



Wyoming Department of Education

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Continuum of Services for At Risk Students

Report to the Joint Education Committee
September 14, 2009

Report Presented by:

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Team Charter

Name of Team: At Risk Project Task Force

Date: September 9, 2008

Team Leaders: Susan Kinneman, Christine Revere

1. Team Goal/Purpose:

The purpose of the At-Risk Project Task Force is to provide technical expertise and assistance to the At-Risk Project Legislative Oversight Team in the execution of its duties delineated by the following legislation:

ORIGINAL SENATE FILE NO. 0070 ENROLLED ACT NO. 45, SENATE FIFTY-NINTH LEGISLATURE OF THE STATE OF WYOMING 2008 BUDGET SESSION 18.

These duties include the following:

- Develop an operational *definition of at risk*, using definitions at local, state and federal program-levels as guidance in establishing definitional components
- Following the evaluation of at-risk programs including the identification of consistent and reliable measures of program effectiveness and the implementation of research-based strategy models, *determine an equitable and effective standard for a continuum of learning support services for school districts in addressing at-risk student needs*
- *Evaluate the role of alternative schools and programs* and the expected student outcomes from this at-risk strategy, including the identification of entry and exit criteria and program effectiveness indicators
- *Identify different programs appropriately provided through court ordered and institutionalized placements* and develop standardized individual learning plans for each identified program as appropriate

2. Expected Results:

The task force will assist the At-Risk Legislative Oversight Committee in the accomplishing the following outcomes:

- Development of an operational definition of “at-risk”
- Documentation and identification of appropriate court-ordered and institutionalized placement programs
- Identification of entry/exit criteria and program effectiveness for alternative schools
- Identification of gaps in the continuum of learning supports currently existing in Wyoming schools
- Recommendations for state legislation

3. Expected Activities:

The following activities will help achieve the above results:

Quarterly meetings of the task force will occur to address the above outcomes. The task force will be divided into sub-committees to address the following issues: 1) alternative schools, 2) existing continuum of services, 3) an operational definition of at-risk and 4) evidence-based strategies for court-ordered/institutional placement programs.

4. Decision Making:

The role of the task force is to act in an advisory capacity to the At-Risk Project Oversight Team. Decision making is rendered by the leadership of that team (See ARPLOT Charter).

5. Resources Available:

At-Risk Task Force membership brings a wealth of knowledge and experience to bear upon the project and will provide content area knowledge and recommendations.

6. Communication:

The At-Risk Project Legislative Oversight Team lead will communicate with task force members on a regular basis. Sub-committee recommendations will be communicated to the ARPLOT lead.

7. Nonnegotiables:

Task Force members are expected to attend quarterly meetings either in-person, via conference call or WEN video. Task Force subcommittees are expected to communicate findings to the project lead as requested.

8. Task Force Membership:

- Nikki Anderson, Wyoming Department of Family Services
- Linda Barton, Wyoming Afterschool Alliance
- Boyd Brown, Assistant Superintendent, Campbell County SD # 1
- Gregory Cox, Superintendent, Fort Washakie School Fremont SD # 21
- Linda Heron, Counselor, Arapahoe School, Fremont County SD #38
- Roger Humphrey, Assistant Superintendent, Goshen SD #1
- Lori Hutchinson, Wyoming Citizen Review
- Suzanne Martin, Title 1 Director, Sweetwater County SD#1
- Tom Martin, Wyoming Department of Education
- Janet Materi, Principal, Arp Elementary, (Title 1 School), Laramie County # 1
- Tom McIntosh, Guidance Counselor, Expedition Academy, Sweetwater SD #2
- Liz Mikesell, Wyoming Dept. of Health

- Kevin Mitchell, Superintendent, Park County SD # 1
- Tracy Ragland, Principal, Newcastle High School, Weston County SD # 1
- Glen Revere, Indian Health Service, Fort Washakie/Arapahoe, Wyoming
- Doug Rigby, Horizon Alternative School, Uinta SD # 1
- Liz Simpson, Professor of Special Education, University of Wyoming
- Jan Torres, Wyoming State Board
- Shawna Trujillo, Assistant Superintendent, Natrona County SD # 1
- Dave Treick, Principal, Cody High School, Park County SD #6
- Doreen McGlade, Teacher Rep, Wyoming Education Association

9. Ground rules:

- Discussion protocol-Use tents to indicate need to add to discussion
- Thumb up, thumb even, thumb down to make a selection.

Questions Joe added for discussion at our next oversight team meeting

As I think through the work from the legislature, a series of questions comes to mind in order to complete the work. Here are the questions that I think about:

1. Definition of at-risk-(Christine, Susan, and sub group is working on this...)
 - How are at-risk students currently defined in the funding model?
 - What is the rationale for defining at-risk this way?
 - What is the current definition of at-risk in legislation (federal & state) and/or rules and regulations?
 - How are the funding model definition and legislation and/or rules and regulations similar or different?
 - How do other states define at-risk?
2. Continuum of Learning supports
 - How does Wyoming define quality intervention and prevention activities?
 - What is an equitable and effective continuum of district learning supports?
 - How do we know that districts provide consistent and reliable measures of program effectiveness and the implementation of research based strategies?
3. Alternative programs and schools
 - What alternative programs are currently being offered nationally, and in Wyoming secondary schools?
 - What is the core purpose of an alternative school?
 - What are the entry and exit criteria for students enrolled in alternative programs and schools?
 - What quality indicators are measures of effective alternative programs and schools?

At our next Oversight Team meeting we should review the first agenda of the statewide task force and the questions to be answered.

Wyoming Department of Education
At Risk Project Task Force Recommendations
to the JEIC

September 15, 2009~Casper, WY

Presented by

Susan M. Kinneman, Ed. S., At Risk Task Force Coordinator, Wyoming Dept. of Education
Joe Simpson, Dept. Superintendent, Wyoming Dept. of Education

Authority: Legislation/Statutes

Wyoming Senate File 0070 directed Dr. Jim McBride, Superintendent of the Wyoming Dept. of Education, to hire a project coordinator and to appoint membership to a citizen at-risk task force with the following duties: develop an operational definition of at-risk students, develop criteria for the evaluation of the effectiveness of alternative schools and programs, ensure policy exists for the continued education of out-of-district placed students, and develop a guaranteed continuum of services for all students. This statute is enrolled in original Senate File 70, Section 401, At Risk Students, in Act No. 45, of the Wyoming Senate of the Fifty-Ninth Legislature of the State of Wyoming, 2008 Budget Session. A copy of Section 4 of the legislation is found in Attachment A.

History: Findings and Recommendations of the WDE, Dec. 2007

In December of 2007, at the request of the legislature, the WDE reported findings and recommendations to the Joint Education Interim Committee concerning issues surrounding At Risk students in Wyoming school districts. The complete report can be found in your materials in Attachment B.

One of the critical findings surrounded the measurement of effectiveness of programs used to provide support for At Risk students. The WDE discovered that it is not possible at this time, to measure the effectiveness of many of the intervention and prevention programs offered for At-Risk students, because no evidence was found that districts systematically evaluated their alternative schools/programs to determine effectiveness. Prevention and intervention programs for At-Risk students are often conducted in isolation and not approached as an equitable and effective district continuum of learning supports.

Another critical finding concerned alternative schools/programs. Currently 17 stand alone alternative schools exist within Wyoming's districts. They vary widely in their design, implementation, and evaluation, and there was a lack of consistency of standards among alternative schools. Although some districts provide alternative high school programs that exist within the traditional high school setting, no data is available related to the number or the quality of these programs. No evidence was found that districts systematically evaluated their alternative schools/programs to determine effectiveness. The transitioning of at-risk students in alternative schools and institutional settings is problematic and not well coordinated, and many court placed students do not have individualized learning plans. Until more policy can be written to increase accountability it was recommended that there continue to be a moratorium on the establishment of new alternative schools.

The WDE made recommendations to the JEC regarding measures of effectiveness. One recommendation was that they should work with school districts to establish consistent and reliable measures of the effectiveness of At-Risk Interventions. They should also work with school districts to determine the level of implementation of research

based At-Risk Interventions, as well as continue to identify research based best practice models, assuring the full continuum of learning supports for all At-Risk children in all districts.

The following recommendations were also made regarding alternative schools and programs. A statewide At-Risk task force should be established to evaluate prevention and intervention programs, establish a comprehensive definition, and recommend program and policy changes. This includes the identification of entry and exit criteria and program effectiveness indicators. Because the current statutory definition of at-risk is a proxy for funding and is not applied consistently across the state, an operational definition of At-Risk using local, state, and federal guidance should be developed as well. The task force should also standardize individual learning plans for court-ordered placed students, establish (district & institutional) transition roles; and responsibilities; and recommend program and policy changes. And finally, a recommendation was made that a dedicated At-Risk coordinator position should be established within the WDE.

Current Statistics: Significance of the graduation rate in Wyoming

Wyoming's present graduation rate of only 77% is a symptom of some serious issues surrounding students who choose to drop out of high school. Unless policy and practice are in place to prevent it, predictors indicate Wyoming's graduation rate will continue to decrease. For example, 1,900 students did not graduate from Wyoming's high schools in 2008. Research tells us that students who start out behind their classmates in reading are at major risk dropping out of school. When we examine the state of current Wyoming third grade students, who will graduate in 2018, we find that only 53.7% achieved proficient or advanced in reading, with 46.3% not reading at grade level. More than 10% scored below basic.

The following Wyoming numbers paint a serious portrait of the state of Wyoming's education as it is measured by the percentage of students who graduate with their class with a high school diploma. Wyoming's graduation rate affects its economy, crime rate, and the general well-being of all of Wyoming's towns and citizens.

The lost lifetime earnings in Wyoming for the most recent class of dropouts alone total nearly \$484 million. Wyoming households would have more than \$83 million more in accumulated wealth if all heads of households had graduated from high school. The social costs of Wyoming's dropout rate are staggering as well. The state's economy would see a combination of savings and revenue of over \$9 million in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just 5 percent.

Health and health care costs are directly affected by the achievement of a high school diploma. Wyoming would save more than \$22 million in health care costs over the course of the lifetimes of each class of dropouts had they earned their diplomas. Serious individual effects include little or no access to adequate health care and insurance, increase substance abuse, little access to preventative health care, and a ten-year reduction in life expectancy.

Some significance exists regarding gender and racial issues. When disaggregated by gender (using figures from the 2003-2004 school year), males in Wyoming graduate at a slightly lower rate – 71.0% – than their female counterparts who graduate at a slightly higher rate – 78.1%. More than \$105 million would be added to Wyoming's economy by 2020 if students of color graduated at the same rate as white students. A significant achievement gap exists among the graduation rates of Wyoming's minority students: Native Americans graduate at a very, very low rate of 27.7%, Asians at 62%, Hispanics at 56%, and African Americans at 45.1%. Caucasians graduate at an average rate of 77.7% in Wyoming.

