

# THRIVING TOGETHER

BUILDING CONNECTIONS FOR TEACHER  
WELL-BEING AND STUDENT SUCCESS



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# CONFERENCE AGENDA

## MONDAY, JUNE 2

4:00 - 8:00 p.m. **Registration** (*Paradise Ballroom Foyer*)

## TUESDAY, JUNE 3

6:30 a.m. - 5:00 p.m. **Registration** (*Paradise Ballroom Foyer*)

7:00 - 7:45 a.m. **Breakfast Buffet** (*Windgate Hall*)

8:00 - 8:30 a.m. **Welcome and Opening Remarks** (*Paradise A-B-C*)  
Nanci Johnson, Ph.D.,  
MO SW-PBS State Director

**2025 Dr. Mary Richter MO SW-PBS School and District of Distinction Awards** (*Paradise A-B-C*)  
Dr. Tim Lewis, Curators' Distinguished Professor,  
MU Center for SW-PBS

8:30 - 9:15 a.m. **Keynote Address** (*Paradise A-B-C*)  
Dr. Tim Lewis, Curators' Distinguished Professor,  
MU Center for SW-PBS

9:30 - 10:45 a.m. **Breakout Session 1**

11:00 a.m. - 12:15 p.m. **Breakout Session 2**

12:15 - 1:15 p.m. **Lunch and Team Time** (*Windgate Hall*)

1:30 - 2:45 p.m. **Breakout Session 3**

3:00 - 4:15 p.m. **Breakout Session 4**

4:15 - 5:30 p.m. **Poster Session** (*Paradise C*)

5:00 - 7:00 p.m. **Optional Team Time** (*Paradise B*)

8:00 - 11:00 p.m. **Evening Social With Karaoke** (*Paradise C*)

## WEDNESDAY, JUNE 4

7:00 - 7:45 a.m. **Breakfast Buffet** (*Windgate Hall*)

8:00 - 9:15 a.m. **Breakout Session 5**

9:30 - 10:45 a.m. **Breakout Session 6**

11:00 a.m. - 12:15 p.m. **Breakout Session 7**



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# INVITED SPEAKERS

## KEYNOTE SPEAKER



**DR. TIM LEWIS** has been involved in special education for 40 years. He has taught students with emotional and behavioral disorders in high school, elementary school, and self-contained psychiatric settings. Lewis is a curators' distinguished professor of special education at the University of Missouri and is a member of 13 editorial boards. He has worked to develop schoolwide systems of behavioral support for over 30 years and is a frequent contributor to professional literature on the subject.



**DR. AARON CAMPBELL** is an assistant professor of special education in the College of Education and Human Development at the University of Missouri. Her research involves equitable intervention delivery within a multi-tiered behavioral support framework focused on preventative strategies for improving student academic, social, emotional, and behavioral outcomes particularly in culturally and linguistically diverse learners and those students being educated in underserved communities.



**DR. SARA ESTRAPALA** is an assistant research professor in the Department of Special Education at the University of Missouri. Her research focuses on developing and studying school-based behavioral interventions for high school students with challenging behaviors and targeted Tier 2 self-regulation interventions. She is particularly interested in equipping teachers with simple, effective behavioral interventions that will enable students to experience emotional, behavioral, and social success in school.



**DR. ANGUS KITTELMAN** is an assistant professor in the Department of Special Education at the University of Missouri. His research areas include positive behavioral interventions and supports with an emphasis in high schools, implementation science and systems change, and implementing and evaluating school-based interventions for students with emotional and behavioral problems. In 2023, he received the Initial Research Award from the Association for Positive Behavior Support.



**DR. LISA POWERS** is a senior research associate with the MU Center for SW-PBS. She has been involved in special education for the past 30 years and has taught students with emotional and behavioral disorders in elementary and middle school. She also has been an SW-PBS facilitator and an administrator. Her areas of focus include building district leadership for implementation efforts, best practices in professional learning, and connecting culturally proficient practices to a tiered-systems framework.



**DR. DANIEL RECTOR** has more than 15 years of experience in education having served as a teacher, building administrator, school-improvement consultant, and SW-PBS statewide coach/district facilitator. Rector currently serves as the director of student services for the Fulton School District, providing programmatic oversight and support to the student experience from enrollment to graduation including the district's efforts to implement SW-PBS.



## THRIVING TOGETHER



# INVITED SPEAKERS

**REVIEW THE CHECKLIST BELOW WHEN SELECTING YOUR SESSIONS, AND  
MAKE SURE YOU DON'T MISS A THING FROM OUR INVITED SPEAKERS!**

**□ Tim Lewis**

**Tuesday Keynote**

**2A:** Aligning Mental Health, Special Education, and Other Individualized Supports to Create Tier 3 Systems

**□ Aaron Campbell**

**1B:** Enhancing Student Support Systems — Adapting SW-PBS Strategies to Support All Learners

**2B:** Practical Strategies for Strengthening Behavioral and Emotional Supports Across School Settings

**□ Sara Estrapala**

**6A:** Putting the Student First — Improving High School Students' Sense of Belonging

**7A:** Navigating Tier 2 — Best Practices for Check In, Check Out and for a Check In, Check Out Resiliency Education Program

**□ Angus Kittelman**

**3B:** Integrating Check In, Check Out Within Existing High School Systems

**4B:** Focusing on Freshmen — Universal Interventions for Improving Social Skills and School Engagement

**□ Lisa Powers**

**3G:** Creating a Sense of Belonging by Redefining What Society Says Is Possible for Black and Brown Students

**5A:** We Have a District MTSS/SW-PBS Team — Exploring Our Next Moves

**6C:** Focusing on Tier 1 in an Early Childhood K-2 School

**7A:** Navigating Tier 2 — Best Practices for Check In, Check Out and for a Check In, Check Out Resiliency Education Program

**□ Daniel Rector**

**2J:** The De-Escalation Cycle — Overview

**3J:** The De-Escalation Cycle — Strategies for Elementary Schools

**6H:** The De-Escalation Cycle — Strategies for Secondary Schools

# CONFERENCE GUIDE

## HOW TO MAKE THE MOST OUT OF YOUR SUMMER INSTITUTE EXPERIENCE

Each session at the Summer Institute falls under one of the following strands:

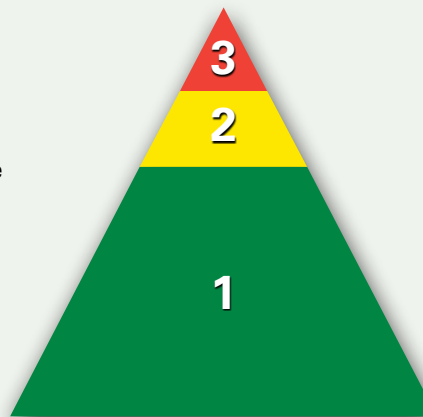
<b>Schoolwide and Classroom:</b> This strand includes guidelines and examples of systems work/thinking and implementation practices for schoolwide and classroom implementation.	<b>Districtwide:</b> This strand includes guidelines and examples of systems work/thinking and implementation practices for districtwide implementation.	<b>Data Systems and Decision-Making:</b> This strand includes guidelines and examples of data-collection systems and tools along with systems and practices for data-based decision-making.	<b>Tier 2 and Tier 3:</b> This strand includes guidelines and examples of systems work/thinking and implementation practices for Tier 2 and Tier 3.	<b>Special Interest Topics:</b> This strand includes topics related to SW-PBS that target a specific subject or audience. Potential topics may include (but are not limited to) early childhood, stakeholder engagement, leadership, and differentiation.	<b>Multi-Tiered System of Support (MTSS):</b> This strand includes guidelines and examples of effective systems for the integration of academic and behavioral supports for students.
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**Sessions are also organized by which tier they are applicable to:**

**Tier 3** – Individualized assessments and interventions for students who are at high risk of intensive behavior

**Tier 2** – Strategies for some students who might benefit from targeted interventions

**Tier 1** – Schoolwide strategies for all students and all staff



### Special sessions:

**Poster session:** The poster session provides a fun and informal opportunity to see what others have done and learned while implementing SW-PBS and to generate discussion on how SW-PBS is actually working. This year's poster presentations address a variety of topics including classroom application, aligning systems, Tier 2 and Tier 3 interventions, school climate, collaborative partnerships, early childhood, alternative settings, and more!

# ACTION PLANNING WORKSHEET

## MO SW-PBS ▲ SUMMER INSTITUTE ▲ LEADERSHIP TEAM ACTION PLANNING WORKSHEET

School name: \_\_\_\_\_

Team members: \_\_\_\_\_

Pre-sessions planning: Assign team members by session time, name, and location

Team member	Tuesday, June 3, 2025								Wednesday, June 4, 2025			
	Breakfast Buffet: 7:00-7:45 Opening Remarks & Richter Awards: Nanci Johnson and Tim Lewis 8:00-8:30 Keynote: Tim Lewis 8:30-9:15		Session 1 9:30-10:45	Session 2 11:00-12:15	Lunch & Team Time: 12:15-1:15	Session 3 1:30-2:45	Session 4 3:00-4:15	Poster Session: 4:15-5:30 Evening Social With Karaoke: 8:00-11:00	Breakfast Buffet: 7:00-7:45	Session 5 8:00-9:15	Session 6 9:30-10:45	Session 7 11:00-12:15
1.												
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3.												
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5.												
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# BREAKOUT SESSIONS

## BREAKOUT SESSION 1 JUNE 3, 9:30-10:45 A.M.

### **TIER 1 SCHOOLWIDE AND CLASSROOM**

#### **1A: Revamping Tier 1 Practices** (*Paradise B*)

Are you looking to revamp your Tier 1 practices? Come join this session to learn how one team revamped its Tier 1 flowcharts, matrices, and more. Participants will be able to go back to their staff with the ability to review and revise Tier 1 practices in order to improve student outcomes.

#### **SESSION OUTCOMES:**

- Be able to revamp matrices
- Be able to revise flow charts
- Share new matrices and flowcharts with staff

**PRESENTERS:** Rachel Webb, SW-PBS Tier 1 Coach, and Emily Steen, SW-PBS Tier 1 Team Member, McIntire Elementary, Fulton School District

### **TIER 1 2 SCHOOLWIDE AND CLASSROOM**

#### **1B: Enhancing Student Support Systems — Adapting SW-PBS Strategies to Support All Learners** (*Paradise C*)

This session will provide educators with practical, research-based strategies for strengthening behavioral and social-emotional supports within an SW-PBS framework. Participants will engage with research exemplars, demonstrations, and tools that showcase how to meet student needs more effectively. This session will also include hands-on activities, implementation tools, and case studies to support educators in improving classroom behavior, increasing student engagement, and fostering a positive school climate.

#### **SESSION OUTCOMES:**

- Examine case studies that demonstrate how adapting SW-PBS strategies leads to improvements in student behavior and overall school climate
- Gain specific, ready-to-use strategies to support students' behavioral and emotional development in classroom and schoolwide settings
- Learn how to adjust support systems to meet the learning and behavioral needs of students across a range of educational settings

**PRESENTERS:** Aaron Campbell, Assistant Professor, MU; Bennett Wilkins, Dean of Students, and Carnella Williams, Instructional Support Leader, Central Primary School, Ferguson-Florissant R-II School District

### **TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT**

#### **1C: Integrating MTSS and Tiered Interventions at the High School Level** (*Windward 71-72-73*)

This session will focus on how high schools can use their MTSS teams and data to support and enhance SW-PBS tiered interventions throughout all classrooms. Participants will discover how the data-collection and analysis process helps in the identification of students for interventions. Participants will also walk away with tools to assess their current practices and resources for planning and developing their next steps.

#### **SESSION OUTCOMES:**

- Understand how MTSS programs can both support and contribute to the SW-PBS tiers
- Witness an example of a data-driven MTSS system that supports an SW-PBS program

**PRESENTERS:** Kristian Foster, Assistant Principal, and Rob Milner, Assistant Principal, Park Hill South High School, Park Hill School District

### **TIER 1 DATA SYSTEMS AND DECISION-MAKING**

#### **1D: Tiger Tech — Using Tools to Build Multi-Tiered Systems and Enhance Data Collection** (*Parasol II*)

How can you use technology tools effectively to enhance your SW-PBS systems? Come learn the Tiger Way of implementing SW-PBS. In this session, participants will learn strategies to encourage teachers to use SW-PBS rewards as part of classroom management along with how students self-report their social-emotional and behavioral needs. Participants will also learn how to analyze and respond to student needs through tiered supports.

