



# Finding the Missing Links: Building on Existing Systems for District-Wide SW-PBS Implementation

*2017 Summer Institute Presentation by*

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# Raytown School District

- Student Population approximately 9000
- 800+ Form 2/Waiver students
- 2 High Schools, 3 Middle Schools, 10 Elementary Schools, 1 Alternative School, 1 Early Childhood Center, 1 SpEd Separate School
- Buildings that range from 25-85% F&R
- Boundaries touch: KCMO, Lee's Summit, Hickman Mills and Independence



# Raytown Schools

## Infra-Structure to Support Behavior

- **Building Personnel:**

- ~ Assistant Principals / Administrative Interns
- ~ Recovery Rooms – Behavior Interventionists
- ~ In-School Suspension Supervisors-certified (secondary buildings)
- ~ Social Workers (9 full time positions)
- ~ Special Education Coordinators

- **District Personnel:**

- ~ Director of Student Support Services
- ~ Assistant Directors of Special Education
- ~ Behavior Coordinators (One SpEd, one Gen. Ed)
- ~ Curriculum Coordinators (both Gen.Ed. and SpEd)

***\*Since beginning of implementation, we have increased in number of interventionists at high school, middle school and in 2 elementary schools; we have increased from 5 to 9 social workers and we have added a behavior coordinator for general education***



# Building Level Interventionists

- Each school has at least one interventionist
  - Elementary schools (10)
    - One per building in 8 buildings and 2 in 2 buildings
  - Middle schools (3)
    - 2 at each building
  - High Schools (2)
    - 4 at RHS- one per grade level
    - 3 at SHS- approximately one per grade level
  - Alternative School
    - 2 at building
  - District support
    - 2 special education interventionists
      - 1 at Early Childhood Center
      - 1 for district-wide supports

**28**

**District-  
Wide**

# SW-PBS Implementation Timeline

## Tier One-implementing school-wide universals with fidelity

*RPDC consultants (existing teams)*

1) 2011-2012

(prep year-2 summer dates, 4 dates during school year)

2) 2012-2013

(Emerging Year One-2 summer dates, 4 dates during school year)

3) 2013-2014 Focus on preparing for Tier Two implementation while sustaining Tier One

## Tier Two-implementing Missouri standard protocol model of interventions

*RPDC/State consultants (new teams while existing tier one team sustains)*

4) 2014-2015 Focus on learning standard protocol of interventions

5) 2015-2016 Focus on implementing learning standard protocol of interventions

6) 2016-2017 Focus on preparing for Tier Three implementation while sustaining Tiers One & Two

## Tier Three-Process of FBA/BIP

*RPDC/State consultants (new teams while existing tier one & two teams sustain)*

7) 2017-2018 Focus on Functional Behavior Assessment Training and Using the Information to Plan Effectively for Students





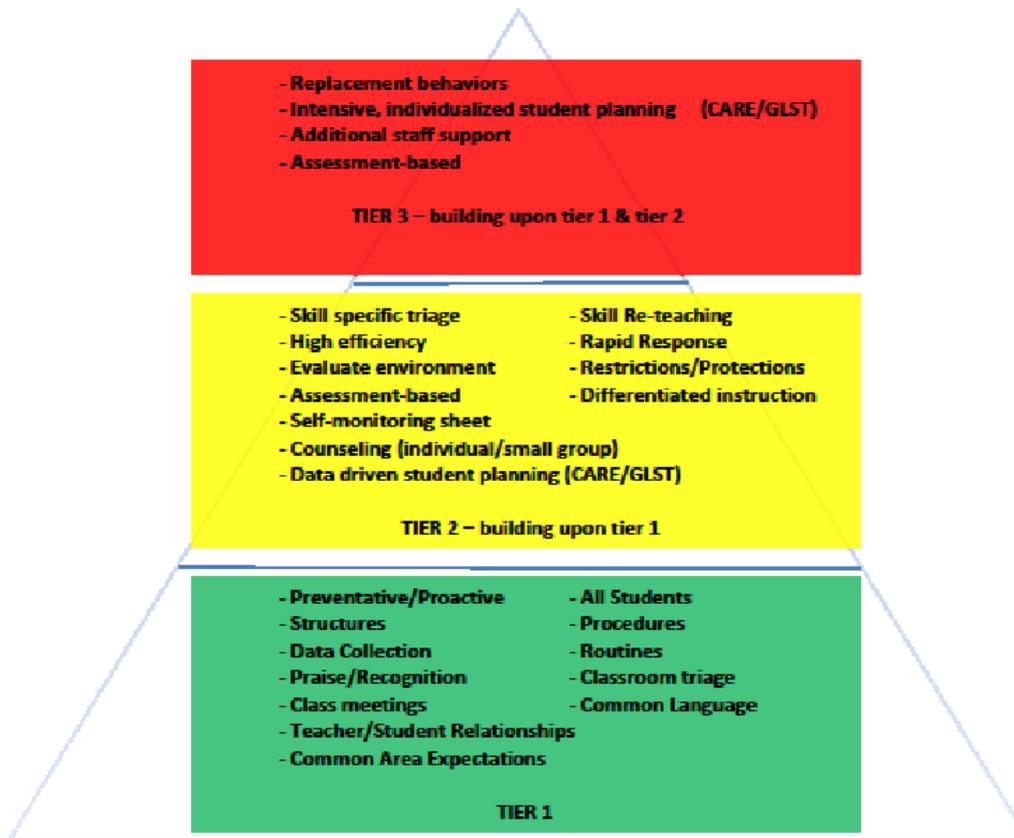
# Commonalities between BIST & SW-PBS

## Raytown

<b>BIST Pyramid</b>
<b>Tier 3</b>
Care Team Planning FBA SPED/504 Evaluations

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<b>SW-PBS Pyramid</b>
<b>Tier 3</b>
Individual students Assessment-based Intense, durable procedures

