



4G: PBIS Implementation in Urban Settings

Presenters:

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- **Topic:** District and State PBIS
- **Keywords:** Urban Implementation, Fidelity and Systems Alignment



Learning Objectives

1. *Understand contextual variables that impact effective PBIS implementation*
2. *Understand considerations to get PBIS up and running within urban settings*
3. *Understand considerations to sustain implementation efforts in urban settings*
4. *Understand how Minnesota utilizes linked teams structures*



Quick Facts

Osseo School District ISD 279

- Fifth largest school district in Minnesota
- 20,480 students
- 80 dialects and languages spoken

Schools

- 17 elementary schools
- 4 middle schools
- 3 senior high schools
- 1 area learning center
- 2 early childhood centers
- 2 special program sites
- 1 adult education/enrollment center
- K-12 279 Online

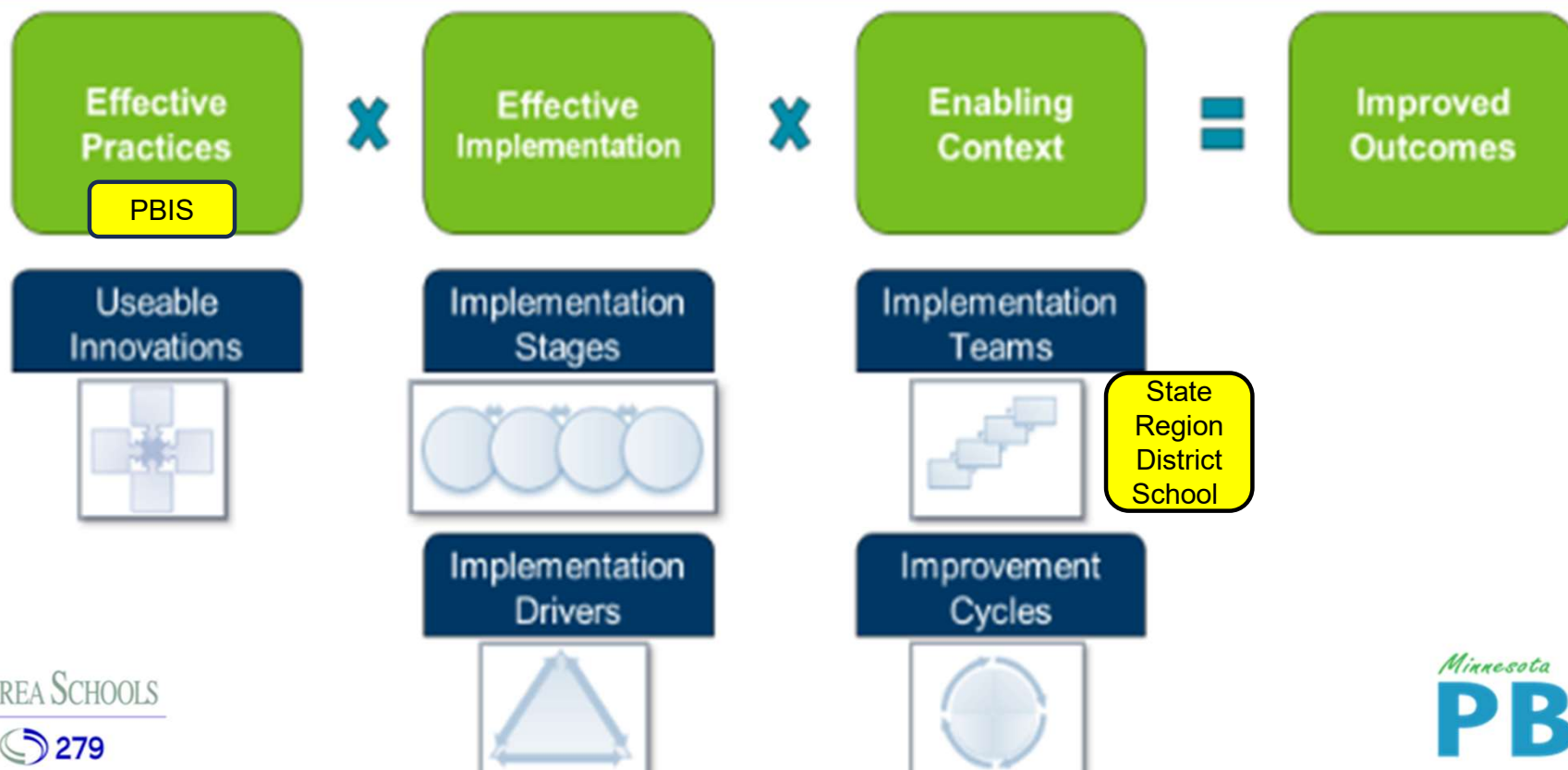


Demographics

Demographic	Osseo	State
American Indian / Alaskan Native	2.3%	3.2%
Asian	16.0%	7%
Native Hawaiian / Pacific Islander	.00%	.1%
Hispanic / Latino	9.6%	10.6%
Black / African American	26.6%	11.7%
White	38.5%	62.3%
2 or More	6.9%	5%
English Learner	11.6%	9.2%
Special Education	14.7%	17.6%
Homelessness	1.4%	1%
Free or Reduced Lunch	48.1%	43.4%



Active Implementation Formula & Frameworks



Slide 5

- 0 We have to talk through the slides, and have you update from the ones I am sending you. It doesn't format at all with trying to edit the way it is
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Office of the Revisor of Statutes

Retrieve by number Statutes [GO](#) Statutes Laws Rules Court Rules Constitution Revisor's Office ▾ Search Law by Keyword[2022 Minnesota Statutes](#) > [EDUCATION CODE: PREKINDERGARTEN - GRADE 12](#) > [Chapter 122A](#) > Section 122A.627[122A.625](#)[122A.628](#) ▶

2022 Minnesota Statutes

Authenticate PDF

122A.627 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS.

"Positive behavioral interventions and supports" or "PBIS" means an evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional, and behavioral needs for all students. Schoolwide implementation of PBIS requires training, coaching, and evaluation for school staff to consistently implement the key components that make PBIS effective for all students, including:

- (1) establishing, defining, teaching, and practicing three to five positively stated schoolwide behavioral expectations that are representative of the local community and cultures;
- (2) developing and implementing a consistent system used by all staff to provide positive feedback and acknowledgment for students who display schoolwide behavioral expectations;
- (3) developing and implementing a consistent and specialized support system for students who do not display behaviors representative of schoolwide positive expectations;
- (4) developing a system to support decisions based on data related to student progress, effective implementation of behavioral practices, and screening for students requiring additional behavior supports;
- (5) using a continuum of evidence-based interventions that is integrated and aligned to support academic and behavioral success for all students; and

Resources[Search Minnesota Statutes](#)
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[2022 Statutes Topics \(Index\)](#)**Chapter 122A**[Table of Sections](#)
[Full Chapter Text](#)
[Version List](#)

Osseo and MDE Agreement to Actively Manage District-wide PBIS Implementation

Priority	Osseo Get	MDE & Partners Get	Osseo Give	MDE & Partners Give	Shared Outcomes
Improve District-wide PBIS Implementation	Integration of implementation frameworks and tools into Osseo's management of PBIS implementation district-wide (see http://implementation.fpg.unc.edu/module-1)	Model of district-wide PBIS implementation using implementation frameworks and tools	Staff time at Osseo monthly PBIS meetings to learn about implementation frameworks and tools associated with PBIS	Staff time preparing for, participating in, and meeting needs emerging from Osseo district PBIS meetings	Osseo, MDE and Partners understand what it takes to manage PBIS implementation and scale-up across a large urban district
Data-based decision making	Access to customized Osseo PBIS district-wide implementation data from MDE and Wilder Research, including regular and ongoing effort, fidelity, and outcome data reports	Experience learning which data are most helpful to districts in actively managing PBIS implementation	Agreement to share and review Osseo's PBIS implementation data on a regular basis	Osseo district-wide PBIS implementation data in a actionable format	A district-wide data-based decision making process is developed to implement and scale-up PBIS in Osseo
Professional Development	Knowledge about PBIS implementation through participation in a Community of Practice with other selected districts actively managing PBIS implementation	MDE & Partner staffs learn from Community of Practice discussions and data review cycles about how best to meet the PBIS professional development needs of participating districts and schools	Staff dedicated time to participate in the Community of Practice and other professional development opportunities provided by MDE & Partners	Data-informed district-wide professional development (provided by MDE staff, George Sugai, Karen Blase, and others) and reserved space at MDE Implementation Forums and content-specific PBIS trainings or capacity building sessions (such as SWIS facilitator training, TIPS training, PBIS trainer training etc.)	Increased competence of Osseo, MDE and Partner staff to implement, manage and evaluate district level PBIS
Strategic PBIS meeting calendar and agenda	Assistance with planning PBIS district meeting calendar and customize agenda items based on available data and associated implementation frameworks	Feedback on the efficiency and effectiveness of pre-planning district PBIS meeting calendar and agendas	Share responsibility for district PBIS meeting calendar and agenda planning with MDE staff	Staff time to help with pre-planning and meeting needs emerging from Osseo PBIS meeting calendar and agendas.	Osseo and MDE develop a model for meeting calendar and agenda planning to improve the efficiency and effectiveness of PBIS implementation and scale-up

STRATEGIC PRIORITIES 2023-24

MISSION

Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

VISION

Unleash and enhance the brilliance of our scholars to thrive and change the world.

Learning Work Initiatives

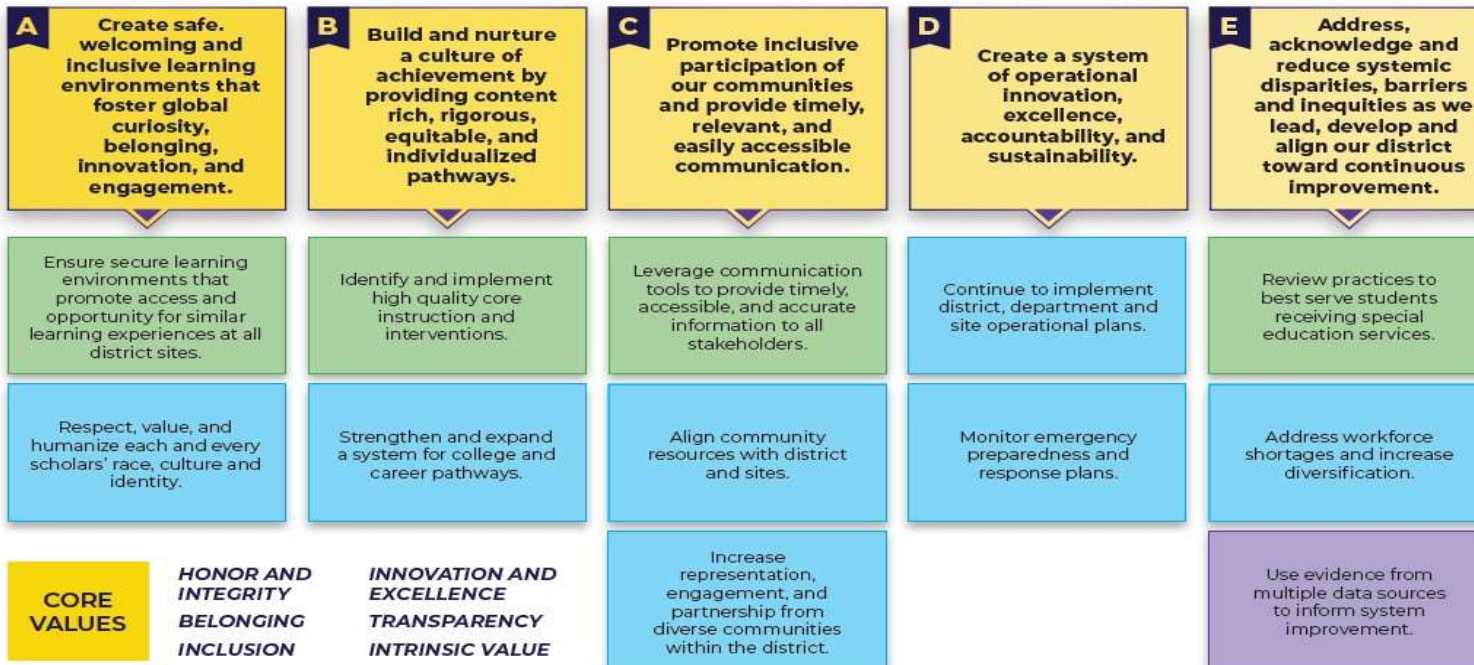
Research, testing and development of possible initiatives