#### **SESSION OUTCOMES:**

- Discover multiple methods of collecting student social-emotional and behavioral data
- Learn how to analyze and interpret data to impact positive student outcomes
- Learn how these tools can enhance classroom management and encourage positive behavior schoolwide

**PRESENTERS:** Tammy Weber, SW-PBS Coordinator, Corey Miller, Assistant Principal, Shonda Burke, Art Teacher, and Mary Beth Hudgens, Social Worker, Caruthersville Middle School, Caruthersville School District



# BREAKOUT SESSIONS (CONTINUED)

## TIER 1 2 3 DATA SYSTEMS AND DECISION-MAKING

### 1E: Piecing It Together — Buildingwide SW-PBS Teams (*Leeward 74-75*)

If you want to learn how to maximize your Tier 1, Tier 2, and Tier 3 meetings in which lots of information is shared and teams function at a high level, look no further than this session. Participants will receive a framework and organizational skills and will conduct mock meetings for the full experience. Come piece it all together and discover how to provide staff and students with a unique way to enhance SW-PBS possibilities.

#### SESSION OUTCOMES:

- Identify trends within data to set building goals
- Identify responsibilities within subsection teams
- Identify a procedure for note-taking and an organizational structure for the SW-PBS framework

**PRESENTERS:** Joe Bozic, Principal, Tina Dowell, Instructional Coach, Taylor Arand, Second Grade Teacher, Kelly Williamson, Third Grade Teacher, and Kelsey Wigger, Kindergarten Teacher, Bourbon Elementary School, Crawford County R-I School District

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 1F: Leading in an SW-PBS Building — What It Takes for Success (*Windgate 60-61*)

Being a successful leader in an SW-PBS building is tough. In this session, participants will learn four simple areas to focus on that can lead to success. Participants will also be provided with questions to reflect on in order to begin planning for a successful behavioral model along with the resources needed to help support their efforts.

#### SESSION OUTCOMES:

- Learn the most important elements needed to be a successful leader in an SW-PBS school
- Walk away with meaningful questions to ask staff in order to gain insight into a building's SW-PBS framework
- Discover where to find resources that can aid in successful leadership

**PRESENTER:** Katie Andreasen, Principal, Early Childhood Center, Excelsior Springs School District

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 1G: Culture of Excellence — Schoolwide Points for Positive Behavior (*Nautical Wheeler*)

Learn how one school has utilized an effective point system that uses SW-PBS rewards. This tool has allowed teachers to recognize, reward, and motivate students to engage more in school activities and to take pride in their achievements. Discover how this system is used to track behavioral data and to make informed decisions about interventions and adjustments.

#### SESSION OUTCOMES:

- Gain strategies for how to get a school store up and running
- Learn how to boost student motivation and engagement
- Walk away with tools to build a positive school culture

**PRESENTERS:** Robin Friedrich, Assistant Principal, Sarah Hamilton, SW-PBS Tier 1 Coach, and Alexis Williams, SW-PBS Tier 1 Coach, Eugene Field Elementary School, Mexico School District

## TIER 1 2 3 SPECIAL INTEREST TOPICS

### 1H: Social Skill Integration Strategies (*Paradise A*)

This session will discuss the importance of integrating social skill and academic instruction while providing ideas on how to choose relevant behavioral instructional practices. Knowing that positive behavioral outcomes can support increased learning opportunities for students, participants will learn why using data to identify the social and behavioral needs of a school's student population can support the use of timely and appropriate behavioral support strategies.

#### SESSION OUTCOMES:

- Understand how the integration of social skill instruction can support academic goals and outcomes
- Learn about the importance of using data to identify school and student-specific social skill needs and instructional practices
- Receive practical information and strategies for integrating social skill and academic instruction

**PRESENTER:** Neeley Beliveau, MO SW-PBS Statewide Coach/District Facilitator, MU



# THRIVING TOGETHER



# BREAKOUT SESSIONS (CONTINUED)

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 1I: From Surviving To Thriving (*Parasol I*)

Join this engaging session and explore how Joplin High School transformed adversity into opportunity through SW-PBS. Discover how we elevated our school culture by boosting staff incentives, amplifying the voices of all stakeholders, and fostering an environment where students and staff thrive together. Come gain insights and practical strategies to take back to your own school, inspire positive change, and soar like an eagle!

#### SESSION OUTCOMES:

- Receive ideas for implementing recognition and incentives to help grow school culture
- Walk away with ideas to support teachers and staff using recognition along with opportunities for collaboration and celebration
- Discover how to develop resources to support the implementation of SW-PBS in a large secondary school

**PRESENTER:** Brad Cox, Fusion/Mentoring Director, Joplin High School, Joplin School District

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 1J: Extreme Makeover — SW-PBS Edition (*Windgate 62-63-64*)

Is your SW-PBS system becoming old and stale? Are you struggling with teacher buy-in for Tier 1 procedures? Do you need fresh ideas on how to really motivate students? Participants will leave this session with practical examples that are ready for them to make their own and implement in their own buildings. This is a makeover that actually works, and the presenters have the evidence to prove it.

#### SESSION OUTCOMES:

- Discover how one building's SW-PBS team completely rebuilt its Tier 1 systems
- Explore evidence of a schoolwide decrease in office discipline referrals
- Receive practical solutions for securing buy-in from all stakeholders

**PRESENTERS:** Matt Pledger, Assistant Principal, Beth Rogers, Counselor, and Anissa DuPont, Health Teacher, Vandergriff Elementary School, Fayetteville Public Schools

## BREAKOUT SESSION 2

JUNE 3, 11:00 A.M.-12:15 P.M.

## TIER 2 3 TIER 2 AND TIER 3

### 2A: Aligning Mental Health, Special Education, and Other Individualized Supports to Create Tier 3 Systems (*Paradise A*)

This session will focus on aligning mental health, special education services, and other individualized supports in order to create successful Tier 3 systems. Participants will receive features of efficient and sustainable Tier 3 systems, evidence-based Tier 3 practices, highlights of key features from the recently published functional behavioral assessment (FBA) guidance, and information on special education's role in Tier 3. Considerations on building successful Tier 3 systems in order to implement these evidence-based practices will also be discussed.

#### SESSION OUTCOMES:

- Understand the features of effective Tier 3 systems
- Learn about Tier 3 practices including FBAs and highlights from the new FBA guidance
- Discuss special education's role in Tier 3 services

**PRESENTERS:** Madison Imler-Brandt, Doctoral Candidate, Tim Lewis, Curators' Distinguished Professor, and John Augustine, Doctoral Candidate, MU

## TIER 1 2 3 SPECIAL INTEREST TOPICS

### 2B: Practical Strategies for Strengthening Behavioral and Emotional Supports Across School Settings (*Paradise C*)

This session will focus on helping educators identify and apply practical strategies to support student behavior and social-emotional learning using a structured, schoolwide approach. Participants will work through common classroom and school-level challenges using tools rooted in the SW-PBS model. Emphasis will be placed on decision-making strategies that improve student behavior, streamline support systems, and contribute to a positive and productive school climate. Participants will also receive real-world scenarios and problem-solving methods to help them make data-informed improvements to their support systems.

# BREAKOUT SESSIONS (CONTINUED)

## SESSION OUTCOMES:

- Identify common behavioral and emotional challenges and explore strategies to address them using a tiered-support framework
- Apply practical tools to evaluate and adjust existing behavioral supports for greater consistency and impact
- Strengthen decision-making skills related to student behavior and emotional learning using real-life examples from the classroom and from school contexts

**PRESENTERS:** Aaron Campbell, Assistant Professor, MU; Carnella Williams, Instructional Support Leader, Monique Jenkins, Second Grade Teacher, and Bennett Wilkins, Dean of Students, Central Primary School, Ferguson-Florissant R-II School District

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 2C: Seeing and Understanding — The Power of Visuals in Early Childhood Development (*Nautical Wheeler*)

Visuals never get tired of giving directions or reminding children of expectations. Come learn about the importance of visuals, when and how to use them, where to place them, and how to get started. You will leave with numerous ideas as well as templates for your own visuals.

#### SESSION OUTCOMES:

- Discover the importance of visuals for routines and expectations
- Understand the importance of visuals for specific behavioral concerns
- Walk away with examples and visual templates to create and implement

**PRESENTERS:** Kennedy Lynn, Teacher, and Laura Wood, Speech Language Pathologist, Early Childhood Center, Excelsior Springs School District

## TIER 1 2 3 DISTRICTWIDE

### 2D: Thriving Through Districtwide SW-PBS (*Leeward 74-75*)

Join this session to learn how the Excelsior Springs School District has strategically designed and executed a districtwide implementation model for SW-PBS in which students and staff are thriving, not just surviving.

#### SESSION OUTCOMES:

- Understand the importance of strategic planning at the district level
- Understand effective district systems that lead to the implementation of SW-PBS districtwide

- Walk away with a blueprint for building leadership capacity at the building and district levels

**PRESENTERS:** Christen Everett, Assistant Superintendent of Student Services, Excelsior Springs School District; and Jody Baker, MO SW-PBS Statewide Coach/District Facilitator, MU

## TIER 2 3 TIER 2 AND TIER 3

### 2E: Unveiling the Power of the SIMS Form, Interventions, and Team Responsibilities (*Windward 71-72-73*)

Dive into the heart of SW-PBS while focusing on Tier 2 strategies. This session is designed to equip educators and school leaders with practical insights into implementing the Student Intervention Monitoring System (SIMS) Form, the art of effective interventions, and the dynamic responsibilities of a Tier 2 team.

#### SESSION OUTCOMES:

- Identify the responsibilities of a Tier 2 team
- Learn a variety of Tier 2 interventions
- Become familiar with the SIMS form

**PRESENTERS:** Samantha Lollar, Assistant Principal, and Megan Crawmer, Principal, William Cappel Elementary School, Lincoln County R-III School District

## TIER 1 2 3 SPECIAL INTEREST TOPICS

### 2F: Thriving in a World of Chaos — Recognizing the Impact of Adverse Childhood Experiences (*Paradise B*)

Why are children creating chaos in your classroom? Do you know adults who overreact to situations that might seem minimal to the general public? This session will introduce participants to chaos theory, the butterfly effect, and some of the reasons why people react the way they do in stressful situations. Participants will also learn how to support individuals by utilizing positive interactions and safe environments.

#### SESSION OUTCOMES:

- Gain a basic understanding of chaos theory and the butterfly effect
- Learn what adverse childhood experiences are
- Learn how the wired brain impacts a reaction or response to stress

**PRESENTER:** Kurt Ream, SW-PBS Consultant, Central RPDC



# BREAKOUT SESSIONS (CONTINUED)

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 2G: Empowering Excellence Through Sustaining SW-PBS in Middle School (*Parasol I*)

Do you feel stuck in the middle? In this session, participants will learn directly from representatives of a school that has been at the Gold level for seven consecutive years about the cornerstone of successfully implementing SW-PBS in middle school. Capitalize on their shared experiences from their initial years to present-day strategies; and experience an emphasis on the influence of extended training and support for educators, progressive/operative data collection, and the validity of connective incentives to promote positive behavior. Are you ready to see the fulfillment of SW-PBS in the middle again?

#### SESSION OUTCOMES:

- Understand how to provide extended training for educators through the positive impact of consistent support
- Understand progressive/operative data-collection practices and the reasons to support fidelity in data collection
- Understand the validity of connective incentives to the desired outcome regarding school climate and behavior

**PRESENTERS:** Jessica Lewis, ISS/ALC Teacher, Erica Williamson, Assistant Principal, and McKenzie Clark, Counselor, Cuba Middle School, Crawford County R-II School District

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 2H: Revisiting Tier 1 Practices — Strengthening Foundations for Schoolwide Success (*Parasol II*)

Tier 1 practices are the foundation of effective schoolwide SW-PBS implementation. This session will help participants reevaluate and refine their approaches to ensure alignment with evidence-based strategies and the diverse needs of all students. Participants will also explore practical tools and strategies for improving consistency, monitoring effectiveness, and driving continuous improvement. Whether refreshing practices or addressing challenges, this session will offer insights to strengthen Tier 1 implementation and foster a positive, equitable school culture.

#### SESSION OUTCOMES:

- Revisit Tier 1 strategies to implement buildingwide
- Explore ways to gain staff investment in Tier 1 practices
- Learn about using fidelity checks to ensure implementation

**PRESENTERS:** Megan Hinkle, Counselor, and Katie Davis, Social Worker, Independence Academy, Independence School District

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 2I: Building on Success — Thriving (Not Just Surviving) With SW-PBS (*Windgate 60-61*)

A foundation of Union Chapel Elementary School for more than 10 years has been the school's SW-PBS practices. This session will describe how Union Chapel Elementary uses data to continue refining its practices and increasing its support so that all students succeed. Participants will learn ways to adapt their SW-PBS systems to meet the needs of their own students including students who might be missing social-emotional skills.

