



School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) School Team Training Application Cohort 21

Summer 2025 – Spring 2027

School Team Training Application Cohort 21

Application Overview – Cohort 21 (Summer 2025 – Spring 2027)

Thank you for your interest in being part of Minnesota SW-PBIS Cohort 21. This is an overview of the application to prepare your team for submitting an online application found at the link below:

[SW-PBIS In-Person Cohort 21 Application Submission](https://survey.alchemer.com/s3/8000814/School-Wide-Positive-Behavioral-Interventions-and-Supports-SW-PBIS-Cohort-21-Application)

(<https://survey.alchemer.com/s3/8000814/School-Wide-Positive-Behavioral-Interventions-and-Supports-SW-PBIS-Cohort-21-Application>)

There is a save and continue feature built into the application survey (banner on top of page after page one) that will allow you to complete the survey in multiple settings. Please remember that only the online application will be accepted.

To complete this application, you will need the following additional materials:

- A signed letter of support from the superintendent
- 80% buy-in documentation from staff for investment in PBIS
- Evidence of a student behavior data system

The Minnesota Department of Education (MDE) and [partners from the Regional Implementation Projects \(RIPs\)](#) (<https://pbismn.org/statewide>) will offer team training as part of Minnesota SW-PBIS Cohort 20. If selected, schools will receive two years of training to support both understanding and implementation of School-wide (or Program-wide) Positive Behavioral Interventions and Supports (SW-PBIS). PBIS is a framework for helping schools select and organize evidence-based behavioral interventions into an integrated continuum that

enhances academic and social behavior outcomes for all students.¹ It is used to build the capacity of school teams to identify clear behavior outcomes for all staff and students, utilize evidence-based practices to achieve those outcomes, and understand data/information used to support sustainable, safe, and positive learning environments.

Selection for school teams to participate in Cohort 21 is based on complete and accurate information required in this application. A strong emphasis will be placed on the following:

- Evidence of a data-based decision system that informs behavioral practice
- Administrative support and participation
- Demonstration of staff buy-in/informed commitment
- Capacity to participate in all required trainings and complete all PBIS assessment tools (TFI, SAS, etc.).

All applications must be **submitted no later than 11:00 am CST on February 25, 2025**. Only electronic submissions in Alchemer format will be accepted. If you have not received confirmation of receipt of your Cohort 21 application within three working days of submission, please send an email to mde.pbis@state.mn.us. School/program administrators will be **notified no later than April 1, 2025 regarding selection**.

If you have any additional questions regarding the application, contact the RIP coordinator identified in this application.

Has your site or school been a part of a previous Minnesota PBIS Cohort Training?

If your response is “no”, proceed with the application process and questions below.

If “yes”, please send an email to mde.pbis@state.mn.us. Your RIP Coordinator will contact you to help determine the next right steps for SW-PBIS at your site or school.

¹ [Full PBIS definition in Minnesota Statute 122A.627](https://www.revisor.mn.gov/statutes/cite/122A.627) (https://www.revisor.mn.gov/statutes/cite/122A.627)

School Team Training Application Cohort 21

MDE in partnership with the Regional Implementation Projects will partner with your team, and other teams, to do the following:

- If we are able to meet in person for Cohort 21 training, we will provide team training three times per school year for two years (nine days total). The proposed dates can be found later in the application
 - If in-person training is not possible because of public health concerns, alternate methods of training will be offered.
- This regional training has been developed in collaboration with the National Technical Assistance Center for Positive Behavioral Interventions and Supports, U.S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education, Grant No. H326S180001. [More information about Center on PBIS](https://www.pbis.org/about/about) (https://www.pbis.org/about/about).
- The training, coaching and technical assistance will focus on the core features of PBIS outlined in Minnesota Statute ([MN Statute definition 122A.627 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS](https://www.revisor.mn.gov/statutes/cite/122A.627); https://www.revisor.mn.gov/statutes/cite/122A.627).

- If interested, provide access to, and cover the cost for the online School-Wide Information System (SWIS). This is a behavioral incident tracking system designed to monitor and inform behavioral practices.
 - If teams would like access to SWIS during the two-year training sequence, it is provided at no cost until 2027.
 - The annual cost of SWIS after cohort training is \$400.00. [More information about SWIS](https://www.pbisapps.org/products/swis) (https://www.pbisapps.org/products/swis).
- Provide training for school/program coaches.
- Cover the cost of trainers and training materials for all participants.

