

## INSTRUCTION

**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 Title1C (Migrant), state Transitional Bilingual Programs, special needs programs--special education, learning assistance (LAP) Title IA, 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 Special Programs 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:

**A. Special Programs**Procedure:

- The District will involve parents in the joint development of local plans for participation in the federal remediation programs by:
  - District Level -
    - Title/LAP Parent Advisory Council meetings
    - Migrant/Bilingual Parent Advisory Council meetings with representatives from each building
  - Building-Level – based on each school’s organization -
    - Parent representatives may be involved in SDMT or building PAC
- The District will provide coordination, technical assistance and other support necessary to assist individual schools in planning and implementing effective parent involvement by:
  - District Family/Community Specialist liaison and support for each building
  - District Title/LAP Program Coordinator and/or Migrant/Bilingual Program Coordinator
  - District Special Program Director
  - District-wide mailings to parents

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- The District will build school and parent capacity for strong parent involvement by:
  - Adult ESL classes in partnership with community agencies and higher education
  - Adult GED classes in partnership with community agencies and higher education
  - Parent education nights – district-wide
  - Leadership training for PAC officers
  - District-wide parent orientation night
  - District-wide parent recognition night
  - Sponsorship for parents to attend Ed conferences
  - Training for district and building staff (certified and classified) regarding parent involvement and development
  - District family/community specialist training to support each building
  - Regular Title/LAP and Migrant/Bilingual PAC meetings
  - Parent newsletters
  - Parent mailers
  - Continuous improvement model for identifying best practices, new ideas/strategies and resources for enhancing parent capacity and involvement
  - Parent and student leadership conference
  - Parent and student career fair
  - Mariachi Program parent advisory group
  - Include parent representatives on personal interview panels
  
- The District will coordinate and integrate parental involvement strategies with other programs requiring parent involvement by:
  - Planning meetings and collaboration with representatives from other programs requiring parental involvement for each parent event/activity
  - Newsletter, electronic mail, correspondence, media (radio and newspaper), to all other programs requiring parental involvement regarding parent activities and events
  - Collaboration and networking meetings quarterly for district staff and community agency and higher ed staff for individuals working with parents and families
  
- 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 by:
  - End of Year Report/Review with PAC with review of program data regarding results/outcomes and review of policy and procedure
  - Annual PAC leadership training with review effectiveness of policy and procedure

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### B. Special Education

Each student in a Wenatchee School District Special Education program will have a valid and current IEP. All IEP's will be reviewed at a meeting with parents, students when applicable, and district special education personnel and general education teachers.

#### Procedure:

- IEP teacher contacts parents to establish a meeting date for the annual IEP meeting.
- Date and time of meeting is mutually agreed upon. Meetings will generally be scheduled within the teacher's contracted day.
- Teacher documents all attempts to contact parents.
- Teacher sends out invitation to meeting with date and time, and Notice of Procedural Safeguards for special education students and their families to the parents at least 10 days prior to the meeting.
- Other district personnel who need to attend are contacted as soon as the time and date are set with the parents.
- Initial IEP meeting is held within 30 days from the Summary Assessment meeting.
- Annual IEP meetings are held on or before the annual review date.
- Team develops IEP, including goals and objectives (behavior plan required for student with a history of behavior-related problems). The School Psychologist will be involved in this process.
- If the parents do not attend the initial IEP meeting, the IEP is set aside until the meeting can be rescheduled.
- Student will not be placed in a program or provided services until parents attend the meeting and sign the IEP.
- The Director of Special Education is notified if parent does not attend the initial IEP meeting.
- The district must decide whether to ask for mediation or a Due Process Hearing if parent does not sign the initial IEP meeting. See Procedure SED-P014.
- If parents do not attend the annual IEP review meeting after two attempts, the IEP team attending may review and sign off on the proposed IEP. The IEP team coordinator attaches Documentation of Invitation to Individualized Education (IEP) Meeting SE-22-00 and submits it with the IEP.
- The proposed IEP and a Letter of Intent to Implement is sent to the parents.
- If parents agree with the team and sign the IEP, the IEP is implemented the first school day following the IEP meeting or at a time mutually agreed upon during the IEP meeting.
- Parents are given a copy of the IEP and the Notice of Proposed Action.
- If parents refuse to sign the IEP or sign and state disagreement with the plan, another IEP meeting will be scheduled as soon as possible to discuss/review student needs and complete the IEP process. All members are requested to sign an attendance log if the IEP is not signed.
- The Director of Special Education is notified.
- The district or parent may request mediation or a Due Process Hearing. See related procedure.

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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), state Transitional Bilingual Program 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	7210	Revenues from Discretionary Local Taxes
		7220	Revenues from State Resources
		7230	Revenues from the Federal Government
		2161	Special Education & Related Services for Eligible Students
		2162	Education of Students with Disabilities, Sec. 504
		2180	Parent, Family and Community Partnerships

Legal References:	RCW 28A.165.010-090	Learning Assistance Program
	WAC 392-162	Special Program — Remediation Assistance

## INSTRUCTION

34 CFR 200.1-200.65	Title I~Helping Disadvantaged Students Meet High Standards
20 USC 6301 - 8962	Strengthening and Improvement of Elementary & Secondary Schools Act of 1994

Adoption Date: April 8, 2002  
Wenatchee School District