#### SESSION OUTCOMES:

- Identify ways to use data to refine SW-PBS practices
- Learn how to target social-emotional skills as part of an MTSS process

**PRESENTERS:** Beth Dusin, School Counselor, Sarah Sieminski, Principal, and Rebecca Irwin, School Counselor, Union Chapel Elementary School, Park Hill School District

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 2J: The De-Escalation Cycle — Overview (*Windgate 62-63-64*)

Acting-out behaviors manifest in ways that make both classroom management and academic success challenging. In this session, the book *Managing the Cycle of Acting-Out Behavior in the Classroom* by Geoffrey T. Colvin and Terrance M. Scott will be used to provide an understanding of acting-out behavior along with an explanation of how educators can intervene proactively in order to prevent or minimize behavioral issues.

#### SESSION OUTCOMES:

- Become familiar with the acting-out cycle
- Identify areas within the cycle that can diffuse escalating behaviors

**PRESENTER:** Daniel Rector, Director of Student Services, Fulton School District



# BREAKOUT SESSIONS (CONTINUED)

## BREAKOUT SESSION 3 JUNE 3, 1:30-2:45 P.M.

### TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

#### 3A: Empowering Students Through Emotional Regulation — The Husky Hub Initiative (*Paradise A*)

Come explore the transformative power of a space designed to support students in managing their emotions and in building problem-solving skills. This session will guide participants in creating an effective emotional-regulation space that fosters positive behavior and student success. Learn how to implement calming strategies, facilitate meaningful conversations, and develop plans to address challenges. Participants will walk away with actionable steps to promote emotional well-being and a positive school climate in their own schools and districts.

##### SESSION OUTCOMES:

- Discover how to implement an effective schoolwide emotional-regulation space to support students' social-emotional needs
- Receive strategies to teach students how to recognize and manage their own emotions including calm-down techniques and reflective conversations
- Become equipped to create a structured process for helping students transition from emotional challenges to productive problem-solving

**PRESENTERS:** Joelle Scheffler, Behavior Instructional Aide, and Carlie Wilson, Assistant Principal, Alpha Hart Lewis Elementary School, Columbia School District

### TIER 2 3 TIER 2 AND TIER 3

#### 3B: Integrating Check In, Check Out Within Existing High School Systems (*Parasol II*)

This session will focus on adaptations high school teams are making to implement and integrate Check In, Check Out (CICO) within their existing systems. Presenters will also share practical strategies, tools, and their own experiences in implementing CICO in Missouri high schools.

##### SESSION OUTCOMES:

- Understand the core features of CICO
- Identify adaptations to fit CICO into the high school context
- Identify strategies integrating CICO within existing systems/structures

**PRESENTERS:** Angus Kittelman, Assistant Professor, MU; Lisa Friesen, Instructional Coordinator — MTSS; Lewis McKenzie, Assistant Principal, Jamie Ferguson, Academy Teacher, and Sissy Becvar, Behavioral Interventionist, Oak Park High School, North Kansas City School District

### TIER 1 SPECIAL INTEREST TOPICS

#### 3C: The Power of Consistency — Aligning SW-PBS and Conscious Discipline Strategies for Family and School Collaboration (*Paradise C*)

Learn how consistent behavioral expectations, emotional intelligence, and relationship-building can be reinforced through SW-PBS and Conscious Discipline at home and at school.

##### SESSION OUTCOMES:

- Learn the importance of setting clear and consistent behavioral expectations
- Discover how relationship-building can be reinforced through SW-PBS and Conscious Discipline
- Begin to bridge the home-to-school gap with family involvement

**PRESENTERS:** Chelsea Lane, Head Start Family Advocate, and Kennedy Lynn, Teacher, Early Childhood Center, Excelsior Springs School District

### TIER 1 2 3 SPECIAL INTEREST TOPICS

#### 3D: The Science of Belonging — Creating Spaces Where All Staff Can Thrive (*Paradise B*)

A sense of belonging is not just a byproduct of success but a condition for it. Having a culture of belonging districtwide and schoolwide is critical to fostering welcoming and safe working environments. Teachers cannot give to students what teachers are not receiving from their own work environments. This session will explore evidence-based strategies that can be implemented to create spaces where all staff can thrive.

##### SESSION OUTCOMES:

- Understand the importance of cultivating environments that foster a sense of belonging for all adults
- Facilitate welcoming and safe work environments for all staff
- Apply the concepts of belonging within and across organizations

**PRESENTERS:** Nanci Johnson, MO SW-PBS State Director, Jamie Grieshaber, MO SW-PBS Statewide Coach/District Facilitator, MU; and Michelle Kruse, School Safety Academy Program Coordinator, MSBA Center for Education Safety

# BREAKOUT SESSIONS (CONTINUED)

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 3E: Opportunities to Respond and Teacher Support (*Parasol I*)

Join this session for a hands-on and educationally pleasing experience and receive multiple strategies for increasing opportunities to respond in any content area. Enjoy our World Tour (the World Wide Web version) as you sample our building SW-PBS website, Building Behavior Lessons, and explore methods to make trainings available to staff and students outside of traditional meetings with the click of a button.

#### SESSION OUTCOMES:

- Experience multiple strategies for increasing opportunities to respond in any content area
- Sample the Building Behavior Lessons website and explore methods to make training available outside of traditional meetings

**PRESENTERS:** Sandra Hinckley, Teacher, Kay Douglas, Teacher, and Amy Hill, Teacher, Bingham Middle School, Independence School District

## TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT

### 3F: Small School, Big Impact (*Windgate 60-61*)

This session is designed for smaller school districts and offers innovative ideas and resources to facilitate meaningful change. A small PK-8 district with limited resources, North Wood R-IV is committed to enhancing its leadership, systems, and culture. This results in significant improvements for staff, students, and parents. The district's MTSS serves as a guiding framework to address academic, attendance, behavioral, and social-emotional needs through a structured approach that integrates interventions and enrichment opportunities. These concepts and resources can be adapted for schools of any size and at any grade level, thus empowering educators to implement impactful strategies.

#### SESSION OUTCOMES:

- Recognize that MTSS offers a framework for addressing student academic, attendance, behavioral, and social-emotional needs through a structured approach
- Gain insights into how North Wood R-IV prioritizes its leadership, culture, and systems to create positive outcomes for students

- Be able to adapt or replicate successful strategies and resources to address the unique needs of participants' own districts

**PRESENTERS:** James Flores, Principal, Kristina Jackson, Counselor, Lauren Prugh, Kindergarten Teacher, Ashley Schulke, Fourth Grade Teacher, Nikole McMullin, Special Education Teacher, and Cathy Harris, Special Education Teacher, North Wood R-IV School District

## TIER 1 2 3 SPECIAL INTEREST TOPICS

### 3G: Creating a Sense of Belonging by Redefining What Society Says Is Possible for Black and Brown Students (*Windward 71-72-73*)

This session will explore refreshing strategies for fostering a sense of belonging among Black and Brown students, challenging societal norms and redefining possibilities through culturally responsive practices within the MTSS and SW-PBS framework.

#### SESSION OUTCOMES:

- Explore strategies and tools to create sense of belonging for all children
- Become aware of how unfair acts and practices adversely affect Black and Brown students
- Create different examples of equitable experiences for students

**PRESENTERS:** Casetta Brown, School Culture and Climate Coordinator, St. Louis School District; and Lisa Powers, Senior Research Associate, MU Center for SW-PBS

## TIER 1 DATA SYSTEMS AND DECISION-MAKING

### 3H: MO SW-PBS Tier 1 Data Tools (*Leeward 74-75*)

MO SW-PBS data tools are designed to aid teams in making data-based decisions. These tools are easy to use, and they provide teams with reports that are easy to read and interpret and that are needed to make decisions regarding office discipline referral data. This hands-on session will build in time and resources to practice entering data, running reports, and troubleshooting. (Participants are encouraged to bring a laptop.)

#### SESSION OUTCOME:

- Discover how to access MO SW-PBS data tools

**PRESENTER:** Gordon Way, MO SW-PBS Web and Data Consultant, MU



# THRIVING TOGETHER



# BREAKOUT SESSIONS (CONTINUED)

## TIER 1 2 DATA SYSTEMS AND DECISION-MAKING

### 3I: Data-Driven Decisions (*Nautical Wheeler*)

Have you ever needed to make changes for a student but were not able to do so? Without data, the Knox County R-I School District had great ideas on how to address student behaviors, but educators could not prove there was a need for change. In this session, participants will discover the importance of continually collecting behavioral data in order to implement change for individual students and across the entire SW-PBS program. Come along on a journey starting with very little data and overwhelmed teachers; and ending with obtaining the data necessary to back up the district's need for the addition of a student-success team, a board-certified behavioral analyst, and even a trained therapy dog.

#### SESSION OUTCOMES:

- Discover how to use data to drive decision-making
- Learn the effects of data on behavioral supports within the school
- Learn how to use data continually for growth within the school district

**PRESENTERS:** Bethany Hoffman, Third Grade Teacher, Kayleigh Fogle, Behavioral Specialist, and Paige Gudehus, Special Education Teacher, Knox County Elementary School, Knox County R-I School District

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 3J: The De-Escalation Cycle — Strategies for Elementary Schools (*Windgate 62-63-64*)

Acting-out behaviors manifest in ways that make both classroom management and academic success challenging. In this session, the book *Managing the Cycle of Acting-Out Behavior in the Classroom* by Geoffrey T. Colvin and Terrance M. Scott will be used to provide an understanding of acting-out behavior along with strategies elementary educators can use to prevent or minimize behavioral issues.

#### SESSION OUTCOMES:

- Review the acting-out cycle
- Identify strategies to use in elementary settings that can diffuse escalating behaviors

**PRESENTER:** Daniel Rector, Director of Student Services, Fulton School District

## BREAKOUT SESSION 4 JUNE 3, 3:00-4:15 P.M.

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 4A: It's Not About the Program — Creating a Schoolwide Culture With SW-PBS as the By-Product, Not the Goal (*Parasol II*)

SW-PBS is not a program. It is a culture of support, recognition, and positivity. Every staff member, every program, every committee, and every role should contribute to student and teacher success and growth. In this session, participants will witness the path one high school has taken to create an interconnected web of support that has resulted in improved staff surveys and student buy-in. It is a work in progress, but after the school's third year of intentional cohesion, its educators are seeing the tangible benefits.

#### SESSION OUTCOMES:

- Assess the level of intersection among committees and procedures in the participants' schools and districts
- Identify areas of isolation within the participants' schools and districts

**PRESENTERS:** Elizabeth Hancock, ELA Teacher, and Nicole Ohmes, College and Career Readiness Teacher, Warrenton High School, Warren County R-III School District

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 4B: Focusing on Freshmen — Universal Interventions for Improving Social Skills and School Engagement (*Leeward 74-75*)

This session will focus on how to deliver effective, universal social- and engagement-skills programs for freshmen in high school. Come learn about the core features of these programs and share in real-life experiences of implementing them in high school. Participants will also discuss the various considerations for high school SW-PBS teams in building these systems (team structures, peer support, and training and coaching of personnel) in order to implement them successfully.

#### SESSION OUTCOMES:

- Describe how to deliver universal interventions that are targeted for freshmen success



# BREAKOUT SESSIONS (CONTINUED)

- Identify the core features of effective social-skills and engagement-skills programs
- Identify strategies for providing peer support to freshmen

**PRESENTERS:** Lindsey Mirielli, Post-Doctoral Fellow, University of Kansas; and Angus Kittelman, Assistant Professor, MU

## **TIER 2 3 TIER 2 AND TIER 3**

### **4C: Tackling Tier 2 in Early Childhood** (*Nautical Wheeler*)

If you are on a Tier 2 team and find it hard to tackle some Tier 2 behaviors, join the club! In this session, learn how the Excelsior Springs School District's Early Childhood Center has created a problem-solving framework that is being shaped constantly into an effective system by adjusting its procedures and processes to best meet the needs of students. In addition, receive strategies that educators have used to grow the social-emotional development of both adults and students.

#### **SESSION OUTCOMES:**

- Discover the problem-solving framework used at the Early Childhood Center
- Learn about the center's Tier 2 procedures and processes
- Learn about successful Tier 2 strategies utilized by educators at the center

**PRESENTERS:** Sarah Ewing, Mental Health Specialist, Laura Wood, Speech Language Pathologist, Kennedy Lynn, Teacher, Chelsea Lane, Head Start Family Advocate, and Katie Andreasen, Principal, Early Childhood Center, Excelsior Springs School District

## **TIER 1 2 3 SPECIAL INTEREST TOPICS**

### **4D: The Science of Belonging — Creating Spaces Where All Students Can Thrive** (*Paradise B*)

A sense of belonging is not just a byproduct of success but a condition for it. Intentionality in planning for belonging reaps improved social and behavioral outcomes as well as increased academic achievement. This session will explore core commitments at the districtwide and schoolwide levels along with evidence-based classroom strategies that educators can implement to create spaces where all students can thrive.

