

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 one of three special needs programs--special education, learning assistance (LAP) and Title I of the Strengthening and Improvement of Elementary and Secondary Schools 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 procedure.

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:

White Salmon Valley School District is committed to the goal of providing quality education for all students in our district. To ensure that this happens, we will establish and maintain partnerships with parents and the community. Everyone gains if the school and home work together to promote high achievement by our students. We simply cannot be as effective if all stakeholders are not included in the process. Parents play an extremely important role as their child's first teacher. Their support for their children and for the school is critical to our mutual success. White Salmon Valley School District has the responsibility to help parents support the efforts of the school. The Parental Involvement Policy explains how the district will support this goal.

Involve parents in the joint development of the overall LEA Plan:

- School Improvement Planning Teams (SIP), which include parents, teachers, paraprofessionals and administrators, are involved in the development of the district's as well as each building's school improvement plan. Each plan addresses parent involvement as critical to the increase in student achievement at all levels.

Provide coordination, technical assistance and other support necessary to assist schools in implementing effective parent involvement:

- The District Resource Coordinator (Title I, Learning Assistance Program, Bilingual and Migrant Programs) works closely with building staffs as an active member of the School Improvement Planning Teams (SIP), Migrant/Bilingual Parent Advisory Committees (PAC) and PTO. Meetings are held on a regular basis throughout the school year. In addition, at Whitson Elementary and Henkle Middle School there are part-time parent in-

volvement coordinators funded through Title I who coordinate the volunteer program and parenting activities.

Build the schools' and parents' capacity for strong parent involvement:

- In order to increase each school's capacity for strong parent involvement, staff development on parent involvement will occur. It is up to the schools to determine if they need an outside expert on parent involvement or if they will devote staff meeting time to discuss current status and effective practices. The District Resource Coordinator will be available to assist each school in making these plans. Parent capacity for strong parent is encouraged at the individual schools through SIP Team, PAC and PTO.

Coordinate and integrate parent involvement strategies under other programs:

- The District Resource Coordinator meets each spring with Head Start and area preschools to discuss strategies for continuation of support to families as students transition into Whitson Elementary. In addition, the District Resource Program Coordinator is a member of the Even Start Collaborator Team which promotes parent involvement and family literacy opportunities through the Even Start Grant. The school district also actively supports the local community's Children's Health and Safety Fair ("HUGS") which provides healthful educational activities for children and adults.

Conduct an evaluation of the effectiveness of the parent involvement policy; use the evaluation to design different strategies if necessary:

- To evaluate the Parental Involvement Policy, information is collected on various aspects of parent involvement. Information may include the number of school volunteers and/or the number of volunteer hours, parents attending Parent-Teacher Conferences, parents attending school programs, meetings and trainings, and responses on surveys. This information is reviewed annually by the SIP Teams and PAC. This review includes an assessment of how much parent involvement is increasing and what barriers must be dealt with. The Parental Involvement Policy is revised based on the annual review.

This commitment to family involvement is supported by the school board. The policy will be coordinated by the District Resource Coordinator, and promoted by the building principals and other school staff.

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.

Cross References:	Board Policy 6100 2161 2180	Revenues from Local, State and Federal Sources Education of Students with Disabilities Parent, Family and Community Partnerships
-------------------	-----------------------------------	--

Legal References:	RCW 28A.165.010-090 WAC 392-162 34 CFR 200.1-200.65 RCW 28A.165.010 through .090 20 USC 6301 - 8962	Learning Assistance Program Special Program — Remediation Assistance Title I—Helping Disadvantaged Students Meet High Standards Learning Assistance Program Strengthening and Improvement of Elementary and Secondary Schools Act of 1994
-------------------	--	---

Adoption Date: 12/17/03