

OSPI is updating the rules for the Learning Assistance Program.

Why?

- Sections 402, 403, 404, and 405 of [Engrossed HB 2242](#) amended the Learning Assistance Program statute (28A.165) and the prototypical funding formula statute (28A.150.260).
- The changes in law apply to the 2017-18 school year, which is when the amended funding formula starts. To align the statute and the LAP rules, OSPI will be filing emergency rules to update to its Learning Assistance rules to align with the statute.

What is changing in the rules? This draft document includes the all rules applicable to LAP. The changes are marked in **RED** text and do the following:

- Added language to (1) implement LAP base allocation and a LAP high poverty-based school allocation and (2) clarify that LAP high poverty-based school allocation supplement not supplant the LAP base allocation. (WAC 392-122-605, WAC 392-162-041, WAC 392-162-054, and WAC 392-162-112)
- Changed the threshold for determining if a district met the requirement to focus LAP first on K-4 ELA. (WAC 392-162-020)
- Removed of the term “underachieving” which was done in the amended law. (WAC 392-162-010, WAC 392-162-033, WAC 392-162-036)
- Edited language to streamline and clarify the statute. (WAC 392-162-005)

Why is OSPI changing the threshold for determining if an LEA met the for requirement to focus LAP first on K-4 ELA? Nearly 1,000 schools in the state will be eligible for the LAP high-poverty based allocation, and a significant number are middle and high schools. It is impossible for those schools to focus first on K-4 literacy. Additionally, several elementary schools will be receiving additional funds.

Addressing unintended consequences: If the K-4 focus threshold requiring 50% of LAP students to be in K-4 ELA was kept in place, certain districts would have no room for any LAP services in math or grades 5 and 6.

School district A has 3,000 students. In 2016-17, of its 600 LAP students 67% were in K-4 ELA. The other 33% were in grade 5 ELA and K-6 math. Now, with the new high poverty-based allocation, it will be able to provide LAP in the middle and high school. It now anticipates serving 1,200 students in LAP, with 50% in middle and high school. Without changing the threshold, the district would have to end its LAP math services and its grade 5 ELA services.

What is the timeline for rule adoption?

- **Draft Emergency Rules** are being posted here for public review.
- **Emergency Rules** filed by September 1, 2017 and in place for the 2017-18 school year.
- **Regular rule adoption** filed at a later date in fall 2017.

If you have questions, call/contact:

Learning Assistance Program, OSPI 360-725-6100

WAC 392-122-600

State learning assistance program—Applicable code provisions.

The following sections of this chapter are applicable to the distribution of state moneys for the state learning assistance program:

- (1) WAC 392-122-600 through [392-122-610](#);
- (2) WAC [392-122-900](#); and
- (3) WAC [392-122-905](#) through [392-122-910](#).

[Statutory Authority: RCW [28A.150.290](#). WSR 09-04-082, § 392-122-600, filed 2/3/09, effective 3/6/09. Statutory Authority: RCW [28A.150.290](#), 1989 1st ex.s. c 19 and 1990 1st ex.s. c 16. WSR 91-03-118 (Order 2), § 392-122-600, filed 1/23/91, effective 2/23/91. Statutory Authority: RCW [28A.41.170](#). WSR 84-20-078 (Order 84-36), § 392-122-600, filed 10/2/84; WSR 84-13-020 (Order 84-10), § 392-122-600, filed 6/13/84.]

WAC 392-122-605

Apportionment of state moneys for the state learning assistance program.

(1) State learning assistance program moneys shall be allocated as provided in the state Operating Appropriations Act in effect at the time the apportionment is due. The superintendent of public instruction may withhold the monthly learning assistance program apportionment payment to a school district, public charter school, or school operated pursuant to a state-tribe education compact if the school district, charter school, or compact school fails to submit its annual report for the prior school year to the superintendent of public instruction by the established due date. The first learning assistance program apportionment payment of the school year and subsequent allocations may be withheld until the annual reports are completed in approvable form.

(2) Learning assistance program moneys include two allocations: a district learning assistance program base allocation and a learning assistance program high-poverty based school allocation for eligible schools.

(a) A school district's funded students for the learning assistance program base allocation shall be the sum of the district's annual average full-time equivalent enrollment in grades K-12 for the prior school year multiplied by the district's percentage of October headcount enrollment in grades K-12 eligible for free or reduced-price lunch in the prior school year. The prior school year's October headcount enrollment for free and reduced-price lunch shall be as reported in the comprehensive education data and research system.