Implementation Work Initiatives

Securing resources, creating processes and procedures, providing PD, developing evaluation metrics to ensure successful implementation

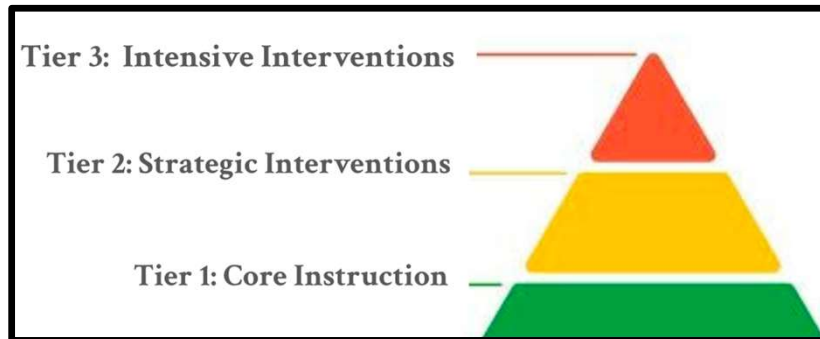
Standard Work Initiatives

Established, with at least 80% applying effectively

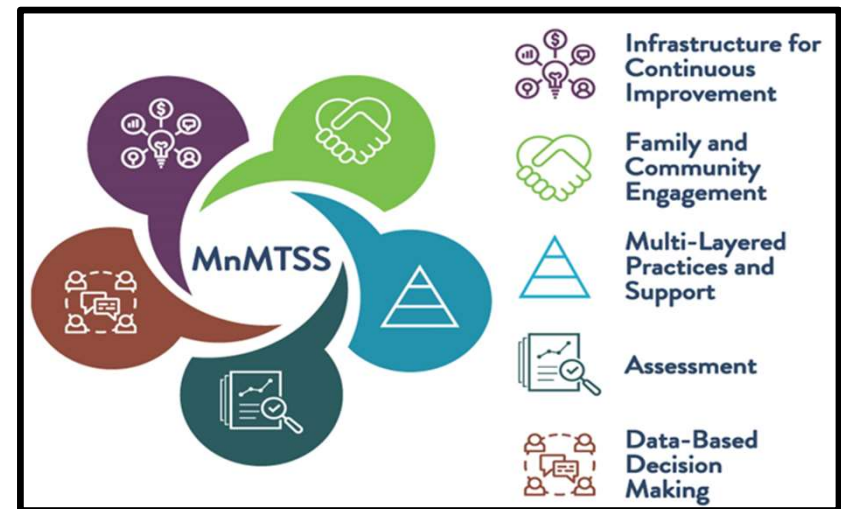


MnMTSS

Tiers of Support - System Variability

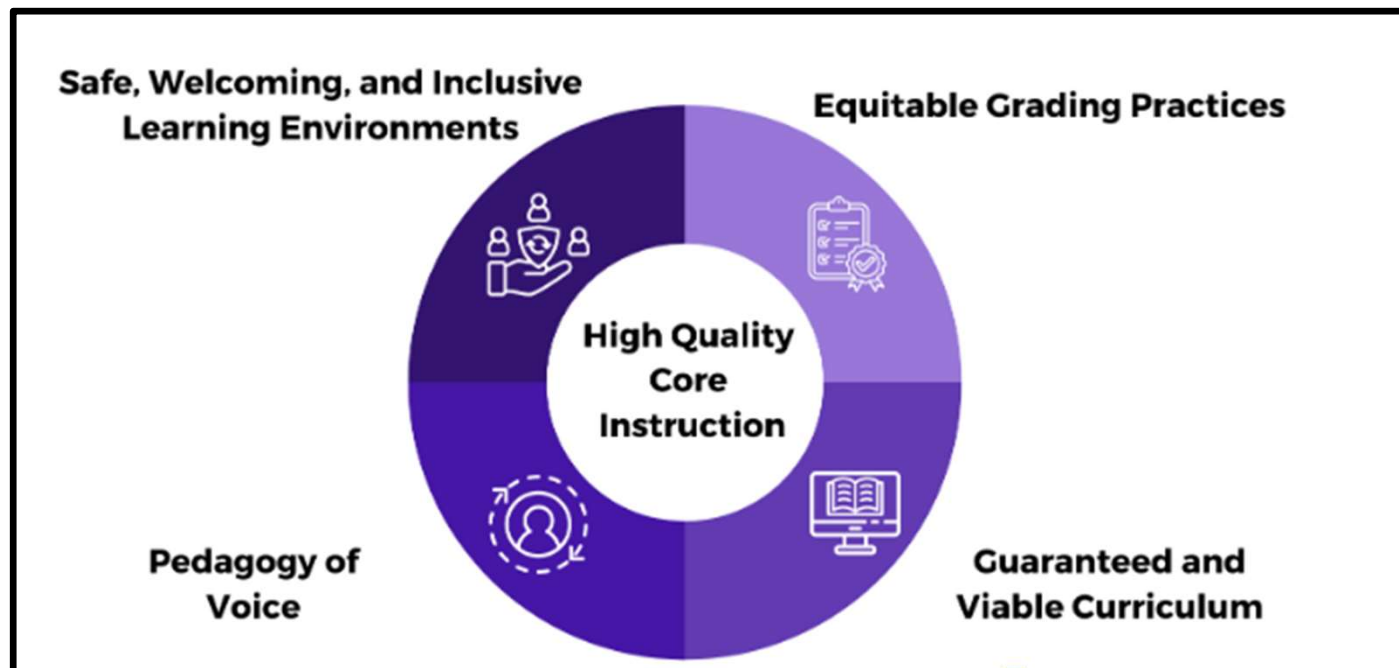


Multi Tiered System of Support



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High Quality Core Instruction



High Quality Core Instruction



Ensuring that all student's intrinsic value is honored. Genuine positive relationships form the centerpiece of high -quality core instruction.

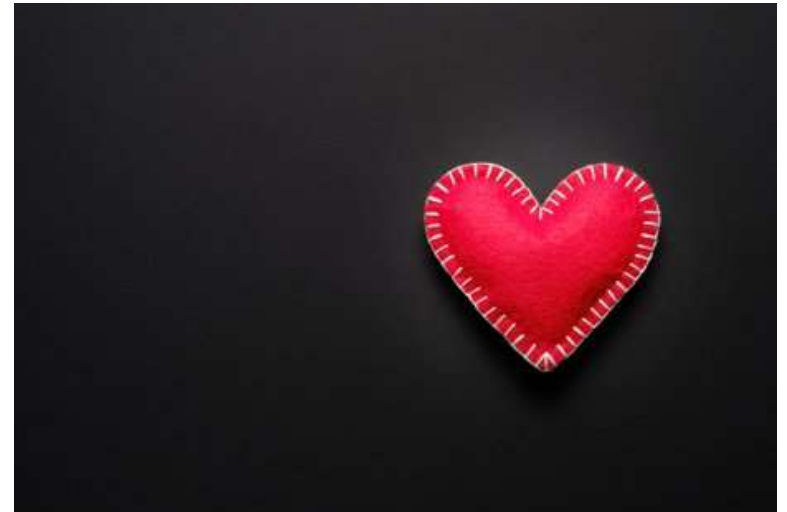
- Non-verbal classroom management
- PBIS
- Restorative Practices
- SEL curriculum
- Identity based lessons



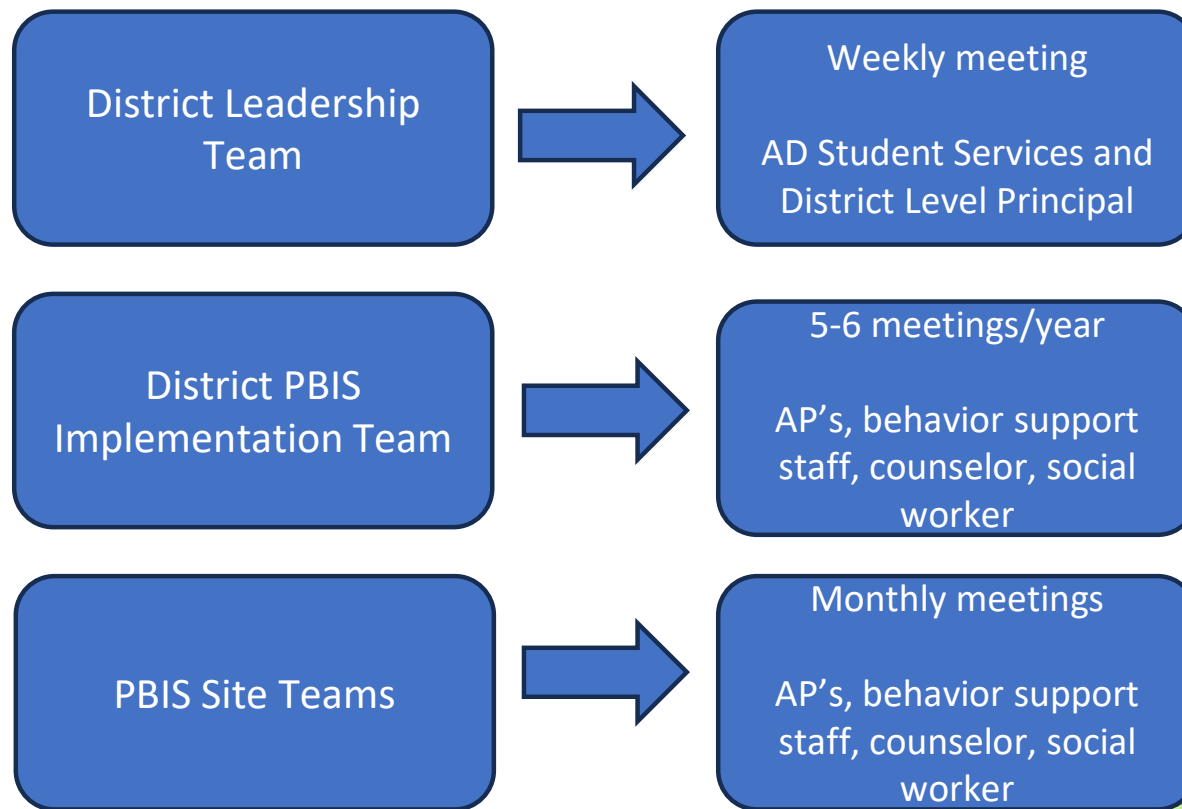
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Mental Wellness

- Increase capacity of social workers, counselors and psychologists to increase
 - Multi-Tiered Systems of Support (MTSS) implementation;
 - Implemented a K-12 Social Emotional Learning curriculum for Tier 1; and
 - Implemented a Tier 2 behavioral intervention platform that matches student need to an evidence-based intervention.