#### **SESSION OUTCOMES:**

- Understand the importance of belonging for academic, behavioral, and social success
- Learn how to create environments that foster a sense of belonging for all students

- Apply the concepts of belonging districtwide, schoolwide, in the classroom, and in building 1:1 relationships with students

**PRESENTERS:** Nanci Johnson, MO SW-PBS State Director, Jamie Grieshaber, MO SW-PBS Statewide Coach/District Facilitator, MU; and Michelle Kruse, School Safety Academy Program Coordinator, MSBA Center for Education Safety

## **TIER 1 SPECIAL INTEREST TOPICS**

### **4E: We're Happy You Are Here — Attendance Initiatives** (*Paradise A*)

Student attendance impacts many aspects of student success. Learn how South Elementary School implemented attendance initiatives to improve schoolwide attendance rates. This session will focus on the school's programming that includes Never Been Absent (NBA) celebrations; Here Everyday, Ready, and On-Time (HERO) grade-level attendance social-skills groups; attendance watch lists; weekly attendance reporting; and other schoolwide attendance initiatives.

#### **SESSION OUTCOMES:**

- Learn practical, data-driven strategies to evaluate and promote student attendance
- Identify individual, classroom, and schoolwide initiatives to increase student attendance

**PRESENTERS:** Michelle McMullan, Principal, and Jennifer Nigut, Counselor, South Elementary School, Kennett School District

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **4F: Building Community and Positive Behavior — Integrating a House System Into Your Middle School SW-PBS Program** (*Windward 71-72-73*)

Discover how to enhance your middle school's SW-PBS framework by implementing an engaging house system. This session will offer practical strategies for integrating houses to foster school spirit, reinforce positive behavior, and build a sense of belonging. The presenters will share their experiences of building houses into their own program — the successes, the failures, and what they will be changing as they continue forward. This session is perfect for administrators, teachers, and SW-PBS teams looking to transform school culture, build spirit, and increase student engagement.

#### **SESSION OUTCOMES:**

- Learn how SW-PBS principles align with the house-system structure
- Recognize the benefits and challenges of implementing a house system



# BREAKOUT SESSIONS (CONTINUED)

- Learn how to build house-based positive incentives to drive spirit, positive culture, and positive behavior

**PRESENTER:** Shannon Wiese, Assistant Principal, Excelsior Springs Middle School, Excelsior Springs School District; and Denise Cunningham, SW-PBS Consultant, Kansas City RPDC

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **4G: Harnessing Positivity — How to Combat the Negative**

*(Windgate 62-63-64)*

Are you tired of drowning in negative data and feeling overwhelmed? Join this session and learn how one school turned the tide by intentionally highlighting the school's positives. Learn about schoolwide incentives that ignite the enthusiasm of both students and staff. Empower your own students with a revolutionary punch-card system that puts them in the driver's seat of their own incentives. By giving students control over their rewards, they become invested in their goals and stay motivated to achieve them. This is a game-changer for both teachers and students!

#### **SESSION OUTCOMES:**

- Receive real-life examples and ideas for creating positive incentives to implement in schools and classrooms
- Walk away with practical ideas on how to combat focusing on the negative along with the benefits of focusing on the positive

**PRESENTERS:** Heather Nelson, Behavior Interventionist, Jessica Soskin, Fourth Grade Teacher, and Kara Flores, Fifth Grade Teacher, Thorpe Gordon STEM Academy, Jefferson City School District

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **4H: Planning for Success — Implementing Tier 1 With Staff and Student Buy-In** *(Windgate 60-61)*

Come join this hands-on session focused on implementing SW-PBS Tier 1. Learn how Edgar Murray Elementary School successfully rolled out SW-PBS by emphasizing the importance of collaboration and consistency. Participants will walk away with practical tools to create an effective rewards system that motivates both staff and students. This session will empower you to foster a positive school climate and enhance student engagement through proven SW-PBS strategies that can be applied immediately in your own school or district.

#### **SESSION OUTCOMES:**

- Gain skills in using data to inform instructional approaches, track

- student data, and address target areas while ensuring that teaching aligns with individual needs and student goals
- Learn how to establish professional-learning networks and be equipped to create collaborative structures that enhance teacher development
- Collaborate on effective ways to motivate staff and students to follow school expectations consistently

**PRESENTERS:** Kim Jobe, Reading Interventionist, and Claire DeMello, Fourth Grade Teacher, Edgar Murray Elementary School, St. Clair R-XIII School District

## **TIER 1 2 3 SPECIAL INTEREST TOPICS**

### **4I: Self-Care for Educators** *(Parasol I)*

Educators spend a great deal of time administering to others but frequently forget to care for themselves. This session will help educators identify strategies to stay happy and healthy.

#### **SESSION OUTCOME:**

- Learn unique methods and strategies to ensure that you stay healthy both mentally and physically

**PRESENTER:** Deb Childs, Former MO SW-PBS Consultant and Owner, Springs Ecozoic Center

## **BREAKOUT SESSION 5** **JUNE 4, 8:00-9:15 A.M.**

## **TIER 1 2 3 DISTRICTWIDE**

### **5A: We Have a District MTSS/SW-PBS Team — Exploring Our Next Moves** *(Nautical Wheeler)*

Join this session for an engaging and informative experience focused on districtwide implementation of SW-PBS across all tiers. Participants will gain an increased understanding of the role district leadership plays in the successful implementation of SW-PBS and will be able to use the District Systems Fidelity Inventory and its resources for strategic planning. A panel of district leaders and implementation coaches will facilitate a discussion in which participants will discover how to form a community of practice to share knowledge, experiences, and best practices in order to support one another's development.

# BREAKOUT SESSIONS (CONTINUED)

## SESSION OUTCOMES:

- Discuss districtwide logic, simplified phases of implementation, and elements that drive the work
- Learn from leaders in the field about tools, data, and resources that teams can use when building a districtwide plan
- Identify the next steps to build internal capacity to implement MTSS and SW-PBS districtwide through systems, practices, and data

**PRESENTERS:** Lisa Powers, Senior Research Associate, MU Center for SW-PBS; Casetta Brown, School Culture and Climate Coordinator, St. Louis School District; Lauren Weissler, MTSS Coordinator, Maplewood-Richmond Heights School District; and Jamie Grieshaber, MO SW-PBS Statewide Coach/District Facilitator, MU

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 5B: Strengthening Systems for a Thriving High School Culture (Windward 71-72-73)

Join this session and hear about one school's implementation of SW-PBS at the high school level. Participants will discover practical ways to improve school culture through the use of student data and responsive strategies. Participants will also learn about the development of systems of positive reinforcement that are authentic and motivating for high school teachers and students.

## SESSION OUTCOMES:

- Learn about ideas for positive reinforcement at the high school level
- Learn ways to use student data and responsive strategies to improve school culture

**PRESENTERS:** Deanna Uptegrove, Assistant Principal, and Allison Neumann, Teacher, Excelsior Springs High School, Excelsior Springs School District

## TIER 1 2 3 SPECIAL INTEREST TOPICS

### 5C: Integrating School Mental Health and SW-PBS (Windgate 62-63-64)

This session will provide participants with background information on the state of youth mental health as well as concepts regarding the integration of student mental health and SW-PBS through MTSS via the Interconnected Systems Framework. This will include results from a study exploring the relationship between Tier 1 SW-PBS and student self-reported mental health risks. Participants will also receive practical approaches to integrating SW-PBS and supports for school mental health.

## SESSION OUTCOMES:

- Learn how school mental health supports fit within multi-tiered systems in the Interconnected Systems Framework
- Receive data from a study exploring the relationship of Tier 1 SW-PBS implementation and youth mental health
- Gain resources regarding the integration of mental health and SW-PBS

**PRESENTER:** Kimberly Selders, Senior Research Associate, MU

## TIER 1 2 DISTRICTWIDE

### 5D: Setting Up Your District Leadership Team for Success — Tools and Tips to Strategically Organize and Align the Work (Windgate 60-61)

One district leadership team has developed a hub (a one-stop spot) that is organized into the components of the District Systems Fidelity Inventory (DSFI) and is linked to all of the important documents the team uses. In this session, participants will learn about the document templates used including the meeting schedule, agendas, and the action plan. Participants will also receive an outline of the work our district's team will perform this school year. Using the DSFI results, our team will align the action plan goal areas to be included in the monthly agendas.

## SESSION OUTCOMES:

- Walk away with ready-to-use templates that will organize and align the work district leadership teams are doing at the Tier 1 level
- Use the DSFI results to identify action plan goals and develop monthly agendas to ensure focus on these goals

**PRESENTER:** Angie Maseman, MO SW-PBS Statewide Coach/District Facilitator, MU

## TIER 2 3 MULTI-TIERED SYSTEM OF SUPPORT

### 5E: Yoga as an Intervention (Paradise B)

Do you feel as though you've tried it all to help students who are feeling overwhelmed and anxious or who are acting out? Have you tried yoga and breathwork in your schools and classrooms? In this session, participants will engage with the foundations of yoga and breathwork along with the research behind why they are such effective practices. Through the power of controlled breathing techniques and physical movement, you can support your students before, during, and after moments of dysregulation. (P.S. This works with staff, too!)

## SESSION OUTCOMES:

- Recognize traits of dysregulation in the school setting

# BREAKOUT SESSIONS (CONTINUED)

- Identify the benefits of yoga and breathwork
- Practice using yoga and breathwork as a proactive strategy

**PRESENTER:** Emily Turner, Director of Special Education, Warren County R-III School District

## **TIER I** MULTI-TIERED SYSTEM OF SUPPORT

### **5F: Pick Six — Staff-to-Student Mentoring at Lange Middle School** (Paradise A)

During the 2023-24 school year, Lange Middle School started a staff-to-student mentoring program called Give Me Five in which each staff member picked five students to mentor. Through this program, staff discussed and monitored academics, behaviors, and attendance with students. With the success of the program, Lange Middle has expanded it to have each staff member mentor six students. This session will share how our school started, maintained, and monitored the students' success.

#### **SESSION OUTCOMES:**

- Learn how Lange Middle uses a staff-to-student mentoring program to increase student engagement
- Discover how Lange Middle created staff buy-in for the program
- Learn how Lange Middle monitored student progress in the program and how student participation impacted school achievement

**PRESENTERS:** Joseph Lauchstaedt, Assistant Principal, Melissa Manie, Instructional Mentor, and Angee Whitesides, Learning Specialist, Lange Middle School, Columbia School District

## **TIER I** SPECIAL INTEREST TOPICS

### **5G: Together We Thrive — Creating a Positive School Culture for Students, Staff, and the Community** (Paradise C)

Gerald Elementary School has created a positive and impactful culture through SW-PBS, family groups, schoolwide assemblies, WIN Time, service projects, community partnerships, and more. Designed to foster connection and a sense of belonging, these initiatives have significantly influenced student behavior and learning, helping all students feel they are a valued part of the Gerald Elementary family.

#### **SESSION OUTCOMES:**

- Examine how SW-PBS can serve as a foundation for fostering a positive school culture and how to implement SW-PBS strategies effectively to support both behavioral and academic success
- Understanding how specific initiatives can build a positive culture
- Gain insight into how partnerships with community organizations can strengthen school culture and extend learning beyond the classroom

**PRESENTERS:** Randee Schatz-Morris, Teacher, and Randi Gehlert, Teacher, Gerald Elementary School, Gasconade County R-II School District

## **TIER I** DISTRICTWIDE

### **5H: Thriving Through Coaching** (Parasol II)

Coaching is a powerful tool that leads to higher levels of collaboration and dialogue that center on solutions rather than complaints or direct advice. Michael Bungay Stanier's book *The Coaching Habit* outlines seven essential questions that guide coaches on how to embrace curiosity and active listening to truly understand the coachee's perspective. Join this session to learn how to apply these essential questions in various situations in order to foster meaningful conversations and empower others to take ownership of their own development.

#### **SESSION OUTCOMES:**

- Understand the shift from *telling* to *asking* to facilitate deeper reflection and ownership
- Learn about the seven essential questions that lead to powerful solution-focused conversations

**PRESENTER:** Jody Baker, MO SW-PBS Statewide Coach/District Facilitator, MU

## **TIER I** SCHOOLWIDE AND CLASSROOM

### **5I: #ObserveMe — Improving Our Practices Through Peer Observations** (Parasol I)

What if students walked by teachers' classrooms and saw signs outside the doors inviting others to observe their teaching practices? What would this tell our students? Imagine a culture of trust and collaboration in



# THRIVING TOGETHER





# BREAKOUT SESSIONS (CONTINUED)

which teachers observe one another and coach one another to improve practices throughout the building. #ObserveMe is a movement that encourages a growth mindset in teachers in which teachers observe one another during the school day and provide feedback specific to each individual teacher's needs. Come explore how this process can work to enhance effective teaching and learning classroom practices.

