

REMEDIATION PROGRAMS

The district, within its financial capacity, will offer programs that are designed to meet the needs of educationally disadvantaged students. Eligible students may receive services from any of three special needs programs--special education, learning assistance (LAP) and Title I of the Strengthening and Improvement of Elementary and Secondary School Act of 1994.

The district or individual school shall conduct a needs assessment and shall develop a plan for the use of LAP funds. Such a plan shall be determined in consultation with an advisory committee, including, but not limited to, parents of participants; teachers; principals; administrators; and school directors. The plan shall include:

- A. How students will be identified;
- B. Planned services and activities;
- C. A plan for annual evaluation (performance objectives); and
- D. Record-keeping procedures.

The plan shall be approved by the board of directors prior to submission to the state.

In compliance with the federal law, the board of directors adopts as part of this policy the following provisions for parent involvement, developed jointly with, agreed upon by and distributed to the parents of children participating in the federal remediation program.

It is the policy of the North Kitsap School District ASSIST Remediation Program to actively engage and promote parent involvement in the schools in each of the following areas:

- 1. Communication;
- 2. Learning at home;
- 3. Involvement at school;
- 4. Decision-making;
- 5. Parenting; and
- 6. Collaboration with the community for parent involvement.

The District ASSIST Program, in collaboration with its advisory committee, will annually develop a plan which includes specific activities and timelines in each of the six areas identified above. In addition, the District's plan must include the following provisions:

- A. How the district will involve parents in the joint development of local plans for participation in the federal remediation program;
- B. How the district will provide coordination, technical assistance and other support necessary to assist individual schools in planning and implementing effective parent involvement;
- C. How the district will build school and parent capacity for strong parent involvement;

- D. How the district will coordinate and integrate parental involvement strategies with other programs requiring parental involvement; and
- E. How the district will conduct, with parent involvement, an annual review of the effectiveness of these parental involvement policy provisions, including the effectiveness of the policy in 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 or procedures.

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 plan, agreed upon by those parents that address the following issues:

- A. The involvement of parents, including:
 - 1. An annual meeting describing the program to parents;
 - 2. A flexible number of other meetings and services related to parent involvement;
 - 3. Involving parents in the planning, review and improvement of parental involvement programs; and
 - 4. Information about this program.
- B. The responsibility of parents, school staff and students for improved student achievement, including:
 - 1. A description of the school's responsibility to provide high-quality curriculum and instruction and the parents' responsibility for supporting their children's learning; and
 - 2. The importance of ongoing communication between teachers and parents including at least annual parent-teacher conferences, frequent reports to parents and reasonable access to staff, opportunities to volunteer, participate and observe in classrooms.
- C. Building the capacity of parents to be involved.
 - 1. The superintendent is directed to identify eligible students and their special needs;
 - 2. Design a program(s) that will satisfy those needs by interfacing, when advantageous, federal remediation assistance, learning assistance (LAP), and special education services;
 - 3. Monitor the progress of such programs; and
 - 4. 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, student-staff ratios, student records, facilities and materials, financial accounting reporting and program and student evaluation.

Cross References: Board Policy 2161 Special Education and Related Services for Eligible Students

	Board Policy 6100	Revenues from Local, State and Federal Sources
Legal References	WAC 392-162	Special service program -- Learning assistance.
	34 CFR 200.1-200.65	Title I -- Helping Disadvantaged Students meet high standards.
	20 USC 6301-8962	Strengthening and Improvement of Elementary and Secondary Schools Act of 1994.