Teaming Structure



PBIS District Leadership Team

Outcomes

PBIS Leads will:

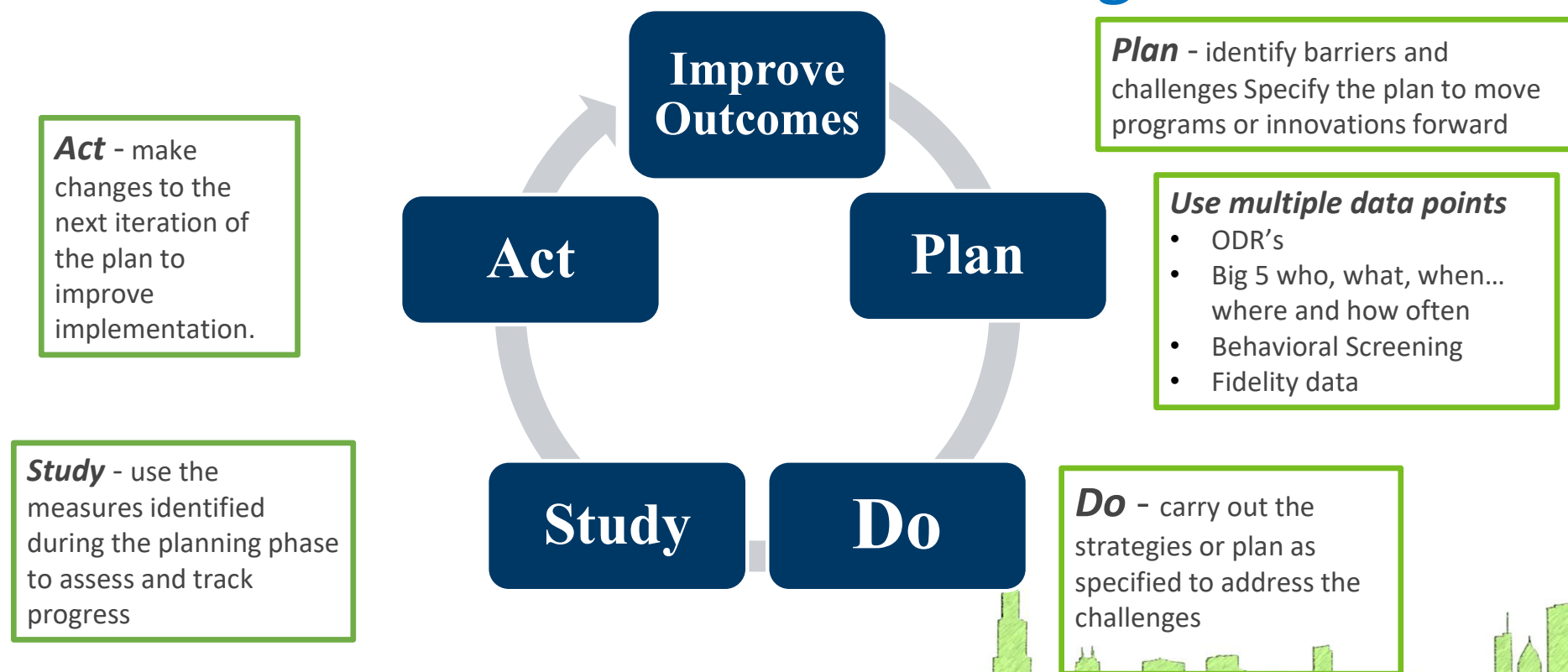
1. Understand how their work aligns to the strategic priority work.
2. Build community
3. Review TFI data and develop a skinny plan.

Agenda

Time	Topic	Presenter
8:30 – 8:50	Welcome and Community Builder	Amy
8:50 – 9:30	Understand how their work aligns to the strategic priority work.	Amy and Sonni
9:30 – 10:30	TFI Data and Skinny Plan	Amy, Jill and Sonni

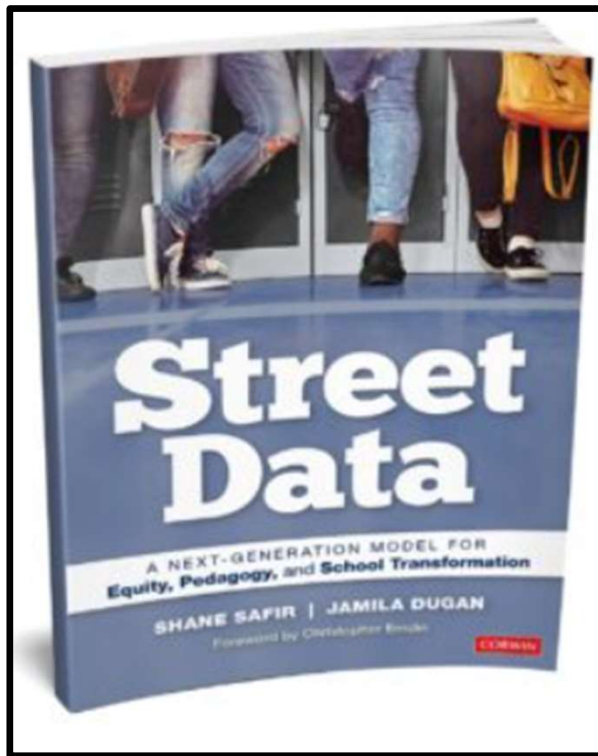
Making Improvements

Data Based Decision-making



Adapted from NIRN: <https://nirn.fpg.unc.edu/module-1/improvement-cycles>

6 Steps to Complex Change



Steps for the Plan

- Tell the current state
- Name the equity imperative
- Identify a few simple rules
- Create a skinny plan
- Establish metrics
- Build capacity

District Implementation Team Vision Cards

- Monthly meetings
- Admin or Decision-making authority representation
- TFI completed 2x per year
- Use of data to identify trends

			Basic	Transformational
Under 36%	36 - 44%	45 - 59%	60 - 69%	70%+

Osseo overall total ratio for vision cards

School Year	All TFI's		Spring TFI's Only (March-May)	
	# TFI's	Mean	# TFI's	Mean
2017-18	46	30%	18	28%
2018-19	52	49%	22	50%
2019-20	53	52%	24	54%
2020-21	54	62%	26	60%
2021-22	54	58%	28	60%
2022-23	54	60%	26	62%

Beginning

Now

PBIS

Where we started and where we are now

Osseo Data Dashboard

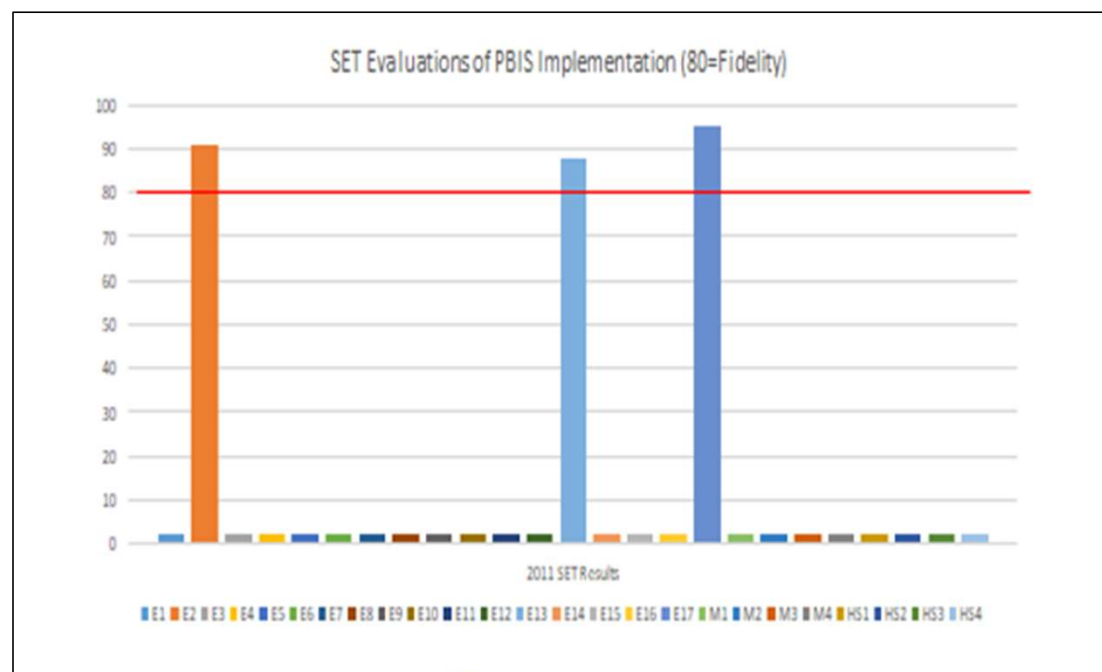


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2010 PBIS Implementation The Journey Begins

Summary

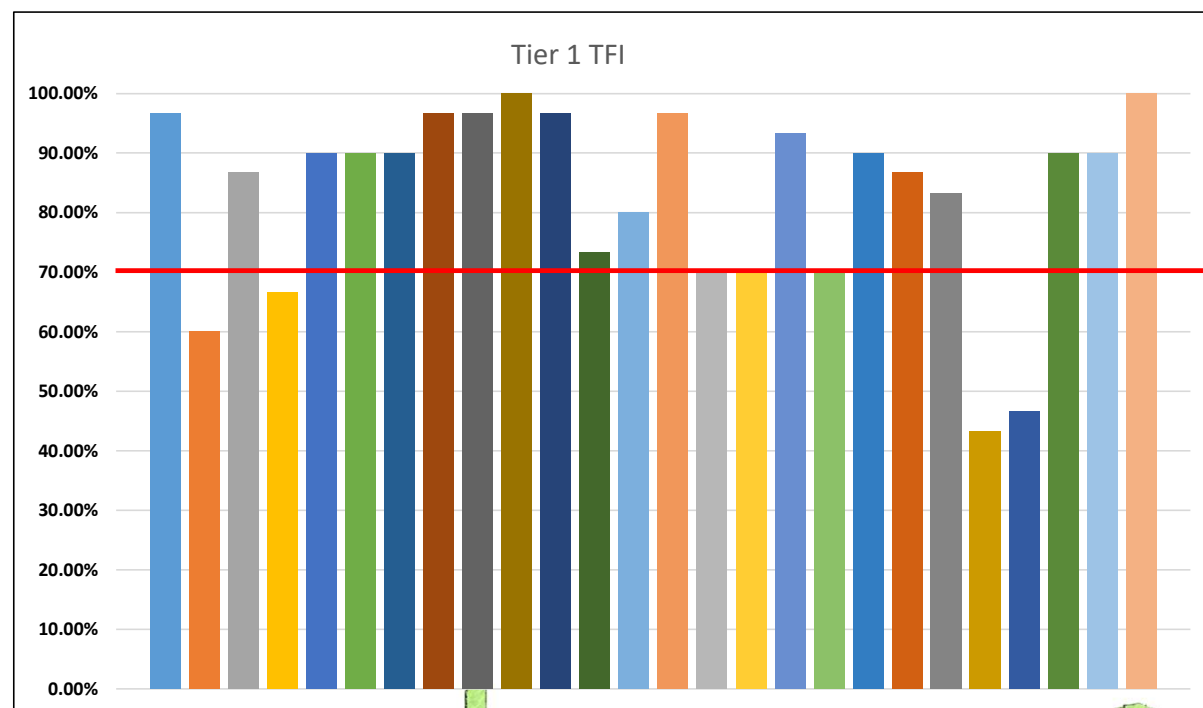
- Started with 1 school in training; measuring fidelity using School-wide Evaluation Tool (SET)
- 2 schools not Cohort trained wanted in



2020 Implementation

Summary

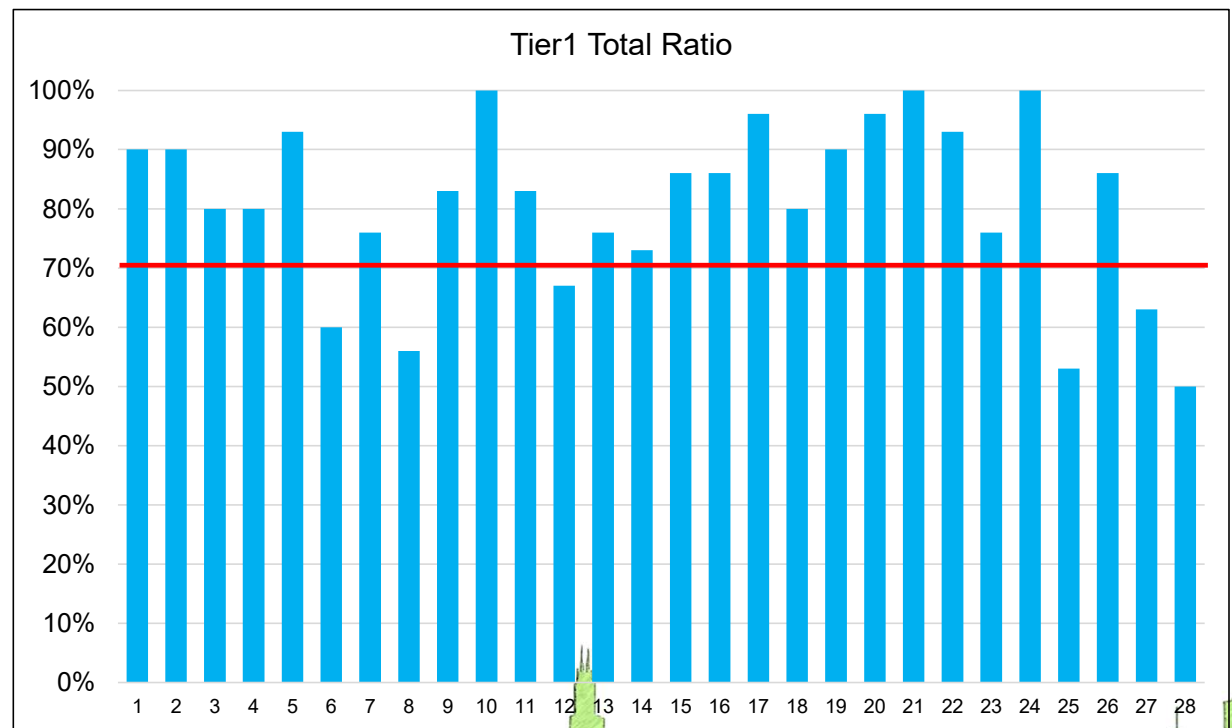
- Implementation is measured by all schools 2x per year (at least 1x annually)
- PBIS continues as a district priority
- Number of schools implementing with fidelity increases



