One of the consistent recommendations across the years in SW-PBS is to “work smarter not harder.” This is what district-level adoption and integrated systems represent. In district-level adoption, not all schools may come onboard at the same time, but they are working together to consider how SW-PBS fits with their district mission and vision, setting goals related to social behavior based on district data, and communicating about what types of expectations would be appropriate for differing grade-level clusters. Integrated systems development indicates the district has reviewed their Comprehensive School Improvement Plan (CSIP), determined priority goals, and then determined what resources and expertise they already possess to meet those goals. Integrated systems imply that work to meet academic and social behavioral goals is not only aligned but considered within a tiered framework. In this way, best use is made of what the district already has in place and more informed decisions can be made regarding what is still needed. This edition of the MO SW-PBS newsletter highlights examples of schools and districts who have integrated resources, initiatives and programs to bring about better academic and social behavioral success for all students.

MO SW-PBS Summer Training Institute “Pay It Forward with SW-PBS for School Success”

MO SW-PBS will be holding its' 8th annual Summer Training Institute June 12-14 at Tan-Tar-A, Lake Ozark, Missouri. Topics presented will include: Tier 1, 2 & 3 Implementation, Integrating Systems of Support, District Level Implementation, Early Childhood, Technology, Data-based Decision-making, Academics & Behavior, and Including Student Voice in SW-PBS. Presenters scheduled will include: Timothy J. Lewis, Director MU PBS Center, Co-Director, PBIS National Center; Susan Barrett, Director PBIS Regional Training and Technical Assistance Center at Sheppard Pratt Health System; Michael Kennedy, Assistant Professor, Curry School of Education – University of Virginia; Rachel Freeman, Director Kansas Institute of Positive Behavior Support; Jill Schofield, New South Wales, Australia – Department of Education; Laura Riffel, Director of Behavior Doctor Seminars; and administrators and teacher leaders from Missouri schools currently implementing SW-PBS.

For more information visit http://pbismissouri.org/summer-training-institute-2013.
SOUTHEAST REGION: Perryville High School Data-based Decision-making Drives Integration of Best Practice

Perryville High School (PHS) is part of the Perry County 32 School District located in Southeast Missouri. The building is comprised of ninth through twelfth grade students totaling 757. They are in their fourth year of student implementation of Schoolwide Positive Behavior Supports (SW-PBS).

After looking at their Schoolwide Evaluation Tool (SET) score and their Self Assessment Survey (SAS) results last spring, they realized that communication was a problem. PHS was implementing much of SW-PBS, but the students and staff did not make the connection between SW-PBS and occurring practices at PHS. The SW-PBS team then decided to use some of their Professional Learning Community (PLC) time to provide professional development concerning the importance of the Seven Essential Components of SW-PBS.

Because of this renewed focus on communication and application of all seven essential components, benefits are being witnessed by all. There is a much higher degree of “buy-in” from staff as shown by increased implementation. Student grades are improving as there were 150 fewer F’s last semester as compared to the previous semester. In 2008-09, PHS averaged 9.4 office discipline referrals (ODRs) per day. Currently they are averaging 5.6 ODRs which is below the national average for a school their size. Their triangle data is 85.2% of students with 0-1 referrals, 10.6% of students with 2-5 referrals and 4.2% of students with 6+. This compares to the national average for a 9-12 building being 72% of students with 0-1 referrals, 17% of students with 2-5 referrals and 11% of students with 6+ referrals.

As well as integrating SW-PBS with PLC, PHS is also including Character Education into the mix by coordinating lesson plans that fit so well together. In this way, the school is showing its concern for the whole child and recognizing that behavior and academics go hand in hand.

Hats off to Perryville High School for responding to their data and creating a plan to improve communication with all stakeholders and refocusing their efforts to address the whole child in their educational setting.

SOUTH CENTRAL REGION: Meramec Valley Middle School Celebrating Student Success

Meramec Valley Middle School (MVMS) part of the Meramec Valley School District is in their fourth year of implementing Schoolwide Positive Behavior Support (SW-PBS) and third year of implementing Response to Intervention (RTI) in their building. The building is comprised of sixth and seventh grade students.

