

REMEDATION 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.

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.