Fidelity of Implementation 2023 Most Recent TFI Tier 1

Summary

- PBIS implementation Tier 1 is implemented and measured by all schools
- Schools using multiple data points to plan for SW-PBIS
- PBIS is a district priority
- Schools implementing multiple practices under PBIS (Check and Connect, Restorative practices, SEL, and Targeted Social Skills)



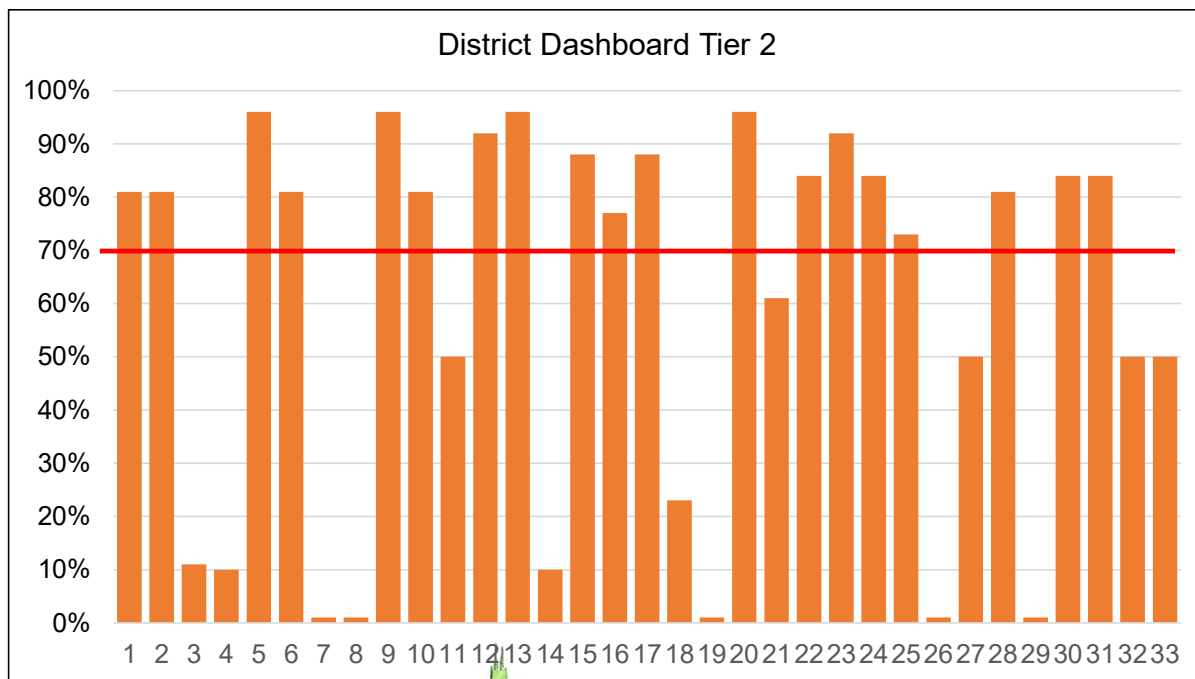
Summary

- Tier 2 is implemented and measured by most schools
- Number of schools implementing with fidelity increases
- Schools using multiple data points
- PBIS continues to be a district priority
- Schools have been implementing Check and Connect, restorative practices, SEL, and targeted social skills

TFI Growth Area

Team Request Assistance
Intervention PD
Fidelity Data

Fidelity of Implementation 2023 TFI Tier 2



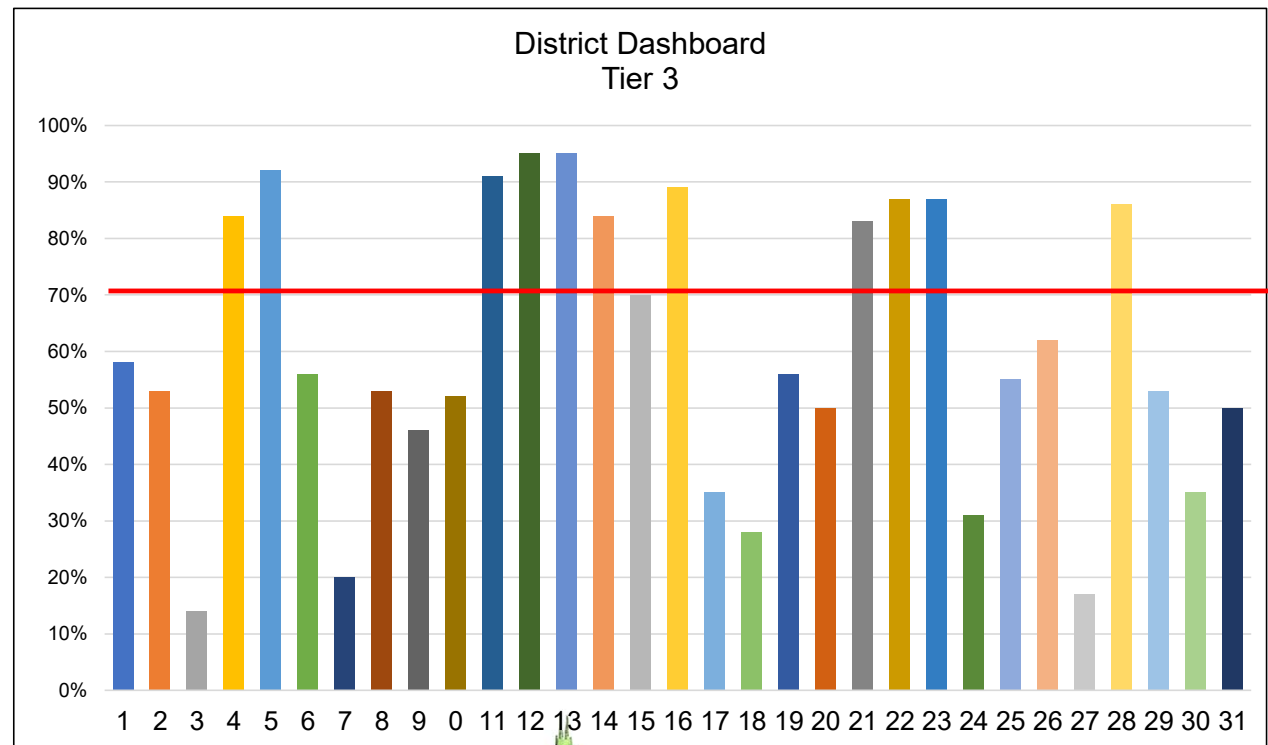
TFI Strength
Team Composition

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Fidelity of Implementation 2023 Most Recent TFI Tier 3

Summary

- PBIS implementation measured by most schools
- Schools use IM4 and SAEBRS to screen for social emotional needs school-wide
- Tiered supports continues for ALL students
- Students with most intensive needs receive high quality individuated



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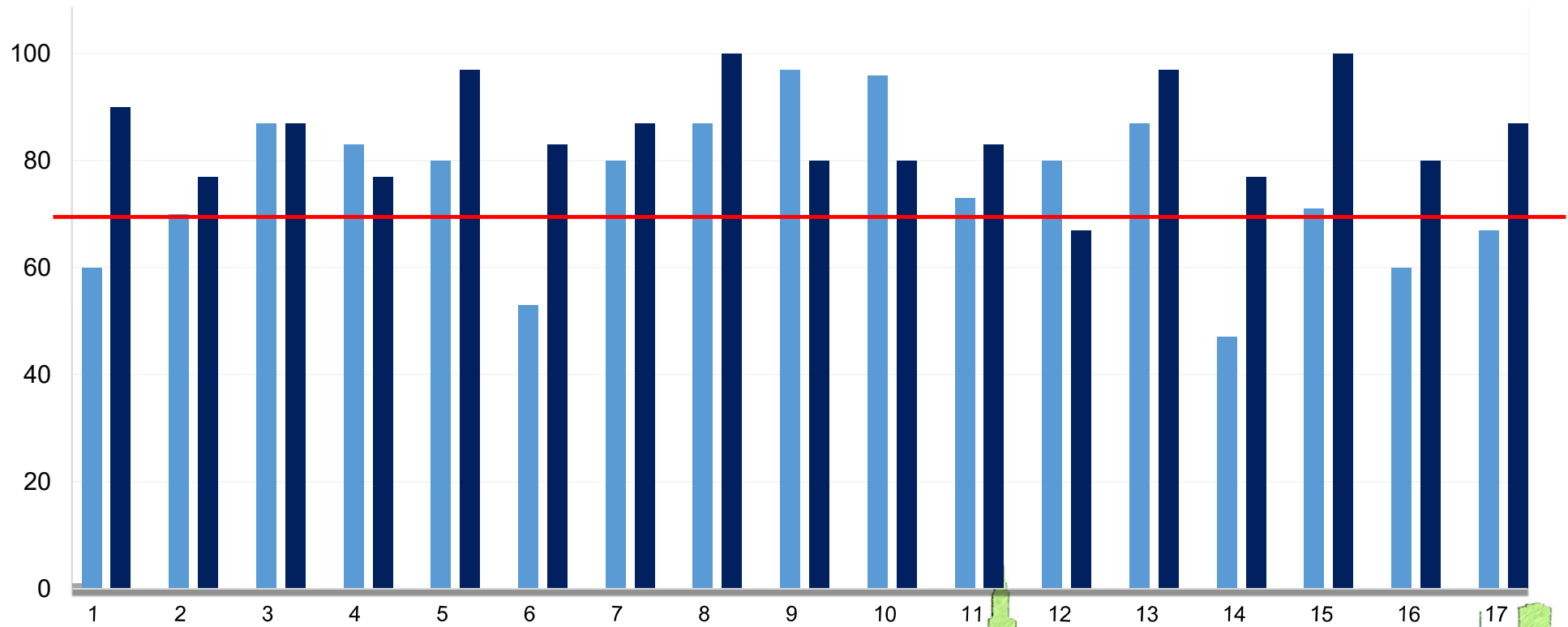
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2016