## SESSION OUTCOMES:

- Explore the #ObserveMe method of peer observations and feedback
- Engage with a building leadership team to learn about its process for implementing a peer observation model

**PRESENTERS:** Melody Wooten, Fourth Grade Teacher, and Tawni McCoy, Special Education Teacher, Galena-Abesville Elementary School, Galena R-II School District

## BREAKOUT SESSION 6 JUNE 4, 9:30-10:45 A.M.

### TIER 1 2 3 SPECIAL INTEREST TOPICS

#### 6A: Putting the Student First — Improving High School Students' Sense of Belonging (*Parasol II*)

In this session, participants will learn how student voice and belonging are associated with positive in-school and post-school outcomes. Participants will receive current research along with practical strategies for improving student belonging in the high school setting and free resources.

## SESSION OUTCOMES:

- Be able to describe at least two common themes related to belonging for students with and without disabilities across high school settings
- Experience a Tier 1 strategy to support student belonging through intentional team-based learning opportunities
- Learn a framework for soliciting student voice to support Tier 2 and Tier 3 behavioral intervention design decisions

**PRESENTERS:** Sara Estrapala, Assistant Research Professor, Shannon Locke, Doctoral Candidate, and Austin Jackson, Doctoral Candidate, MU

### TIER 1 SCHOOLWIDE AND CLASSROOM

#### 6B: Solidifying the Tier 1 Foundation (*Paradise C*)

This session will guide you through one school's process for clarifying Tier 1 expectations to increase on-task behavior, maximize student behavioral processing, and reduce office discipline referrals through a focus on the Tier 1 foundation. Participants will learn how a strong focus on our school's matrix and behavior flowchart helped support students and staff through our midyear move to a new building.

## SESSION OUTCOMES:

- Be able to clearly communicate the Tier 1 process to all stakeholders
- Utilize the matrix and behavior flow chart to reduce the number of chronic behaviors

**PRESENTERS:** Ross Rea, Teacher, Bryson Travis, Assistant Principal, and Jill Comstock, Principal, Lewis Elementary School, Excelsior Springs School District

### TIER 1 SCHOOLWIDE AND CLASSROOM

#### 6C: Focusing on Tier 1 in an Early Childhood K-2 School (*Parasol I*)

This session will explore the principles and practices of SW-PBS as tailored specifically for early childhood and early elementary settings. Participants will gain insights into how SW-PBS can foster a positive learning environment and support social-emotional development.

## SESSION OUTCOMES:

- Understand the SW-PBS framework, its principles, and its relevance to early childhood settings
- Identify practical strategies for implementing SW-PBS in early childhood and early elementary programs including how to establish clear behavioral expectations and best practices in the classroom
- Explore how to use data to monitor fidelity of implementation to make informed decisions that improve outcomes

**PRESENTERS:** Tanisha Stanciel, Principal, Maplewood-Richmond Heights Early Childhood Center; Lauren Weissler, MTSS Coordinator, Maplewood-Richmond Heights School District; and Lisa Powers, Senior Research Associate, MU Center for SW-PBS



# BREAKOUT SESSIONS (CONTINUED)

## TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT

### 6D: Integrated Academic and Behavioral Data-Based Decision-Making in Grade or Content-Alike Data Teams (*Paradise B*)

In this session, participants will learn to use contextual data, the ABCs of behavior, and common formative-assessment data to identify possible function of behavior. Participants will also learn how to use data to prioritize academic, behavioral, or integrated academic and behavioral interventions to improve student outcomes.

#### SESSION OUTCOME:

- Understand and be able to implement a process for using data to improve academic and behavioral outcomes for students

**PRESENTER:** Gordon Way, MO SW-PBS Web and Data Consultant, MU

## TIER 1 2 3 SPECIAL INTEREST TOPICS

### 6E: What's the Purpose of Your Face — Communicating With Adolescents (*Paradise A*)

Communicating with teens and preteens often leaves adults confused or asking “What just happened?” Did you know that a teen’s inconsistent ability to read facial expressions accurately can lead to many misunderstandings? In this session, participants will learn more about these areas of mass confusion along with strategies that can help communication with teens and preteens both at school and at home.

#### SESSION OUTCOMES:

- Learn and be able to utilize the B.R.I.E.F. strategy to increase the quality of conversations with adolescents
- Identify conversation crashers that can deter the progress of a conversation

**PRESENTERS:** Cristin Nowak, Assistant Principal, William Chrisman High School, Independence School District

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 6F: The Positive Panther Program — Tier 1 at the High School Level (*Windward 71-72-73*)

Discover how Park Hill South High School went from zero to Tier 1 recognition in one year. Receive examples of our school’s different systems for encouraging positive behavior, discouraging negative behavior, setting expectations buildingwide, and everything else related to Tier 1 through our Positive Panther Program. Walk away with ideas and motivation for how to implement SW-PBS at the high school level.

#### SESSION OUTCOMES:

- Learn about the comprehensive implementation of Tier 1 systems and practices at the high school level
- Take away ideas and hard-copy files of proven strategies and practices geared toward implementing SW-PBS in high school

**PRESENTERS:** Megan Palmer, SW-PBS Co-Chair, and Brad Jones, SW-PBS Co-Chair, Park Hill South High School, Park Hill School District

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 6G: Laying the Foundation — A Practical Guide to Launching SW-PBS Tier 1 for Schoolwide Success (*Nautical Wheeler*)

Are you ready to launch Tier 1 in your school and build a foundation for lasting positive behavior? This session will offer a step-by-step guide to successful implementation by covering essential components like creating a behavior expectation matrix, designing acknowledgment systems, and using data to drive improvement. Participants will leave equipped with practical tools and strategies enabling them to set clear expectations, engage staff, and build a proactive and positive school culture in which students can thrive.

#### SESSION OUTCOMES:

- Identify the essential components of Tier 1 including setting behavioral expectations, developing an acknowledgment system, and creating proactive behavior-management strategies
- Develop a customized behavior expectation matrix and create a plan to teach, reinforce, and monitor the expectations in various settings
- Analyze data-collection methods to track behavioral trends and enable data-driven decisions that improve SW-PBS fidelity and support schoolwide success

**PRESENTER:** J.D. Gee, Principal, Amanda Walters, Science Teacher, and Ruth Wydick, ELA Teacher, Lamar Middle School, Lamar R-I School District

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 6H: The De-Escalation Cycle — Strategies for Secondary Schools (*Windgate 62-63-64*)

Acting-out behaviors manifest in ways that make both classroom management and academic success challenging. In this session, the book *Managing the Cycle of Acting-Out Behavior in the Classroom* by Geoffrey T. Colvin and Terrance M. Scott will be used to provide an understanding of acting-out behavior along with strategies secondary educators can use to prevent or minimize behavioral issues.

# BREAKOUT SESSIONS (CONTINUED)

## SESSION OUTCOMES:

- Review the acting-out cycle
- Identify strategies to use in secondary settings that can diffuse escalating behaviors

**PRESENTER:** Daniel Rector, Director of Student Services, Fulton School District

## BREAKOUT SESSION 7 JUNE 4, 11:00 A.M.-12:15 P.M.

### TIER 2 3 TIER 2 AND TIER 3

#### 7A: Navigating Tier 2 — Best Practices for Check In, Check Out and for a Check In, Check Out Resilience Education Program (*Paradise A*)

This session will focus on installing standard CICO along with CICO adapted to address internalizing needs — Check In, Check Out Resilience Education Program (CICO REP). Come learn how these align with Tier 1, systems, and data from elementary school exemplars who are currently implementing CICO and CICO REP.

## SESSION OUTCOMES:

- Understand Tier 2 data, systems, and practices and their connection to Tier 1 including key components and the steps necessary for successful implementation
- Learn from leaders in the field about how to utilize relevant tools and resources to install Tier 2 CICO and CICO REP
- Identify the next steps toward integrating Tier 2 CICO and CICO REP practices within your school or district

**PRESENTERS:** Sara Estrapala, Assistant Research Professor, MU; Lisa Powers, Senior Research Associate, MU Center for SW-PBS; Lizzie Wiegert, Social-Emotional Interventionist, Maplewood-Richmond Heights Elementary School, Maplewood-Richmond Heights School District; and Kelly Stemmermann, Assistant Principal, Robinwood Intermediate School, Ferguson-Florissant R-II School District

### TIER 1 SCHOOLWIDE AND CLASSROOM

#### 7B: A Positive Approach to Progression (*Nautical Wheeler*)

Do you want to learn how to approach your year with a positive plan for progression? Join this session as one school shares its journey in creating phases of implementation for student and staff success in Tier 1

practices. Receive examples of our experiences in implementing Tier 1 in phases that will help your school year be positive from the very first day.

## SESSION OUTCOMES:

- Discover how Conscious Discipline strategies align with SW-PBS Tier 1 practices
- Learn how to successfully implement Tier 1 strategies in phases
- Feel confident and prepared to begin rolling out Tier 1 practices from the first day of school

**PRESENTERS:** Taylor Rusche, Teacher, Olivia McHenry, Teacher, and Sarah Ewing, Mental Health Specialist, Early Childhood Center, Excelsior Springs School District

### TIER 1 SCHOOLWIDE AND CLASSROOM

#### 7C: An SW-PBS System That Supports and Encourages Staff Member Involvement at a Small District (*Parasol II*)

Our small, rural school's digital rewards system has evolved from a paper ticket system that had been especially successful at engaging our students in the SW-PBS tenants. Over the last two years, Prairie Home R-V has also refocused and built up its staff rewards system to boost morale and promote involvement.

## SESSION OUTCOMES:

- Learn about a free, digital system of support that focuses on encouraging desired student behaviors and involvement
- Discover a staff-oriented system of support that boosts morale and increases teacher buy-in to ensure the fidelity of the student rewards system

**PRESENTERS:** Melody Paulson, Principal, Marie Stein, Secondary SW-PBS Coordinator, and Nichole Bruce, Elementary SW-PBS Coordinator, Prairie Home R-V School District

### TIER 2 3 TIER 2 AND TIER 3

#### 7D: Unlocking the Next Level of SW-PBS — Moving From Tier 1 to Targeted Success (*Windgate 62-63-64*)

This session will show the struggles of moving from Tier 1 to Tier 2 and Tier 3 at the middle school level. While our school has continuously worked on bits and pieces of Tier 2 and Tier 3, our goal as a building has been to move to a more systemized process that allows for all stakeholder voices to be present. This process is messy and requires a lot of trial and error. Walk through our journey with us to witness where we are currently at in this process.

# BREAKOUT SESSIONS (CONTINUED)

## SESSION OUTCOMES:

- Explore the process and struggle of how a middle school created Tier 2 and Tier 3 teams to provide more targeted support for students while holding strong on Tier 1 foundations
- Gain ideas for how to manipulate the schedule to create more support within the school building
- Receive examples of forms, documents, and resources that provide Tier 2 and Tier 3 supports

**PRESENTERS:** Amanda Benjamin, Assistant Principal, and Adrian Singletary, Principal, Plaza Middle School, Park Hill School District

## TIER 1 2 3 SPECIAL INTEREST TOPICS

### 7E: Understanding Trauma in School (*Paradise C*)

This session will provide a basic overview of what trauma is; its effects on the brain and development; and what educators can do to provide a safe, supportive, and calming environment to promote growth in students and families. Participants will complete an assessment on adverse childhood experiences to provide insight on how their own previous life experiences could be impacting their relationships and interactions. Participants will also learn what secondary trauma is, what it can look and sound like, and how to handle it if they notice symptoms within themselves or others.

## SESSION OUTCOMES:

- Receive a basic overview of what trauma is, what could be a traumatic event, and the effects of trauma on the brain and development
- Understand what trauma might look like in your students, their families, or yourself
- Learn what traumatic responses are and what secondary trauma can look and sound like, along with examples of trauma-informed strategies to use within the classroom

**PRESENTER:** Abbi Schuh, Third-to-Sixth-Grade Counselor, Vineland Elementary School, De Soto School District

## TIER 1 2 DATA SYSTEMS AND DECISION-MAKING

### 7F: Started From the Bottom, Now We're Here — Building Effective Systems for SW-PBS Success (*Windward 71-72-73*)

In this session, participants will explore how to build systems from the ground up to ensure the long-term success of SW-PBS. Beginning with the foundational principles, come examine how to establish effective processes, procedures, and systems for collecting, tracking, and

reporting behavioral data. This session will also walk through the step-by-step creation of efficient, scalable systems that support consistent, data-driven decision-making. Whether your school is just starting or is seeking to enhance its existing SW-PBS framework, this session will provide tools and strategies to build, implement, and refine systems from the ground up.