Actions: Schedule of task force work

- Task force members were sent letters inviting them to join the team in August of 2008
- First large group meeting occurred in October, 2008.
 - At that time the Senate File 70 expectations were described and the anticipated scope of the work explained
 - Members chose which of the four mandates they were most interested in
- During the February meeting, the task force broke into small groups according to their area of interest
 - Additional support was provided by Katy Anthes of Third Mile Group
 - Research articles and best practices as described by other State Departments of Education were distributed to task force members
 - Small group task force meetings were held in March
- Next large group meeting was held in April
 - By this time the Definition and Court Ordered Placed Subgroups were re-distributed between the Alternative School Subgroup and the Continuum of Services Subgroup
- The last meeting was held in June 18 finalizing the recommendations
- The task force members reported their recommendations to the WDE oversight team committee on August 12
- Team charter, listing membership, can be found in Attachment C.

Financial: Expenditures to Date

Appropriated amounts:

- \$100,000 to fund the costs of the study committee (task force)
- \$200,000 to fund an at-will employee position to coordinate at risk programs and services statewide and to assist the study committee.

Balances:

\$100,000 (task force travel expenses) has a \$49,414 balance or 50.50%

\$200,000 (salary, benefits and travel) for at risk project coordinator) has a \$68,173 balance or 34.09%

Summary of At Risk Task Force Recommendations

Continuum of Services Subcommittee Recommendations-

Full Recommendations are in Attachments D(1) and D(2)

- Require districts to support and participate as members of the community level System of Care - "Wyoming Youth and Family Consortium", Community Multi-disciplinary Teams, and Community Juvenile Justice activities
- Require districts to design, implement and evaluate a continuum of learning supports, and in class interventions (i.e. RTI and PBIS) to better serve at-risk students
- Require districts to use the draft Wyoming Benchmarking Taxonomy – Process Classification Framework for Education (PCFE) Category 3: Design, Deliver and Evaluate District Continuum of Student Learning Support Services Checklist

Summary of At Risk Task Force Discussion on Definition of At Risk

Full Recommendations are in Attachment E

- An at-risk student is any student who, because of his or her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his or her future. Students, depending on their degree of resiliency and connectedness to caring adults in the home, community, and/or at school may respond differently to those things frequently cited as barriers, predictors, or indicators of being at-risk. Therefore, educators and other responsible adults working with students should consider the whole child who might have both short-term and long-term needs requiring intervention. Systematic measures shall be in place to identify at risk students.

Simplified definition as used by the Continuum of Services Sub Committee:

- At-risk students are defined as students who are inadequate and/or lack proficiency in any arena of life—the school, the home, or the community—that may contribute to his/her failure.

Summary of At Risk Task Force Alternative School Subcommittee Recommendations

Full Recommendations are in Attachment F(1) and F(2)

- Require districts to establish district improvement goals and strategies for improving attendance, 3rd grade reading, student graduation rates, the continuum of learning supports, professional development for educators to better serve at-risk students, and dropout prevention efforts.
- Dedicate staff at the WDE to provide technical assistance to existing alternative schools/programs and to those districts wishing to develop such programs, and to provide assistance to schools wishing to decrease their dropout rates and improve learning supports for at-risk students.
- Require districts with alternative schools/programs to use the quality indicator criteria to self-evaluate their efforts to ensure student success.
- Increase district efforts to predict students who may drop out, provide additional support that will prevent students from dropping out, fully implement and evaluate the continuum of learning supports in K-12.
- Conduct a comprehensive program evaluation of all Wyoming alternative schools/programs based upon quality indicators and continue the moratorium on establishing new alternative schools until the program audit has been completed

Summary of WDE Out of District Placed Students Oversight Team

Full Recommendations are in Attachment G

- State agencies should continue to work towards facilitating the reform of juvenile justice practices in the state to better meet the academic needs of juveniles in the system.
- State agencies should continue working together to identify, implement, and evaluate prevention and intervention activities for at-risk children, youth and families.
- Update the law and develop rules and regulations to improve education services for Out of District Placed Students (i.e. establish resident district responsibilities, confirm residential program types, case management, learning/career/individual education plans, and program monitoring to include equity and adequacy issues)

ORIGINAL SENATE
FILE NO. 0070

ENROLLED ACT NO. 45, SENATE

FIFTY-NINTH LEGISLATURE OF THE STATE OF WYOMING
2008 BUDGET SESSION

shall be for the period beginning July 1, 2008, and ending
June 30, 2009.

[SECTION 4. AT-RISK STUDENTS]

Section 401.

(a) To continue study efforts assigned to the state superintendent of public instruction by 2006 Wyoming Session Laws, Chapter 37, Section 7(c), and further directed under 2007 Wyoming Session Laws, Chapter 147, Section 103, the state superintendent shall through the department of education establish a study committee to continue the review, analysis and evaluation of at-risk resources and strategies for refinement of block grant model components supporting at-risk students. This effort shall be in coordination and consultation with the allocation and use study effort initiated under 2006 Wyoming Session Laws, Chapter 37, Section 8, and continued under Section 7 of this act.

(b) The state superintendent's study committee shall be appointed by the state superintendent from among representatives of school districts, community programs and state governmental agencies which are engaged in and have a designated responsibility for developing, implementing and administering programs and services addressing the needs of at-risk student populations. Study committee members shall be reimbursed only for per diem and travel expenses incurred while attending official committee business, at rates prescribed by law for members of the Wyoming legislature. The study committee shall expire on June 30, 2010, unless extended by the state superintendent and funded by legislative appropriation.

ORIGINAL SENATE
FILE NO. 0070

ENROLLED ACT NO. 45, SENATE

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2008 BUDGET SESSION

(c) Duties of the state superintendent's study commission shall at minimum include the evaluation of at-risk prevention and intervention programs and providing guidance to the state superintendent on necessary program and policy changes for effective and equitable at-risk program delivery. In undertaking these assigned duties, the study committee shall:

(i) Develop an operational definition of at-risk, using definitions at local, state and federal program-levels as guidance in establishing definitional components;

(ii) Following the evaluation of at-risk programs including the identification of consistent and reliable measures of program effectiveness and the implementation of research-based strategy models, determine an equitable and effective standard for a continuum of learning support services for school districts in addressing at-risk student needs;

(iii) Evaluate the role of alternative schools and programs and the expected student outcomes from this at-risk strategy, including the identification of entry and exit criteria and program effectiveness indicators;

(iv) Identify different programs appropriately provided through court ordered and institutionalized placements and develop standardized individual learning plans for each identified program as appropriate;

(v) Within the court ordered and institutionalized placement policy, establish school district and institutional responsibilities tied to each placement as well as the responsibilities for the effective transition of each placement.

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FILE NO. 0070

ENROLLED ACT NO. 45, SENATE

FIFTY-NINTH LEGISLATURE OF THE STATE OF WYOMING
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(d) Preliminary study recommendations shall be provided by the study committee to the state superintendent in sufficient time for submission of an initial report to the joint education interim committee on or before November 1, 2008. Final study committee recommendations shall be completed and reported to the state superintendent by October 1, 2009, and the state superintendent shall submit a final report to the joint education interim committee on or before November 1, 2009. Findings shall be coordinated with the allocation and use study effort initiated under 2006 Wyoming Session Laws, Chapter 37, Section 8, and continued under Section 7 of this act, and shall be in a form and of a substance to assist the 2010 recalibration of the education resource block grant model.

Section 402.

(a) One hundred thousand dollars (\$100,000.00) is appropriated from the public school foundation program account to the department of education to fund the costs of the study committee established under Section 401 of this act. This appropriation shall be for the period beginning on the effective date of this section and ending June 30, 2010, and shall be expended only for necessary expenses incurred for the study committee and for necessary contractual services to obtain required analytical expertise in carrying out duties imposed under Section 401 of this act.

(b) Two hundred thousand dollars (\$200,000.00) is appropriated from the public school foundation program account to the department of education for an at-will employee position in accordance with W.S. 9-2-1022(a)(xi)(F) to coordinate at-risk programs and services statewide, as well as to assist the study

ORIGINAL SENATE
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committee established under Section 401 of this act. This appropriation shall be for the period beginning with the effective date of this section and ending June 30, 2010.

[SECTION 5. DISTANCE EDUCATION]

Section 501. W.S. 21-2-202(a) by creating a new paragraph (xxxi) and 21-13-330 by creating new subsections (f) through (j) are amended to read:

21-2-202. Duties of the state superintendent.

(a) In addition to any other duties assigned by law, the state superintendent shall:

(xxxi) By rule and regulation and in consultation with the state board of education and the Wyoming professional teaching standards board, provide guidance and oversight of distance education by:

(A) Establishing, approving, facilitating and monitoring a state network of distance education courses that meet state standards for course content and delivery by Wyoming certified teachers;

(B) Providing training and technical assistance to school districts for the delivery of distance education;

(C) Monitoring the design, content, delivery and the accreditation of distance education programs provided by school districts under W.S. 21-13-330;

(D) Establishing criteria and necessary components of individual student distance learning plans required by W.S. 21-13-330;

Quality Indicators for Wyoming Alternative Schools/Programs

Philosophy	Current Practice	Future Goals
<p>Section A: Identification of Entry/Exit Criteria</p>		
<p>Entry: The decision determining entry into an alternative school or program setting will be the result of a systematic analysis of the needs of the whole child, including the learning environment. Entities involved in education decisions will include parents/guardians/and social agencies.</p>		
<p>1. This analysis would be the result of a multi-disciplinary approach, based on the Continuum of Services.</p> <p>2. The student has not benefitted from the documented interventions provided, and as a result the student exhibits one or more of the following characteristics:</p> <ul style="list-style-type: none"> • Critically behind in credits, therefore in danger of not graduating with cohort • Significantly older than peers due to earlier retention • Chronically truant and/or non-compliant in the school, including suspension or expulsion within the previous or current school semester • Frequent exhibiting of behavioral problems in the community • Affected by any combination of personal/family situations that contribute to his/her ability to function safely and productively in a traditional school setting. • Possesses other strong indicators for greater success in an alternative school environment, choosing to apply based on: • Need for smaller, more intimate school environment • Need for an emotionally supportive environment, i.e., one that provides the opportunity for positive relationships • Need for greater scheduling flexibility • Need for greater self-direction in attaining education • Need for a non-traditional, student-based curriculum • Disengaged from traditional school setting 		