2023

Tier 1 for Elementary Schools

2016 and 2023

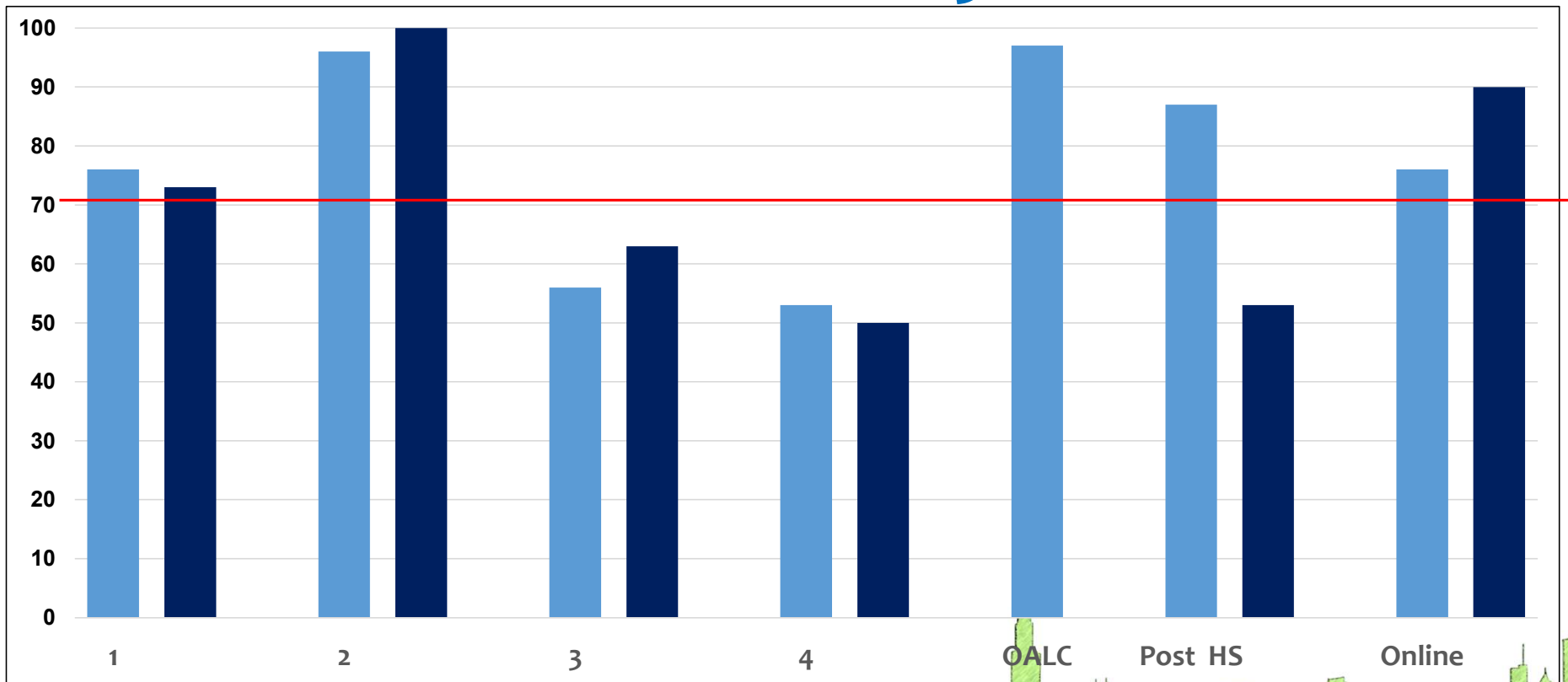


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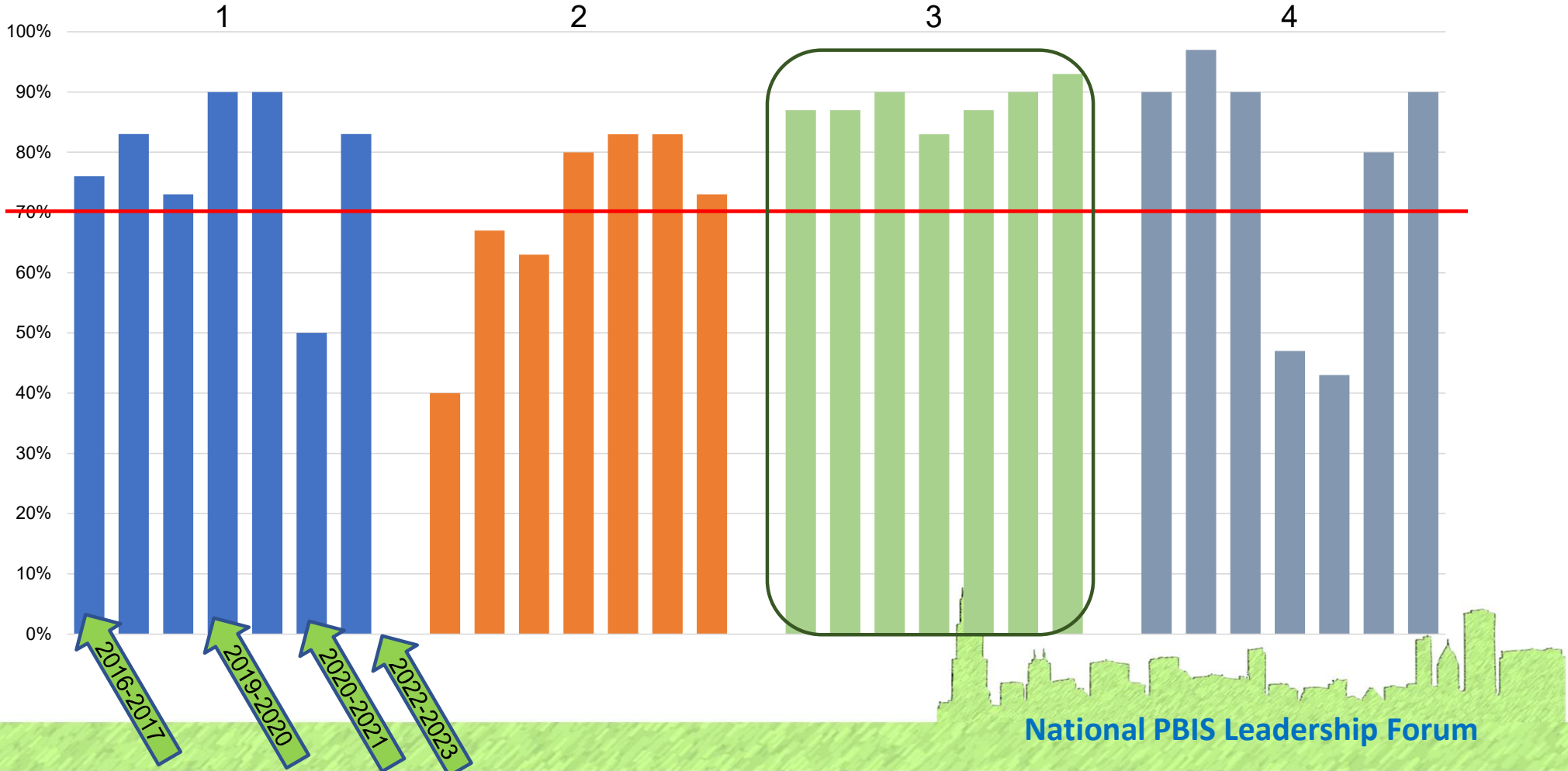
TFI 2016

TFI 2023

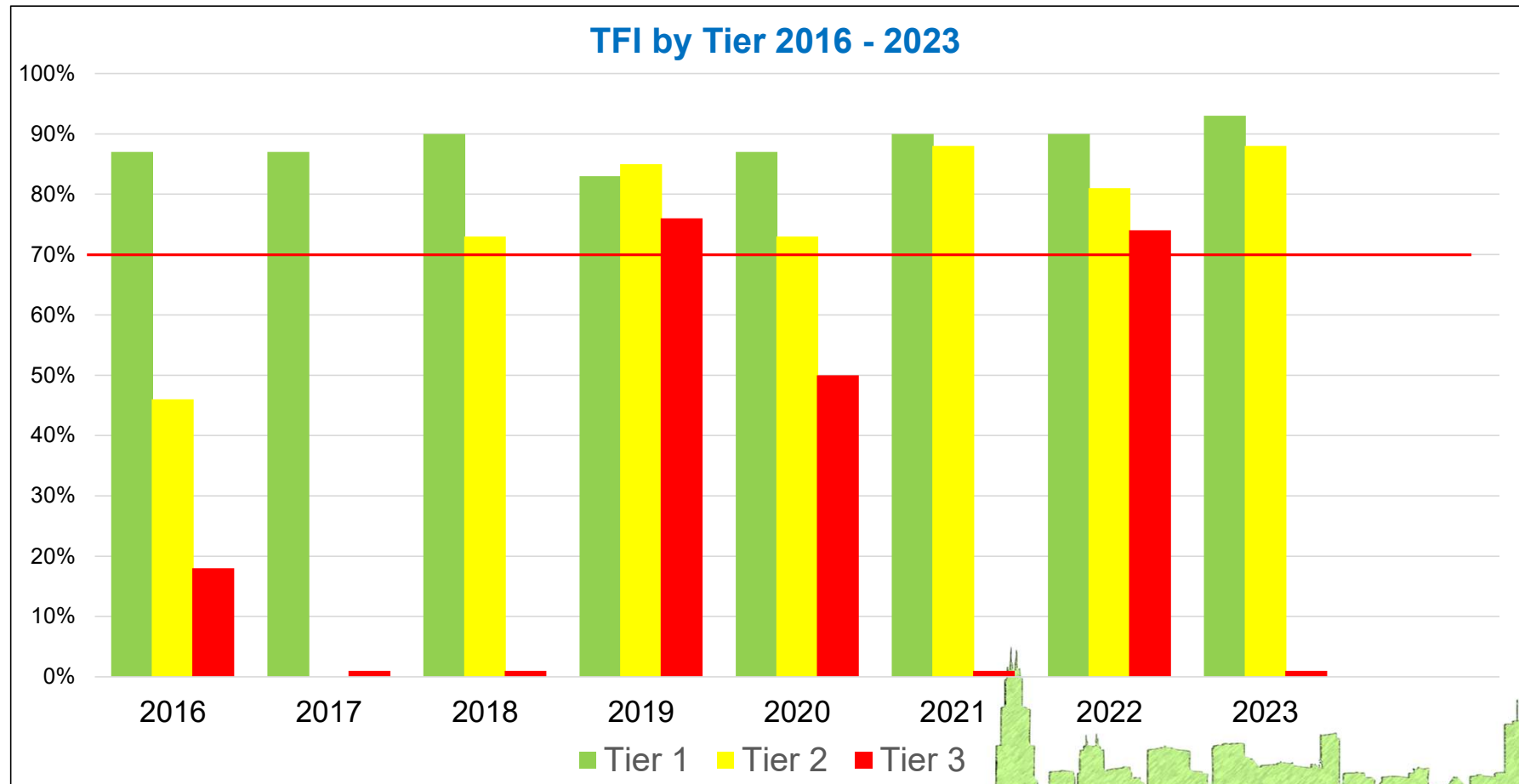
Tier 1 High School & Non-Traditional 2016 and 2023



