

ARE YOUR PBIS SYSTEMS IN PLACE FOR THE NEW YEAR?

The start of a new school year is the perfect time to ensure your PBIS systems are running strong. A quick “systems check” can set the tone for consistency, clarity, and positive outcomes across your school. Here are a few areas to review.

Leadership Team

The start of a new school year is the perfect time to ensure your PBIS systems are running strong. A quick “systems check” can set the tone for consistency, clarity, and positive outcomes across your school. Here are a few areas to review:

Schoolwide Expectations

Confirm that your expectations are visible across settings and ready to be taught, modeled, and reinforced with students. Kick-off events and booster lessons are a great way to create consistency and buy-in.

Acknowledgement System

Review how staff will recognize positive behavior. Make sure tokens or tickets are ready and staff feel confident giving specific, positive feedback.



Data Routines

Check that TFI and SAS assessments are scheduled, office discipline referral systems are in place, and classroom walkthroughs are ready to go. Teams should know how and when data will be collected, reviewed, and acted upon.

Classroom Practices

Encourage teachers to review and reteach procedures, post daily schedules, and use both visual and verbal prompts. Consistency in classroom management is key for creating a supportive environment.

Advanced Tier Systems

Ensure your team is prepared to identify, support, and monitor students who may need targeted interventions early in the year. Having entry/exit criteria, interventions, and progress-monitoring systems in place keeps support proactive.

Family Communication

Partner with families by sharing schoolwide expectations, acknowledgment systems, and how they can reinforce positive behavior at home. Strong communication strengthens trust and consistency.

Professional Development & Calendar

Align PD with PBIS goals, ensuring staff have time to learn, practice, and reflect. Post your training and team meeting schedules so the process stays visible and predictable.

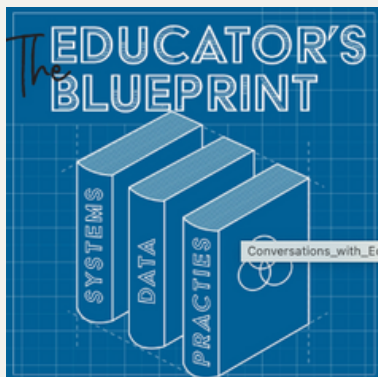
As you begin the year strong by ensuring PBIS systems are in place, you create a positive foundation for success. For additional information and resources for implementation visit pbissmissouri.org.



Summer Institute 2026

June 9-10, 2026
Tan-Tar-A Conference Center
Osage Beach, MO

Conversations that Shape Schools



Join us as we engage in meaningful conversations on the topics shaping today's schools—behavior, instructional practices, and system-wide change.

From the classroom to the boardroom, The Educators' Blueprint podcast offers a space to unpack, reflect, and learn together.

Tune in and take part in discussions designed to support educators at every level.

Subscribe and listen [here!](#)



Summer Institute 2025 Recap

Over **900 educators from six states** gathered at Tan-Tar-A Conference Center this summer for the **2025 MO SW-PBS Summer Institute, centered on the theme "Thrive Together – Building Connections for Teacher Well-Being and Student Success."** Participants left inspired and energized, with 97% of survey respondents planning to implement new strategies this fall and 92% rating the conference favorably.

Our **appreciation goes to Dr. Tim Lewis** who delivered an information packed keynote that reminded us of the passion and purpose behind MO SW-PBS, setting the tone for a time of collaboration and learning. The breakout sessions and poster session provided practical, high-quality content that educators could immediately apply in their schools.

A **very special thank you** goes out to the schools and districts who shared their PBIS journeys and to all participants who made the event a success. Whether it was your first Summer Institute or one of many, your presence made the event impactful.

Missed a session or want to revisit materials? All breakout session resources are now available at pbissmissouri.org/summer-training-institute/si-schedule.

Starting the Year with Supports in Place

As schools launch into a new year, it's essential to **ensure that Tier 2 and Tier 3 PBIS systems are well-prepared to support students who need additional layers of intervention.** Tier 1 practices provide the foundation, but strong Tier 2 and Tier 3 systems ensure that all students have access to the supports they need to thrive.

Tier 2 Systems focus on efficient, targeted interventions for groups of students who require additional support beyond the universal framework. At the start of the year, leadership teams should review data from the previous year, identify students who may benefit from Tier 2 supports, and confirm that interventions such as Check-In/Check-Out, social skills groups, and academic supports are ready to launch. Establishing clear entry and exit criteria, progress monitoring tools, and staff roles ensures that these systems are implemented consistently and equitably.

Tier 3 Systems are designed for students with the most intensive and individualized needs. As the year begins, teams should revisit their problem-solving processes, confirm that functional behavior assessments (FBAs) and individualized behavior intervention plans (BIPs) are in place, and ensure ongoing collaboration with families and specialists. Equally important is establishing a system for regular data review so interventions can be adjusted quickly and effectively to match student needs.

By **proactively preparing Tier 2 and Tier 3 systems**, schools create a seamless continuum of support. The goal is not just to respond when challenges arise, but to ensure that students experience timely, effective, and compassionate support throughout the school year. A strong start now builds momentum for sustainable success all year long. Find more information on [Tier 2](#) and [Tier 3](#) systems and practices on our [website](#).



Data-Driven Beginnings Lead to Positive Outcomes

A new school year brings fresh opportunities to build on successes and strengthen areas of need—and your MO SW-PBS data is the perfect place to start. Tools such as the **Tiered Fidelity Inventory (TFI)**, **Self-Assessment Survey (SAS)**, and office discipline referral (ODR) reports provide valuable insights into how well systems are working across your school. By reviewing this data at the beginning of the year, leadership teams can **identify priorities, set goals, and ensure that supports are in place** for staff and students from day one.

Data isn't just about compliance—it's about clarity. Reviewing patterns from the **Big 5 reports** (time of day, location, behavior type, students, and motivation) can help teams anticipate challenges and proactively teach expectations where they are needed most. Similarly, **fidelity data** helps leadership teams focus professional development, coaching, and resources on the practices that will have the greatest impact.

When schools begin the year with a **clear data-informed plan**, staff are better equipped to respond consistently, celebrate progress, and adjust strategies as needed. The result is a smoother start, stronger Tier 1 foundations, and a readiness to support every student through Tier 2 and Tier 3 as the year unfolds. By leaning into your MO SW-PBS data now, you **set the stage for a year of intentional, effective, and sustainable implementation**.

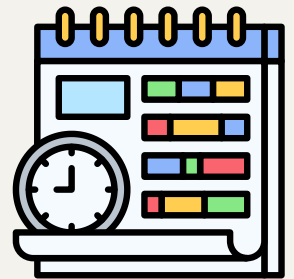
Foundations for Success: Using Effective Teaching & Learning Practices

ETLP 1: Expectations & Rules – Establish clear, positively stated expectations schoolwide. When staff teach, model, and reinforce expectations consistently, students know what success looks like in every setting.

ETLP 2: Procedures & Routines – Predictable routines maximize instructional time and minimize confusion. Teaching and practicing procedures helps students feel secure and ready to learn.



Don't forget to submit your quarterly data. Click [here](#) to view the Data Schedule



Coaches Corner

[Tier 1](#)

[Tier 2](#)

[Tier 3](#)



FACEBOOK.COM/MOSWPBS



[#MOSWPBS](https://www.instagram.com/MOSWPBS)

The mission of Missouri School Wide Positive Behavior Support is to assist schools and districts in establishing and maintaining school environments where the school culture and behavioral supports needed to be an effective learning environment are in place for all students.