Quality Indicators for Wyoming Alternative Schools/Programs

Philosophy	Current Practice	Future Goals
<p>Exit: The decision determining exit from an alternative school or program setting will be the result of a systematic analysis of the needs and performance of the whole child. This analysis would be the result of a multi-disciplinary approach, based on student performance data:</p> <ol style="list-style-type: none"> 1. Evidence of benefitting from the learning environment includes: <ul style="list-style-type: none"> • Grades (indication of student success – not failure)(pre and post) • Successful course or credit completion • Attendance (improvement in attendance – reduction in absences) • Performance assessment and/or Achievement test results in the ACT, WorkKeys, and other district identified test results MAP test that demonstrate academic growth • Grade or level promotion • Increase in positive lifestyle choices, decrease in negative lifestyle choices • Individualized life plan which includes career pathway information • Reduction in discipline referrals (improvement in behavior) 2. Once a student has accomplished the above, but continues to attend the alternative setting he or she remains there by choice until... <ul style="list-style-type: none"> • Graduation • Completion of dual/concurrent courses, certification, credential, workforce, enlistment, college, job corps • May eventually choose to return to traditional school 		

Notes: _____

Quality Indicators for Wyoming Alternative Schools/Programs

Philosophy	Current Practice	Future Goals
<p><u>Section B: Identification of program effectiveness indicators.</u> (Indicators may include data collected from the ENTRY and EXIT criteria above and may include those listed below.)</p>		
1. Staff advocates the philosophy that all students can learn.		
2. Statements of philosophy are documented, published, and clearly visible to and embraced by staff, students and parents.		
3. Accountability measures: <ul style="list-style-type: none"> a. Use student growth models to show effectiveness b. Individual and group progress of students (grades, courses passed, achievement test scores/RIT score increases); c. Completion rate d. Post-secondary surveys e. Showing growth toward school improvement goals 		
4. Measures of behavioral improvement (based on continuum of services): <ul style="list-style-type: none"> f. Attendance g. Discipline referrals h. Suspension rates i. Expulsions 		
5. Student satisfaction <ul style="list-style-type: none"> j. Surveys k. Suggestions for improvement l. Surveys show students feel they are an important, productive member of a community 		
6. Student participation in wrap-around services (health and social services a minimum standard)		
7. Student participation in program, clubs, or school advisory councils		
8. Evidence of plan to implement Transition or Career Plans		
9. Community members reflect ownership for and support the learning alternative.		
10. Staff across the district/s reflect ownership for and supports the alternatives.		

Notes: _____

Quality Indicators for Wyoming Alternative Schools/Programs

Philosophy	Current Practice	Future Goals
<p>Section C: <u>Identification of criteria which will provide for the quality of and assurances for the success of a Wyoming alternative education program.</u> (Not all listed criteria are required. However, all of the criteria should be strongly considered to assure the success of the alternative program in any particular setting.) The subcommittee leaves the implementation level to the Wyoming Dept of Education</p>		
<p>Operational</p>		
<p>The school...</p>		
<p>1. Has a specialized mission, beliefs, and measurable program goals and objectives.</p>		
<p>2. Is an autonomous school/program of choice such as...</p> <ul style="list-style-type: none"> • school within a school • academy-satellite school • separate location and identified leadership within the program, with its own diploma 		
<p>3. Operates with a specific, adequate budget separate from any other school/program within the district..</p>		
<p>4. Implements flexible scheduling of staff and students.</p>		
<p>5. Ensures a student-teacher ratio of (1:7) (as recommended by Picus model) established to assure effective learning for at-risk students.</p>		
<p>6. Incorporates community and other support services.</p>		
<p>7. Supports and achieves NCA accreditation and is fully engaged in school improvement.</p>		
<p>8. Employs staff who freely choose to teach there.</p>		
<p>9. Ensures <i>all</i> instructional and administrative staff are certified and/or are <i>highly effective</i> in alternative education.</p>		
<p>10. Uses an established advisory council made up of community experts (examples) to connect with community:</p> <ul style="list-style-type: none"> a. Platte County WHSSM b. Colorado Collaborative Management Project c. Hi Fi Wraparound Project for students in crisis 		

Quality Indicators for Wyoming Alternative Schools/Programs

Philosophy	Current Practice	Future Goals
Program Effectiveness Indicators		
Instructional Criteria		
The school/program...		
1. Employs teachers and staff who engage in reflective and dynamic practice that includes collaboration with other district personnel.		
2. Operates on a student centered basis. In conjunction with the student: <ul style="list-style-type: none"> • determines why the student is moving from the traditional setting, • assesses educational needs • determines and set goals that prescribe and provide instruction that meets the needs of individual students • evaluates each student's progress 		
3. Integrates CTE and core subjects to provide real world applications using a variety of resources.		
4. Ensures that students (and parents/service agencies) are involved in identifying personal learning paths and setting learning targets.		
5. Integrates career guidance and assistance with college, workforce, or vocational program entry in accordance with ILP. Provide CTE courses that align with workforce and economic needs.		
6. Provides access to dual or concurrent courses.		
7. Provides access to online courses that are part of the student's individualized plan		
8. Utilizes rigorous, project-based and service learning strategies, cooperative learning, social decision-making, peer modeling, mentoring, and positive social skills.		
9. Schedules as appropriate based on ILPs of students, considering year round, night school, distance ed., etc.		
10. Uses a GED Pathway for students who are significantly deficient in credits.		
11. Provides opportunity for students to access each of the nine Wyo Content Areas.		
12. Considers productivity in the community a primary personal goal for all students within the context of district goals.		
13. Believe that comparing graduation rates and assessment results between/among buildings in the district is considered a misuse of practice and should not be practiced within the alternative learning environment.		

Quality Indicators for Wyoming Alternative Schools/Programs

Philosophy	Current Practice	Future Goals
Assessment Criteria		
The school/program...		
1. Participates in PAWS, and ACT or Work Keys (Career Readiness Certificate).		
2. Follows NCA data assessment requirements.		
3. Uses classroom assessments, district assessments, and Body of Evidence (BOE) to support instructional practices.		
4. Develops additional ways of measuring individual student success: increase in GPA, attendance, reading and math grade level equivalencies, decrease in suspensions and incidents involving juvenile justice system		
Career Criteria		
The school/program...		
1. Requires development of an individualized life plan that includes career guidance and post high school planning.		
2. Creates a collaborative relationship among students, faculty, and community:		
a. Job Shadowing		
b. Work Study		
c. Mentorship		
d. Apprenticeships		
e. School-to-Work programs		
f. Job Placement Development Partnership Program		
3. Connects with Wyoming Workforce Development Centers.		
Parent/Guardian/Service Agency		
The school/program...		
a. Provides parents/guardians the necessary training regarding how to support their child to achieve maximum learning and personal success.		
b. Provides parents/guardians continuous accounts of their student's progress and their support of the student and services.		
c. Involves parents/guardians in the evaluation of the effectiveness of the learning alternative/s and providing suggestions to improve conditions for their student/s and others.		

Quality Indicators for Wyoming Alternative Schools/Programs

Philosophy	Current Practice	Future Goals
Facilities		
a. Physical facilities adequately accommodate the needs of staff and students to accomplish the established goals with high quality.		
b. Adequate space is available to accommodate group activities without interfering with individualized learning.		
c. Provisions are made for technology to complement the management of learning.		
d. Accommodations are made for "privacy areas" for counseling and the delivery of community support services.		
e. State Facilities Commission gives alternative school facilities the same priority as other school buildings in the state.		
f. Facilities meet state and local fire and safety regulations.		
g. Facilities are accessible to all and meet accessibility requirements as prescribed by law.		
h. Food services are provided near or within the facilities.		
i. Food services reflect high quality nutrition and accommodate personal student needs and desires for nutrition.		
j. Facilities accommodate student fitness development, or alternatives for fitness development are organized within the community/ies to complement the learning alternative/s.		

Notes: _____

The Wyoming Task Force on At-Risk Students is committed to implementing a balanced approach to support *all* students in Wyoming through the collaboration of the community, the education system and human service agencies. Our goal requires the engagement of a comprehensive emotional, physical, and educational system of care for all children and youth to be successful in school and in life

Therefore, our approach recognizes the need for a continuum of care for academic and social support necessary to ensure student success from birth to age 21. The Subcommittee has crafted a series of recommendations outlining such collaboration for consideration by policymakers and the Department of Education which take into account the following federal and Wyoming state policies:

- No Child Left Behind Act of 2002
- Wyoming Senate File 70 (2008 Budget Session)
- Individuals with Disabilities Education Act (IDEA)

These policies set the stage and present the legal requirements for the task force recommendations.

Definition as arrived at by the Definition of At Risk Sub Committee:

An at-risk student is any student who, because of his or her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his or her future. Students, depending on their degree of resiliency and connectedness to caring adults in the home, community, and/or at school may respond differently to those things frequently cited as barriers, predictors, or indicators of being at-risk. Therefore, educators and other responsible adults working with students should consider the whole child who might have both short-term and long-term needs requiring intervention.

Simplified definition as used by the Continuum of Services Sub Committee

- At-risk is defined as inadequacies in any arena of life—the school, the home, or the community—that may contribute to failure in the school, home or community when not compensated for in another arena.

ALTERNATIVE SCHOOL SUBCOMMITTEE RECOMMENDATIONS

Introduction and Position Statement

The Wyoming Task Force on At-Risk Students is committed to ensuring that all students have the opportunity to earn a high school diploma in a variety of settings. Our goal requires the recognition and validation of many forms of delivering and receiving education. Our approach recognizes the need for opportunities for students to earn a high school diploma through alternatives that include, but are not limited to, distance education, alternative programs, and separate alternative schools.

Historically, however, Wyoming school districts been allowed to independently determine the components of their alternative schools/programs. As a result, a wide variety of types of alternative schools/programs exist in the state with come common elements. The Joint Education Committee and the Department of Education have expressed some concern that there are no minimum requirements for alternative schools, their teachers, and their graduation rate expectations. The assumption is that there needs to be a justification for the added expense of a separate school/program. However, the committee recognized that the increased expense is offset by components of the funding formula, availability of grants, and finally, the benefits to society and the country of having all students receive a diploma, or at the very least, increase their literacy in reading and math.

The Subcommittee has developed a matrix of quality indicators that can be used to evaluate the quality of a district's alternative program. This list of quality indicators can also be used by districts as rationale for increased services, low teacher-student ratios, and a break from traditional scheduling, teacher certification, and curriculum. This matrix is also a tool for identifying specific areas that need to be included in school improvement plans.

Since the Alternative School Subcommittee began meeting last October, 2008, they have addressed a wide variety of concerns.