(b)(i) A school is eligible for the learning assistance program high-poverty based school allocation if it is funded through the prototypical model and has at least fifty percent of its students eligible for free and reduced-price meals in the prior school year. The percentage is determined by the school's percentage of October headcount enrollment in grades K-12 for free and reduced-price lunch. The prior school year's October headcount enrollment for free and reduced-price lunch shall be as reported in the comprehensive education data and research system.

(ii) An eligible school's funded students for the learning assistance high poverty-based allocation shall be the sum of the school's annual average full-time enrollment in grades K-12 for the prior year.

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-122-605, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.150.290](#), 1989 1st ex.s. c 19 and 1990 1st ex.s. c 16. WSR 91-03-118 (Order 2), § 392-122-605, filed 1/23/91, effective 2/23/91. Statutory Authority: RCW [28A.41.170](#). WSR 87-09-018 (Order 87-2), § 392-122-605, filed 4/6/87; WSR 86-01-021 (Order 85-16), § 392-122-605, filed 12/9/85; WSR 84-20-078 (Order 84-36), § 392-122-605, filed 10/2/84; WSR 84-13-020 (Order 84-10), § 392-122-605, filed 6/13/84.]

WAC 392-122-610

Payment of state moneys for the state learning assistance program.

From the state learning assistance program moneys appropriated to the superintendent of public instruction, the superintendent shall make payments in the same manner as provided in WAC [392-121-400](#).

[Statutory Authority: RCW [28A.150.290](#), 1989 1st ex.s. c 19 and 1990 1st ex.s. c 16. WSR 91-03-118 (Order 2), § 392-122-610, filed 1/23/91, effective 2/23/91. Statutory Authority: 1990 c 33. WSR 90-16-002 (Order 18), § 392-122-610, filed 7/19/90, effective 8/19/90. Statutory Authority: RCW [28A.41.170](#). WSR 86-01-021 (Order 85-16), § 392-122-610, filed 12/9/85; WSR 84-20-078 (Order 84-36), § 392-122-610, filed 10/2/84; WSR 84-13-020 (Order 84-10), § 392-122-610, filed 6/13/84.]

392-162-005

Authority.

The authority for this chapter is RCW [28A.165.075](#), which authorizes the superintendent of public instruction to adopt rules and regulations for the administration of ~~((a)) the learning assistance program ((designed to provide learning assistance to eligible public school students enrolled in grades kindergarten through twelve who score below standard in English language arts or mathematics for his or her grade level))~~.

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-005, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-005, filed 3/31/14, effective 5/1/14; WSR 08-21-053, § 392-162-005, filed 10/9/08, effective 11/9/08. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-005, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 87-22-001 (Order 87-14), § 392-162-005, filed 10/22/87. Statutory Authority: RCW [28A.41.408](#). WSR 84-14-038 (Order 84-21), § 392-162-005, filed 6/28/84.]

392-162-010

Purpose.

~~((The purpose of this chapter is to set forth policies and procedures for the administration of and to ensure district compliance with state requirements for a program designed to assist underachieving students enrolled in grades kindergarten through twelve who score below standard in English language arts and mathematics for his or her grade level.))~~

The learning assistance program requirements in this chapter are designed to:

(1) Guide school districts in addressing the needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills to improve reading literacy;

(2) Promote the use of data when developing programs to assist ~~((underachieving))~~ students who are not meeting academic standards and reduce disruptive behaviors in the classroom;

(3) Guide school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist ~~((underachieving))~~ students who are not meeting academic standards and reduce disruptive behaviors in the classroom; and

(4) Guide school districts in providing extended learning opportunities to assist ~~((underachieving))~~ K-12 students who are not meeting academic standards in English language arts and or mathematics, students identified in eighth grade in need of high school transition services which could continue up through the end of ninth grade, and students in grades eleven and twelve who are at risk of not meeting state and local graduation requirements.

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-010, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-010, filed 3/31/14, effective 5/1/14; WSR 09-24-075, § 392-162-010, filed 11/30/09, effective 12/31/09; WSR 08-21-053, § 392-162-010, filed 10/9/08, effective 11/9/08. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-010, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 87-22-001 (Order 87-14), § 392-162-010, filed 10/22/87. Statutory Authority: RCW [28A.41.408](#). WSR 84-14-038 (Order 84-21), § 392-162-010, filed 6/28/84.]

392-162-015

Definition—Basic skills.

As used in this chapter, the term "basic skills" means English language arts or mathematics, as well as readiness associated with these skills.

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-015, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-015, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 87-22-001 (Order 87-14), § 392-162-015, filed 10/22/87. Statutory Authority: RCW [28A.41.408](#). WSR 84-14-038 (Order 84-21), § 392-162-015, filed 6/28/84.]

