

**DRAFT ONLY
NOT APPROVED FOR
INTRODUCTION**

HOUSE BILL NO. _____

Schools-continuum of at-risk support services.

Sponsored by: HDRAFT

A BILL

for

1 AN ACT relating to public schools; imposing requirements
2 upon school district programs and services provided for at-
3 risk student populations; requiring state governance of
4 district programs through the state superintendent and
5 granting rulemaking authority; providing for transitioning
6 of students placed out-of-district; and providing for an
7 effective date.

8

9 *Be It Enacted by the Legislature of the State of Wyoming:*

10

11 **Section 1.** W.S. 21-2-202(a) by creating a new
12 paragraph (xxxii), 21-2-304(b) by creating a new paragraph
13 (xvii), 21-3-110(a) by creating new paragraphs (xxx) and

1 (xxxi) and 21-13-309(m)(v)(A) and (B) by creating a new
2 subdivision (IV) are amended to read:

3

4 **21-2-202. Duties of the state superintendent.**

5

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

8

9 (xxxii) By rule and regulation and for purposes
10 of directing the coordination and implementation of
11 resources generated through the education resource block
12 grant model for addressing the needs of at-risk students,
13 establish guidelines and standards for school districts in
14 planning and implementing at-risk programs through a
15 school-based continuum of learning supports and classroom
16 interventions.

17

18 **21-2-304. Duties of the state board of education.**

19

20 (b) In addition to subsection (a) of this section and
21 any other duties assigned to it by law, the state board
22 shall:

23

1 (xvii) In addition to paragraph (b)(ii) of this
2 section, enforce the requirements imposed under W.S.
3 21-2-202(a)(xxxii) and 21-3-110(a)(xxx) for the development
4 and implementation of a continuum of learning supports and
5 classroom interventions addressing the needs of at-risk
6 children by taking appropriate administrative action with
7 the state superintendent including the changing of
8 accreditation status.

9

10 **21-3-110. Duties of boards of trustees.**

11

12 (a) The board of trustees in each school district
13 shall:

14

15 (xxx) Pursuant to guidelines and standards
16 established by the state superintendent under W.S.
17 21-2-202(a)(xxxii), design and implement a continuum of
18 learning supports and classroom interventions addressing
19 the needs of identified student at-risk populations subject
20 to the following:

21

22 (A) Criteria for identifying at-risk
23 students shall be in accordance with and subject to

1 research-based indicators defined by rule and regulation of
2 the state superintendent;

3
4 (B) Effective school year 2011-2012 and
5 each school year thereafter, an individual learning plan
6 shall be established for each identified at-risk student in
7 accordance with parameters set by rule and regulation of
8 the state superintendent, which define interventions,
9 programs and services required to address that particular
10 student's special needs and which plans are monitored by
11 the state superintendent;

12
13 (C) Quality learning supports and classroom
14 interventions shall be based upon the special needs of the
15 student population served within each school within the
16 district and shall be applied accordingly within each
17 school in the district;

18
19 (D) Learning supports and interventions
20 shall be supported by research-based practices and
21 strategies and shall include data based predictors for
22 identifying students at-risk of dropping out of school

1 after reaching the age of compulsory attendance under W.S.
2 21-4-102;

3
4 (E) The continuum of learning supports and
5 classroom interventions and program effectiveness shall be
6 evaluated each year by the district and shall be approved
7 by the district board. Evaluations shall also be reported
8 to the state superintendent together with action plans
9 addressing necessary program improvements.

10
11 (xxxi) Develop individual learning and
12 transition plans for each resident student placed out-of-
13 district or in private facilities or institutions pursuant
14 to W.S. 21-13-315, and in conjunction with the out-of-
15 district school or private facility or institution, develop
16 transition plans for the resident students. The district
17 board shall also designate a district case manager to serve
18 and monitor district students placed out-of-district.

19
20 **21-13-309. Determination of amount to be included in**
21 **foundation program for each district.**

22

1 (m) In determining the amount to be included in the
2 foundation program for each district, the state
3 superintendent shall:

4

5 (v) Based upon ADM computations and identified
6 school configurations within each district pursuant to
7 paragraph (iv) of this subsection, compute the foundation
8 program amount for each district as prescribed by the
9 education resource block grant model adopted by the Wyoming
10 legislature as defined under W.S. 21-13-103(a)(xiv), as
11 contained within the spreadsheets and accompanying reports
12 referenced under W.S. 21-13-101(a)(xvii) and (xviii) and on
13 file with the secretary of state pursuant to W.S.
14 21-13-101(c). The following criteria shall be used by the
15 state superintendent in the administration of the education
16 resource block grant model:

17

18 (A) At-risk students, for purposes of model
19 computations, shall include students within a school who
20 are eligible for participation in the free and reduced
21 price lunch program under the national school lunch program
22 established by 42 U.S.C. 1751 et seq., who are identified
23 as limited English proficiency in accordance with rules and

1 regulations of the department of education or who are
2 mobile students as defined by department rule and
3 regulation and enrolled in grades six (6) through twelve
4 (12) for the applicable school year. A student shall be
5 counted only once for purposes of computing school at-risk
6 student populations even though that student may
7 simultaneously be eligible to participate in the free and
8 reduced price lunch program, in programs serving students
9 with limited English proficiency or is defined as a mobile
10 student. Resources generated within each district's
11 foundation program amount through the education resource
12 block grant model based upon at-risk student populations
13 computed under this subparagraph shall be expended by the
14 district in accordance with the district's continuum of
15 learning supports and classroom interventions developed and
16 implemented pursuant to W.S. 21-2-202(a)(xxxii) and
17 21-3-110(a)(xxx);

18

19 (B) Alternative schools qualifying for
20 separate consideration under the education resource block
21 grant model may be established by a school district for
22 offering educational programs to students with educational
23 needs which the district finds are not appropriately met by

1 other schools in the district, excluding charter schools
2 established under W.S. 21-3-301 through 21-3-314.
3 Alternative schools included within a district's
4 configuration of schools identified under paragraph (iv) of
5 this subsection shall for purposes of the education
6 resource block grant model:

7
8 (IV) Be subject to a formal evaluation
9 of the school's programs based upon quality indicators
10 established by rule and regulation of the state
11 superintendent, which measure the effectiveness of the
12 school's programs in meeting the needs of those student
13 populations attending the school. Formal evaluations under
14 this subdivision shall be conducted by the district at
15 least once every five (5) years and shall be reported to
16 the state superintendent. Student achievement within the
17 school shall be annually reported to the state
18 superintendent as measured by the quality indicators
19 established under this subdivision.

20

21 **Section 2.** This act is effective July 1, 2010.

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23

(END)