One concern is directed at the many demands on the traditional school. It is the opinion of the Subcommittee that that schools reflect on the needs of the students who are not thriving in their environment. Serious considerations are...

- Is there a method in place to determine why students leave the traditional setting?
- Has an analysis taken place to determine when critical events occur that send students that direction? (i.e. although students may drop out as a junior, was that caused by effects of incidents that happened in 8th or 9th grade?)
- Has the district attempted to analyze what events (i.e. truancies, suspensions, failing courses) drove the decision to leave the traditional setting?

- How many students enroll in alternative programs because they feel they have been “pushed out” of the system?
- How many of a student’s difficulties might have been discovered and remediated prior to a student’s need to transfer to an alternative setting? (i.e. analysis of predictive factors, at-risk factors, etc.)
- How early should an alternative environment be available...elementary school...middle school?
- Has an analysis taken place to discover to what extent the student’s move to an alternative setting is more the result of pressure from the traditional school than self-determination?
- Is there a greater proportion of special education and minority sub group students in the enrollment of the alternative school compared to the traditional school? If so, why?
- How many traditional school teachers are satisfied that their school did everything it could do to retain the student in the traditional setting? Do they feel as though they could have done more with the availability of more effective supports?
- Do districts believe that their traditional high school and their alternative school/program are working together, in harmony, for the best of the students compared to working as separate entities? Why?

Another concern of the subgroup is the measurement of a non-traditional school’s success by comparing its graduation rate to that of the traditional high school’s graduation rate. Using a medical analogy, imagine that a hospital is able to remove all its most critical patients to a separate intensive care unit. Many of these patients are critical as a result of medical malpractice. Two things happen: the hospital’s patient survival rate increases while the intensive care unit’s survival rate decreases. Yet, if we followed the example of many in positions of authority, we would then claim that the intensive care unit is not doing all it can to ensure the patients survive.

We know that many judge alternative schools in the same way. These schools welcome, with open arms, any student who wants to return to school or to transfer there. The majority of these students are behind in credits, older than their classmates, have been completely out of school for a year or more, and/or are dealing with multiple family and social issues that claim their responsibilities and attention. If the alternative schools expect to be put on a plan of assistance because their graduation rate compares negatively to that of the traditional schools, the Subcommittee fears the alternative schools will be more selective in who they accept as students, and refuse students who are in the most critical need. This goes against the philosophies of all of Wyoming’s alternative schools.

The Subcommittee studied alternative school criteria used by other states. They discovered some states have very rigid expectations from their alternative schools, some states require every district to offer an alternative program or school, and some states have little information on their SDE (State Department of Education) web sites. Almost every SDE has a separate unit dedicated to increasing graduation rates, preventing dropouts, and providing technical assistance to alternative schools and programs.

Overall recommendations

- Require districts to reflect on their student graduation rates, complete and analyze the results of the continuum of services checklist, and provide documentation of their dropout prevention efforts.
- Dedicate a unit, team, or person at the WDE to provide technical assistance to existing alternative schools/programs and to those districts wishing to develop such programs, and to provide assistance to schools wishing to decrease their dropout rates.
- Require districts with alternative schools/programs to use the quality indicator criteria to self-evaluate their efforts to ensure student success.
- Recognize that students don't begin to drop out when they are in high school. Increased efforts need to be made to predict students who may drop out, provide additional support that will prevent students from dropping out, increasing support in K-8 that will result in a lower dropout rate. The work of the Continuum of Services Subcommittee has provided the framework for that effort.

Implementation

The Subcommittee understands that, unlike other states, the capacity of the WDE is limited regarding the level of technical assistance it can offer its school districts. For that reason, the subcommittee did not address the level of implementation it expects from these recommendations.

Fact finding:

A survey should be completed of all alternative schools seeking the following kinds of data:

Characteristics of students

Entrance/exit requirements

Interviews with teachers to discover if there are general characteristics in common

Graduation rates

Non-traditional scheduling/summer offerings, evening, etc.

Level of support from out of district sources such as probation officers, Dept. of Human Services, etc.

Facilities

Budget

Culture/Climate

Administration

Participation in district-level extra-curricular activities

Availability of schools clubs/activities in the school

Availability of career/vocational training

Financing

It became evident from the discussions that a wide variety of funding sources exist that can be used to support students at risk of dropping out. School districts may not always utilize these funds in ways that directly affect the dropout rate.

The work of the Alternative School Subcommittee takes into account the following federal and Wyoming state policies:

- No Child Left Behind Act of 2002
- Wyoming Senate File 70 (2008 Budget Session)
- Individuals with Disabilities Education Act (IDEA)

These policies set the stage and present the legal requirements for the task force recommendations.

Partners

The guiding principle of these recommendations is that all children are individuals, and as such, shall be educated to high standards in whatever method suits the child. All Wyoming school districts must be held accountable to educate its least educatable students. Therefore, we are committed to mobilizing the assets of the school system and the entire community to improve the educational, health, social, family, and economic outcomes of students.

The partners working together to inform these recommendations include representatives from the following:

Sweetwater County School District No. 2
Park County No. 1
Uinta County District No. 1
Professional Teaching Standards Board
Wyoming Dept. of Education
University of Wyoming
Campbell County District No. 1
Wyoming Education Association
Fremont County Dist. No. 21
Fremont County Dist. No. 38
Laramie County Dist. No. 1

QUALITY INDICATORS FOR ALTERNATIVE SCHOOLS/PROGRAMS

- A. Identification of entry/exit criteria
 - B. Identification of program effectiveness indicators
 - C. Identification of criteria which will provide quality and assurances for the success of a Wyoming alternative education school/program
 - D. Identification of criteria for alternative program educators
-

Section A: Identification of secondary entry/exit criteria.

Entry:

1. The decision determining entry into an alternative school or program setting will be the result of a systematic analysis of the needs of the whole child, including the learning environment.
 - Entities involved in education decisions will include parents/guardians/and social agencies.
2. This analysis would be the result of a multi-disciplinary approach, based on the Continuum of Services.
3. The student has not benefitted from the documented interventions provided, and as a result the student exhibits one or more of the following characteristics:
 - Critically behind in credits, therefore in danger of not graduating with cohort
 - Significantly older than peers due to earlier retention
 - Chronically truant and/or non-compliant in the school, including suspension or expulsion within the previous or current school semester
 - Frequent exhibiting of behavioral problems in the community
 - Affected by any combination of personal/family situations that contribute to his/her ability to function safely and productively in a traditional school setting.
 - Possesses other strong indicators for greater success in an alternative school environment, choosing to apply based on:
 - Need for smaller, more intimate school environment
 - Need for an emotionally supportive environment, i.e., one that provides the opportunity for positive relationships
 - Need for greater scheduling flexibility
 - Need for greater self-direction in attaining education
 - Need for a non-traditional, student-based curriculum
 - Disengaged from traditional school setting

4. School of choice for the student
 - All students/parents/social agencies have the option to apply for admission to the district alternative school
 - Students cannot be “forced” to apply to and/or attend the district alternative school
 - For out of district placed students, returning to their home district, the alternative setting can serve as the transition setting prior to re-entering the traditional setting
5. The student has dropped out or plans to officially drop out of the traditional school setting

Exit: The decision determining exit from an alternative school or program setting will be the result of a systematic analysis of the needs and performance of the whole child. This analysis would be the result of a multi-disciplinary approach, based on student performance data:

1. Evidence of benefitting from the learning environment includes the following:
 - Grades (indication of student success – not failure)(pre and post)
 - Successful course or credit completion
 - Attendance (improvement in attendance – reduction in absences)
 - Performance assessment and/or achievement test results in the ACT, MAP, WorkKeys, and/or other district identified test results that demonstrate academic growth
 - Grade or level promotion
 - Increase in positive lifestyle choices, decrease in negative lifestyle choices
 - Individualized life plan which includes career pathway information
 - Reduction in discipline referrals (improvement in behavior)
2. Once a student has accomplished the above, but continues to attend the alternative setting he or she remains there by choice until...
 - Graduation
 - Completion of dual/concurrent courses, certification, credential, workforce, enlistment, college, job corps
 - Eventual choice to return to traditional school

Section B: Identification of program effectiveness indicators. (Indicators may include data collected from the ENTRY and EXIT criteria above and may include those listed below.)

Staff advocates the philosophy that all students can learn.

Statements of philosophy are documented, published, and clearly visible to and embraced by staff, students and parents.

1. Accountability measures:
 - a. Use student growth models to show effectiveness

- b. Individual and group progress of students (grades, courses passed, achievement test scores/RIT score increases);
 - c. Completion rate
 - d. Post-secondary surveys
 - e. Showing growth toward school improvement goals
2. Measures of behavioral improvement (based on continuum of services):
 - a. Attendance
 - b. Discipline referrals
 - c. Suspension rates
 - d. Expulsions
3. Student satisfaction
 - a. Surveys
 - b. Suggestions for improvement
 - c. Surveys show students feel they are an important, productive member of a community
4. Student participation in wrap-around services (health and social services a minimum standard)
5. Student participation in program, clubs, or school advisory councils
6. Evidence of plan to implement Transition or Career Plans
7. Community members reflect ownership for and support the learning alternative.
8. Staff across the district/s reflect ownership for and supports the alternatives.

Section C: Identification of criteria which will provide for the quality of and assurances for the success of a Wyoming alternative education program. (Not all listed criteria are required. However, all of the criteria should be strongly considered to assure the success of the alternative program in any particular setting.) The subcommittee leaves the implementation level to the Wyoming Dept of Education

Administrative Criteria: Research supports the following:

The school or program...