Participating Districts/Schools/Programs are expected to:

- Identify representative teams (including an administrator such as principal, vice principal, or assistant principal) to attend ALL team trainings (year one includes six days; year two includes three days).
- Cover the cost of travel, lodging and substitutes, as needed.
- Select and support a [PBIS coach](https://pbisMN.org/coaches/what-is-a-pbis-coach.php) (https://pbisMN.org/coaches/what-is-a-pbis-coach.php) with the time and leadership role to guide and support the team's implementation of PBIS with fidelity and the capacity to sustain the framework.
- Complete all PBIS implementation and action planning assessments ([TFI](#), [SAS](#), etc.)

- Assign someone on the PBIS team to complete [TFI](#) coaching and walkthroughs (a walkthrough is a structured observation) at other schools. **Note:** This could be the coach or another team member, but it is strongly recommended that this is not the building administrator for time and scheduling purposes.
 - This person is known as a “TFI external facilitator”. The TFI external facilitator is required to watch a training video and review supplemental materials from Wilder Research, our PBIS evaluation partner. The TFI external facilitator for your team will need to complete two walkthroughs for another school—once in Spring 2026 and once in Spring 202.
- School teams will complete a TFI at Fall and Winter trainings. All schools will complete an annual walkthrough and administer a TFI in the Spring to assess fidelity of Tier 1 implementation. Additional supports and technical assistance will be provided during cohort training.
- Collect, utilize, and report disaggregated student data about your school or program to improve equitable outcomes across demographics including race, ethnicity, disability, English learner, free/reduced-price meals, and other publicly reported outcomes.

Regional Implementation Projects Map

Please view the [regional map](https://pbismn.org/statewide) (<https://pbismn.org/statewide>) for location of your district, charter or program within Minnesota SW-PBIS

North Regional Implementation Project (NRIP) regions 1, 2, 3, 4, 5 and 7

Erin Engness – (320) 267-7818, eengness@resourcecoop-mn.gov

Metro Regional Implementation Project (MRIP) region 11

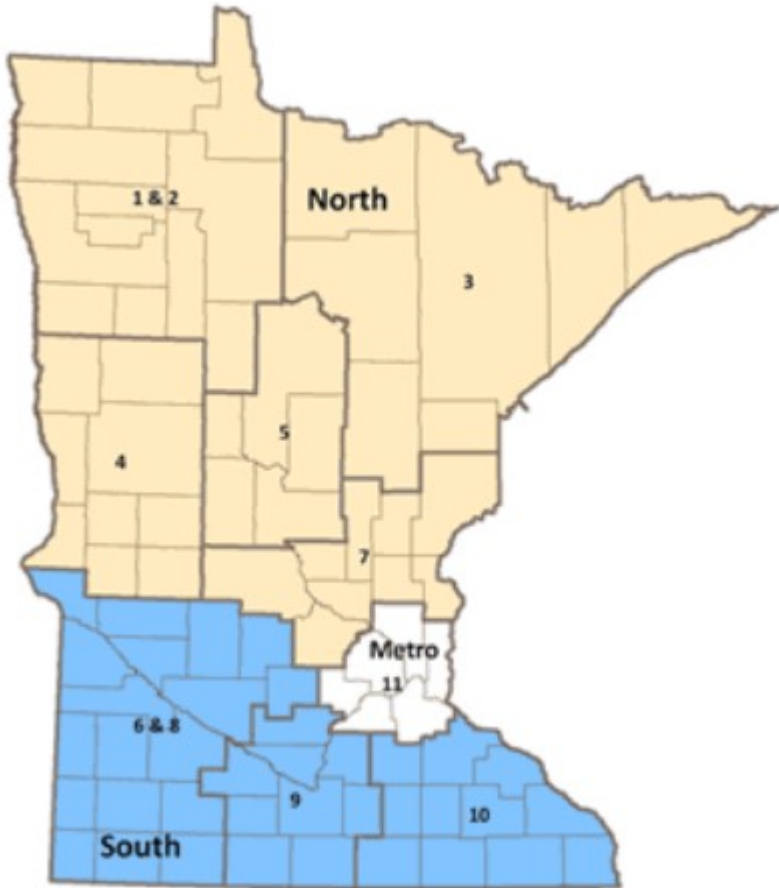
Lauren Sparr – (612) 638-1534 lauren.sparr@brightworksmn.org