## SESSION OUTCOMES:

- Develop and implement data-collection systems that effectively track and report student behavior, aligning with schoolwide goals
- Design scalable SW-PBS systems that support consistent, data-driven decision-making for proactive and equitable student interventions
- Foster collaboration among staff through decision-making frameworks that promote a positive school climate and drive SW-PBS success

**PRESENTERS:** Abbey Meyer, Assistant Principal, Taylor Jahn, Principal, Maple Elementary School; and Justin Orscheln, Assistant Principal, Eagle Heights Elementary School, Smithville R-II School District

## TIER 1 2 SCHOOLWIDE AND CLASSROOM

### 7G: Review, Reflect on, and Rejuvenate Your Current SW-PBS Systems (*Parasol I*)

"Nothing I do works for these kids!" If you had this thought during the last school year, this session is for you. Our school has been an SW-PBS school for more than 10 years, achieving Silver status each time we apply for recognition. We have had our matrix, SW-PBS lessons, rewards system, data collection, and more in place flawlessly every year. After staff changes and changes to our students' needs after the pandemic, we knew it was time to take a deep dive into our data to see what we could adjust to help our students and staff with behavior. Come learn the story of how we took our dated system from just okay to Super S.W.A.G.!

## SESSION OUTCOMES:

- Identify the benefits of updating current SW-PBS systems
- Consider the effectiveness of different types of student rewards systems
- Identify ways to improve Tier 1 and Tier 2 systems for students and staff

**PRESENTERS:** Kali Collins, SW-PBS Coordinator, Kaitlyn Norman, Counselor, Jeremy Barger, Principal, and Ginger Nowak, Associate Principal, El Dorado Springs Elementary School, El Dorado Springs R-II School District



# BREAKOUT SESSIONS (CONTINUED)

## TIER 1 2 3 TIER 2 AND TIER 3

### 7H: Rooted in Growth — Fostering Connections and Student Success Through an Early Childhood Care Team *(Leeward 74-75)*

How do your systems grow? At the Early Childhood Learning Center, we are dedicated to taking extreme care to plant strong roots that will flourish into healthy systems of support. We incorporate our care team to fit into the practices of a multi-tiered system of support for our students. Join this session to learn how we established our care team and discover the systems we have in place to progress-monitor the fidelity and effectiveness of our MTSS.

#### SESSION OUTCOMES:

- Learn how to establish a care team
- Understand how the care team coordinates tiered systems of support for students who need more

**PRESENTERS:** Caysi Buck, Family Coordinator, Melissa Klocke, Director, and Megan Mikel, Behavior Support Teacher, Early Childhood Learning Center, Kirksville R-III School District

## TIER 1 DATA SYSTEMS AND DECISION-MAKING

### 7I: Minors and Majors, Oh My! — Collecting Data Doesn't Have to Be Scary *(Paradise B)*

Do you struggle with organizing minor behavior sheets and major behavior sheets? Do you enjoy creating colorful graphs to make things appear more positive? This session will explain how to utilize Google Forms and how to create data graphs to share with building-level teams to dive deep into the data. Participants will walk away from this session feeling motivated for a new school year and excited to support the stakeholders in their school districts.

#### SESSION OUTCOMES:

- Use Google Forms to gather the Big 5 Data
- Dive deep into the data to drive intervention support systems
- Discover positive ways to support educators in your school district who are struggling with consistent behaviors from the same students

**PRESENTERS:** Lisa Sensenich, SW-PBS Coordinator, Brookfield Elementary School, Brookfield R-III School District

# THRIVING TOGETHER

## BUILDING CONNECTIONS FOR TEACHER WELL-BEING AND STUDENT SUCCESS





# SCHOOL RECOGNITION AWARDS

## TIER 3 AWARD OF EXCELLENCE

### Bayless

Bayless Elementary

### Brookfield R-III

Brookfield Elementary

### Carl Junction R-I

Carl Junction Intermediate  
Carl Junction Primary 2-3  
Carl Junction Primary K-1

### Caruthersville

Caruthersville Middle

### Catholic Diocese of Jefferson City

Immaculate Conception\*

### Columbia

Alpha Hart Lewis Elementary  
John B. Lange Middle

### Crawford County R-I

Bourbon Elementary

### Crawford County R-II

Cuba Middle

### Dent-Phelps R-III

Dent-Phelps R-III

### Ferguson-Florissant R-II

Halls Ferry Intermediate  
Lee-Hamilton Intermediate  
Robinwood Intermediate

### Fort Osage R-I

Fire Prairie Upper Elementary

### Fox

Don Earl Early Childhood Center

### Francis Howell R-III

Central Elementary

### Fulton

Bartley Elementary  
Bush Elementary  
Fulton Early Childhood Center  
McIntire Elementary

### Gasconade County R-II

Gerald Elementary\*

### Grandview C-4

Butcher-Greene Elementary

### Hallsville R-IV

Hallsville Intermediate  
Hallsville Primary

### Hannibal

Veterans Elementary

### Independence

Bingham Middle  
Christian Ott Elementary  
Clifford H. Nowlin Middle  
Independence Academy  
Mill Creek Elementary  
Pioneer Ridge Middle  
Randall Elementary  
Spring Branch Elementary  
Sycamore Hills Elementary

### Thomas Hart Benton Elementary

Truman High  
Van Horn High  
William Chrisman High  
William Southern Elementary

### Jefferson City

Clarence Lawson Elementary

### Kirksville R-III

Kirksville Early Childhood  
Learning Center  
Kirksville Primary

### Knox County R-I

Knox County Elementary

### Lebanon R-III

Lebanon High

### Lewis County

Highland Elementary

### Lexington R-V

Leslie Bell Elementary

### Lincoln County R-III

William Cappel Elementary

### Marceline R-V

Walt Disney Elementary

### Mexico

Eugene Field Elementary  
Hawthorne Elementary

### Montgomery County R-II

Montgomery City Elementary

### Nixa

Nicholas A. Inman Intermediate  
Summit Intermediate

### North Kansas City

Chouteau Elementary  
Clardy Elementary  
Eastgate Sixth Grade Center  
Gracemor Elementary  
Lakewood Elementary  
Linden West Elementary  
Maplewood Elementary  
Meadowbrook Elementary  
Nashua Elementary  
Oakwood Manor Elementary  
Ravenwood Elementary  
Rising Hill Elementary  
Topping Elementary  
West Englewood Elementary

### North St. Francois County R-I

North County Intermediate\*  
Parkside Elementary

### North Wood R-IV

North Wood R-IV

### Park Hill

Alfred L. Renner Elementary  
Graden Elementary  
Hopewell Elementary  
Line Creek Elementary  
Plaza Middle  
Prairie Point Elementary  
Russell Jones Education Center  
Thomas B. Chinn Elementary  
Tiffany Ridge Elementary  
Union Chapel Elementary  
Walden Middle

# SCHOOL RECOGNITION AWARDS (CONTINUED)

**Pettis County R-V**  
Northwest Elementary

**Pleasant Hill R-III**  
Pleasant Hill Primary

**Poplar Bluff R-I**  
Lake Road Elementary  
Oak Grove Elementary

**Prairie Home R-V**  
Prairie Home R-V

**Salem**  
William Lynch Elementary

**Schuyler County R-I**  
Schuyler County Elementary\*

**Smithville R-II**  
Eagle Heights Elementary  
Maple Elementary

**Southern Boone County R-I**  
Southern Boone Elementary  
Southern Boone Primary

**Springfield R-XII**  
York Elementary

**St. Charles R-VI**  
Coverdell Elementary  
Jefferson Intermediate  
Monroe Elementary  
St. Charles Early Childhood  
Center

**St. Joseph**  
Edison Elementary  
Pickett Elementary

**Tipton R-VI**  
Tipton Elementary

**Union R-XI**  
Prairie Dell Elementary

**Warren County R-III**  
Daniel Boone Elementary  
Rebecca Boone Elementary  
Warrior Ridge Elementary

**Winfield R-IV**  
Winfield Middle  
Winfield Primary

## TIER 2 AWARD OF EXCELLENCE

**Caruthersville**  
Caruthersville Elementary

**Center**  
Boone Elementary

**Clark County R-I**  
Black Hawk Elementary

**Confluence Academies**  
Confluence Academies-South  
City

**El Dorado Springs R-II**  
El Dorado Springs Elementary\*\*

**Grain Valley R-V**  
Grain Valley Early Childhood  
Center

**Hazelwood**  
Walker Elementary

**Jefferson City**  
Thorpe Gordon STEM Academy

**Kennett**  
H. Byron Masterson Elementary  
South Elementary

**Montgomery County R-II**  
Montgomery County Middle

**North Central Missouri College**  
Green Hills Head Start

**North Kansas City**  
Gashland Elementary

**Park Hill**  
English Landing Elementary  
Hawthorn Elementary  
Lakeview Middle  
Park Hill South High

**Pilot Grove**  
Pilot Grove Elementary

**Pleasant Hill R-III**  
Pleasant Hill Elementary

**Pleasant Hope R-VI**  
Pleasant Hope Elementary

**St. Joseph**  
Parkway Elementary

## TIER 1 AWARD OF EXCELLENCE

**Albany R-III**  
Virginia E. George Elementary

**Brookfield R-III**  
Brookfield Middle

**Clark County R-I**  
Running Fox Elementary

**Columbia**  
Eliot Battle Elementary  
Rock Bridge Elementary

**Crawford County R-I**  
Bourbon Middle

**Davis R-XII**  
Davis Elementary

**Desoto**  
Vineland Elementary

**Excelsior Springs**  
Cornerstone Elementary  
Elkhorn Elementary  
Excelsior Springs Middle

**Fayette R-III**  
Laurence J. Daly Elementary  
Wm. N. Clark Middle

**Ferguson-Florissant R-II**  
Bermuda Primary  
Commons Lane Primary  
Holman Primary  
Johnson-Wabash Sixth Grade  
Center

# SCHOOL RECOGNITION AWARDS (CONTINUED)

STEAM Academy at McCluer  
South-Berkeley High  
STEAM Academy Middle  
Wedgwood Sixth Grade Center

**Francis Howell R-III**  
Fairmount Elementary

**Fulton**  
Fulton High

**Green Ridge R-VIII**  
Green Ridge R-VIII

**Independence**  
Glendale Elementary

**Jackson R-II**  
Orchard Drive Elementary

**Joplin**  
Joplin High

**Kirksville R-III**  
William Matthew Middle

**Lamar R-I**  
Lamar Middle

**Marceline R-V**  
Marceline Early Learning Center

**Missouri Schools for the Severely Disabled**  
Shady Grove State School

**Moberly**  
North Park Elementary

**New Franklin R-I**  
New Franklin Elementary

**North Kansas City**  
New Mark Middle

**Park Hill**  
Congress Middle  
LEAD Innovation Studio  
Southeast Elementary

**Pike County R-III**  
Clopton Elementary  
Clopton Middle and High

**Plaza Heights Christian Academy**  
Plaza Heights Christian Academy

**Pleasant Hill R-III**  
Pleasant Hill High  
Pleasant Hill Intermediate  
Pleasant Hill Middle

**Richwoods R-VII**  
Richwoods R-VII

**Savannah R-III**  
Amazonia Elementary  
Minnie Cline Elementary

**Smithville R-II**  
Horizon Elementary

**Southern Boone County R-I**  
Southern Boone High  
Southern Boone Middle

**Southern Reynolds County R-II**  
Ellington Elementary

**Springfield R-XII**  
Central High  
Horace Mann Elementary  
Jeffries Elementary  
Sherwood Elementary  
Walt Disney Elementary  
Wanda Gray Elementary  
Watkins Elementary

**St. Charles R-VI**  
Blackhurst Elementary  
George Null Elementary  
Hardin Middle  
Harris Elementary

**St. Clair R-XIII**  
Edgar Murray Elementary  
St. Clair Elementary

**St. Joseph**  
Coleman Elementary

**Steelville R-III**  
Steelville Elementary  
Steelville Middle

**Tipton R-VI**  
Tipton Middle

**Warren County R-III**  
Alpha Academy  
Hopewell Academy Early  
Childhood Center

\*10 Years Sustaining Fidelity  
\*\*15 Years Sustaining Fidelity

**MISSOURI SW-PBS  
SUMMER INSTITUTE**





# DR. MARY RICHTER AWARD

## MEET THE DR. MARY RICHTER SCHOOL OF DISTINCTION AWARD NOMINEES

### ALPHA HART LEWIS ELEMENTARY SCHOOL — COLUMBIA SCHOOL DISTRICT

Alpha Hart Lewis Elementary School is located in Columbia. With three administrators, 23 K-5 teachers, two pre-K teachers, four specials, four learning specialists, three Title reading teachers, and two and a half EL teachers, the school supports 459 students. Alpha Hart Lewis Elementary has earned multiyear MO SW-PBS recognition; and the values of being safe, respectful, and responsible are incorporated into everything that staff members do. By incorporating a variety of SW-PBS events throughout the school year, they have created meaningful opportunities for students to be recognized and rewarded for demonstrating these core values. The celebrations not only reinforce positive behavior but also build a sense of excitement and pride — making students genuinely look forward to coming to school each day. Educators have seen a noticeable decrease in suspensions and are better equipped to support students who need additional guidance. This commitment to SW-PBS has helped cultivate a more positive, inclusive, and supportive learning environment for all.