1. has a specialized mission, beliefs, and measurable program goals and objectives
2. is an autonomous school/program of choice
 - school within a school
 - academy-satellite school
 - separate location and identified leadership within the program, with its own diploma
3. operates with a specific, adequate budget separate from any other school/program within the district
4. implements flexible scheduling of staff and students
5. ensures a student-teacher ratio of (1:7) (as recommended by Picus model) established to assure effective learning for at-risk students
6. incorporates community and other support services

7. supports and achieves NCA accreditation and is fully engaged in school improvement
 8. staff freely chooses to teach there
 9. ensures *all* instructional and administrative staff are certified and/or are *highly effective* in alternative education-see Attachment
 10. Uses an established advisory council made up of community experts (examples) to connect with community:
 - a. Platte County WHSSM
 - b. Colorado Collaborative Management Project
 11. connects with delivery of wrap-around services (mental, medical and social services a minimum)-collaborates closely with human service agencies using single point of entry
 12. provides evidence of open communication and positive relationships with students, faculty, parents, service agencies, administration and community
 13. develops an Individualized Learning Plan (ILP) for every student based on entry information which is reviewed on a regular basis
 14. establishes individualized student behavioral expectations a well-defined school/program discipline plan to provide consistent and firm behavior management
 15. identifies an entry and exit process
 16. frequently utilizes professional development which aligns with the following instructional criteria
 17. accommodates cultural differences to allow for personal success within the learning alternative/s
 18. considers cultural differences as crucial to understanding personal needs
- **Instructional Criteria**
 1. Teachers and staff engage in reflective and dynamic practice that includes collaboration with other district personnel.
 2. Operate on a student centered basis. In conjunction with the student:
 - determine why the student is moving from the traditional setting,
 - assess educational needs
 - determine and set goals that prescribe and provide instruction that meets the needs of individual students
 - evaluate each student's progress
 3. Integrate CTE and core subjects to provide real world applications using a variety of resources.
 4. Students (and parents/service agencies) are involved in identifying personal learning paths and setting learning targets.
 5. Career guidance and assistance with college, workforce, or vocational program entry in accordance with ILP. Provide CTE courses that align with workforce and economic needs.
 6. Access to dual or concurrent courses.
 7. Provide access to online courses that are part of the student's individualized plan
 8. Utilize rigorous, project-based and service learning strategies, cooperative learning, social decision-making, peer modeling, mentoring, and positive social skills.

9. Scheduling as appropriate based on ILPs of students, considering year round, night school, distance ed., etc.
 10. GED Pathway for significant credit deficient students
 11. Provide opportunity for students to access each of the nine Wyoming Content Areas.
 12. Productivity in the community is considered a primary personal goal for all students within the context of district goals.
 13. Comparing graduation rates and assessment results between/among buildings in the district is considered a misuse of practice and should not be practiced within the alternative learning environment.
- **Assessment Criteria**
 1. Participation in PAWS, and ACT or WorkKeys (Career Readiness Certificate).
 2. Follow NCA data assessment requirements.
 3. Use of classroom assessments, district assessments, and Body of Evidence (BOE) to support instructional practices.
 - **Career Criteria**
 1. Require development of an individualized life plan that includes career guidance and post high school planning.
 2. Collaborative relationship between students, faculty, and community.
 - a. Job Shadowing
 - b. Work Study
 - c. Mentorship
 - d. Apprenticeships
 - e. School-to-Work programs
 - f. Job Placement Development Partnership Program
 3. Connections with Wyoming Workforce Development Centers.
 - **Parent/Guardian/Service Agency**
 - a. Parents/guardians receive training regarding how to support their child to achieve maximum learning and personal success.
 - b. Parents/guardians are continuously apprised of their student's progress and their support of the student and services.
 - c. Parents/guardians are involved with evaluating the effectiveness of the learning alternative/s and providing suggestions to improve conditions for their student/s and others.
 - **Facilities**
 - a. Physical facilities adequately accommodate the needs of staff and students to accomplish the established goals with high quality.

- b. Adequate space is available to accommodate group activities without interfering with individualized learning.
- c. Provisions are made for technology to complement the management of learning.
- d. Accommodations are made for "privacy areas" for counseling and the delivery of community support services.
- e. Facilities meet state and local fire and safety regulations.
- f. Facilities are accessible to all and meet accessibility requirements as prescribed by law.
- g. Food services are provided near or within the facilities.
- h. Food services reflect high quality nutrition and accommodate personal student needs and desires for nutrition.
- i. Facilities accommodate student fitness development, or alternatives for fitness development are organized within the community/ies to complement the learning alternative/s.

Part D Staffing Recommendations

Currently, Dr. Elizabeth Simpson (member of the sub-committee on alternative schools/programs, Dr. Carol Pollard, Director of Wyoming Professional Teaching Standards Board, and Susan Kinneman, WDE At-Risk Project Coordinator are currently working together to develop courses that would serve the needs of those who teach in alternative settings and who work with at-risk students. Due to the process involved with the University of Wyoming approving course proposals, this is a work in progress.

The following recommendations were created using the findings of *Missing the Mark, A report of the American Civil Liberties Union*, pp 111-126.

- a. A highly qualified staff is essential to the success of any alternative school.
- b. Alternative school teachers must be prepared to face myriad challenges: students exhibiting chronic misbehavior, mental health issues, or learning disabilities; students who come and go frequently, offering little opportunity for assessment; classes in which each student requires his or her own personal lesson plan. Thus researchers describing alternative school best practices emphasize the importance of specialized, ongoing professional development...
- c. Nor is it sufficient that alternative school teachers be capable of handling myriad challenges; they also must do so willingly...
- d. and they must care about and be committed to their students.
- e. Assigning teachers to teach in alternative schools involuntarily is a mistake, since teachers who do not wish to be present will perform less well.

- f. Nevertheless, school districts in some states have been found to assign poor teachers to alternative schools as a “punishment,” with predictably unfortunate results.
- g. Equally important for alternative school success is the presence of a dedicated, talented school leader.
- h. An effective school leader must care about her students and support her staff; must be a competent manager of resources and personnel; and must articulate a coherent vision for the school to students, parents, staff, and the community at large.
- i. Because of the special challenges alternative schools present, as well as the danger that an alternative school may be a “second class citizen” among the district’s community of schools, strong leadership may be even more important for alternative schools than for mainstream institutions.

CONTINUUM OF SERVICES SUB-COMMITTEE

RECOMMENDATION

SYSTEM OF CARE MODEL

Introduction and Position Statement

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Therefore, our approach recognizes the need for a continuum of care for academic and social support necessary to ensure student success from birth to age 21. The Subcommittee has crafted a series of recommendations outlining such collaboration for consideration by policymakers and the Department of Education which take into account the following federal and Wyoming state policies:

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Partners

The guiding principle of these recommendations is that all children shall be educated to high standards and all Wyoming communities must be held accountable to do so. Therefore, we are committed to mobilizing the assets of the school system and the entire community to improve the educational, health, social, family, and economic outcomes of students.

The partners working together to inform these recommendations include representatives from the following:

Goshen County School District #1
Indian Health Service, DHHS
Natrona County School District #1
Platte County School District #1
Wyoming Afterschool Alliance
Wyoming Department of Education
Wyoming Department of Family Services
Wyoming Department of Health
Wyoming Education Association

Recommendations for a System of Supports for Students

1. *Codification of state level consortium for at-risk youth to support community level System of Care - "Wyoming Youth and Family Consortium"*

- a. Expectations
 - i. Agreement by all consortium members on definition for "At-Risk"
 - ii. Mandatory membership-See Attachment A
 1. Superintendent-WDE
 2. Director-DFS
 3. Director-WDH
 4. Director-DWS
 5. Director-DOC
 6. Child/Family Representative
 - iii. Shared decision making
 - iv. Shared accountability for continuum of support at local level, children in Court Ordered or Out of District Placements, and alternative schools.
 - v. Shared outcomes through the following proxy indicators
 1. 3rd grade reading proficiency
 2. Out of home placement rates
 3. Drop-out rates
 4. YRBS indicators on risk behaviors such as alcohol and drug use; unsafe sex
 5. Attendance rates
 - vi. Integrated funding and oversight of at-risk funding distribution including rules on utilization for agreed-upon operational definition of at-risk
 - vii. Technical Assistance and Support
 - viii. Shared professional development for all based on needs assessments, best practice
 - ix. Serve as model for community consortium development
 - x. Reduce state level barriers that prevent communities from developing effective programming for at-risk youth
 - xi. Authorized to promulgate rules and standards for community level at-risk services
 - xii. Policy and planning at state level including legislative efforts
 - xiii. State-wide resource mapping
- b. Operationalize state level consortium
 - i. Designating representatives from each participating agency to act as content expert/contact on at-risk youth to report to state level consortium and relevant agencies
 - A. Participating agencies organize themselves in such a way that will educate and inform the state level consortium.
 - ii. Charter delineating scope of work
 - iii. Development of a special At Risk Student (Dropout Prevention) unit at the Department of Education

2. Requirement for continuum of care for building/district/communities levels

Narrative:

The [Susan-the basic reasoning for this recommendation builds on the Aug 2008 PolicyBrief on “using early-warning data to improve graduation rates...” and the work of Adelman and Taylor.

This sub-committee argues that taking the approaches recommended by Adelman and Taylor (authors of *The School Leader’s Guide to Student Learning Supports*) where they describe the tiered approach to providing student supports, and expanding it to include community (i.e., DFS, public health, mental health & substance abuse services) is the best way to maximize resources to meet the needs of these children and their families.

- a. Guiding principles-relevant to all tiers of service
 - i. Directed by family and student voices and *their* choices
 - ii. Collaboratively implemented and coordinated by service providers
 - iii. Community based
 - iv. Individualized to the needs and strengths of the students and their families
 - v. Unconditionally caring of the student and family - Shared ownership
 - vi. Supportive of high education standards and achievement of the student
 - vii. Outcomes based-Identify reliable and valid indicators of student success at the Building/Classroom, District and Community levels
 - viii. Early identification/intervention (birth-age 21)
- b. Operationalize the continuum of care
 - i. Districts will sign MOU with community partners designating partner roles/responsibilities/referral system with specific attention given to Tier Three and Four services
 - ii. Identification of school based and community resources for academic and social-emotional support.
 - iii. Universal and regular screening of academic and social-emotional needs using a valid and reliable tool to determine the most appropriate service tier.
 - iv. District designated behavior support system including fidelity
 - v. Fidelity to the continuum of care

The following elements of the continuum of supports for students are illustrated in four tiers of service for students. The first tier is designed to be the least intensive and is aimed at circumventing services at the second, third and fourth levels.