South Regional Implementation Project (SRIP) regions 6, 8, 9 and 10

Allyson Pesek – (507) 706-3409 Allyson.Pesek@swsc.org

Map Information
Implementation Regions

- North
- South
- Metro



SW–PBIS Cohort 20 Training Calendar

North Region Training

Year One:

August 6-7, 2025 – (Location TBD)

November 5-6, 2025 – (Location TBD)

February 24-25, 2026 – (Location TBD)

Year Two:

August 6, 2026 – (Location TBD)

November 5, 2026 – (Location TBD)

February 25, 2027 – (Location TBD)

Metro Region Training

Year One:

August 6-7, 2025 – (Location TBD)

November 5-6, 2025 - (Location TBD)

February 24-25, 2026 – (Location TBD)

Year Two:

August 4, 2026– (Location TBD)

November 3, 2026– (Location TBD)

February 23, 2027– (Location TBD)

South Region Training

Year One:

August 6, 7, 2025 – (Location TBD)

November 13, 14, 2025 – (Location TBD)

March 4, 5, 2026 – (Location TBD)

Year Two:

August 4, 2026 – (Location TBD)

November 17, 2026 – (Location TBD)

March 2, 2027 – (Location TBD)

Depending on the number of the regional Cohort 21 applications, it may be necessary to split the cohort into an A and B group for training. If this becomes necessary, teams will be notified of additional training dates from their [RIP Coordinator](https://pbismn.org/contact-us.php) (<https://pbismn.org/contact-us.php>).

General Information (Part 1 of 3)

Prior to starting: I understand I am completing an application for team IN-PERSON training.

- 1) Please provide an email address to receive a copy of your application
- 2) District Name
- 3) District Number
- 4) Official Name of School
- 5) Grade Level of School
- 6) School Location Address
- 7) School Website URL:
- 8) Please provide a link to your school or program from the [MDE Organization Reference Glossary \(MDE ORG\) database](https://public.education.mn.gov/MdeOrgView) (<https://public.education.mn.gov/MdeOrgView>):

-
- 9) Please enter your NCES School ID; visit [National Center for Education Statistics \(NCES\) School ID](https://nces.ed.gov/globallocator) (<https://nces.ed.gov/globallocator>)* enter your school name, then click on the name of the school in the search results.

**Each PBIS school site team must account for all NCES school ID numbers within the desired PBIS grade level bands when applying for PBIS status. Therefore, there must be a PBIS application for each NCES School ID number. For example, if a district considers their PBIS school team as Butler Secondary (grades 7-12), but they have an NCES number for both the middle school and high school, PBIS applications must be submitted for each school). Contact your [RIP Coordinator](https://pbismn.org/contact-us.php) (<https://pbismn.org/contact-us.php>) if you have questions regarding this requirement.*

- 10) Please provide a link to your school report card from the [Minnesota Report Card website](https://rc.education.mn.gov) (<https://rc.education.mn.gov>)

- 11) Total Student Enrollment*:

**If helpful, this information can also be found through the MN Report Card (More About My School> Who are the students?> Demographics).*

- 12) Total Number of Faculty/Staff (including licensed and non-licensed staff)*

**If helpful, this information can also be found through the MN Report Card (More About My School> Who works here?> Staffing Profile).*

- 13) Contact person for your team application:

Important! The person listed will be the main contact with MDE and will be responsible for forwarding updates to team(s), registering team(s), providing summer contact information for team members, and forwarding notifications regarding SW-PBIS.

Name

Title

Email

Phone

14) Administrator Contact Information:

Name

Title

Email

Phone

15) Choose your Region:

North

Metro

South

Team Information (up to 8 members per site):

16) School-wide team should be representative of your school staff. In addition to the school administrator, consider including:

- [Community coordinator or American Indian home/school liaison](https://www.revisor.mn.gov/statutes/cite/124D.76)²
(<https://www.revisor.mn.gov/statutes/cite/124D.76>)
- Cultural liaisons
- General education teachers
- Guidance counselors
- Paraprofessionals
- Parents
- School psychologists
- Social workers
- Special education teachers
- Students

Consider team members from your staff, district or community who represent and/or have expertise in the cultures that comprise diversity in your school.