Tier 1 Ratio Middle Schools 2016 - 2023

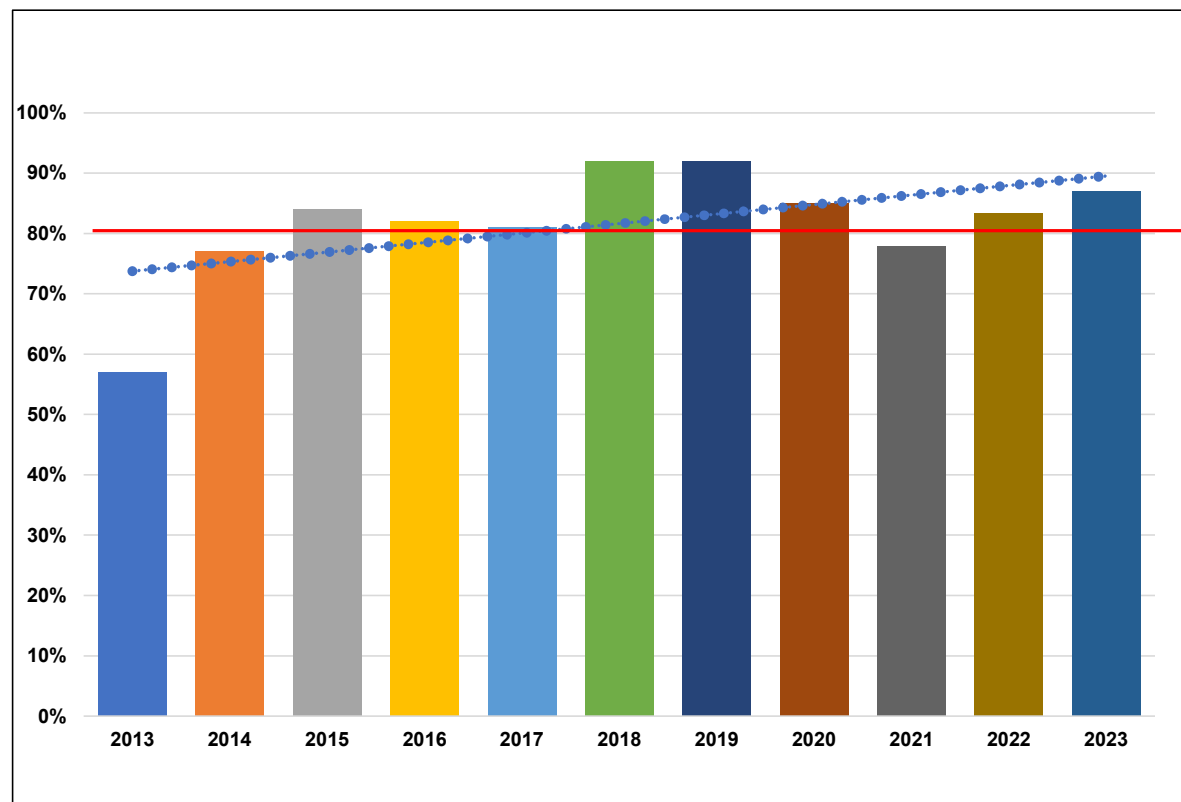


North View Middle School



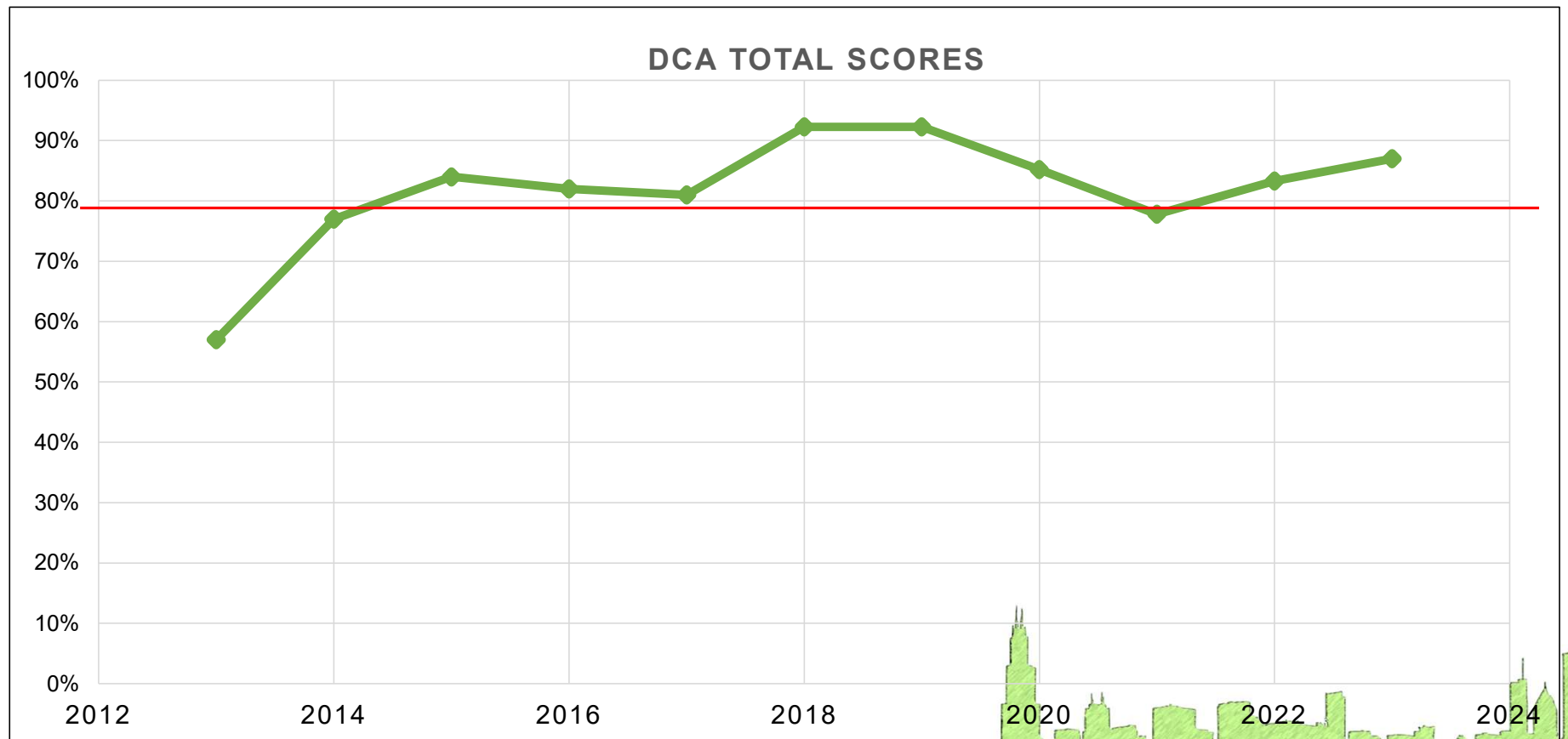
District Capacity Assessment (DCA)

Capacity Measure



District Capacity Assessment

It's Never Linear



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District Capacity Assessment

Implementation Drivers Over time



TFI Action Plan

Tier I					
Subscale	Item	Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				
	1.10 Faculty Involvement				
	1.11 Student/Family/Community Involvement				

PBIS End of Year Celebration

PBIS Celebration Order of Presenters

Site	Time	PDSA Topic	Presenter Name(s)	Link to Presentation
BMS	8:05	Student engagement in online classes through advisory engagement activities.	Rachel Kalk & Kayla Schilling	BMS PBIS Presentation
MGMS	8:12	Engagement through Virtual Experiences	Cedric Fuller	MGMS PBIS Presentation
NVMS	8:19	Advancing PBIS in an Unprecedented Year	Alex Berg	NVMS PBIS Presentation
OMS	8:26	Student Engagement through the Oriole Bucks Shop	Ia Vang & students	OMS PBIS Presentation
Q&A	8:33-8:45			
OALC	9:05	Implementing a COMPLETE Multi-Tiered System of supports at OALC: Covid 19 Edition	Chris Buerman	OALC PBIS Presentation
OSH	9:12	Fostering positive communication and space for scholars, parents, and community.	Adam Woods	OSH PBIS Presentation
MGSH	9:19	Implement the Crimson Way via positive acknowledgements in our building	Candice Ledman	MGSH PBIS Presentation

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Minnesota Sustaining Exemplar Schools and Districts Recognition

Sustaining Exemplar District



2018-2019
2019-2020
2020-2021
2021-2022
2022-2023



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Tips for Sustaining PBIS

1. Maintain a strong Team
2. Collect & Use Fidelity data to improve systems (at least annually)
3. Collect & use school discipline data for decision-making
4. Use PBIS classroom system practices

- ✓ Make a plan to share knowledge across the team; bring new people on
- ✓ Know your next step for implementation
- ✓ Share your discipline data with all staff at least monthly
- ✓ Students spend the majority of time in the classroom
1 predictor in sustained implementation and sustained outcomes for students

Factors Predicting Sustained Implementation

1. Team sharing data

#1 Predictor

Collect, Inform Decisions, Shared with staff, etc. at least monthly

2. Capacity Building

Internal and external coaching, Professional Development, etc.

3. School Priority

Administrative/staff support, buy-in, perceived efficiency

4. District Priority

Explicit funding and policy, promoted to outside organizations

5 minute video here:

<https://www.pbis.org/video/four-tips-for-sustaining-pbis>

McIntosh, K., Mercer, S. H., Hume, A. E., Frank, J. L., Turri, M. G., & Mathews, S. (2013). Factors related to sustained implementation of School-wide Positive Behavior Support. *Exceptional Children*, 79, 293-311.

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Discuss

- Review the recommendations for sustainability, what resonates with you?
- What would you prioritize and why?



Restorative Practices



Hire Staff Development Specialist for RP



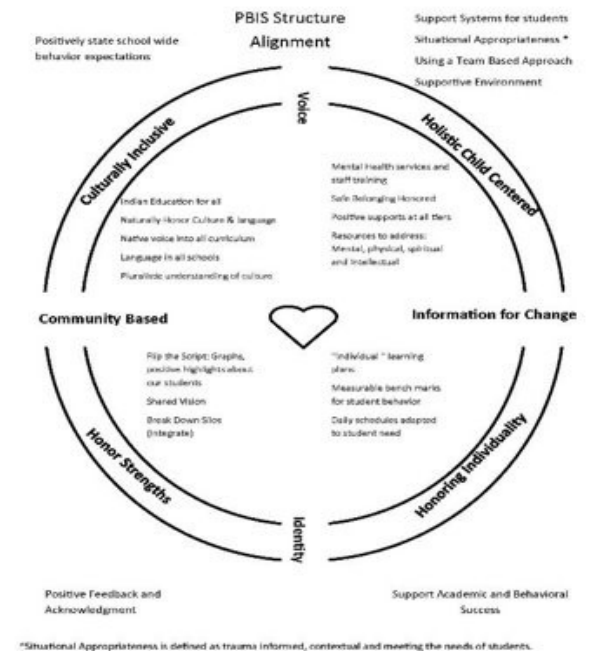
Provided professional development



Introduced restorative practice pilot sites with on-site coaching

CRT and PBIS – Cohort for Native Voices

- Osseo Area Schools Indian Education staff continue to participate in the inaugural Minnesota Department of Education's Native Voice for PBIS Cohort.
 - 413 Indigenous students participating in Indigenized PBIS model through the 2020/2021 School Year
- Culturally Responsive Framework for centering student & community voice



Safe, Welcoming and Inclusive Learning Environments

FastBridge Social-Emotional Screening Periods <i>Social-emotional screeners must be provided to students in the fall and in the spring.</i> *Additional screeners that are required			
	Fall October 10 - October 31	Winter January 1-30 OPTIONAL	Spring April 1-May 15
Kindergarten - Grade 1	*SAEBRS	*SAEBRS	*SAEBRS
Grades 2-12	*mySAEBRS	*mySAEBRS	*mySAEBRS





NVMS

Home of the Knights!

Items of Note

1. **Focus:** Buy-In From Staff
2. You can access the [linked material](#) within the presentation by using the QR code.
3. Please ask questions.



Our Journey



DISSATISFACTION

COLLABORATION

ELEVATION

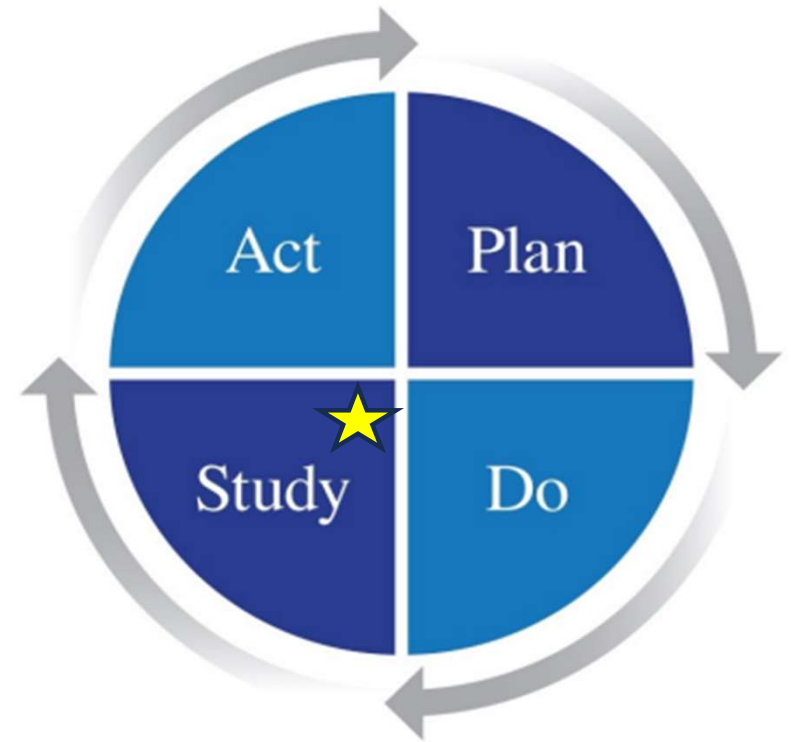


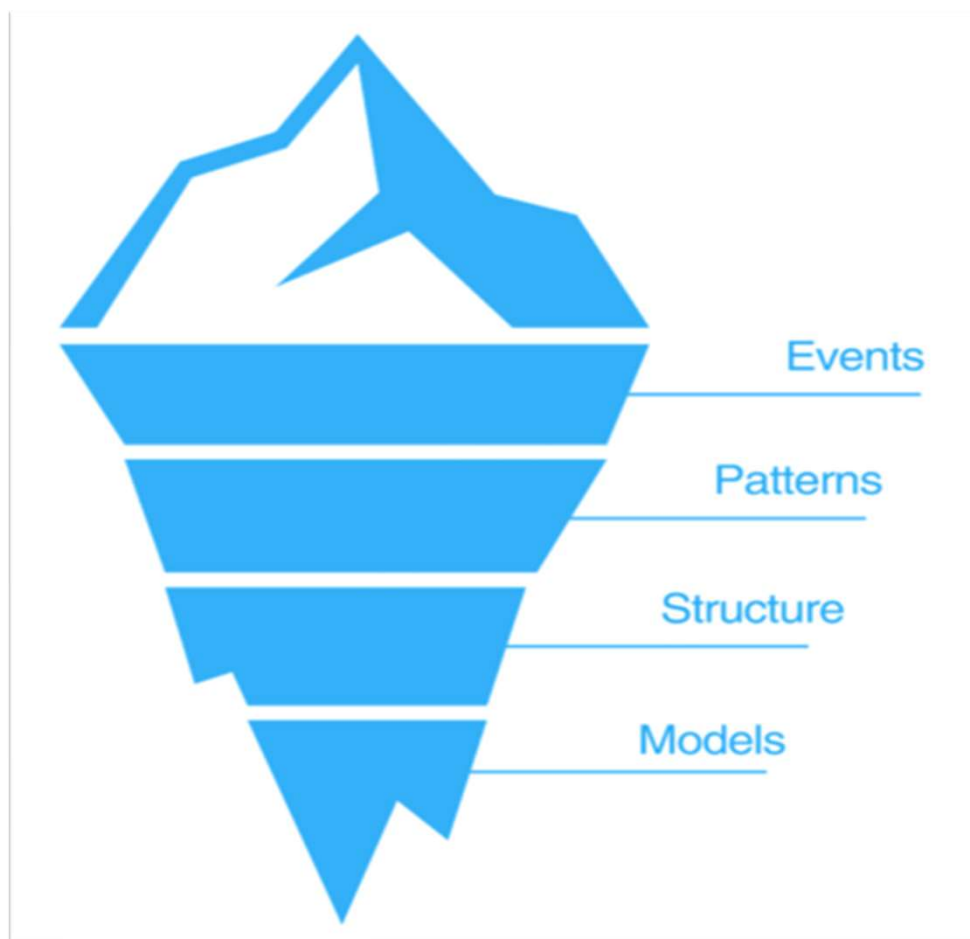
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Our To-Do List

Revitalize Culture & Climate

- ☐ Identifying high-leverage practices.
- ☐ Increasing fidelity to effective practices.
- ☐ Removing ineffective practices from the system.