TIER ONE-PRIMARY PREVENTION - (LEAST RESTRICTIVE)

Services are for all child, youth and family systems that promote healthy development and minimize the barriers to learning

The State-Level Consortium will provide the framework for the implementation and sustainability at the following level:

Building/Classroom	District	Community
	Student is identified as having being at risk using the following definition:	
Intensive transitional supports for all at critical grades of 6 and 9.		
Physical activity/education		
Building Intervention Team (BIT) to assess student risk factors.	Responsible for ensuring that BIT's are in place throughout the district and used with fidelity and within a reasonable time.	Interagency Resource Team to participate in BIT meetings and consisting of agencies and/or services to include but not limited to: <ul style="list-style-type: none"> ● Out-of-School Time/Recreation Activities such as Boys & Girls Clubs or after school programming ● Individual and Family Counseling/Therapy ● Tutoring/Mentoring ● Prevention programming <ul style="list-style-type: none"> ○ Truancy ○ Substance Abuse ○ Violence ○ Suicide ● Early Child Care and Education ● Preventive Healthcare ● County Public Health Services ● Higher Education Resources ● Vocational/Job Training ● Leadership/Youth Development ● After school employment ● Community/Faith Involvement ● Family Strengthening and Parenting
Student conference with teacher to identify needs	Student meets with case manager/counselor hired by this collaborative entity	
Differentiated learning opportunities are offered the student	Manager sets up meeting times with student and family to assess needs and develop an individual support plan	
Effective grade level transitions	Student is pointed to educational services to assist with specific education/school problems	
Student health system	Student is pointed to health services to assist with specific health issues/problems	
Guidance/Counseling	Student is pointed to economic services to assist with specific economic issues/problems	
Co-curricular activities that in which all students are involved	Student is pointed to court services to assist with specific juvenile justice issues/problems	
Healthy nutrition services that are received	Student is pointed to emotional services to assist in their specific emotional/mental health issues/problems	
Differentiated instruction is in place and used	District wellness program	
Curriculum is assessed by parents, students, teachers, and community for relevancy and rigor.	Afterschool program	

TIER TWO

Tier I Plus additional targeted, individualized interventions and services

The State-Level Consortium will provide the framework for the implementation and sustainability at the following level:		
Building/Classroom	District	Community
Tutoring/skill acquisition	Regular meetings between case manager and student to implement support plan	Assigned Care Coordinator (Case manager) utilized to offer focused and intentional services: <ul style="list-style-type: none"> ● Out-of-School Time Programs ● Supplemental Education Services ● Municipal and County/Circuit Courts ● Juvenile justice diversion screening ● Youth screening board ● Positive Achievement Change Tool (PACT) Assessment ● Unsupervised and/or county probation ● Restitution ● Mental health and substance abuse evaluations ● Parent meeting ● Truancy court ● Community service ● Independent living ● Voluntary participation in DFS coordinated services
Meaningful extended day invitations with enrichments	Placement in smaller learning community	
Targeted counseling support	Differentiated classroom learning practices implemented includes providing extra time on task for learning	
504 Plan	Connection to extracurricular areas of interest to engage student in school	
Issue specific intervention programs (pregnancy, violence, drop-out, suicide, drug/alcohol)	Specialized assistance to student based on his/her support plan	
Credit Recovery	Supports for transitions into programs	
Early, intense remediation of all students in grades 6 and 9 who are in danger of falling behind	Family support meeting to broker needed services, such as High Fidelity WrapAround	
	Smaller classes, more experienced teachers in transition grades of 6 and 9	
	9 th grade academies in larger, urban districts where more than one middle school combines into one 9 th grade high school class	
	Change traditional curriculum from one of many required courses, to one of integration, electives, and exploratory	
	Provide classes that offer serious support dealing with organization, bullying, peer relationships, etc.	
	Begin serious career readiness experiences	
	Provide summer school PRIOR to high school for at-risk 8 th graders so they will enter high school with a buffer of two earned credits	
	Provide a mentor to support and encourage student success	
	Summer school	

TIER THREE

Tiers 1 & 2 plus additional strategic individualized interventions and services with intensive efforts to ensure the entire family is being served and to keep the student in the home and community.

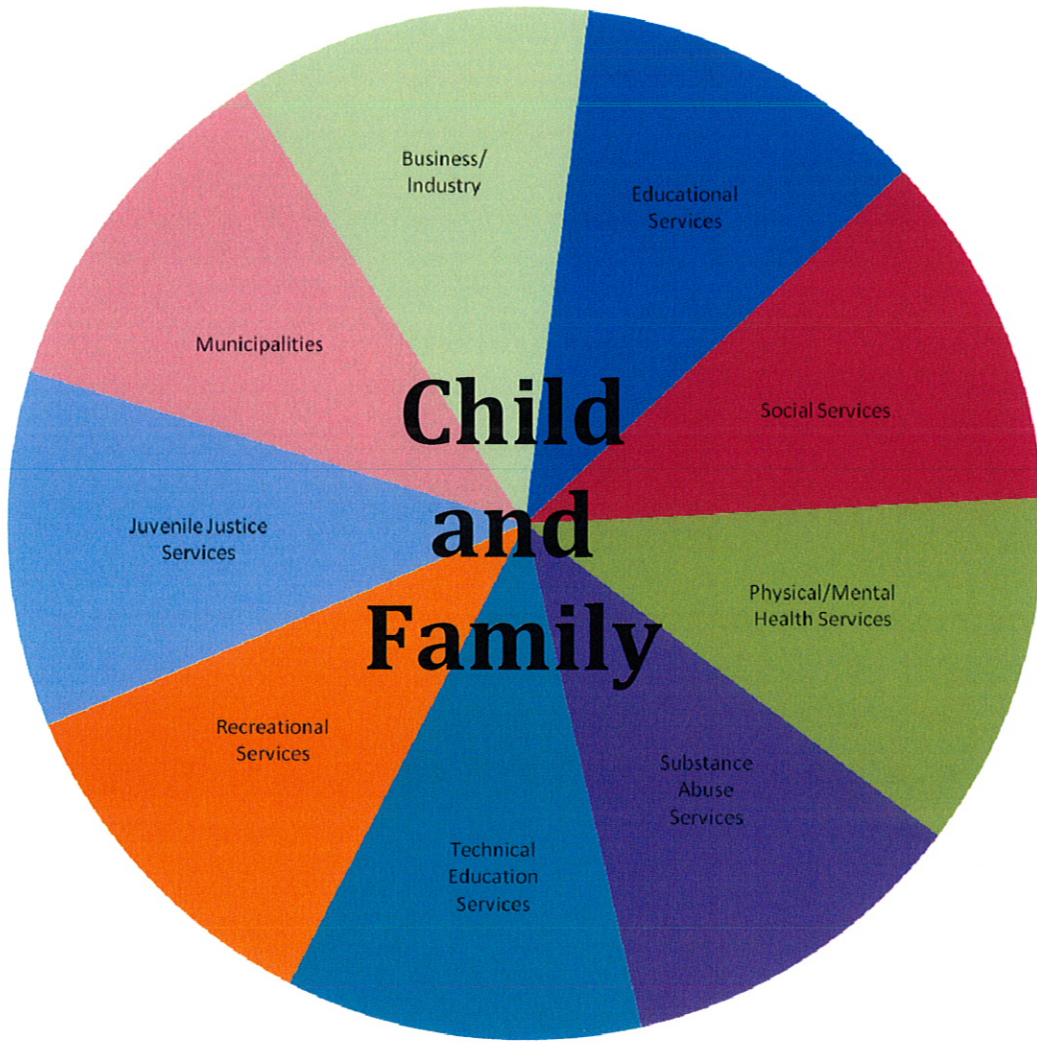
The State-Level Consortium will provide the framework for the implementation and sustainability at the following level:		
Building	District	Community
Single Multi-Agency Case Plan facilitated by a Single Care Coordinator such as a Wrap Around Facilitator		
Crisis emergency support for families and students		
Home bound services		
Home visits		
Intensive educational services for student: tutoring, etc.		
Identification and participation of building representative with the most direct knowledge of the child on the multi-disciplinary team	System of Care Working Agreement with Community Mental Health/Substance Abuse Center, Department of Family Services and Department of Corrections and other community human services agencies and organizations (see Attachment B and C).	
Provides targeted academic & behavioral supports	Court-ordered program placement	Assigned Care Coordinator (Case Manager) utilized to offer focused and intentional services: <ul style="list-style-type: none"> • DFS Juvenile regular and intensive probation • Electronic monitoring • Day treatment • House arrest • Alcohol and substance abuse treatment including Intensive Outpatient Services • Medication management • Children’s Mental Health Waiver Services • Respite care • Drug and Family Court Supervised Treatment Programs
Timely progress monitoring and reporting	Transition plans in place months prior to re-entry into regular school setting.	
At Risk Teams (aka building intervention team)		

TIER FOUR (MOST RESTRICTIVE)

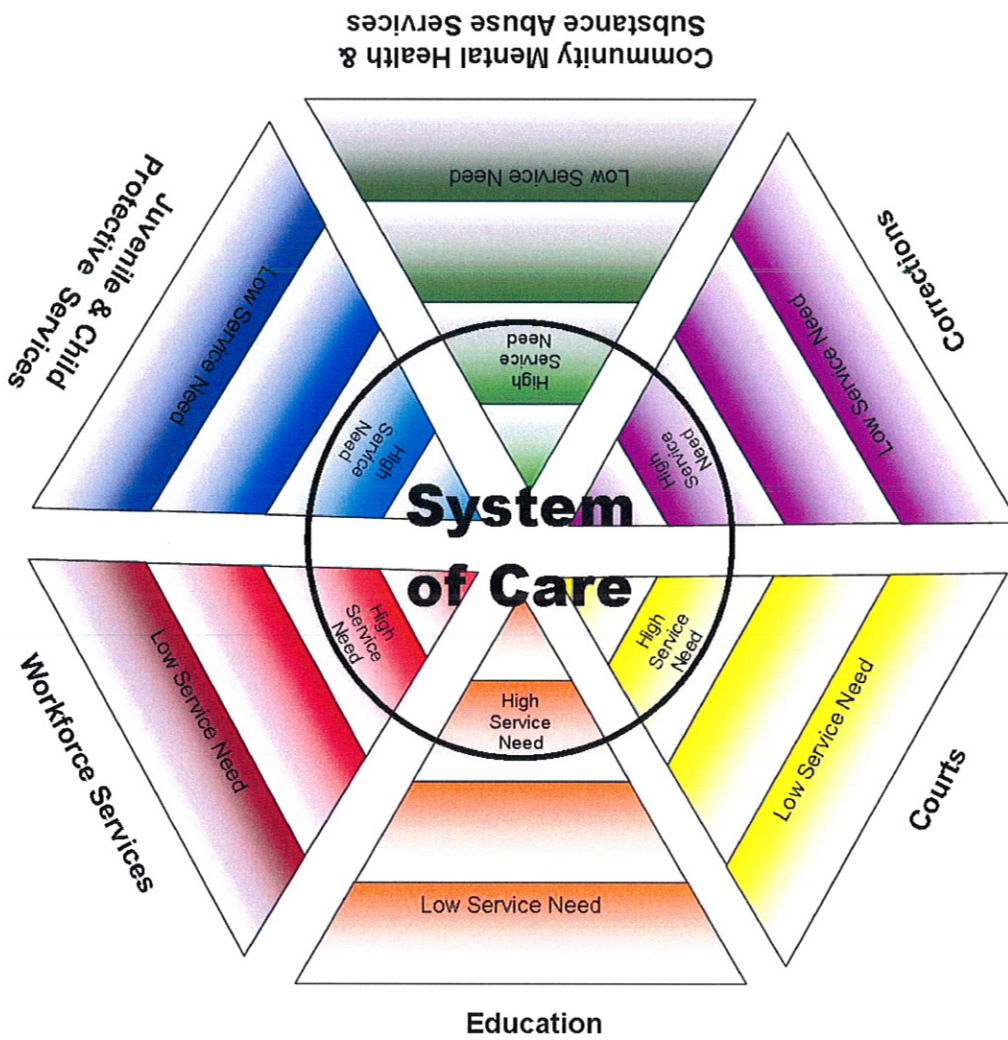
Most intensive and focused multi-agency individualized interventions and services for targeted populations including, but not limited to, students on IEP, 504 Plan, out-of-district placement, expelled students and court-ordered placement.