	Name	Role in School/Program
Team Member One: Coach Candidate (required)		
Team Member Two: Administrator (required)		

² [Minnesota Statute 124D.76 COMMUNITY COORDINATORS, INDIAN HOME/SCHOOL LIAISONS, PARAPROFESSIONALS.](https://www.revisor.mn.gov/statutes/cite/124D.76) (<https://www.revisor.mn.gov/statutes/cite/124D.76>)

	Name	Role in School/Program
Team Member Three		
Team Member Four		
Team Member Five		
Team Member Six		
Team Member Seven		
Team Member Eight		

SW-PBIS Readiness Checklist (Part 2 of 3)

Minnesota SW- PBIS Readiness Checklist: Items to complete prior to cohort training.

17) The school/program administrator has participated in an informational presentation summarizing Minnesota's PBIS Initiative or has individually contacted their RIP Coordinator for the information.

Provide the name of the administrator who attended the meeting.

18) Provide the school/program administrator's email address:

19) The administrator from this school is aware that SW-PBIS is a multi-year process that may require ongoing training and district supports.

Yes

No

20) Principal or assistant principal will attend a mandatory regional administration orientation. Dates for these mandatory meetings in each region are as follows:

- **NRIP:** May 6, 2025
- **MRIP:** May 22, 2025
- **SRIP:** May 14, 2025

The principal or assistant principal who is responsible for making discipline decisions will be an active participant on the PBIS team and, if accepted, agrees to attend the school/program-wide training.

Yes

No

21) District is committed to provide both a) and b):

a) Staff development time to attend required Minnesota PBIS training.*

- Six days for Cohort Team Training during the 2025-2026 school year
- Three days for Cohort Team Training during the 2026-2027 school year
- Three days for the identified internal coach each school year (2025-2027), including role of [TFI facilitator](https://www.pbisapps.org/products/tfi) (<https://www.pbisapps.org/products/tfi>)

b) Resources to support school teams and has allocated/secured funding to support the school-wide initiatives in their respective schools (e.g., School Improvement, Safe and Drug Free Schools, other school/community resources).

*Possible alternative training options if in-person training is not safe or possible. More details would be shared at the administrator orientation.

Yes

No

22) A school-wide and/or district-wide plan exists that includes school-wide behavioral outcomes (i.e., discipline, school climate, safety, behavior) as one of the top three goals.

Yes

No

23) Please provide an electronic link (along with specific page numbers) to the district plan that addresses behavior, discipline, safety, and/or climate.

Electronic Link to District Plan:

If an electronic link is not available, please provide a description of the plan along with where it can be located in the school or district procedures.

24) The district administrator or charter director agrees to allow the participating schools to revise/utilize a referral form, including problem behavior definitions, and develop or refine the referral process in order to enhance data- based decision making. The district and school agree to [submit data as outlined and requested](https://pbismn.org/documents/dataCalendarAtAGlance_Training.pdf) (https://pbismn.org/documents/dataCalendarAtAGlance_Training.pdf) within SW-PBIS.

Yes

No

25) The district administrator or charter director agrees to allow Minnesota PBIS State Leadership Team to utilize data about this school for future training, technical assistance activities, professional conference presentations, or submission to scholarly publications. The principal will be notified before data is used identifying an individual school by name.

Yes

No

26) A PBIS coach candidate has been identified by the school/program or district to receive additional training (i.e., three coaches' meetings in each training year).

Yes

No

27) List PBIS coach candidate and contact information. More information about [Minnesota PBIS coaching](https://pbismn.org/coaches) (<https://pbismn.org/coaches>).

Name

Email

Phone

28) Your administrator has identified the individual or individuals that will function as a school or program-level and, if more than one school implementing PBIS at this time, a district-level PBIS Assessment Coordinator supporting the school/building and additional district schools as they begin [implementation and use of PBIS Assessment surveys](https://www.pbisapps.org/products/pbis-assessment) (<https://www.pbisapps.org/products/pbis-assessment>).