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# Systems Implementation

## District Level Coordinator



- Initially
  - Quarterly Data Submission Checks
  - District SW-PBS Team
  - Trained in SET to assist with support throughout the year (pre and post)
- As T2 was Implemented- shifted supports to building to maintain and district team met quarterly to address district issues and consistency

## Tier 1 and Tier 2 trainings held in district

- RPDC Support
- State SW-PBS Support



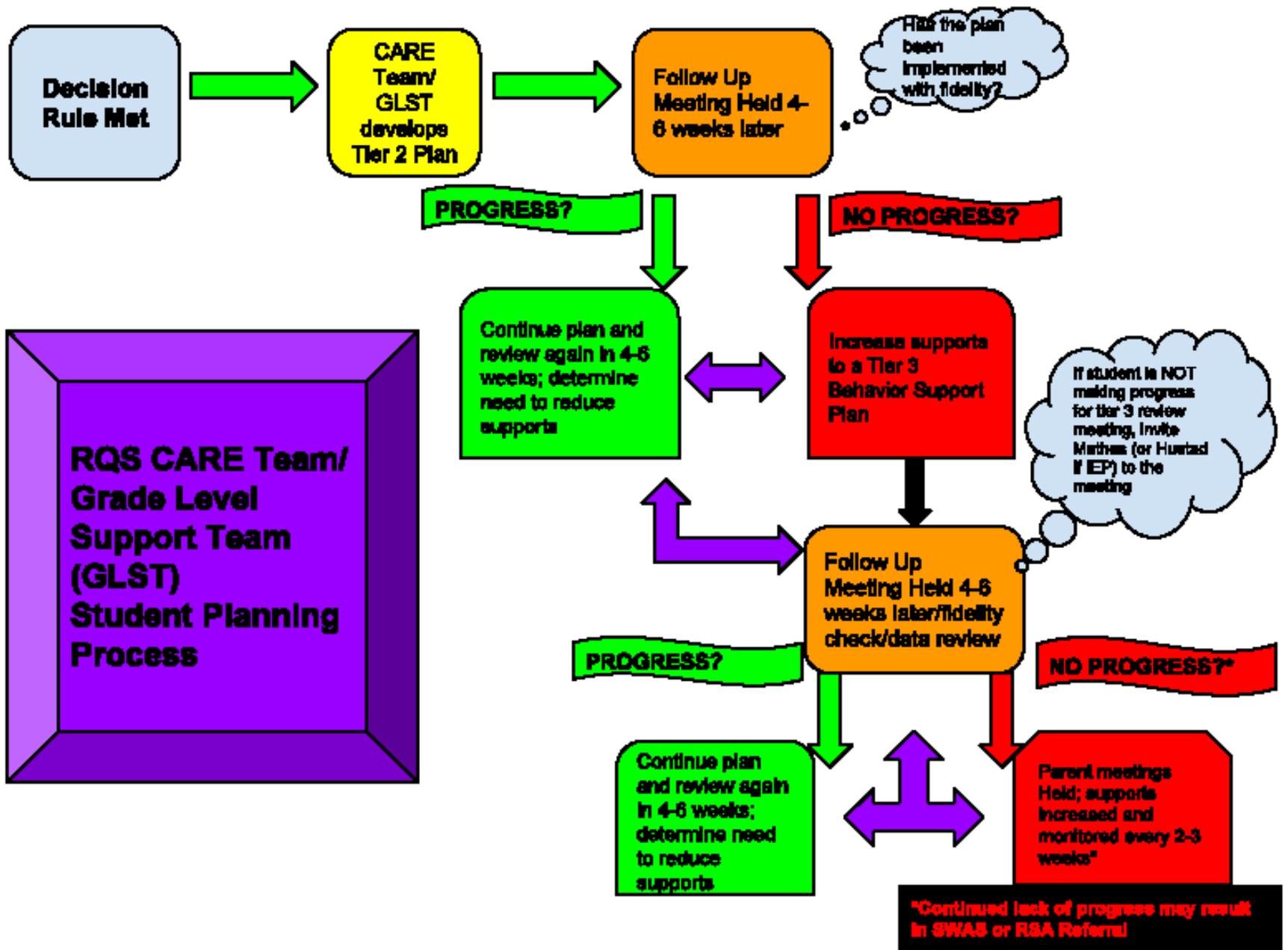
## Systems Implementation cont'd

- Self- Assessment Survey support and communication (pre and post for 2-3 years)
- Walk-throughs in recovery rooms including specific questions about expectations
- Support in student planning-training, forms, collaboration for students not responding
- Monthly SW-PBS newsletter (school spotlights included)- Morphed to Student Support Services and includes PBS, BIST, CARE/GLST & TIC



# Raytown Data: Ongoing Review and Analysis

- SWIS, then Student Information System (SISK12)/PULSE
- Attendance, Student Achievement, Discipline
- Building Data Reviews
- Schoolwide Evaluation Tool (SET) Data
- Self-Assessment Survey (SAS) Data
- Student Success Plans (Tier 2)
- Behavior Support Plans (Tier 3)



## District Culture & Community

- CARE Team and Grade Level Support Team (GLST)
- BIST
- Rtl for academics
- School practices
- Guidance Curriculum
- AND our missing link was Positive Behavior Supports!



\*Now part of our culture in Raytown Quality Schools

# Presenter Information

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**QUESTIONS?**