The State-Level Consortium will provide the framework for the implementation and sustainability at the following level:		
Building	District	Community
Knowledge is shared on an as-needed basis (if teachers need to send homework to a student, they are aware of the circumstances under which the student is being detained or served).	Resource provision, oversight, training and policy to support building interventions and services.	Assigned Care Coordinator (Case manager) utilized to offer focused and intentional services: <ul style="list-style-type: none"> • Regular and therapeutic foster care • Group homes • Residential treatment centers • Inpatient psychiatric or substance abuse treatment • Juvenile detention centers • BOCES • State run facilities (WBS, WGS) • Coordinates with building level student liaison
A staff member in the building is the liaison between the student and the off-campus setting-ensuring that all student needs are met, including the timely preparation of re-entry transition plan.	Funding and training for the building level staff member who serves as liaison between classroom teacher(s) and off-campus educational setting.	

ATTACHMENT A



ATTACHMENT B



System of Care for children, youth and families includes:

1. Coordinated approach to supporting children, youth and families needing higher levels of service or involved with multiple agencies
2. Care is directed by child or youth and family
3. Single Multi-Agency Case Plan facilitated by a single Care Coordinator
4. Services are community based

ATTACHMENT C

INTERAGENCY AGREEMENT Wyoming "Equality State" Collaborative Partnership (List of Community Agencies and Organizations)

WITNESSETH:

WHEREAS, The Wyoming State Legislation mandates that State Departments collaborate and provide appropriate system of care for At-Risk Children, Youth, and Families, and

WHEREAS, all parties to this agreement recognize that a system of care approach will form the basis for the Wyoming Collaborative Partnership, and

What is System of Care?

Many children have a variety of physical, mental, social, emotional, educational, and developmental needs. A System of Care framework is used to provide the necessary services to these children.

A System of Care is a child and family focused framework based on the principles of:

- inter-agency collaboration
- individualized, strength-based practices
- cultural competence
- community-based services
- full participation of families at all levels of the system
- Shared responsibility for successful results

Interagency collaboration brings together child and family-serving agencies from the public, private, and faith-based sectors. Examples include child welfare, mental health, juvenile justice, education, and health in partnership to provide needed services. For example, mental health and the local schools work together so that a child with behavioral issues is not immediately suspended from school.

Individualized, strength-based practices identify and build on the strengths of the family and child. Families are included in creating an individual plan to provide needed services. This ensures services are easy to access, effective, and match the culture and language of the family and child.

Cultural competence in the System of Care is built on the notion that in order to work effectively with a child and family, there must be an understanding of the family's culture, race, values, and ethnic background.

Community-based services are an integral part of the System of Care so that children and families receive effective services in their own homes and neighborhoods.

Full participation of families at all levels of the system means that services provided are family-driven and youth guided. A commitment to this practice ensures that there is family and youth partnership at the community and state level for the purposes of program planning and direction.

Shared responsibility for successful results means that all stakeholders (agencies, community supports and families) have a responsibility to individual/family outcomes by ensuring effective programs in each community and implementing System of Care effectively statewide.

WHEREAS, The Wyoming State Legislation declares that information obtained by public agencies in the course of performing their duties and functions under W.S. _____ is considered public information under the W.S. _____, and

WHEREAS, recognizing that certain information is highly sensitive and has an impact on the privacy of children and members of their families and that disclosure of sensitive information carries the risk of stigmatizing children, and

WHEREAS, recognizing absolute confidentiality of such information may result in duplicated or fragmented services, the delivery of ineffective and/or costly programs and may put members of the public at risk of harm, and

WHEREAS, all parties create an Interagency Oversight Group (governance) for At-Risk Children, Youth, and Families, and

WHEREAS, all parties recognize and embrace the common definition of At-Risk, and
At Risk Students

Because learning is a process that takes place both inside and outside school, an ecological approach offers a working description of the term at risk. In this view, inadequacies in any arena of life--the school, the home, or the community--can contribute to academic failure when not compensated for in another arena.

One of the drawbacks to the term "at risk students" is that there is no qualifier as to "how at risk" they are.

WHEREAS, all parties mutually agree that program funds will be blended/braided to expand a system of care approach for services, and

WHEREAS, all parties reduce duplication and eliminate fragmentation of services provided, and

WHEREAS, all parties will increase quality, appropriateness, and effectiveness of services provided in a system of care model, and

WHEREAS, delivered services are outcome oriented and evidence based, and

WHEREAS, services are as close as possible to the Child, Youth, or Family home, and

WHEREAS, families are full partners in the service delivery and drive services and supports, and

WHEREAS, the selected services are the most efficient in terms of cost and effectiveness, and

WHEREAS, all services are performance based outcome measures, and

WHEREAS, delivered services will result in program outcomes:

Education: Reduce alternative school placements and dropout rates.
 Increase graduation rates.

Family Service: Reduce out of home placements.
 Improve the permanency of families.

Juvenile Justice: Reduce recidivism.
 Improve diversion services.

Health: Reduce negative health practices.
 Improve well being and safety of families.

WHEREAS, it is the understanding by all parties that certain roles in serving children and youth are required by law, and that these laws serve as the foundation for defining the role and responsibility of each participating agency, and

WHEREAS, all parties mutually agree that all obligations stated or implied in this agreement shall be interpreted in light of, and consistent with governing state and federal laws;

NOW, THEREFORE, the parties do hereby covenant and agree to do the following:

EACH OF THE PARTIES AGREES TO:

1. Promote a coordinated effort among agencies and staff to achieve maximum public safety with the goal of reducing juvenile crime.
2. Participate in interagency planning meetings, as appropriate.
3. Assign staff, as appropriate, to participate in a consolidated case management system, re-entry into school of children returning from detention or commitment program, and other information-sharing activities to assess and develop plans for at-risk youth and those involved in the juvenile justice system.
4. If applicable, participate in the planning and implementation of a juvenile assessment, receiving and truancy center to the extent feasible for each party.
5. Jointly plan, and/or provide information and access to, training opportunities, when feasible.
6. Develop internal policies and cooperative procedures, as needed, to implement this agreement to the maximum extent possible.
7. Comply with relevant state and federal law and other applicable local rules which relate to records use, security, dissemination, and retention/destruction.

THE DEPARTMENT OF PROBATION AGREES TO:

1. Notify the Sheriff and Superintendent of Schools or designees, within 24 hours, excluding weekends and holidays, upon learning of the move or other relocation of a juvenile offender into, out of, or within the jurisdiction, who has been adjudicated, or had adjudication withheld for a violent misdemeanor or felony.
2. Share dispositional, placement and case management information with other agencies, as appropriate, for purposes of assessment, placement and enhanced supervision of juveniles.
3. Develop, in cooperation with School and law enforcement, and local service providers, a written plan to determine the procedures to be taken when a child is identified as being truant from school.
4. Develop appropriate internal written policies to insure that confidential education record information is disseminated only to appropriate personnel.

THE DEPARTMENT OF SOCIAL SERVICES AGREES TO:

1. Provide notice to the Superintendent of Schools or a designee, upon the initiation of planning efforts with private nonprofit entities or governmental entities, including agencies part of this Agreement, which could result in the creation, relocation or expansion of youth services programs and which may impact the school district.
2. Develop, in cooperation with the School and law enforcement, and local service providers, a written plan to determine the procedures to be taken when a child is identified as being truant from school.
3. Develop appropriate internal written policies to insure that confidential education record information is disseminated only to appropriate personnel.

THE SCHOOL SUPERINTENDENT AGREES TO:

1. Notify, within 24 hours, excluding weekends and holidays, the district's student success coordinator and the child's principal of any juvenile arrested for a crime of violence or violation of law upon receipt of such information from law enforcement or the court system or probation department. The principal, within 24 hours of such notice, excluding weekends and holidays, shall provide such information to student service personnel, school resource officer, and the student's immediate teachers.
2. Designate the contact person to be responsible for receiving juvenile arrest information and inform all parties as to the Superintendent's designee.

3. Request criminal history information only for the purposes of assessment, placement or security of persons and property.
4. Designate the contact person(s) to be responsible for receiving confidential criminal history information and inform all parties as to the names of those individuals.
5. Develop appropriate internal written policies to insure that confidential criminal history information is disseminated only to appropriate school personnel.
6. Share information regarding student achievement, behavioral and attendance history of juvenile offenders and juveniles at risk of becoming offenders with the parties to this agreement, for the purpose of assessment and treatment.
7. Develop, in cooperation with law enforcement and local service providers, a written plan to determine the procedures to be taken when a child is identified as being truant from school.
8. Notify the appropriate law enforcement agency when an adult or a student commits any of the following offenses on school property, on school sponsored transportation, or at school sponsored activities: Homicide; Sexual Battery; Armed Robbery; Aggravated Battery on a teacher or other school personnel; Kidnapping or abduction; Arson; Possession, use or sale of any firearm; Possession, use or sale of any explosive device; Possession, use or sale of any controlled substance; or any act that compromises school or community safety. Additionally, if the offense involves a victim, school officials shall notify the victim and if the victim is a student, the victim's parents, of the offense and the victim's right to press charges against the offender. School personnel shall cooperate in any investigation or other proceedings leading to the victim's exercise of right as provided by law.

EACH LAW ENFORCEMENT CHIEF AND SHERIFF AGREE TO:

1. Notify the Superintendent or designee of the name and address of any student arrested for a crime pursuant to and as specified by W.S._____. Notification shall be within 72 hours, excluding weekends and holidays, and to the extent practical shall include the specific delinquent act that led to the arrest.
2. Upon request by the school district, share summary criminal history information with the Superintendent or designee regarding juveniles who are students within the educational system for purposes of assessment, placement or security of persons and property.
3. Develop appropriate internal written policies to insure that confidential education record information is disseminated only to appropriate personnel and in accordance with the Wyoming_____.

4. Develop, in cooperation with School and local service providers, a written plan to determine the procedures to be taken when a child is identified as being truant from school.
5. Notify the Superintendent or designee of the name and address of any employee of the school district who is charged with a felony or with a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance. Notification shall be within 72 hours, excluding weekends and holidays, and shall include the specific act which led to the arrest.