PBIS Coordinators agree to use PBIS Assessment to:

- Assist schools, programs and districts to develop an evaluation plan for assessing the fidelity of PBIS Implementation
- Schedule times for schools to conduct surveys
- Train school personnel on entering survey data (e.g., TFI, SAS) with their PBIS Coach
- Ensure that school teams receive training/orientation on using data from PBIS Assessment decision making and action planning

Additional information on this role can be found at [PBIS Assessment Coordinator Overview](https://www.pbisapps.org/resource/pbis-assessment-coordinator-overview) (<https://www.pbisapps.org/resource/pbis-assessment-coordinator-overview>) on the PBIS Apps website. Contact your [RIP Coordinator](https://pbismn.org/contact-us.php) (<https://pbismn.org/contact-us.php>) regarding PBIS Assessment Coordinator Information Forms.

List the designated school or program PBIS Assessment Coordinator and contact information.

School/Program PBIS Assessment Coordinator - Name

29) If more than one school or program is implementing PBIS, please list the designated district PBIS Assessment Coordinator and contact information.

OPTIONAL: District/Coop PBIS Assessment Coordinator - Name

OPTIONAL: District/Coop PBIS Assessment Coordinator - Email

30) Do you have multiple schools in the district that are/will be implementing PBIS?

Yes

No

30 a) If more than one school/building from a district is participating, a district- level PBIS coordination team is required.

Please provide information related to the coordination of efforts across the district. It is suggested that the team includes broad representation of the district (e.g., general, special and exceptional student education, student support services, personnel development, curriculum and instruction, management information systems, safe and drug free schools, family involvement/representative, school improvement, transportation, school-based mental health, etc.); and

A district team representative or coordinator commits to attend a portion of the school-wide training and participate in annual or bi-annual update meetings to discuss progress to date.

30 b) Provide a description of your PBIS district team coordination efforts.

- Name of district level PBIS coordinator/contact info (if not a team).
- This should also include district team members' names and roles as required in Part 2.
- The role of District PBIS Assessment Coordinator and District PBIS Coordinator can be the role of one district team member.
- District level teams should be representative of your district staff across the multiple building and/or programs. Key members of the District PBIS Team should also include representatives from schools implementing PBIS.
- District team members can participate as members of school teams in training cohorts, as long as the teams do not exceed the eight-member limit. Consider team members from your staff, district or community who represent and/or have expertise in the cultures that comprise your diversity in your school.

PBIS District Team Coordination Efforts

	Name	Email	PBIS District Team Role
District Team Member One			
District Team Member Two			
District Team Member Three			
District Team Member Four			
District Team Member Five			
District Team Member Six			
District Team Member Seven			
District Team Member Eight			

31) The district/school administrator agrees to have a Tiered Fidelity Inventory ([TFI](#)) completed by an external facilitator. The TFI is a tool designed to assess and evaluate the critical features of school-wide PBIS. Information on the TFI and other PBIS evaluation tools can be found on the Minnesota PBIS website on the [Evaluation/Data webpage](http://pbisevalmn.org) (<http://pbisevalmn.org>).

Yes

No

Narrative (Part 3 of 3)

Your school probably has referrals for office managed behavior incidents. It also may have a system for minor referrals that are managed within the classroom and other group settings. A decision support data system can summarize and provide information about individual students, groups of students, or the entire student body over any time period.

Discipline data systems that allow instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student can be used for effective and efficient decision making.

This will help your team quickly review school-wide referral patterns, and give you the ability to look at possible disproportionality by ethnicity, detailed information about individual student needs, and year-end reports to guide action planning and celebrate your efforts.

Please Note: The data system **must be in place by 12/13/2025**. Continued training opportunities will be contingent upon having a data system in place by that date.

The following questions will ask you to share your system. 32) Our district commits to have a school-wide discipline data system in place during the two years of training.

Yes

No

33) Our school plans to use the School-wide Information System (SWIS), a school-based discipline data system. This is a behavioral incident tracking system designed to monitor and inform behavioral practices. For teams that choose to utilize SWIS during the two-year training sequence, it is provided at no cost. The annual cost of SWIS after training is \$400.00. Please provide the contact information for the designated team member to work with a SWIS facilitator to prepare the school/program to implement SWIS. To preview the system on SWIS website go to [SWIS Suite Product Demos webpage \(https://www.pbisapps.org/resources/demos\)](https://www.pbisapps.org/resources/demos).

Yes

No

35a) If using SWIS, please designate a team member to work with a SWIS facilitator to prepare the school/program to implement SWIS and provide the following contact information:

Name

Phone

Email

35b) Non-SWIS Data System

Our school plans to use another system, listed below with the additional required documentation. We will attach graphs/data to demonstrate the capacity of our school's data system. We will also include a copy of our current referrals .

