

Policy 2108, Learning Assistance Program

The Learning Assistance Program (LAP) is a state-funded program developed to provide supplemental instruction and services for public school students who are not meeting academic standards. For more than a decade, LAP has provided students with extra assistance in basic skills, such as reading, writing, and mathematics. This proposed new policy is to comply with [House Bill \(HB\) 1208](#) which significantly increases districts' local control of LAP funds. Specifically, [HB 1208](#) enables school districts to focus on identifying and addressing deficits in students' basic skills resulting from or exacerbated by the COVID-19 pandemic.

Procedure 2114P, Online Learning

Revisions remove the student eligibility criteria to complete any required prerequisites and provide teacher/counselor recommendations to confirm that the student possesses the academic level needed to function effectively in an online learning environment. This language was removed because all students might need to be taught online (as we have learned during the COVID-19 pandemic), regardless of whether a teacher/counselor has taken the step to confirm readiness.

Policy 3430 and Procedure 3430P, Comprehensive Safe Schools Plans

Revisions are to comply with [HB 1216](#) which modified some drill requirements and addressed several areas of safety preparedness and includes planning for a variety of emergencies that school districts face, including the significant impact of the COVID-19 pandemic.

Policy 5515 and Procedure 5515P, Workforce Secondary Traumatic Stress

This new policy and procedure comply with [SBH1363](#): Addressing Secondary Traumatic Stress (STS) in the K-12 workforce. This first-of-its-kind legislation acknowledges the significant toll STS has on educators and, subsequently students, and focuses on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being. The Association of Supervision and Curriculum Development defines STS as "...the emotional distress that arises when someone vicariously experiences the traumatic experiences of another individual. Sometimes known as compassion fatigue, the toll of tending to someone's painful experiences can create very real symptoms in caregivers, including teachers." STS for educators has been increasingly emphasized in research and practice. As a result, there are several systemic interventions to support districts and schools in developing, implementing, and sustaining environments that are physically and emotionally healthy for staff. These interventions include implementation of new policy, continuous improvement process, and professional learning.