### BOURBON ELEMENTARY SCHOOL — CRAWFORD COUNTY R-I SCHOOL DISTRICT

Bourbon Elementary School is a rural school located in Bourbon, Missouri. With one districtwide administrator, one districtwide special education director, and 23 teachers, the school supports 336 students. Bourbon Elementary has earned multiyear MO SW-PBS recognition and has made significant strides in both behavioral and academic outcomes through the effective implementation of SW-PBS. Academically, Bourbon Elementary has surpassed the state average in one MAP assessment for the first time in more than six years. Daily adherence to expectations has created a more positive school climate with fewer discipline issues, which enables higher levels of learning. Positive behavior referrals have celebrated more than 150 students since 2022 for going above and beyond and helping to foster leadership and empathy. Community involvement has also grown with initiatives like the Back to School Bash, incentive trips, and daily live-streamed announcements reinforcing the Big Three values (Be Respectful, Be Responsible, Be Safe) shared with students and families alike.

### COVERDELL ELEMENTARY SCHOOL — ST. CHARLES R-VI SCHOOL DISTRICT

Coverdell Elementary School is a suburban school located in St. Charles. With one and a half administrators and 33 teachers serving 293 students, Coverdell Elementary has earned multiyear MO SW-PBS recognition. Since adopting SW-PBS in 2019, Coverdell Elementary has been transformed from a school struggling with frequent office referrals and unclear expectations to a thriving, data-driven community with clear systems and a positive climate. Disrespect referrals have dropped from 39 to just five annually. A strong SW-PBS foundation across all three tiers has empowered staff, increased student engagement, and strengthened family involvement. Innovative programs like student-led boot camps, an Amazon-style school store, Vibe Tribes, and monthly Chief-Xperiences enrich the school culture while SW-PBS family nights foster consistency between home and school. Tiered supports like Check In, Check Out have reduced behavioral issues by 25 percent within six weeks for targeted students. Ongoing data analysis and feedback ensure continued growth with SW-PBS deeply embedded in daily life and helping students internalize the values of being safe, respectful, and responsible both in and beyond school.

## CUBA MIDDLE SCHOOL — CRAWFORD COUNTY R-II SCHOOL DISTRICT

Cuba Middle School is a rural school located in Cuba, Missouri. With two administrators and 28 teachers, the school supports 347 students. Cuba Middle has earned 15-plus years of MO SW-PBS recognition. SW-PBS has been described as a pivotal catalyst in the school's systemic transformation by various stakeholders including a community member, the superintendent, and a staff member who has been a part of the leadership team from the first hard years of engaging all staff to years of implementation fidelity. Perhaps most importantly, a 2021 graduate of the Crawford County R-II School District stated in a letter: "As a sixth grader at Cuba Middle, I thought the PBS mentor program was a joke at first. But, over time, it helped everyone (including me) see me for me. And despite my sixth grade expectations, I graduated high school, made my grandmother proud, and I now own my own home. You guys helped me change my life for the good."

## EXCELSIOR SPRINGS MIDDLE SCHOOL — EXCELSIOR SPRINGS SCHOOL DISTRICT

Excelsior Springs Middle School is a rural school located in Excelsior Springs, Missouri. With three administrators and 41 teachers, the school support 542 students. Excelsior Springs Middle has earned multiyear MO SW-PBS recognition. Since restarting its SW-PBS journey in 2021, Excelsior Springs Middle has undergone a powerful transformation — overcoming a history of low expectations, discipline issues, and negative culture. Inspired by the 2024 MO SW-PBS conference, administrators and teachers collaboratively designed a customized SW-PBS framework tailored to their students' needs. This led to the creation of Tiger Dens — cross-grade house groups that foster connection, reduce stress, and reinforce expectations through student-led activities and friendly competition. Weekly den meetings and data-tracking via LiveSchool have made behavioral improvements engaging and meaningful. Strategic leadership, ongoing professional development such as Lunch-and-Learn, and data-based decision-making have driven dramatic improvements. ODRs dropped from 180 to 55 in just one month, fights fell from 80 to fewer than 15 in a year, and targeted interventions reduced post-lunch referrals by 25 percent in three weeks. With its school spirit and culture revitalized, Excelsior Springs Middle has become a place of joy, growth, and meaningful change — impacting students now and building a stronger future community.

## JOHN B. LANGE MIDDLE SCHOOL — COLUMBIA SCHOOL DISTRICT

John B. Lange Middle School is an urban school located in Columbia. With three administrators and 58 teachers, the school supports 508 students. Lange Middle has earned multiyear MO SW-PBS recognition. Lange Middle has fully embraced the Missouri SW-PBS framework, transforming its culture through a commitment to belonging, innovation, and resilience. With clear behavioral expectations, trauma-informed practices, and data-driven decision-making, the school has created a consistent, student-centered environment where both staff and students thrive. Academic growth is evident with an 8-percent increase in ELA proficiency and a 14-percent increase in math proficiency over two years. This growth is alongside significant climate gains highlighted by double-digit improvements in collaboration, belonging, and commitment. SW-PBS implementation has also led to a 54-percent decrease in out-of-school suspensions, a 55-percent drop in in-school suspensions, and a 49-percent reduction in office referrals over three years. More than 40 students have received targeted Tier 2 and Tier 3 supports while teachers benefit from coaching and classroom checkups. Strong family and community partnerships further enrich the school's impact, building not only academic success but also leadership, well-being, and long-term student empowerment.

## MAPLEWOOD ELEMENTARY SCHOOL — NORTH KANSAS CITY SCHOOL DISTRICT

Maplewood Elementary School is an urban school located in Kansas City. With one administrator and 25 teachers, the school supports 336 students. Maplewood Elementary has earned multiyear MO SW-PBS recognition. Maplewood Elementary is a standout example of a school where care, commitment, and continuous improvement drive success for every student. With a long-standing history of excellence in implementing SW-PBS, Maplewood Elementary pairs its award-winning framework with a relentless focus on data-driven decision-making, research-based practices, and student leadership. Academic achievement remains high, ranking among the top schools in the North Kansas City School District, and behavioral data is equally impressive, with more than 90 percent of students having no office referrals and with attendance increasing by 5 percent for three consecutive years. A student-leadership team actively participates in decision-making and schoolwide events while staff collaboration and shared ownership ensure that both students and teachers feel supported. Maplewood Elementary's low suspension rates, high academic growth, and strong climate indicators — reflected in a 97 percent MSIP score — make it a model school and trusted resource across the district and beyond.

## MONROE ELEMENTARY SCHOOL — ST. CHARLES R-VI SCHOOL DISTRICT

Monroe Elementary School is a suburban school located in St. Charles. With two administrators and 35 teachers, the school supports 367 students. Monroe Elementary has earned multiyear MO SW-PBS recognition. Monroe Elementary has cultivated a deeply student-centered culture by prioritizing the whole child — ensuring that students' basic, emotional, and social needs are all met before academic expectations are introduced. This approach has led to significant improvements across all key areas. The school's APR score rose from 71 percent in 2022–23 to 86.8 percent in 2023–24. Proportional attendance improved from 80 percent to 88 percent over three years, and office referrals declined from 711 to 389 during the same period. Rather than changing academic content, Monroe Elementary's success stems from building a supportive, safe, and motivating environment where students feel seen and valued. Positive reinforcement, consistent expectations, and a strong emphasis on relationships have transformed the climate, empowering students and strengthening home-school connections through engaging family events. By implementing SW-PBS with fidelity and compassion, Monroe Elementary exemplifies the district's mission to "Reach, Teach, and Empower" every student.

## PLEASANT HILL ELEMENTARY SCHOOL — PLEASANT HILL R-III SCHOOL DISTRICT

Pleasant Hill Elementary School is a suburban school located in Pleasant Hill, Missouri. With two administrators and 24 teachers, the school supports 311 students. Pleasant Hill Elementary has earned multiyear MO SW-PBS recognition. Pleasant Hill Elementary has transformed its school climate and improved student outcomes by adopting a proactive, data-driven approach to behavior support, particularly focusing on recess where discipline referrals were the highest. In response, the school implemented structured recess strategies including flip books with game guidelines, standardized rules, a reteaching slideshow, and the Recess Superstar initiative that incentivizes positive behavior with trophies and extra recess. These efforts led to a 40-percent overall reduction in office referrals and a 52-percent drop in recess-related incidents from October to February, which resulted in increased instructional time and a more positive environment. Additional strategies include monthly student-led assemblies, the Golden Ticket and Principal's Positive Shout-Out programs, and a schoolwide Rooster Bucks incentive system that encourages consistent positive conduct and community engagement. For students needing further support, Pleasant Hill Elementary provides targeted social-skills groups and individualized behavioral plans.



## **RAVENWOOD ELEMENTARY SCHOOL — NORTH KANSAS CITY SCHOOL DISTRICT**

Ravenwood Elementary School is a suburban school located in Kansas City. With one administrator, 16 K-5 teachers, two resource teachers plus one paraprofessional, two GOALS teachers (functional medically fragile) plus six paraprofessionals, six encore/specials plus two paraprofessionals, one ELL teacher plus paraprofessional, one building paraprofessional, and two reading teachers, the school supports 302 students. Ravenwood Elementary has earned multiyear MO SW-PBS recognition. Ravenwood Elementary has cultivated a school culture grounded in mindfulness, connection, and consistency by integrating Conscious Discipline with the SW-PBS framework. This has created an environment where students and staff feel emotionally safe, valued, and empowered. Through intentional professional development, coaching, and collaborative reflection, staff members have embraced a unified mindset focused on emotional regulation, relationship-building, and explicitly teaching expected behaviors. Their efforts have led to increased student attendance (from 84.3 percent to 85.9 percent), improved staff-climate data (particularly a 10-percent increase in classified staff's sense of belonging), and strong family and community support. A monthly analysis of eduCLIMBER data guides responsive, schoolwide action. Families consistently report feeling seen, supported, and valued while community leaders recognize Ravenwood Elementary's inclusive, proactive systems and unwavering commitment to every child's academic, social, and emotional growth.

## **RISING HILL ELEMENTARY SCHOOL — NORTH KANSAS CITY SCHOOL DISTRICT**

Rising Hill Elementary School is a suburban school located in Kansas City. With one and a half administrators and 29 teachers, the school supports 424 students. Rising Hill Elementary has earned MO SW-PBS recognition two times. Rising Hill Elementary has created a vibrant, student-centered culture by consistently clarifying, teaching, and reinforcing expectations through daily live video announcements centered on the Explorer's Path and RISE principles and by fostering a shared language of respect and accountability. This innovative communication approach, paired with visible reinforcement practices across campus, has led to authentic student ownership of expectations. Even new students quickly grasp and express them. The integration of SW-PBS and Conscious Discipline has further deepened relationships and community-building, resulting in a remarkable increase in student-reported feelings of inclusion and connection from 65 percent to 81 percent over three years, which is well above the district average. Parents are meaningfully included through regular communication, access to celebratory assemblies, and involvement on the Positive Behavior Implementation Committee. A parent and child abuse pediatrician praised the school for creating a nurturing environment where children feel safe and supported, emphasizing that Rising Hill's approach is not just a program — it is the essence of the school community.

## **WILLIAM CAPPEL ELEMENTARY SCHOOL — LINCOLN COUNTY R-III SCHOOL DISTRICT**

William Cappel Elementary School is a rural school located in Moscow Mills. With two administrators and 30 teachers, the school supports 450 students. William Cappel Elementary has earned multiyear MO SW-PBS recognition. Implementing a proactive, data-driven approach, the school has reduced its need for Tier 2 and Tier 3 interventions while doubling the number of students successfully exiting Tier 2 support. Clear behavioral expectations — the Big Three: Be Respectful, Responsible, and Safe — are taught and reinforced through visual aids, consistent practice, and motivators like Cappel Coins and AAA incentives for strong attitude, attendance, and academics. Integrated with the RULER program for emotional intelligence, this framework fosters self-awareness and intentional behavior. Tiered supports include targeted small groups and highly individualized interventions, all backed by strong family engagement and ongoing progress-monitoring. Survey data, including 94 percent plus SAS scores and near-perfect TFI ratings, confirm the effectiveness of the model. Beyond behavior, William Cappel Elementary cultivates a positive, inclusive school culture where every student feels seen and supported. This emphasis on teamwork, care, and community not only enhances learning but also leaves a lasting impact on the broader school and community environment.