**Self-
Examination**



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The Pillars of our Work

Honest Self Study

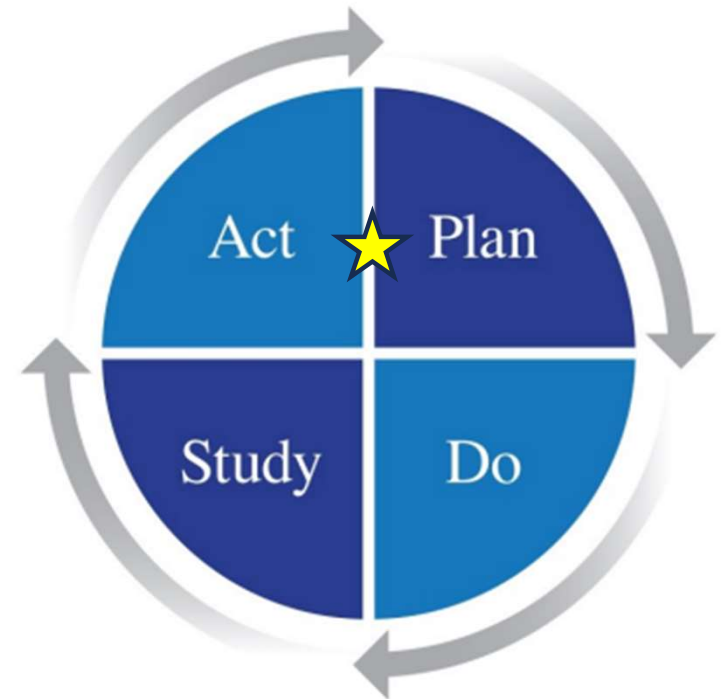
- Clear Priorities
- Robust Evaluation

Inclusive Decision Making

- Committed Staff
- Improved Outcomes

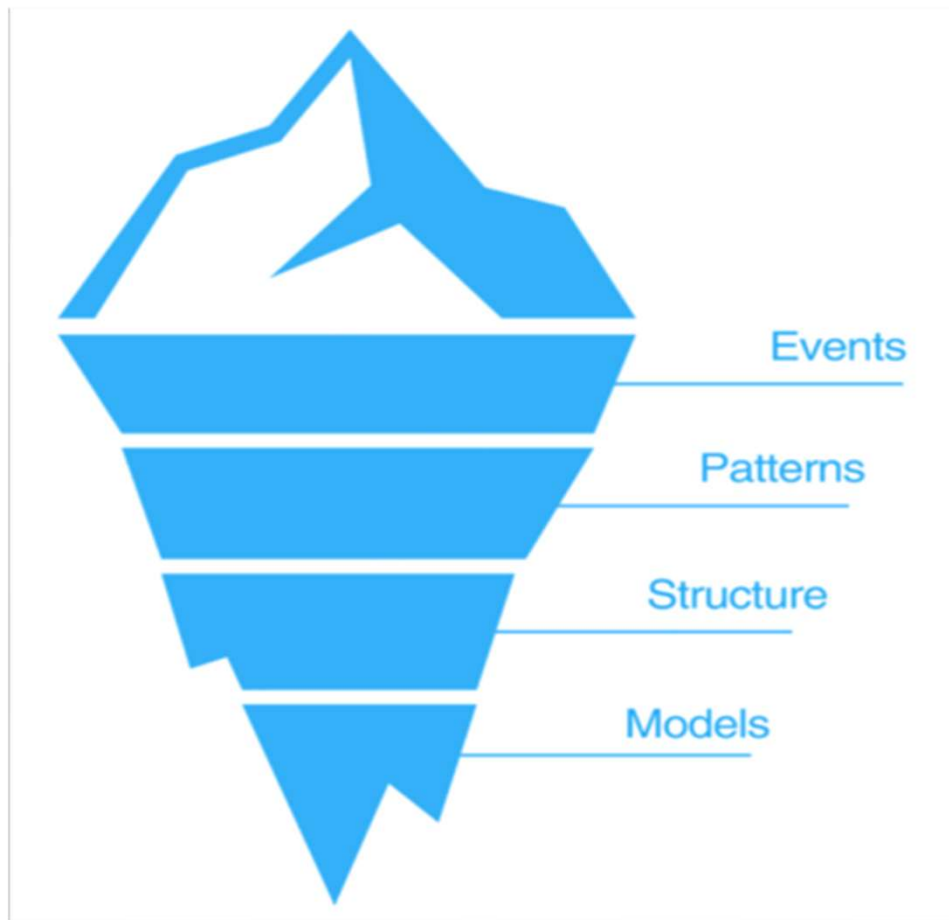
Transparent Leadership

- Trust
- Supportive Culture



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Planning: 17-18 SY'



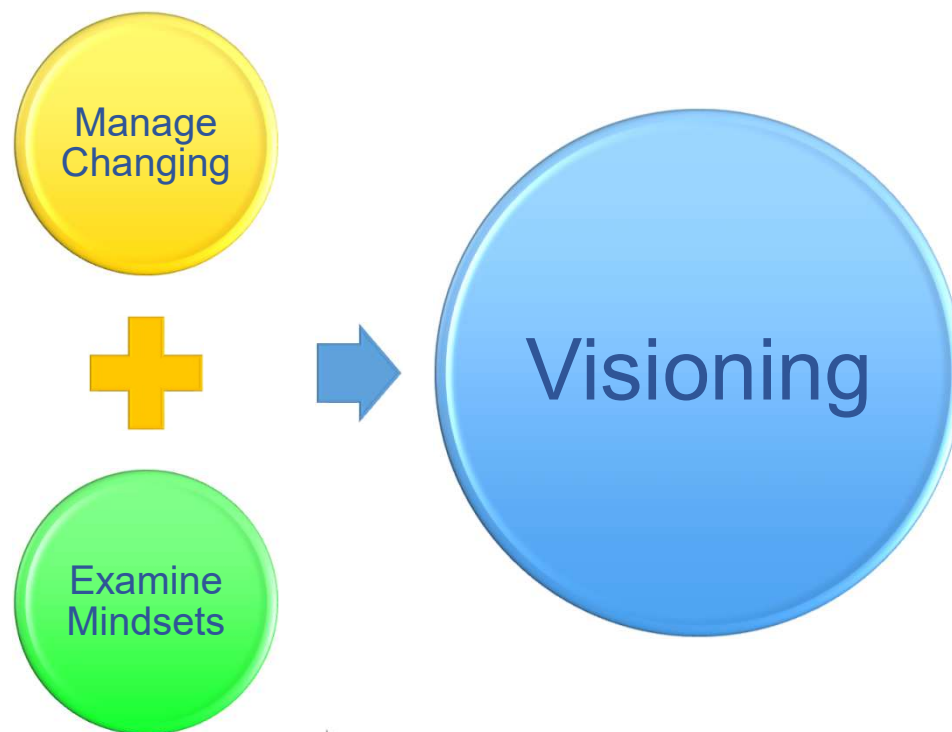
**Strategic
Planning**

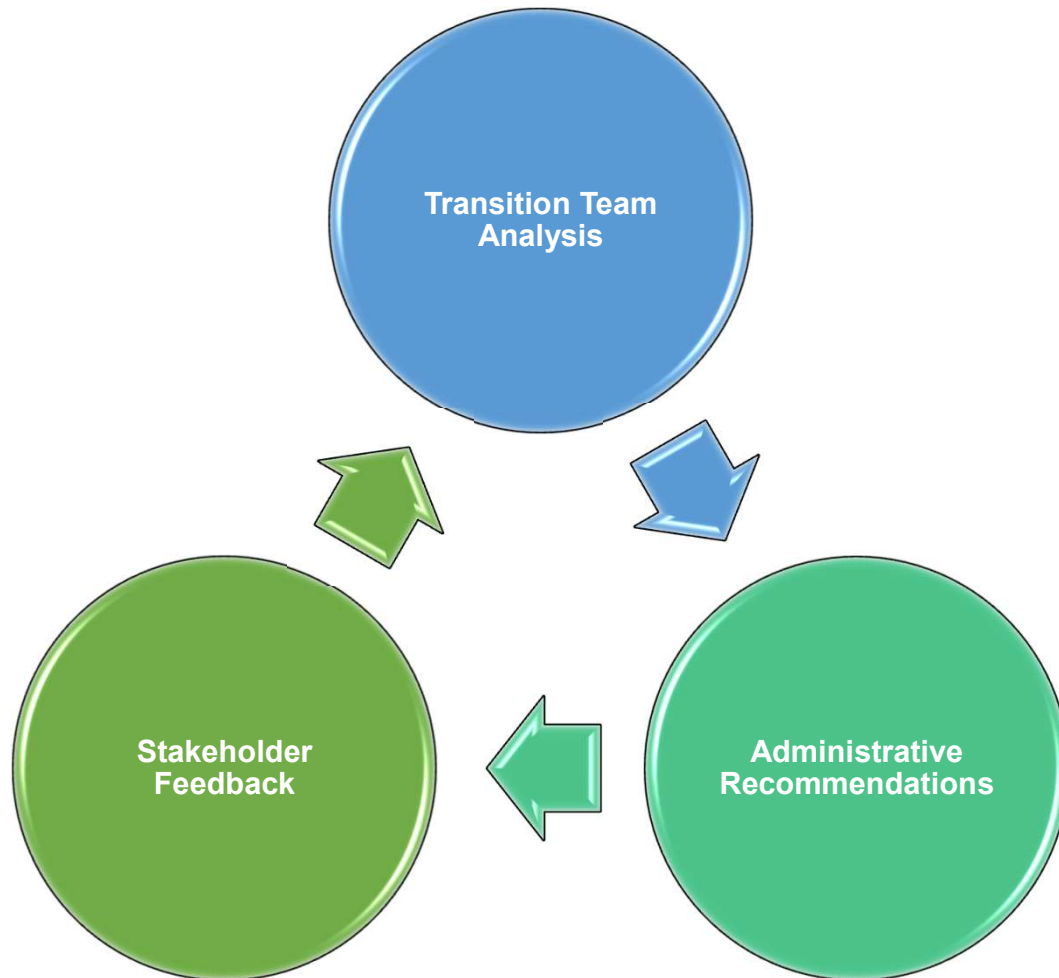


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Keys to Success

- Defined what success would look like.
- Examined our beliefs, values and attitudes.
- Envisioned an inclusive and responsive environment that empowers and inspires our student





Our Core Values

- Intrinsic Value
- Inclusion
- Transparency
- Innovation & Excellence



Defined Identity

- Teamwork makes the dream work.
- Help each other be accountable.
- No significant learning can happen without a significant relationship.
- Our diversity is our strength.

Our Compact

Vision:

Inspired by the community we serve, *North View Middle School* provides an *inclusive* and *responsive* environment that *empowers* and inspires our students for a *bright* and *bold* future.

Mission:

Committed to furthering the lives of each student by using the best practices available.

