board policies.

PARENT INVOLVEMENT

The District will reserve not less than one percent of its federal allocation for the Title 1 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 program, shall develop and evaluate with parents as well as distribute to parents with children participating in the program, an annual building-based parent involvement policy, or plan, 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 at the district and school level to:
 - a. provide model approaches for assistance, materials, information and training,
 - b. help parents understand the state’s academic standards and assessments,
 - c. communicate how student progress is monitored,
 - d. demonstrate how parents can work with their children to achieve improvement, and,
 - e. Assist staff awareness of parents of students with disabilities or migratory children.

- 4) identifying barriers that prevent greater participation of parents, particularly economically disadvantaged, disabled, limited English proficient, racial or ethnic minority students

School and parent capacity for strong parent involvement will 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 will 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.



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