The students at MVMS are very proud to exhibit Indian Pride in their building. Indian Pride is being respectful, responsible and safe. They just had a Celebration Day to recognize all the great behavior in their building. Celebration Days are once a quarter. During their Celebration Day times the students are able to pick among various activities to participate in. Dodge Ball has been very popular as well as their dances. Games, crafts such as friendship bracelets, a Lego room, and computer rooms are open for sign up for the students enjoy. When the weather is nice students can go outside to play football, soccer or to walk around the track. The science teachers have opened their rooms for special science experiments and they have a social room open if students just want to visit with their friends. A student can earn this each quarter by not having any major or minors. If a student gets a minor they can pay with Tomahawk Tokens to earn back their Celebration Day time.

cont. on page 7

CENTRAL REGION: Concordia Elementary Integrating SW-PBS with a Professional Learning Community

At Concordia Elementary School, we are in our fifth year of our journey towards becoming a Professional Learning Community (PLC) and in our third year of our study of Schoolwide Positive Behavior Supports (SW-PBS). Originally, we had no plans of integrating the initiatives, but we have learned that the two work well together. The main idea of our PLC is that learning, rather than teaching is our key idea. Furthermore, in our learning community, we focus on learning, building a collaborative culture and we concentrate on results. These themes are paramount in the development of academic systems that respond to the needs of our learners.

cont. on page 7
Ferguson-Florissant School District has a long history with Positive Behavior Interventions and Supports (PBIS) in partnership with Special School District of St. Louis County (SSD). Some schools in the district began exploring and implementing in the earliest years of PBIS, 1998. As additional schools began the implementation process, a small group of administrators came together to share ideas, problem solve and generate implementation plans. This small group of leaders became the District Leadership Team (DLT) during the 2001 school year. When the PBIS National Center disseminated the Implementation Blueprint and Self-Assessment, the Ferguson-Florissant DLT adopted it as its guide. Each year additional schools joined in the PBIS implementation initiative resulting in a formal district adoption at the start of the 2001-2002 school year. 100% of schools in Ferguson-Florissant are currently active PBIS schools!

In continued partnership with SSD, the DLT grew into a diverse leadership team that developed a comprehensive action plan that reflects the Implementation Blueprint Self-Assessment and the district’s Comprehensive School Improvement Plan (CSIP) and mission. This team systematically uses the Implementation Blueprint Self-Assessment and district data to guide action plan revisions. As schools successfully installed Tier 1 and began to explore and implement Tier 2/3 systems, data and practices, the DLT in Ferguson-Florissant organized and now leads a Tier 1 network for maintaining and sustaining efforts for all schools. The DLT also support sub-committees to continue the work of the action plan in the areas of professional development/coaching, sustainability, data, and Tier 2/3 development. The DLT determines school readiness for Tier 2/3 implementation. Newer initiatives at Tier 3 include FA-BIP, Wraparound, and integrating community partnerships; 88% of the Ferguson Florissant schools are planning to install more advanced interventions.

The DLT meets monthly to continue to monitor their action plan and plan for the professional development of school coaches and administrators. Following each meeting, big ideas are shared with stakeholders, recommendations are made to administrator meeting agendas, and specific issues are discussed at cabinet level meetings. The Ferguson-Florissant leadership is essential in supporting all schools to implement research-based practices with fidelity resulting in positive outcomes for all students and their families. For information on district leadership team development contact the Ferguson-Florissant School District, Special School District PBIS Team, visit http://pbiscompendium.ssd.k12.mo.us or http://pbis.org.
**State Highlights**

**BEST Committee Wins Film Honor**

A celebration was recently held in the North Kansas City School District for Antioch Middle School’s Student BEST (Be Respectful, Effort, Safety, Take Responsibility) Committee. Their “Don’t Be a Bully, Be a Friend” video recently won the 2013 Best Middle School Bully Prevention Video at the PBIS International Film Festival in San Diego. This film festival occurred in conjunction with the 2013 Association for Positive Behavior Support (APBS) conference. This year’s film festival had over 60 entries and only 20 were selected for final consideration.

Film festival judges commended the video for its “clear, concise and powerful message.” Assistant Principal Randy Oliver agreed with the judges, explaining that not only did this film provide explicit instructions on preventing bullying, but it also showed how important it is to remember that everyone is unique and that is okay.

The BEST committee meets daily and provides student leadership for SW-PBS implementation at the school; they analyze data; create videos, posters, and bulletin boards; and much more. This student group is a model for other schools wanting to incorporate student involvement and voice.

Come and enjoy hearing about how this student team has provided leadership to students and staff alike at the MO SW-PBS Summer Training Institute “Pay It Forward with Schoolwide PBS for School Success” June 12-14, 2013 at Tan-Tar-A, Lake of the Ozarks.

