

POLICY NO. 6001
Adopted: 2-11-87
Revised: 1-24-96
Revised: 3-10-04

REMEDIATION PROGRAM

POLICY:

The Lake Stevens School 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.

The District or individual school shall conduct a needs assessment and shall develop a plan for the use of LAP and Title 1 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. a recordkeeping procedure.

The plan shall be approved by the Board of Directors prior to submission to the state.

The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in Title I programs.

The District and parents of students participating in Title I programs shall develop a written parent involvement process. The District shall ensure that:

- A. parents are involved in the overall development of the building Title I plan and the process of school review and improvement.
- B. activities and strategies that promote the schools' and parents' capacity for strong parent involvement are developed.
- C. barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified.
- D. parents become involved in the activities of schools served under Title I.

The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the District's Title I plan and shall, with parent involvement, be evaluated annually.

In compliance with Title 1 regulations, the District will convene an annual public meeting for parents of children eligible for Title 1 assistance. At such meeting parents will be advised regarding:

- A. the objectives of the program;
- B. the teaching methods and materials that will be used;
- C. the methods that are used to measure progress that is made;
- D. the methods that are used to report progress to students and their parents;
- E. the availability of staff to confer with parents;
- F. the role of parents in helping their children to achieve; and
- G. effectiveness of parental involvement activities.

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, Title 1, 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:

(cf. 7230 - Revenues from the federal government)
(CF. 2161 - Education of Students with Disabilities)

Legal references:

RCW 28A.165.010 through .090 Learning Assistance Program
WAC 392-162 Special program - Reading assistance
WAC 392-163 Special service programs - Title 1 Regular of the Education Consolidation and Improvement Act of 1981
Federal Register 200.53 Consultation with parents and teachers
20 U.S.C. 1118

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Adopted: 2-11-87
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Revised: 4-22-09

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PROCEDURES:

To receive services from (Title 1), learning assistance (LAP), or special education programs, a student must meet the qualifying criteria for that program:

- A. Students with any handicapping condition may receive both special education and Title 1 services, if eligible for both services. A student may receive Title 1 services only in academic areas in which the student does not have a qualifying deficit for special education services.
- B. 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.
- C. A student may receive either Title 1 or LAP service in an academic area for which the student qualifies, but not both services. A student may receive Title 1 services in any one eligibility area and LAP services in another eligibility area.
- D. A student eligible for special education may receive Title 1 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 Title 1 or LAP instruction.
- E. The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The Title I parental involvement policy is articulated in Policy No. 6001.5.

Program Alternatives

Special education, Title 1, and LAP services may be combined to benefit the special needs student:

- A. Separate programs. The student may be served separately by more than one special needs program.

- B. Cooperative programs. Staff members from special education, Title 1, 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 Title 1 instructional assistant may provide services for students who are eligible for special education and/or Title 1 services. Staff time and other expenditures should be documented separately for each program for financial purposes.
- C. Unified program. One teacher certified to teach special education may provide services to all students in the school who are eligible for special education, Title 1, and LAP. The teacher may be assisted by a teacher aide or instructional assistant. The salary and nonsalary costs may be prorated to special education, Title 1, and LAP budget accounts according to the proportion of services provided for students eligible for each of the types of service.