

SENATE FILE NO. SF0079

Schools-continuum of at-risk support services-2.

Sponsored by: Senator(s) Sessions and Representative(s)  
Connolly and Craft

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 the state board of  
4 education to establish standards and guidelines for  
5 district programs and granting rulemaking authority;  
6 providing for transitioning of students placed out-of-  
7 district; and providing for an effective date.

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

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11 **Section 1.** W.S. 21-2-304(a)(iii)(intro) and (b)(ii)  
12 and 21-3-110(a) by creating new paragraphs (xxx) and (xxxi)  
13 are amended to read:

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15 **21-2-304. Duties of the state board of education.**

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1 (a) The state board of education shall:

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3 (iii) By rule and regulation and in consultation  
4 and coordination with local school districts, prescribe  
5 uniform student content and performance standards for the  
6 common core of knowledge and the common core of skills  
7 specified under W.S. 21-9-101(b), and promulgate uniform  
8 standards for programs addressing the special needs of  
9 student populations specified under W.S. 21-9-101(c) that  
10 ensure these student populations are provided the  
11 opportunity to learn the common core knowledge and skills  
12 as prescribed by the uniform student content and  
13 performance standards pursuant to this paragraph. Uniform  
14 standards for programs addressing the special needs of  
15 student populations shall include guidelines and standards  
16 for school districts in planning and implementing at-risk  
17 programs through a school-based continuum of learning  
18 supports and classroom interventions. Student content and  
19 performance standards prescribed under this paragraph shall  
20 include standards for graduation from any high school  
21 within any school district of this state and shall describe  
22 required performance levels in order to achieve proficiency  
23 of the common core of knowledge and common core of skills  
24 prescribed under W.S. 21-9-101(b). The ability to prescribe

1 content and performance standards shall not be construed to  
2 give the state board of education the authority to  
3 prescribe textbooks or curriculum which the state board is  
4 hereby forbidden to do. Graduation standards imposed under  
5 this paragraph shall require the successful completion of  
6 the following components, as evidenced by passing grades or  
7 by the successful performance on competency-based  
8 equivalency examinations:

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

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14 (ii) Enforce the uniform state educational  
15 program standards imposed by W.S. 21-9-101 and 21-9-102 and  
16 the uniform student content and performance standards  
17 established by rules and regulations adopted under  
18 subsection (a) of this section, including guidelines and  
19 standards for the development and implementation of a  
20 continuum of learning supports and classroom interventions  
21 addressing the needs of special student populations under  
22 paragraph (a)(iii) of this section, by taking appropriate  
23 administrative action with the state superintendent,

1 including but not limited to the changing of accreditation  
2 status;

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4 **21-3-110. Duties of boards of trustees.**

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6 (a) The board of trustees in each school district  
7 shall:

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9 (xxx) Pursuant to guidelines and standards  
10 established by the state board of education under W.S.  
11 21-2-304(a)(iii), design and implement a continuum of  
12 learning supports and classroom interventions addressing  
13 the needs of identified student at-risk populations subject  
14 to the following:

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16 (A) Criteria for identifying at-risk  
17 students shall be in accordance with and subject to  
18 research-based indicators;

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20 (B) Quality learning supports and classroom  
21 interventions shall be based upon the special needs of the  
22 student population served within each school within the  
23 district and shall be applied accordingly within each  
24 school in the district;

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(C) Learning supports and interventions shall be supported by research-based practices and strategies and shall include data based predictors for identifying students at-risk of dropping out of school after reaching the age of compulsory attendance under W.S. 21-4-102;

(D) The continuum of learning supports and classroom interventions and program effectiveness shall be evaluated each year by the district and shall be approved by the district board. Evaluations shall also be reported to the state board together with action plans addressing necessary program improvements;

(E) Any alternative school within the district which is a component of the district's continuum of learning supports and program interventions shall be subject to a formal evaluation of the school's programs based upon quality indicators established by rule and regulation of the state board, which measure the effectiveness of the school's programs in meeting the needs of those student populations attending the school. Formal evaluations under this paragraph shall be conducted by the

1 district at least once every five (5) years and shall be  
2 reported to the state board. Student achievement within  
3 the school shall be annually reported to the state board as  
4 measured by the quality indicators established under this  
5 paragraph.

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

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

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(END)