392-162-020

Definition—Learning assistance program (LAP).

(1) As used in this chapter, the term "learning assistance program" means a statewide program designed to enhance educational opportunities for public school students enrolled in grades kindergarten through twelve who do not meet state English language arts or mathematics standards by providing supplemental instruction and services to those students.

(2) School districts implementing a learning assistance program must first focus on addressing the needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills.

(a) A district may meet this requirement during the regular school year by ensuring that of the total number of students in grades kindergarten through four served by the learning assistance program, approximately fifty percent are students (~~enrolled in grades kindergarten through four~~) receiving English language arts services. Students served under readiness to learn programs provided under WAC 392-162-041 (1)(g) are excluded from this calculation.

(b) A district may serve a threshold lower than fifty percent if it demonstrates a lesser need through one of the following data sources:

(i) The district's prior year statewide assessment scores for third and fourth grade reading;

(ii) The district's prior year's reported number of kindergarten through grade four students reading on grade level under RCW 28A.320.203;

(iii) Districts serving a lower threshold under (b)(i) or (ii) of this subsection must be approved to do so at the start of the school year by the office of the superintendent of public instruction.

The learning assistance program may then be used to support (~~underachieving~~) students who are not meeting academic standards in grades kindergarten through twelve by providing supplemental English language arts or mathematics instruction, students identified in eighth grade in need of high school transition services which could continue up through the end of ninth grade, by addressing the needs of eleventh and twelfth grade students to assist them in meeting state and district graduation requirements, and to reduce disruptive behaviors in the classroom.

[Statutory Authority: RCW 28A.165.075 and 28A.150.290. WSR 16-16-078, § 392-162-020, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW 28A.165.075. WSR 14-08-067, § 392-162-020, filed 3/31/14, effective 5/1/14; WSR 09-24-075, § 392-162-020, filed 11/30/09, effective 12/31/09; WSR 08-21-053, § 392-162-020, filed 10/9/08, effective 11/9/08. Statutory Authority: RCW 28A.300.070. WSR 07-02-015, § 392-162-020, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 87-22-001 (Order 87-14), § 392-162-020, filed 10/22/87. Statutory Authority: RCW 28A.41.408. WSR 84-14-038 (Order 84-21), § 392-162-020, filed 6/28/84.]

392-162-023

Definition—District.

For the purpose of this chapter, the term "district" includes a school district, public charter school, or school operated pursuant to a state-tribe education compact.

[Statutory Authority: RCW 28A.165.075 and 28A.150.290. WSR 16-16-078, § 392-162-023, filed 7/29/16, effective 9/1/16.]

392-162-025

Definition—Statewide student assessments.

As used in this chapter, the term "statewide student assessments" means one or more of the assessments administered by school districts as required under RCW [28A.655.070](#). [Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-025, filed 3/31/14, effective 5/1/14; WSR 08-21-053, § 392-162-025, filed 10/9/08, effective 11/9/08. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-025, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 87-22-001 (Order 87-14), § 392-162-025, filed 10/22/87. Statutory Authority: RCW [28A.41.408](#). WSR 84-14-038 (Order 84-21), § 392-162-025, filed 6/28/84.]

392-162-032

Definition—Participating student.

As used in this chapter, the term "participating student" means a student enrolled in kindergarten through grade twelve who scores below standard for his or her grade level using multiple measures of performance, including on the statewide student assessments or other assessments and performance or other assessments and performance measurement tools administered by the school or district and who is identified by the district to receive services. [Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-032, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-032, filed 3/31/14, effective 5/1/14; WSR 08-21-053, § 392-162-032, filed 10/9/08, effective 11/9/08. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-032, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 87-22-001 (Order 87-14), § 392-162-032, filed 10/22/87.]

392-162-033

Definition—~~((Underachieving))~~ ~~((s))~~ Students who are not meeting academic standards.

As used in this chapter, the term "~~((underachieving))~~ students who are not meeting academic standards" means students with the greatest academic ~~((deficits))~~ needs in basic skills as identified by statewide, school, or district assessments or other performance tools. [Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-033, filed 3/31/14, effective 5/1/14; WSR 08-21-053, § 392-162-033, filed 10/9/08, effective 11/9/08. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-033, filed 12/21/06, effective 1/21/07.]

392-162-036

Definition—Extended learning opportunities.