▶ Watch the “Don’t Be a Bully, Be a Friend” video at http://www.youtube.com/watch?v=zsZrYjXlPfw

▶ Visit the **APBS website** http://www.apbs.org/

**PAY IT FORWARD**

**WITH SW-PBS FOR SCHOOL SUCCESS**

pbismissouri.org/summer-training-institute-2013
MO SW-PBS Recognitions for 2012-13

MO SW-PBS has developed a recognition program to acknowledge and celebrate the work schools have done to create safe and predictable learning environments. Schools submit proposals that are evaluated on specific criteria to determine the category earned. The increase in Bronze, Silver and Gold awards provides models for Preparation and Emerging schools to visit.

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<td>Gold</td>
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<td>4</td>
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<td><strong>TOTAL</strong></td>
<td>272</td>
<td>307</td>
<td>339</td>
<td>486</td>
<td>574</td>
<td>720</td>
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</table>

The Emerging category has schools that range from beginning to implement Tier 1 SW-PBS with students to veteran schools implementing at Tier 2 and 3 who have opted to not participate in recognition during the 2012-2013 school year.

**GOLD**

Bayless
Bayless Elementary

Carl Junction R-I
Carl Junction Primary K-1

Excelsior Springs
Excelsior Middle
Lewis Elementary
Westview Elementary

Ferguson Florissant R-II
Central Elementary
Halls Ferry Elementary

Francis Howell R-III
Becky-David Elementary
Hollenbeck Middle
Saeger Middle

Fredericktown R-I
Fredericktown Intermediate

Golden City R-III
Golden City Elementary

Hancock Place
Hancock Place Middle

Jackson R-II
West Lane Elementary

Joplin R-VIII
Joplin Beacon

Kirkville R-III
Kirkville Preschool
Kirkville Primary

Kirkwood R-VII
Kirkwood Early Childhood Center
Westchester Elementary

Lebanon R-III
Boswell Elementary
Lebanon High

Marceline R-V
Walt Disney Elementary

Marshfield R-I
Daniel Webster Elementary

Mehlville R-IX
John Cary Early Childhood Ctr
Oakville Middle

Moberly
Gratz Brown Elementary

Mountain Grove R-III
Mountain Grove Elementary

Parkway C-2
Shenandoah Valley Elementary

Reeds Spring R-IV
Reeds Spring Middle

Ritenour
Marvin Elementary

Rockwood R-VI
Rockwood Early Childhood Center

Rolla 31
Wyman Elementary

Special School District of St. Louis County
Hiram Newwoehner

Springfield R-VII
Portland Elementary
Sunshine Elementary

Stratford R-VI
Stratford Elementary

Waynesville R-VI
Partridge Elementary

Windsor C-1
Windsor Elementary

**SILVER**

Camdenton R-III
Hawthorn Elementary

Dexter R-XI
Southwest Elementary

Dixon R-I
Dixon Elementary

Excelsior Springs
Elkhorn Elementary

Ferguson Florissant R-II
Combs Elementary
Cross Keys Middle
McCluer High
WedgeWood Elementary

Fredericktown R-I
Fredericktown Elementary

Fulton 58
Bartley Elementary
Bush Elementary
McEntire Elementary

Hannibal 60
Mark Twain Elementary

Hazelwood
Hazelwood Early Childhood Education Centers
Hazelwood North Middle
Jamestown Elementary
Jana Elementary
Keevan Elementary
Lawson Elementary

Joplin R-VIII
McKinley Elementary

Kingston K-14
Kingston Elementary
Kingston High
Kingston Middle

Kirkville R-III
Ray Miller Elementary

Laclede County R-I
Conway Ezard Elementary

Lebanon R-III
Esther Elementary
Hillcrest Elementary
Lebanon Junior High
Maplecrest Elementary

Marshfield R-I
Hobble Elementary

Milan C-2
Milan Elementary

Moberly
North Park Elementary
South Park Elementary

Montgomery County R-II
Jonesburg Elementary
Montgomery City Elementary
Montgomery Middle

Nixa R-II
Mathews Elementary
Summit Intermediate

North Kansas City 74
Davidson Elementary
Eastgate Middle
Gashland Elementary
Maple Park Middle
Maplewood Elementary
West Englewood Elementary