Yes

No

Enter name of data system

Required Evidence of Core Data Reporting for Non-SWIS Schools

36) Average Referrals per Day per Month: The average (mean) number of referrals given per day per month during the year.

37) Referrals by Time: When referrals are most likely to occur. SWIS reports time in 15-minute increments.

38) Referrals by Location: Where referrals are most likely to occur in the school/facility.

39) Referrals by Problem Behavior: Which behaviors occur most frequently in the school/facility?

40) Referrals by Grade: Which grade levels contribute most often to referrals in the school/facility?

41) Include a copy of your current office disciplinary referral (ODR) form.

District Superintendent Endorsement

42) The district superintendent has endorsed the SW-PBIS team training and agrees to all components of this section, including the expectation that the applying school administrator WILL ATTEND TRAINING as part of the district-wide initiatives for positive behavioral outcomes. Upload a signed letter of support from your Superintendent.

American Indian Parent Advisory

[Minnesota Statutes, section 124D.78](#) requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC).

The AIPAC and District Partnership

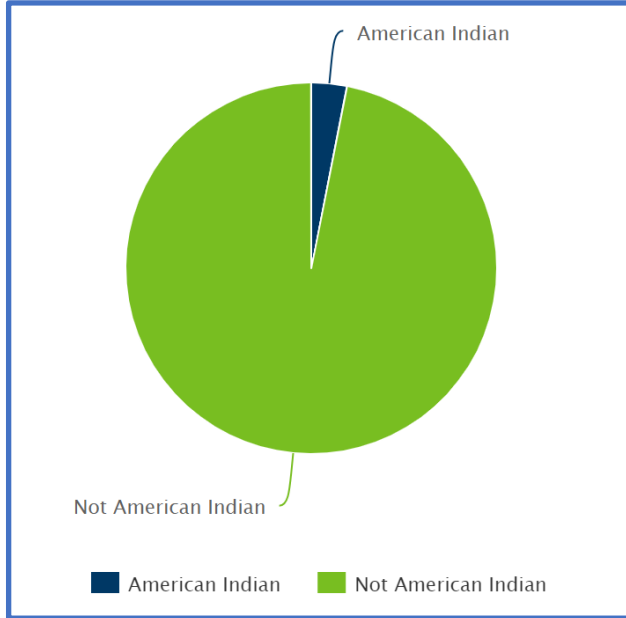
AIPACs serve in an advisory role to the district and help to ensure that American Indian students are receiving culturally relevant and equitable educational opportunities. AIPACs are critical to the achievement and success of American Indian students statewide, and their presence, input, and knowledge is key to strengthening district and parent partnerships. [View more information about AIPACs, including how to form an AIPAC](#) (<https://education.mn.gov/MDE/dse/indian/parent>).

How to Determine Current Enrollment of American Indian Students

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

Your team can use [Enrollment by Race/Ethnicity \(State Definition\) Statewide](#) (https://rc.education.mn.gov/#demographics/orgId--999999000000__groupType--state__p--1), then “Add another view” for the count and percent for your district, charter school or tribal school.

Statewide enrollment example report



Race/Ethnicity	Count	Percent
American Indian	26,794	3.1%
Not American Indian	843,712	96.9%
All students	870,506	100.0%

Figure 1. Sample MN Report Card 2022: [Enrollment by Race/Ethnicity \(State Definition\) Statewide](https://rc.education.mn.gov/#demographics/orgId--999999000000_groupType--state_p-11) (https://rc.education.mn.gov/#demographics/orgId--999999000000_groupType--state_p-11)

43) Does your district have 10 or more AI students, as defined by the Minnesota state definition of American Indian, according to your most recent enrollment count?

Yes

No

44) [If yes to Item 43] How did you incorporate, and will you continue to incorporate, American Indian students, parents and community into your PBIS teaming structures and implementation plan?

Description of incorporating feedback from American Indian students, parents and/or community:

43) Have at least 80% of your staff agreed to support PBIS implementation? (This number should be reflective of the number of staff indicated in Question 12).

Yes

No

44) Provide a detailed description of the process your school/program used to generate staff commitment to implement SW-PBIS. Evidence should be presented in numeric form (e.g. "80% of staff indicated a commitment to implement SW-PBIS).

