

## **Learning Assistance Program**

### **POLICY:**

The district will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who are not meeting academic standards by providing supplemental instruction and services to those students. “Students who are not meeting academic standards” means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools.

### **Coordination with Other Programs**

The district may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills. Students receiving assistance in another learning support programs may also be served in the learning assistance program if they meet student eligibility and selection requirements.

### **Washington Integrated Student Supports Protocol**

The district will budget and expend learning assistance program funds using the framework of the Washington integrated student supports protocol, established under RCW 28A.300.139.

The district may use up to 15% of its learning assistance program allocation to deliver academic, nonacademic, and social-emotional supports and services to students through partnerships with community-based or other out-of-school organizations in accordance with RCW 28A.300.139.

If the district enters into an agreement with a community partner in accordance with RCW 28A.300.139, the agreement must do the following:

- A. Specify that learning assistance program funds may be used only to provide direct supports and services to students;
- B. Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by RCW 28A.300.139; and
- C. Identify the in-school supports that will be reinforced by the supports and

services provided by the community partner to promote student progress towards meeting academic standards.

### **Annual Report to OSPI**

The district will submit an annual report before September 30th to the Office of Superintendent of Public Instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program;
- B. The number of students who gain at least one year of academic growth;
- C. The specific practices, activities, and programs used by each school building that received learning assistance funds;
- D. The percentage of learning assistance program funding used to engage community partners, the number of students receiving direct supports and services from those community partners, and the types of supports and services that are being provided; and
- E. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

#### Cross References:

3710 - Revenues from Local, State and Federal Sources

6001.5 - Title I Family Engagement

#### Legal References:

Chapter 28A.165 RCW Learning Assistance Program

WAC 392-162 Special service program - Learning assistance

SHB 1208, Chapter 111, Laws of 2021 Learning Assistance Program – Various Provisions

#### Management Resources:

Policy News, June 2005 Learning Assistance Policy Updated 2018 - February Policy Issue

**POLICY NO. 6006**

**Adopted: 2-11-87**

**Revised: 1-24-96**

**Revised: 3-10-04**

**Revised: 4-22-09**

**Policy No. change from Policy No. 6001**

## **Learning Assistance Program**

### **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.