THE DISTRICT ATTORNEY AGREES TO:

1. Notify the Superintendent or designee when a student is formally charged with a felony, or with a delinquent act that would be a felony if committed by an adult, within 72 hours, excluding weekends and holidays.
2. Provide a copy to the Superintendent or designee of any Petition, Information, or No File decision, concerning a student alleged to have committed a violent misdemeanor or felony or delinquent act which would be a felony if committed by an adult, within 72 hours, excluding weekends and holidays.

ADMINISTRATIVE

TERM OF AGREEMENT:

This agreement shall be in effect as of the date the agreement is signed by the majority of the initiating parties and shall renew automatically unless otherwise modified. All parties are signatory to this agreement when signing or when the majority of the initiating parties signs, whichever occurs first. Any party signatory to this agreement may terminate participation upon thirty days written notice to all other signed parties to the agreement.

AGENCY REPRESENTATIVES:

The parties will develop procedures for ongoing meetings and will, at least annually, review and if necessary, recommend any changes.

MODIFICATION OF AGREEMENT:

Modification of this agreement shall be made only by consent of the majority of the initiating parties. Any modification shall be made with the same formalities as were followed in this agreement and shall include a written document setting forth the modifications, signed by all the consenting parties.

OTHER INTERAGENCY AGREEMENTS:

All parties to this agreement acknowledge that this agreement does not preclude or preempt each of the agencies from individually entering into an agreement with one or more parties to this agreement. Such subsequent agreements shall not nullify the force and effect of this agreement. This agreement does not remove any other obligations imposed by law to share information with other agencies.

SIGNATURES OF PARTIES TO THIS AGREEMENT:

Upon signing this agreement, a copy of the original agreement and signature shall be filed with the court and placed in the public records of the jurisdiction. A certified copy of the agreement and the signatures shall be provided to each signatory to the agreement.

**Interagency Agreement
MOU
Associated Templates**

**Wyoming Benchmarking Taxonomy – Process Classification Framework for Education (PCFE)
 Category 3: Design, Deliver, and Evaluate District Student Learning Support Services
 Draft, 1/18/08**

Benchmarking Levels, Codes		Benchmarking Questions	
		What does this mean?	How will a district do this?
Category			
3.0	Design, Deliver, and Evaluate Student Learning Support Services-Includes Extracurricular, Co-curricular, Nursing, Counseling, and Community Services (Excludes Food Service and Transportation)		
Process Group			
3.1	Identify requirements for the district continuum of student learning support services		
Process			
3.1.1	Interpret federal, state and local rules and regulations and determine available funding sources		
3.1.2	Conduct a district needs assessment regarding district wide student learning support services		
3.1.3	Provide clear process for identifying student needs for support services		
3.1.4	Identify gaps in district/school support services		
3.1.5	Identify and establish additional services to fill in the gaps		

1. (Modified from American Productivity & Quality Center (APQC), Process Classification Framework for Education, Web site: www.apqc.org)

**Wyoming Benchmarking Taxonomy – Process Classification Framework for Education (PCFE)
 Category 3: Design, Deliver, and Evaluate District Student Learning Support Services
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<p>3.1.6 Meet regularly and collaborate on the delivery of services among work groups and between services</p>		
Process Group		
<p>3.2 Establish entrance, exit and transition criteria for all student learning support services</p>		
Process		
<p>3.2.1 Establish referral criteria unique for each service (intervention & prevention) and identify data sources.</p>		
<p>3.2.2 Establish process and criteria for entry or approval of support services.</p>		
<p>3.2.3 Establish exit criteria unique for each service.</p>		
<p>3.2.4 Establish monitoring/transition process for exiting students.</p>		
Process Group		
3.3 Evaluate support programs and services		
Process		
<p>3.3.1 Build the capacity of staff (district/school/classroom) to assess, deliver, monitor, and revise the continuum of student support services delivered/requested.</p>		
<p>3.3.2 Evaluate current services to ensure they provide a positive impact on students</p>		

2. (Modified from American Productivity & Quality Center (APQC), Process Classification Framework for Education, Web site: www.apqc.org)

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<p>3.3.3 Integrate academic rigor/standards acquisition aligned to academic achievement and curricula expectations for all continuum of intervention and support service areas provided for students – services such as career development, extra curricular, counseling, teen parenting, health services, etc. to ensure an unrelenting focus is maintained on the mastery of state standards.</p>		
Process Group		
<p>3.4 Identify and coordinate community services related to student needs</p>		
Process		
<p>3.4.1 Identify community partnership opportunities to support district/school/classroom initiatives (mental health, mentoring, tutoring, academic enrichment, field trips, etc.) to better support student learning;</p>		
<p>3.4.2 Coordinate, implement and evaluate direct school/classroom services from community partners</p>		
<p>3.4.3 Ensure community partners have capacity and expertise to deliver services</p>		

3. (Modified from American Productivity & Quality Center (APQC), Process Classification Framework for Education, Web site: www.apqc.org)

**Wyoming Benchmarking Taxonomy – Process Classification Framework for Education (PCFE)
 Category 3: Design, Deliver, and Evaluate District Student Learning Support Services
 Draft, 1/18/08**

<p>3.4.4 Provide a connecting/marketing mechanism between community providers (before, after, and during school) and individual student and family needs</p>	
<p>3.4.5 Connect individual needs to best available services.</p>	
<p>3.4.6 Provide support (staff development) for instructional support staff.</p>	
Process Group	
<p>3.5 Design, implement, and evaluate parent engagement programs</p>	
Process	
<p>3.5.1 Plan and evaluate role of parents and community in student achievement.</p>	
<p>3.5.2 Ensure parent and grandparent engagement: 1) readiness for school, 2) student achievement and attendance, 3) career and graduation requirements</p>	
<p>3.5.3 Provide parent education (i.e. parenting, English as second language, GED programs)</p>	
<p>3.5.4 Develop ongoing monitoring and evaluation of parent programs (i.e. PTA, PTO, Parent Centers)</p>	

4. (Modified from American Productivity & Quality Center (APQC), Process Classification Framework for Education, Web site: www.apqc.org)

**Wyoming Benchmarking Taxonomy – Process Classification Framework for Education (PCFE)
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<p>3.5.5 Establish parent involvement policy</p>		
<p>3.5.6 Develop aligned and frequent parent training on core curriculum and graduation requirements so that the “parent as teacher” concept reaffirms the school’s message to the students</p>		
Process Group		
3.6		
Design, implement, and evaluate counseling services		
Process		
<p>3.6.1 Develop career planning with students and parents starting in the 6/7th grade to ensure graduation and post graduation opportunities</p>		
<p>3.6.2 Develop counseling programs based on district needs assessment, community information, and YRBS data. Counseling programs need to be aligned to district standards/curriculum, graduation requirements, and student career plans.</p>		
<p>3.6.3 Align guidance services to support instruction, academic, and career planning for individual students</p>		

5. (Modified from American Productivity & Quality Center (APQC), Process Classification Framework for Education, Web site: www.apqc.org)

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<p>3.6.4 Identify barriers to student academic achievement and establish ways to eliminate the barriers for each student.</p>		
Process Group		
<p>3.7 Design, implement and evaluate social services</p>		
Process		
<p>3.7.1 Provide social service support for families/students with input from district needs assessment, YRBS data, and community information.</p>		
<p>3.7.2 Establish process to identify homeless students and families and provide services</p>		
<p>3.7.3 Provide coordination between the academic programs in the regular classroom and the delivery of summer migrant services</p>		
<p>3.7.4 Utilize and coordinate case management processes with school and community personnel to streamline and avoid duplication of services to individual student</p>		

6. (Modified from American Productivity & Quality Center (APQC), Process Classification Framework for Education, Web site: www.apqc.org)

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<p>3.7.5 Manage outsourced services (i.e. mental health counseling, diagnostic services, evaluation services)</p>		
Process Group		
<p>3.8 Design, monitor and evaluate and align extra-curricular & co-curricular services such as interscholastic athletics, intramurals, clubs, other enrichment opportunities aligned to standards</p>		
<p>3.8.1 Evaluate the district plan and results to include all students in the extra-curricular and co-curricular activities.</p>		
Process Group		
<p>3.9 Design, implement, and evaluate alternative education programs & interventions</p>		
Process		
<p>3.9.1 Evaluate the need to create alternative education opportunities (i.e. alternative school, dual enrollment, correspondence courses, distance education, tutoring, mentoring) and develop and evaluate alternative opportunities</p>		
<p>3.9.2 Provide early learning interventions for at-risk students including kindergarten readiness criteria</p>		

7. (Modified from American Productivity & Quality Center (APQC), Process Classification Framework for Education, Web site: www.apqc.org)

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3.9.3	Track attendance data and analyze regularly and intervene especially for grades: kindergarten, 1, 2 and 3 rd		
3.9.4	Track discipline and safety data and analyze regularly and intervene.		
3.9.5	Provide online support programs		
3.9.6	Create, implement, and evaluate the continuum of learning supports programs (i.e. Title 1, 504, tutoring, ELL, summer school, after school) aligned to the regular standards/curriculum		
3.9.7	Develop, implement and evaluate special education services		
3.9.8	Provide teen parenting programs		

8. (Modified from American Productivity & Quality Center (APQC), Process Classification Framework for Education, Web site: www.apqc.org)

Discussion on Court Ordered Placed Students

The issue of guaranteeing the continuation of educational services for court-ordered placed students is addressed in two areas in the task force's recommendations.

First of all, in the continuum of services, any child who is placed in a court-ordered situation would immediately be involved in a "system of care" and served by an assigned care coordinator. This student's supports would include judicial, medical, physical, emotional, and mental health, as well as academic. Focus would be placed on rehabilitative efforts, rather than punitive.

Secondly, in the work of the alternative school committee, it seemed that one of the advantages of having an alternative school in a district was that it would be the most appropriate setting for students returning from a court-ordered placed setting as they transitioned back into the district.

Efforts are in place in Wyoming to address the plight of students in court-ordered placement; the Wyoming Community Juvenile Services Initiative, National Evaluation of the Comprehensive Community Mental Health Services for Children and Their Families Program: The Wyoming Sage Initiative, and Positive Achievement Change Tool (PACT) are only a few of them. Due to the fact that there are parallel efforts going on in Wyoming concerning juveniles in the justice system or in other institutions, this Subcommittee felt it was redundant to develop recommendations in isolation. The solution lies in the work of all agencies working together.

Currently, Jo Ann Numoto, Consultant for Court-Ordered Placed Students in the Federal Program Unit at the Department of Education is leading the efforts to improve and coordinate this situation.