Description of buy-in process:

To determine the level of staff buy-in, please indicate which of the following three options you used:

Locally-developed survey/meeting/vote.

Paper version of the PBIS Assessment and Commitment Tool (PBIS-ACT) – download this survey from pbisMN.org found in the Getting Started section at the bottom of the webpage titled Preparation and Readiness Activities. Have all of your staff complete it, then tally the results to measure an overall level of buy-in/commitment.

PBIS Assessment of Commitment Tool (PBIS-ACT) Check

44a) Please provide your locally developed survey, meeting or vote to demonstrate your staff's 80% buy-in.

44b) Paper version of the **PBIS Action and Commitment Tool (PBIS-ACT)** – download this survey from pbisMN.org found in the [Getting Started](https://pbismn.org/getting-started) (<https://pbismn.org/getting-started>) section at the bottom of the webpage titled [Preparation and Readiness Activities](https://pbismn.org/getting-started/preparation-and-readiness.php) (<https://pbismn.org/getting-started/preparation-and-readiness.php>). Have all of your staff complete it, then tally the results to measure an overall level of buy-in/commitment. [Download PBIS-ACT](https://pbismn.org/documents/PBIS_StaffInvestmentMeasure.pdf) (https://pbismn.org/documents/PBIS_StaffInvestmentMeasure.pdf).

44c) Online version of the PBIS Action and Commitment (PBIS-ACT) – to access the online survey, please contact Dr. Kevin Filter from Minnesota State University via email at Kevin.Filter@mnsu.edu. You will be asked to complete a request form and a survey will then be opened for your staff to complete. After the close date of the survey, you will receive a report that you can choose to attach to your application that will address this requirement Please allow at least 1 week for the survey results to be sent back to you.

45) Describe what specific district-level support is in place for implementing SW-PBIS and how this framework is linked to your school and district goals and plans. Is there evidence that your school board is aware of and/or supports SW-PBIS?

46) Does your school receive Alternative Delivery of Specialized Instructional Services (ADSIS) funding?

[Learn more about ADSIS \(https://education.mn.gov/MDE/dse/sped/ADSIS\)](https://education.mn.gov/MDE/dse/sped/ADSIS).

Yes

No

46 a) **[If yes to 46]** What type of services do you provide with ADSIS funding?

- Academic – Reading only
- Academic – Math only
- Academic – Reading and Math
- Behavior
- Both academic and behavior

47) Do you know if your school or district has at least one early childhood program implementing the Pyramid Model?

Pyramid Model is a multi-tiered framework for supporting social competence and preventing challenging behavior in young children, particularly those with or at risk for delays or disabilities. Learn more about [Pyramid Model \(https://mncoe.org/mncoe/innov/pyramid\)](https://mncoe.org/mncoe/innov/pyramid).

Yes

No

48) Collaborative Minnesota Partnerships to Advance Student Success, COMPASS, is a statewide education system created through a collaboration between the Minnesota Department of Education (MDE), [Minnesota Service Cooperatives](#) and [Regional Centers for Excellence](#). [Learn more about COMPASS](https://education.mn.gov/MDE/dse/compass) (https://education.mn.gov/MDE/dse/compass)

Does your school participate in COMPASS, or does your district have at least one school or program participating in COMPASS?

Yes

No

49) **[If yes to 48]** Please consider sharing information about your COMPASS Pathways or professional development opportunities that your school or program accessing?

48) Is your school implementing any of the following?

- AVID (Advancement Via Individual Determination)
- BARR (Building Assets, Reducing Risk)
- Check and Connect
- CICO (Check In, Check Out)
- Cognitive Coaching
- COMPASS (Collaborative Minnesota Partnerships to Advance Student Success)
- Culturally Responsive Teaching
- ENVoY (Educational Non-Verbal Yardsticks)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- MnMTSS (Minnesota Multi-Tiered Systems of Support)
- Peacemaker
- Pyramid Model
- Responsive Classroom
- Restorative Practices
- School-Linked Behavioral Health
- Social Emotional Learning

- Other:

Thank You for Applying!

A copy of your application as well as links to your uploaded files will be sent to the email provided. If you have not received confirmation of receipt of your Cohort 20 application within three working days of submission please send an email to mde.pbis@state.mn.us.

School/program administrators will be notified no later than April 1, 2025, regarding selection.