

2010 -- S 2479

LC01236

STATE OF RHODE ISLAND

IN GENERAL ASSEMBLY

JANUARY SESSION, A.D. 2010

A N A C T

RELATING TO EDUCATION - THE RHODE ISLAND INVESTMENT INITIATIVE

Introduced By: Senators Jabour, Maselli, Miller, Pichardo, and Metts

Date Introduced: February 11, 2010

Referred To: Senate Education

It is enacted by the General Assembly as follows:

1 SECTION 1. Section 16-7.1-5 of the General Laws in Chapter 16-7.1 entitled "The
2 Rhode Island Student Investment Initiative" is hereby amended to read as follows:
3 **16-7.1-5. Intervention and support for failing schools.** -- (a) The board of regents shall
4 adopt a series of progressive support and intervention strategies consistent with the
5 Comprehensive Education Strategy and the principles of the "School Accountability for Learning
6 and Teaching" (SALT) of the board of regents for those schools and school districts that continue
7 to fall short of performance goals outlined in the district strategic plans. These strategies shall
8 initially focus on: (1) technical assistance in improvement planning, curriculum alignment,
9 student assessment, instruction, and family and community involvement; (2) policy support; (3)
10 resource oversight to assess and recommend that each school has adequate resources necessary to
11 meet performance goal; and (4) creating supportive partnerships with education institutions,
12 business, governmental, or other appropriate nonprofit agencies. If after a three (3) year period of
13 support there has not been improvement in the education of students as determined by objective
14 criteria to be developed by the board of regents, then there shall be progressive levels of control
15 by the department of elementary and secondary education over the school and/or district budget,
16 program, and/or personnel. This control by the department of elementary and secondary
17 education may be exercised in collaboration with the school district and the municipality. If
18 further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the
19 board of regents and may range from restructuring the school's governance, budget, program,

1 personnel, and/or may include decisions regarding the continued operation of the school. The
2 board of regents shall assess the district's capacity and may recommend the provision of
3 additional district, municipal and/or state resources. If a school or school district is under the
4 board of regents' control as a result of actions taken by the board pursuant to this section, the local
5 school committee shall be responsible for funding that school or school district at the same level
6 as in the prior academic year increased by the same percentage as the state total of school aid is
7 increased.

8 (b) For FY 2007, the department shall dedicate one hundred thousand dollars (\$100,000)
9 from funds appropriated to support progressive support and intervention and SALT visits to
10 support the Rhode island Consortium for Instructional Leadership and Training. This consortium
11 is engaged in training school leaders to be more effective instructional leaders in the standards
12 based instruction environment.

13 (c) Nothing in this section shall be construed to alter or otherwise affect the rights,
14 remedies, and procedures afforded school or school district employees under federal, state or
15 local laws (including applicable regulations or court orders) or under the terms of collective
16 bargaining agreements, memoranda of understanding, or other agreements between such
17 employees and their employers.

18 SECTION 2. This act shall take effect upon passage.

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EXPLANATION
BY THE LEGISLATIVE COUNCIL
OF
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RELATING TO EDUCATION - THE RHODE ISLAND INVESTMENT INITIATIVE

- 1 This act would provide that the intervention provisions of the Rhode Island Student
2 Investment Initiative Act would not alter or affect rights or remedies of school employees
3 provided under federal laws, state laws, local laws or collective bargaining agreements.
4 This act would take effect upon passage.

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