## YORK ELEMENTARY SCHOOL — SPRINGFIELD R-XII SCHOOL DISTRICT

York Elementary School is an urban school located in Springfield. With one administrator and 25 teachers, the school supports 231 students. York Elementary has earned multiyear MO SW-PBS recognition. York Elementary has demonstrated a decade-long commitment to SW-PBS by creating a safe, supportive, and high-achieving learning environment that outperforms many Title I schools in discipline, attendance, and academic success. Since beginning its partnership with MO SW-PBS in 2013-14, York Elementary has been recognized with multiple awards for its fidelity and excellence in implementation, maintaining Tier 3 Award status since 2021. Through strong leadership, consistent data-driven practices, and a focus on professional learning around the Eight Effective Teaching and Learning Practices, York Elementary fosters a culture where both students and staff thrive. Its Tier 1 SOARR expectations provide clarity and consistency throughout the building, while Tier 2 and Tier 3 supports continue to evolve to meet student needs while being supported by staff collaboration and family involvement. Programs like the Eagle's Nest and the Big Event motivate students and build positive relationships. Even with a high poverty rate, York Elementary has become a model school for the district. It integrates behavioral and academic data to guide interventions and help shape districtwide SW-PBS practices — all thanks to the dedicated efforts of its leadership team and its community-centered approach.

## MEET THE DR. MARY RICHTER DISTRICT OF DISTINCTION AWARD NOMINEES

### FERGUSON-FLORISSANT R-II SCHOOL DISTRICT

The Ferguson-Florissant R-II School District in north St. Louis County serves 9,500 PK-12 students across 23 schools and has a two-decade commitment to SW-PBS. Three years ago, the district restructured its SW-PBS core team into a broader, MTSS district leadership team (DLT), shifting from isolated school-based SW-PBS efforts to a districtwide, whole-child approach. A major milestone was the creation of an MTSS comprehensive guide outlining academic, behavioral, and social-emotional supports across all three tiers. This guide informed school-level handbooks and revealed gaps especially in Tier 2 interventions. Implementing MTSS, particularly at the secondary level, has been challenging. The DLT emphasizes consistent adult behavior, distributed leadership, and the importance of establishing clear expectations for all students and staff. The current focus is on strengthening school-based teaming and coaching across all MTSS tiers and on improving data use, communication, and stakeholder feedback loops. The district is also expanding physical- and mental-wellness efforts, launching a new PK-12 SEL curriculum, and reinforcing restorative practices to reduce disciplinary disparities. Ferguson-Florissant R-II remains committed to equity through MTSS, ensuring all students receive the support they need to succeed in safe and connected learning environments.

## PRAIRIE HOME R-V SCHOOL DISTRICT

The Prairie Home R-V School District serves 166 students in Prairie Home, Missouri, across two school sites. Prairie Home R-V has successfully implemented a customized and developmentally appropriate SW-PBS/PRIDE system across elementary, junior high, high school, and staff levels. Central to this success is the district's innovative QR-based point system, which allows staff to immediately and easily reward positive behavior. This has increased staff participation and student engagement while reinforcing a positive schoolwide culture. Celebrations are a vital component including themed days, reward events, auctions, and staff-student encouragement challenges. These efforts foster strong relationships and create a vibrant and inclusive school climate. The SW-PBS system is deeply embedded in the district's identity and is widely supported by both staff and the broader community. The district has implemented all three tiers of SW-PBS. At Tier 1 is continuous planning for universal supports including a student-reward store. Tier 2 has monthly team meetings using individual student data to assess behavioral functions and intervention outcomes. Tier 3 uses flexible team meetings for students with intensive needs. Prairie Home R-V ensures family and community engagement through newsletters and brochures. The district has reported academic growth in reading and math that is credited to effective teaching practices aligned with SW-PBS. Data from tools like the School Culture Survey, SAS, and TFI indicate strong fidelity and growth in SW-PBS implementation. The district is committed to using systematic processes and data-driven decision-making to ensure sustainability and continuous improvement. The district's school-improvement plan integrates SW-PBS strategies across five major goal areas with clear expectations known as the Big Three: Be Safe, Be Respectful, Be a Learner/Responsible.



**Mary Miller Richter, Ph.D.**, was the first state director of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) serving from 2006 until her death in 2014. She was a lifelong learner, a consummate professional, and a respected leader in the field of education. Mary was passionate about grounding the work of MO SW-PBS in research while simultaneously working to build systems for statewide support that would serve as a national exemplar. Her dream is now a reality. Her legacy has improved life outcomes for countless students across the state of Missouri and beyond.



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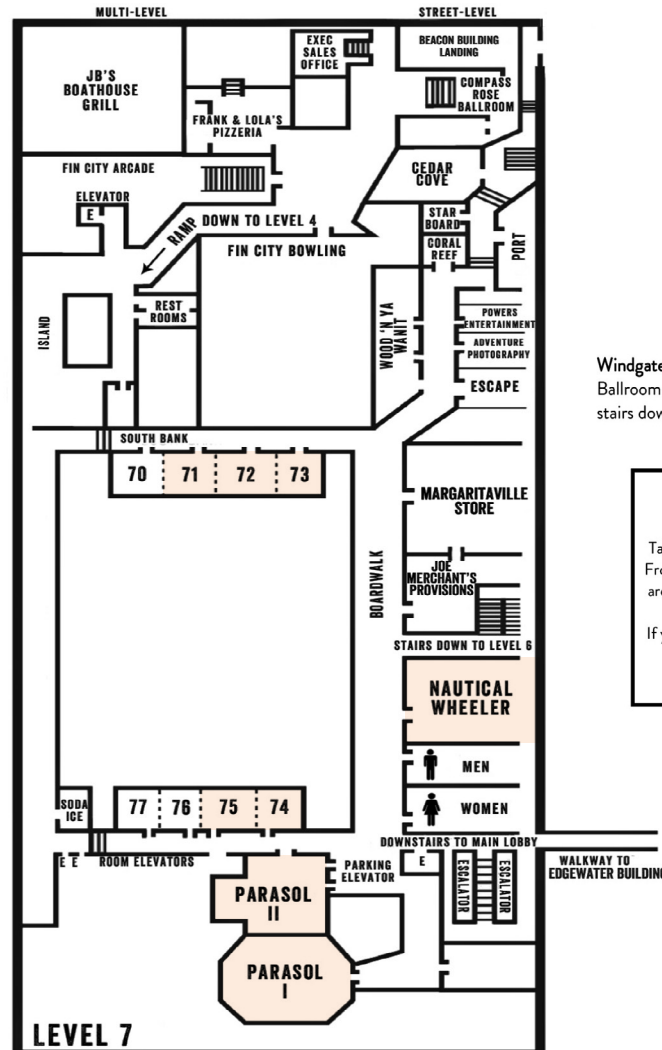
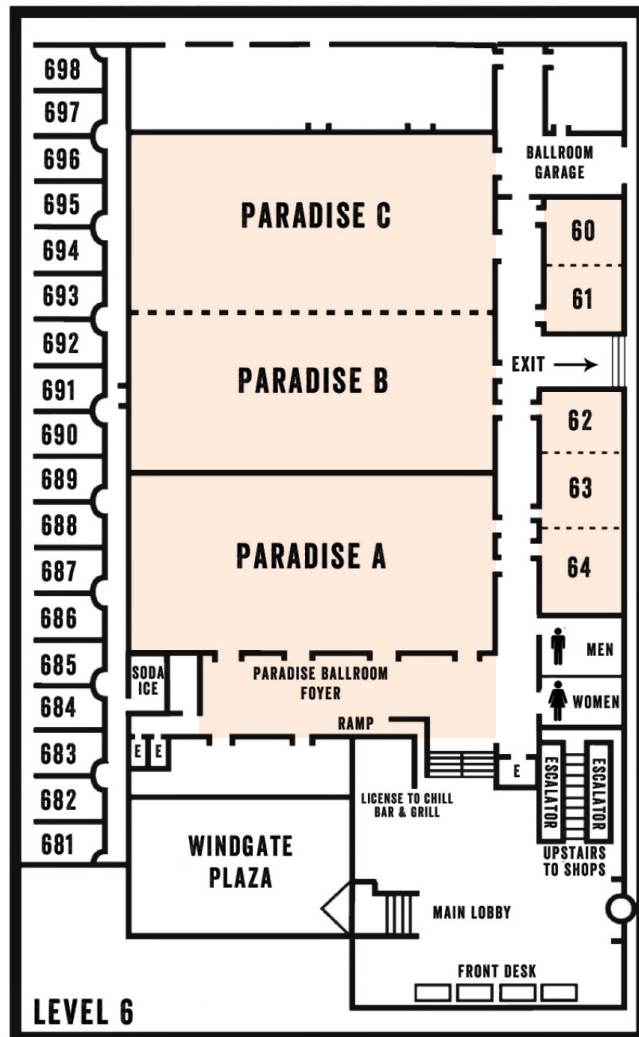
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# FACILITY LAYOUT

## ANCHOR AND BEACON BUILDING MEETING AND FACILITIES DIRECTIONAL MAP



**Windgate Hall:** Located on the 5th floor of Anchor Building. From the Paradise Ballroom Foyer on the 6th floor, either take the parking garage elevator or the stairs down one floor to Windgate Hall.

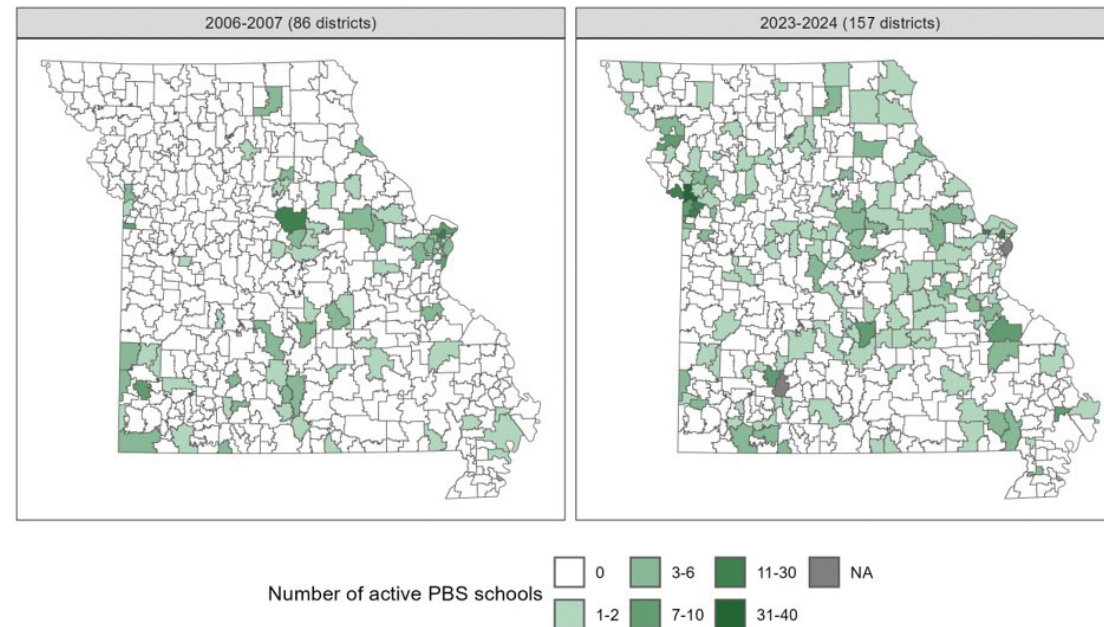
### Beacon Building Meeting Rooms

#### Having trouble with stairs?

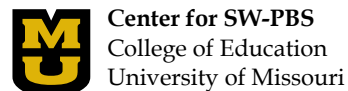
Take the connecting corridor from Anchor Building to Beacon Building: From Anchor Building, go to the double elevators where the guest rooms are located. Ride to level 4. Go through the guest room hallway, exiting at the far end. Turn left and follow the hallway to Beacon Building. If you are in a mobility assistance device and are unable to maneuver any amount of stairs, please contact Guest Services at Extension 5 or (573) 348-8623 for assistance.

# MISSOURI COUNTIES WITH SCHOOLS IMPLEMENTING SW-PBS

Missouri SW-PBS School Counts by Districts



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