Using Policy to Advance Systems Integration

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A Conceptual framework

Four dimensions:

(a) the stages of policy development and implementation;

(b) the relationship between different levels of government;

(c) the relationship between different service systems;

(d) variables that affect the likelihood that a policy will achieve its intended effect.

Vicksburg-Warren MS

▸ Located in Central Mississippi

▸ Approximately 9,000 students

▸ 9 Elementary Schools

▸ 2 Junior High Schools

▸ 2 High Schools

▸ 1 Alternative School

▸ County/City Consolidation 1988

Stage One – Identification of an Issue

▸ CMT discussions of issues contributing to dropout rates, teen pregnancy, juvenile crimes, and suspension/expulsion rates

▸ Attendance is identified as a main factor contributing to all issues

▸ Discussion of attendance issues with school personnel, attendance officers, and youth court administrator

Stage Two – Policy Development

▸ Meeting with the district Superintendent and Assistant Superintendent

▸ Review of Current Attendance Policy

▸ District Review Team

▸ Suggested Revisions to Current Policy

▸ Request Approval of Revisions from School Board

Safe Schools Healthy Students

Stage Three – Initial Implementation

▶ Training for district building level administrators, building level attendance personnel, and building level counselors on tracking and reporting attendance

▶ Monitor implementation weekly with building level personnel, district attendance officers, and youth court

▶ Track attendance for changes

Stage Four – Evaluation of Impact

▸ We anticipate a drop in the number of absences and tardies reported. Based upon the data, the policy and implementation will be reviewed for additional changes if necessary.

Stage Five – Modification of Policy and/or Implementation Approach

▶ Additional changes in policy would be considered upon data collection and evaluation.

▶ Revisions in implementation can be considered after policy review and/or revisions.

Richmond IN

▸ Located in East Central Indiana.

▸ Approximately 5,000 students.

▸ Free-reduce lunch at 69.8% for 10-11 School Year.

▸ 9 Elementary

▸ 2 Middle School

▸ 1 High School

Stage One – Identification of an Issue

In 2006-2007:

▶ Special Education Department began analyzing the growth of identified special need students.

▶ School District review of data and how to move students into areas of intervention services.

▶ New superintendent began reviewing existing programs and started asking questions.

▶ New student management system (Powerschool)

Stage Two – Policy Development

▸ Reviewed evidence based methods.

▸ School District introduced Response to Intervention (RTI) and PBIS in 2007-08 year for planning and design—<u>elementary only</u>.

▸ Presentation and buy-in from Superintendent.

▸ Presentation and buy-in from Principals.

Stage Three – Initial Implementation

▸ RTI was implemented in elementary buildings in the 2008-09 year.

▸ Positive Behavior and Intervention Supports (PBIS) was also "tested" in two school buildings in the 2008-09 year—one elementary and one middle school.

▸ All buildings implemented PBIS in 2009-10 School Year.

Stage Four – Evaluation of Impact

▶ Safe Schools/Healthy Students funding helped evaluate implementation.

▶ SS/HS grant's foundation was built on PBIS and RTI.

▶ First year of evaluation reflected that all other programs were doing well except for PBIS.

▶ Evaluator key role with change of course.

Stage Five – Modification of Policy and/or Implementation Approach

▶ Superintendent called special meeting with Principal 2010-11 School Year.

▶ Consultant hired.

▶ RTI Level 1 service paperwork removed.

▶ PBIS re-introduction to REA and Principals.

Questions/Discussion

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