Ozark R-VI
East Elementary
North Elementary

Park Hill
Renner Elementary

Parkway C-2
Mason Ridge Elementary
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<tr>
<td>Pierce City R-VI</td>
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<td>Sikeston R-6</td>
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<td>Dixon R-I</td>
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<td>Doniphan R-I</td>
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<td>East Carter County R-II</td>
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<td>El Dorado Springs R-II</td>
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<td>Ferguson Florissant R-II</td>
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<tr>
<td>Festus R-VI</td>
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<tr>
<td>Francis Howell R-III</td>
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<td>Fulton 58</td>
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<tr>
<td>Genesis School Inc.</td>
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<tr>
<td>Golden City R-III</td>
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<tr>
<td>Hannibal 60</td>
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<tr>
<td>Hazelwood</td>
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<tr>
<td>Hickman Mills C-1</td>
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<tr>
<td>Hillsboro R-III</td>
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<td>Mexico 59</td>
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<td>Midway R-I</td>
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<td>Milan C-2</td>
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<td>Moberly</td>
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<td>Monett R-I</td>
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<td>Missouri Schools for the Severely Disabled</td>
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<td>Neosho R-V</td>
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<tr>
<td>Nixa R-II</td>
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<td>North Callaway R-I</td>
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<td>Northeast Randolph County R-IV</td>
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Their big celebration at the end of the year is a trip to Six Flags for the day. This is for students that have received no majors or minors for the whole year.

MVMS have set aside the last part of their day for Response to Intervention. The students have an academic focus time that is twenty minutes long. The students are grouped by their reading abilities and are placed in classrooms grouped in their tiered levels. MVMS staff looked at certain criteria such as student's grades and a test for reading ability to determine where students should be placed.

The Response to Intervention team has developed activities for the various levels.

The school has seen a tremendous drop in majors and minors this year as well as seeing gains in academics including fewer students with failing grades.

Central Region, cont. from page 2

We have discovered that these ideas should not be limited to academics. After studying, implementing and experimenting with the tenets of PLCs, we were able to realize parallel structures with our Schoolwide Positive Behavior Supports.

The need for consistency, a common language and common expectations about behavioral issues in our school led us to SW-PBS. Our staff had already unified behind the belief that a clear progression of targets adequately assessed would provide us with appropriate data for collaboration. That collaboration would yield improvement in instruction for the increased achievement for all of our learners. It made sense to us that we could apply those ideas to our practices of school-wide discipline. Since then, our curriculum now includes behavioral expectations that are uniformly understood by the students, staff and parents. We monitor our progress through data and collaborate to improve our results. PLC and SW-PBS are excellent models for our adults to develop necessary changes in our school.

Special School District of St. Louis County
Southview
St. Louis City
Hamilton Elementary
Sigel Elementary
Woerner Elementary
St. Clair R-XIII
St. Clair Elementary
St. James R-I
Lucy Wortham James Elementary
St. Joseph
Coleman Elementary
Colgan Alt. Resource Center
Pickett Elementary
Steelville R-III
Steelville Middle
Sunrise R-IX
Sunrise Elementary
Tri-County R-VII
Tri-County Elementary
Troy R-III
Ninth Grade Center
Troy Middle

University City
Pershing Elementary
Washington
Clearview Elementary
Marthasville Elementary
South Point Elementary
Waynesville R-VI
Waynesville 6th Grade Center
Webb City R-VII
Bess Truman Primary Center
Carterville Elementary
Eugene Field Elementary
Harry S Truman Elementary
Madge T. James Kindergarten Ctr
Mark Twain Elementary
Webb City High
Webb City Junior High
Webb City Middle
Webster Primary Center

Webster Groves
Bristol Elementary
Hudson Elementary

Wentzville R-IV
Discovery Ridge Elementary
Duello Elementary
Green Tree Elementary
Heritage Intermediate
Heritage Primary
Peine Ridge Elementary
Prairie View Elementary
Early Childhood Center

West Nodaway County R-I
West Nodaway Elementary
West Plains R-VII
West Plains Elementary
Westran R-I
Westran Elementary
Westran High
Westran Middle
Wheaton R-III
Wheaton Elementary
Willow Springs R-IV
Willow Springs Elementary
Windsor C-1
Freer Elementary
Winfield R-IV
Winfield High
Missouri RPDCs

1. Southeast - Cape Girardeau
2. Heart of Missouri - Columbia
3. Kansas City
4. Northeast - Kirksville
5. Northwest - Maryville
6. South Central - Rolla
7. Southwest - Springfield
8. St. Louis
9. Central - Warrensburg

Contact Your Local RPDC
Office of Special Education
Effective Practices
205 Jefferson St.
P.O. Box 480
Jefferson City, MO 65102-0480
573-751-0187

Center for SW-PBS
College of Education
University of Missouri
Townsend Hall
Columbia, MO 65211
573-882-3742

For more information, please visit the MO SW-PBS website at pbismissouri.org or contact your RPDC.

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