As used in this chapter the term "extended learning opportunities" means a program of learning assistance in addition to the required basic education instruction designed to improve

the educational performance of ~~((underachieving))~~ students who are not meeting academic standards selected under WAC 392-162-080. The minimum allocation for the learning assistance program shall provide an extended school day and extended school year for each level of school and a per student allocation for maintenance, supplies, and operating costs. [Statutory Authority: RCW 28A.165.075. WSR 09-24-075, § 392-162-036, filed 11/30/09, effective 12/31/09; WSR 08-21-053, § 392-162-036, filed 10/9/08, effective 11/9/08.]

392-162-041

Best practices.

(1) Best practices are to be used to provide learning assistance program services to identified learning assistance students. The district must select and implement the best practices that are designed to increase student achievement and are aligned with research. To the extent they are included as a best practice or strategy in one of the state menus on or an alternative allowed under subsection (2)(b) of this section, the following are services and activities that may be supported by the learning assistance program:

(a) Extended learning opportunities occurring:

(i) Before or after the regular school day;

(ii) On Saturday; and

(iii) Beyond the regular school year.

(b) Extended learning opportunities provided under RCW 28A.320.190. Eligibility is for:

(i) Eleventh and twelfth grade students not on track to meet local or state graduation requirements; and

(ii) Students identified in eighth grade in need of high school transition services which could continue up through the end of ninth grade.

(c) Professional development for certificated and classified staff that focuses on:

(i) The needs of a diverse student population;

(ii) Specific literacy and mathematics content and instructional strategies; and

(iii) The use of student work to guide effective instruction and appropriate assistance.

(d) Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students.

(e) Tutoring support for participating students.

(f) Outreach activities and support for parents of participating students, including employing parent and family engagement coordinators.

(g) Up to five percent of district's learning assistance program base allocation may be used to deliver a readiness to learn program. Students served are to be significantly at-risk of not being successful in school and services must be focused on reducing barriers to learning, increasing student engagement, and enhancing students' readiness to learn. The program may include academic or nonacademic supports offered by the district or through development of partnerships with community-based organizations, educational service districts, and other local agencies. The school board must approve in an open meeting any community-based organization or local agency before learning assistance program funds may be expended.

(2) Beginning in the 2016-17 school year districts must either:

(a) Select a practice or strategy that is on one of the state-approved menus for the learning assistance program; or

(b) Use a practice or strategy that is not on the state menus for up to two years. Districts must annually notify the office of the superintendent of public instruction if selecting an alternative practice or strategy. At the end of the two years, the district must be able to demonstrate improved outcomes for participating learning assistance program students. If the district is able to demonstrate improved outcomes commensurate with the state approved menu for such students, the office of the superintendent of public instruction will approve the use of the alternative practice for one additional year. For each subsequent year, the district must provide data that demonstrates that participating students are meeting or exceeding academic achievement compared to those students who are being served by a state approved best practices and strategy.

(3) School districts may enter into cooperative agreements with state agencies, local governments, or school districts for administrative or operational costs needed to provide services in accordance with the state menus developed beginning in 2016-17.

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-041, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-041, filed 3/31/14, effective 5/1/14.]

392-162-054

~~((Definition—District eligibility and distribution))~~ Allocation, supplement not supplant, and use of funds.

~~(1) The funds for the learning assistance program shall be allocated according to WAC 392-122-605 for the learning assistance program base allocation and the learning assistance program high poverty-based allocation. ((appropriated in accordance with the Omnibus Appropriations Act and RCW 28A.150.260. The distribution formula is for school district allocation purposes only, but funds appropriated for the))~~

~~(2) The learning assistance high poverty-based school allocation must be distributed to the school building that generated the funding and may not supplant the learning assistance program base allocation.~~

~~(3) All learning assistance program funds must be expended for the purposes of RCW [28A.165.005](#) through [28A.165.065](#). ((A school district's funded students for the learning assistance program shall be the sum of the district's full-time equivalent enrollment in grades K-12 for the prior school year multiplied by the district's percentage of October headcount enrollment in grades K-12 eligible for free or reduced-price lunch in the prior school year.))~~

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-054, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-054, filed 3/31/14, effective 5/1/14; WSR 09-24-075, § 392-162-054, filed 11/30/09, effective 12/31/09; WSR 08-21-053, §

392-162-054, filed 10/9/08, effective 11/9/08. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-054, filed 12/21/06, effective 1/21/07.]

392-162-080

Program requirement—Selection of students.

Students identified by the district to participate in the learning assistance program shall be limited to those enrolled in grades kindergarten through twelve meeting one of the following categories:

(1) Students who score below standard for his or her grade level using multiple measures of performance. Multiple measures may include the statewide student assessments or other assessments and performance measurement tools administered by the school or district;

(2) Students who are in grades eleven or twelve and are not on track to meet state or local graduation requirements.

