

***Reinforcing the Core
of Student Supports
with District-Wide SW-PBS***

2018 Summer Institute Presentation by

Dr. Staci M. Mathes

Raytown Quality Schools

staci.mathes@raytownschools.org

Outcomes for Session

- Receive district level support strategies that could be done by a coach or administrator to support implementation.
- Use existing systems in their district to pair with PBS components and support staff buy in and communication.
- Understand the importance of leadership at the district and building levels for sustainable implementation with fidelity.

How many are implementing across the district?

What do you hope to get out of this session?

Raytown School District

- Student Population approximately 8000
- 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 (10 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)



Building Level Interventionists

- Each school has at least one interventionist
 - Elementary schools (10)
 - One per building in each building
 - Middle schools (3)
 - 2 at two buildings and 1 at one 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

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**District-
Wide**

Think-Ink-Link

FIRST, Just THINK...

- current structure/systems
- wish(es) for structure/systems

INK

Jot down your thoughts...

Be Brief

- current structure/systems
- wish(es) for structure/systems

LINK

Share with someone near you

- current structure/systems
- wish(es) for structure/systems

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

Simple right???

**Follow the timeline, get the training
and just do it! Everything will fall
into place.**

Not quite!

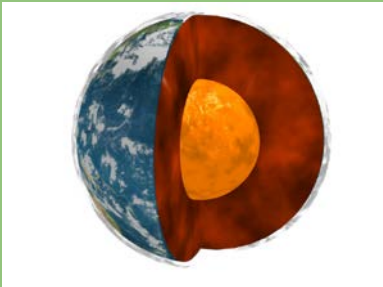
Buy in...

Silo Effect...

“Something else”...



Existing Systems and Buy In: Partnering vs. Competing





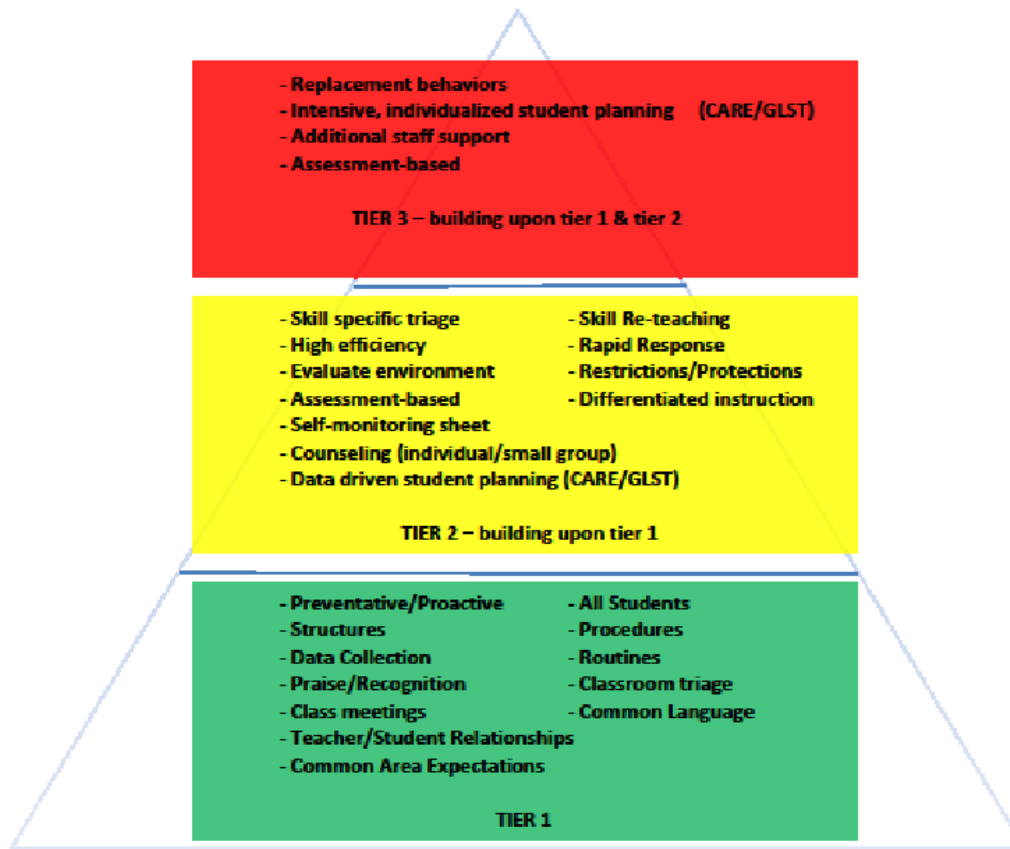
Commonalities between BIST & SW-PBS

Raytown

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

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SW-PBS Pyramid
Tier 3 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 3 supports were ALWAYS in place...can't wait for training to be finished to meet all student needs