(3) Students identified in eighth grade in need of high school transition services, which may continue up through the end of ninth grade; or

(4) Are identified by the district as being significantly at-risk of not being successful in school and to be served under the district's readiness to learn program.

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-080, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-080, filed 3/31/14, effective 5/1/14; WSR 08-21-053, § 392-162-080, filed 10/9/08, effective 11/9/08. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-080, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 95-19-031 (Order 95-08), § 392-162-080, filed 9/12/95, effective 10/13/95; WSR 87-22-001 (Order 87-14), § 392-162-080, filed 10/22/87. Statutory Authority: RCW [28A.41.408](#). WSR 84-14-038 (Order 84-21), § 392-162-080, filed 6/28/84.]

392-162-100

Federal and state program coordination.

(1) School districts may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills.

(2) Subject to guidelines provided by the United States Department of Education, districts with schoolwide buildings may use Title I, Part A funds to meet the requirement to focus first on students in kindergarten through fourth grade who are deficient in reading or literacy skills. Districts opting to use Title I, Part A funds in combination with or in place of learning assistance program funds must meet the requirements of chapter [28A.165](#) RCW, including implementing best practice strategies according to RCW [28A.165.035](#) and completing all reporting requirements outlined in this chapter.

(3) Students receiving assistance in another special needs program may also be served in the learning assistance program if they meet student eligibility and selection requirements as identified in WAC [392-162-032](#) and [392-162-080](#).

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-100, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-100, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 87-22-001 (Order 87-14), § 392-162-100, filed 10/22/87. Statutory Authority: RCW [28A.41.408](#). WSR 84-14-038 (Order 84-21), § 392-162-100, filed 6/28/84.]

392-162-110

Program requirements—District reporting.

(1) Individual student records shall be recorded, beginning with the 2014-15 school year, in the statewide individual student data system annual entrance and exit performance data for each student participating in the learning assistance program according to specifications established by the office of the superintendent of public instruction's CEDARS manual.

(2) Districts shall submit to the superintendent of public instruction by the established due date an annual report in the electronic format provided by the superintendent of public instruction. The report must include 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 program funds; and

(d) 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.

(3) The superintendent of public instruction will withhold the monthly learning assistance program apportionment payment to a school district, public charter school, or school operated pursuant to a state-tribe education compact if the school district, charter school, or compact school fails to submit its annual report for the prior school year to the superintendent of public instruction by the established due date. The first learning assistance program apportionment payment of the school year and subsequent allocations may be withheld until the annual reports are completed in approvable form.

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-110, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-110, filed 3/31/14, effective 5/1/14. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-110, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 95-19-031 (Order 95-08), § 392-162-110, filed 9/12/95, effective 10/13/95; WSR 87-22-001 (Order 87-14), § 392-162-110, filed 10/22/87. Statutory Authority: RCW [28A.41.408](#). WSR 84-14-038 (Order 84-21), § 392-162-110, filed 6/28/84.]

392-162-112

Carry over of funds.

(1) Districts may carry over from one year to the next up to ten percent of the ((LAP funds— state or education legacy trust funds allocated)) learning assistance program base allocation provided under this ((program)) chapter; however, carry over funds shall be expended for the learning assistance program.

(2) Districts may carry over from one year to the next up to ten percent of the learning assistance program high poverty-based school allocation provided under this chapter. Carryover must be expended for the learning assistance program and for the specific school generating the allocation.

[Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-112, filed 12/21/06, effective 1/21/07.]

392-162-115

Monitoring of districts.

In order to insure that school districts are meeting the requirements of this chapter, the superintendent of public instruction shall monitor learning assistance programs no less than once every four years by using the state program review process. The primary purpose of the monitoring is to evaluate the effectiveness of a district's allocation and expenditure of resources and to monitor school district fidelity in their implementation of best practices.

[Statutory Authority: RCW [28A.165.075](#) and [28A.150.290](#). WSR 16-16-078, § 392-162-115, filed 7/29/16, effective 9/1/16. Statutory Authority: RCW [28A.165.075](#). WSR 14-08-067, § 392-162-115, filed 3/31/14, effective 5/1/14. Statutory Authority: RCW [28A.300.070](#). WSR 07-02-015, § 392-162-115, filed 12/21/06, effective 1/21/07. Statutory Authority: 1987 c 478. WSR 87-22-001 (Order 87-14), § 392-162-115, filed 10/22/87. Statutory Authority: RCW [28A.41.408](#). WSR 84-14-038 (Order 84-21), § 392-162-115, filed 6/28/84.]