Tier 1 and Tier 2 trainings held in district

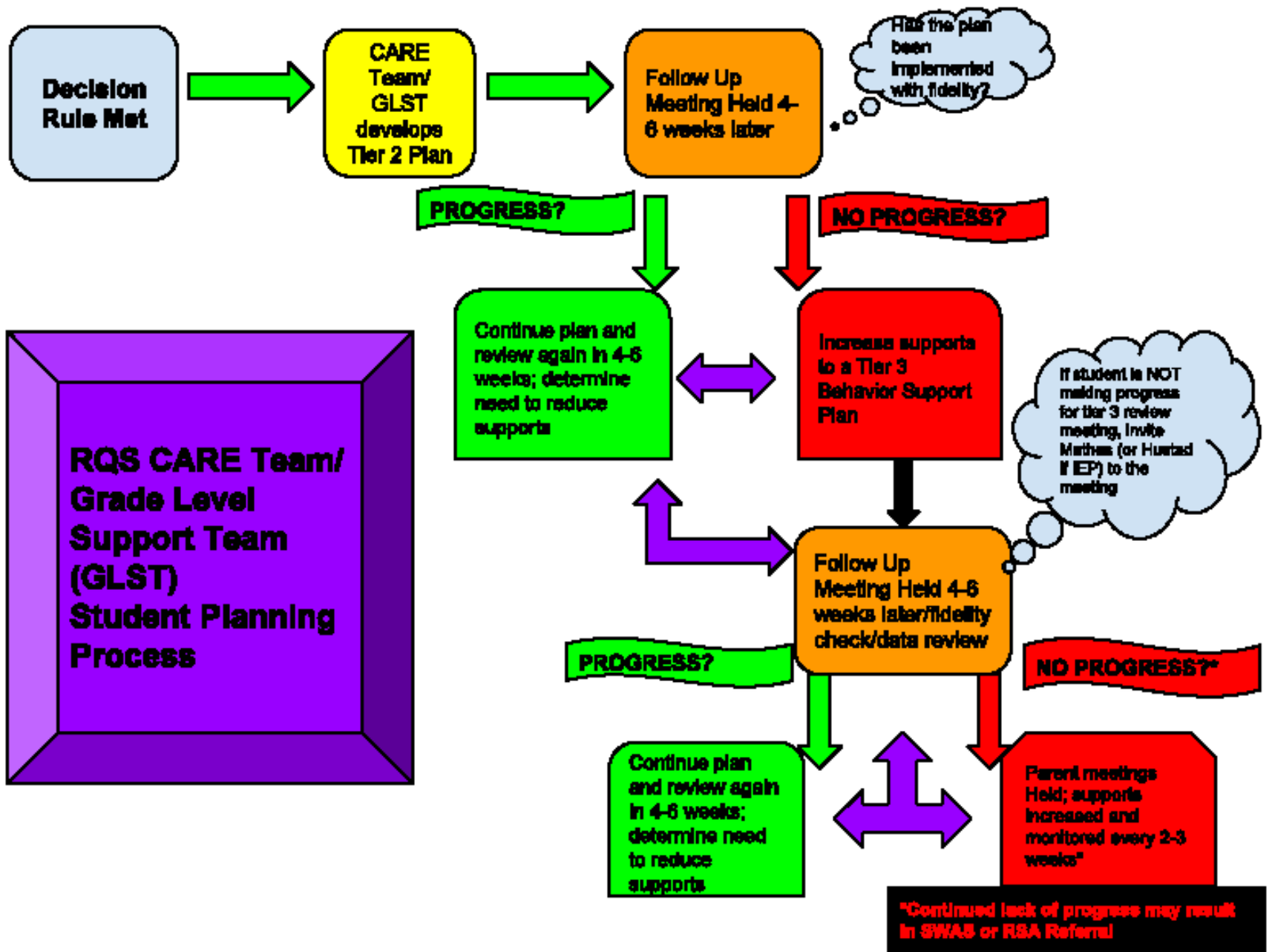
- RPDC Support
- State SW-PBS Support

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)



In Your District...

What are the existing systems and structures?

Who are the existing personnel?

What are next steps for you to implement district wide or modify current district support?

Who should be involved in moving to district wide implementation or changes in support?

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!
- Social Emotional Learning is now seen as a link to tie all of these pieces together for our students and staff.

*Now part of our culture in Raytown Quality Schools

Presenter Information

Dr. Staci M. Mathes
Director of Student Support Services
staci.mathes@raytownschools.org

QUESTIONS?