Our Commitments:

We, the staff at North View Middle School, commit to...

1. Providing challenging academic opportunities that are relevant, engaging, culturally responsive, and rigorous.
2. Providing a meaningful, encouraging and safe environment that fosters the whole child, and focuses on student strengths.

Culture Shift

- Classroom Standards of Practice
- Instructional Leadership Team Informal Observations
- Peer observations



Key Expectations

- ❖ Is it a distraction to learning?
- ❖ Is it unsafe?
 - Student voice.
 - Consensus building amongst staff.
 - Consistency.
 - Empathy with student values.
 - Reduce/remove sources of power struggle.

Electronics

Food &
Drink

Kindness

Be on
Time

Key Expectations Specifics

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Consistency

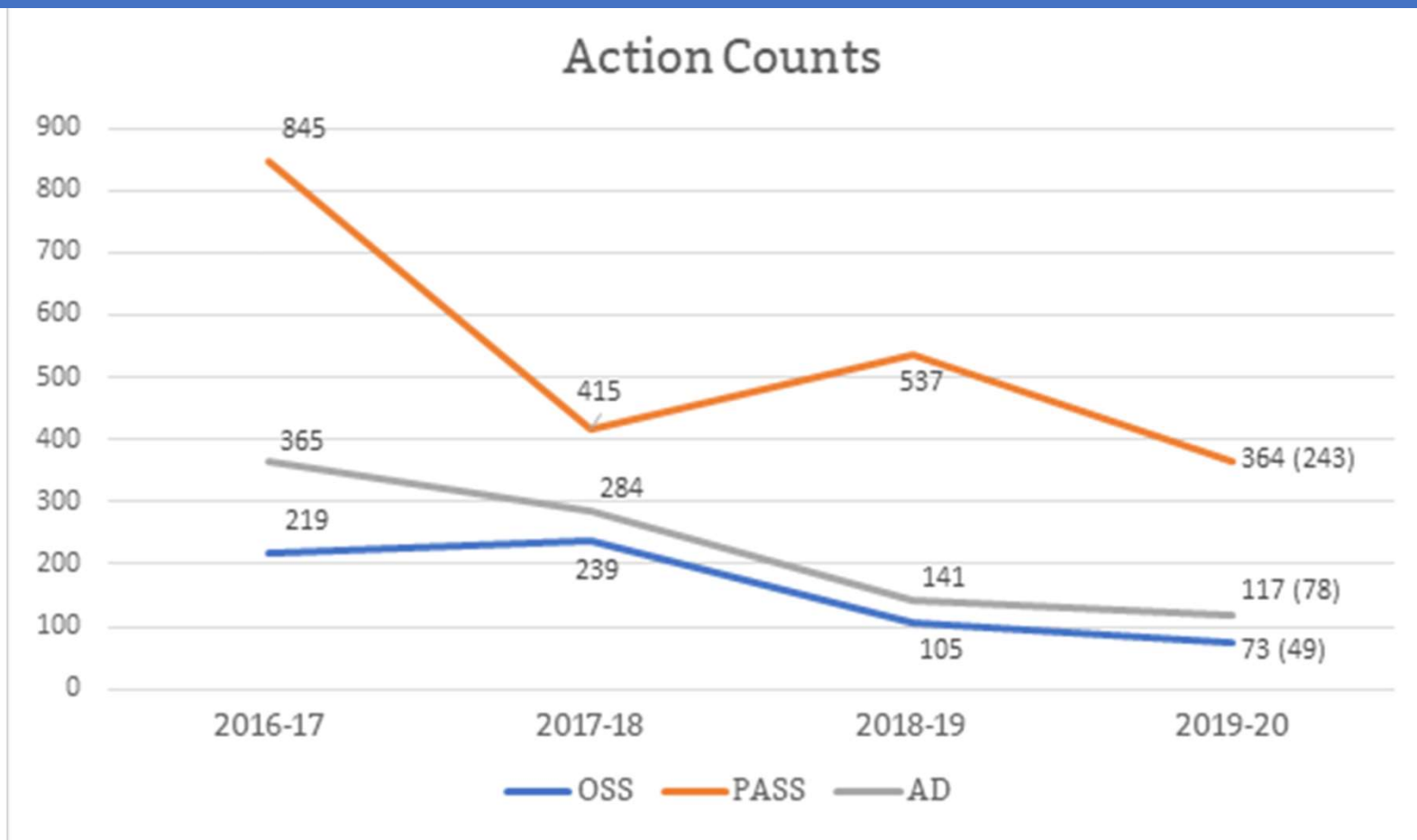
- Tiered Responses to Student Behavior
- Weekly Review of Data
- Monthly Grade Level Meetings
- Restorative Practices
- All Hands-On Deck Approach

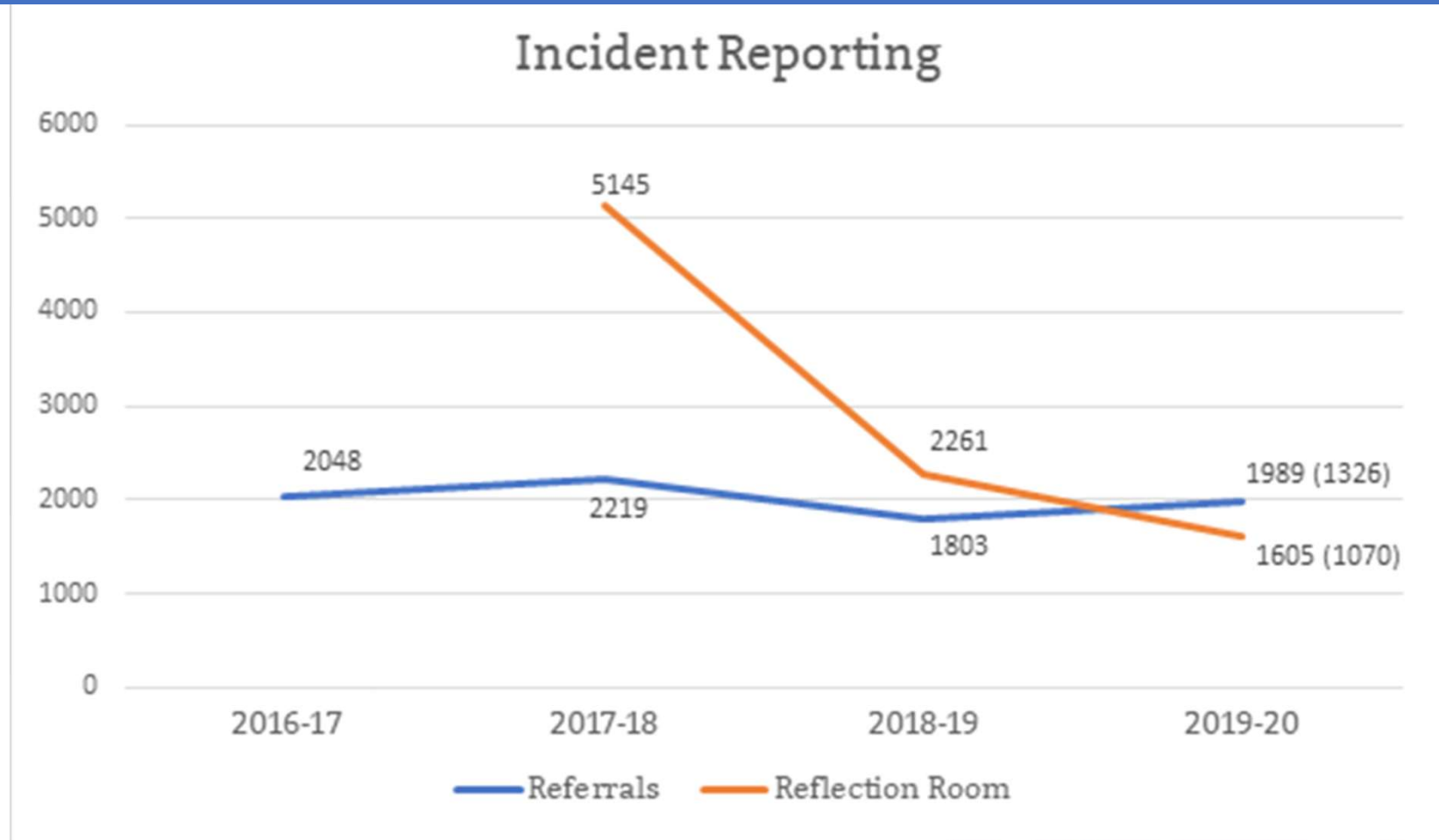


Recognitions

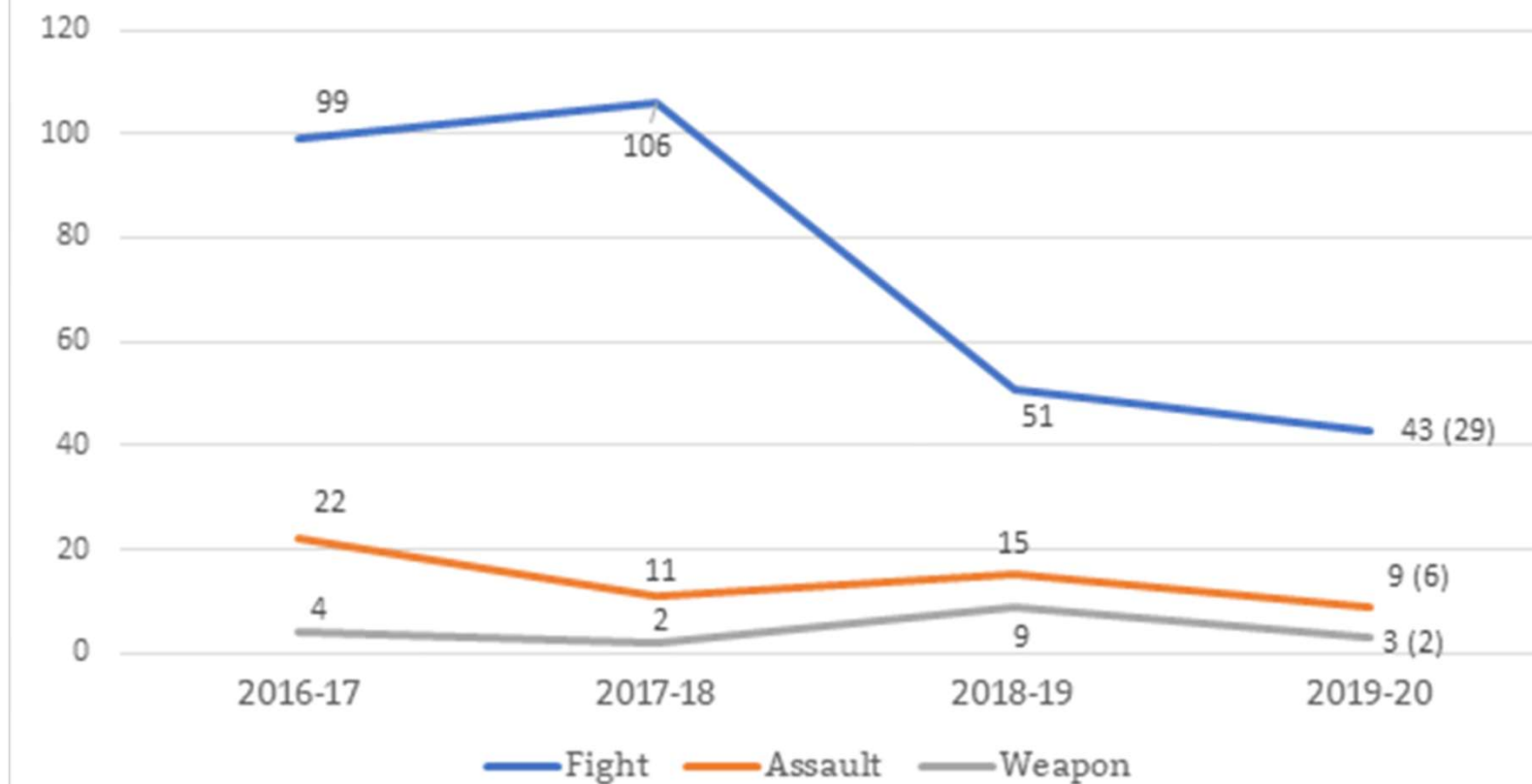
- Opportunities for staff leadership
- Implemented monthly incentives, recognitions
- Provide rewards with academic, attendance & behavior criteria
- Focus on all-school community building
- Online School Store

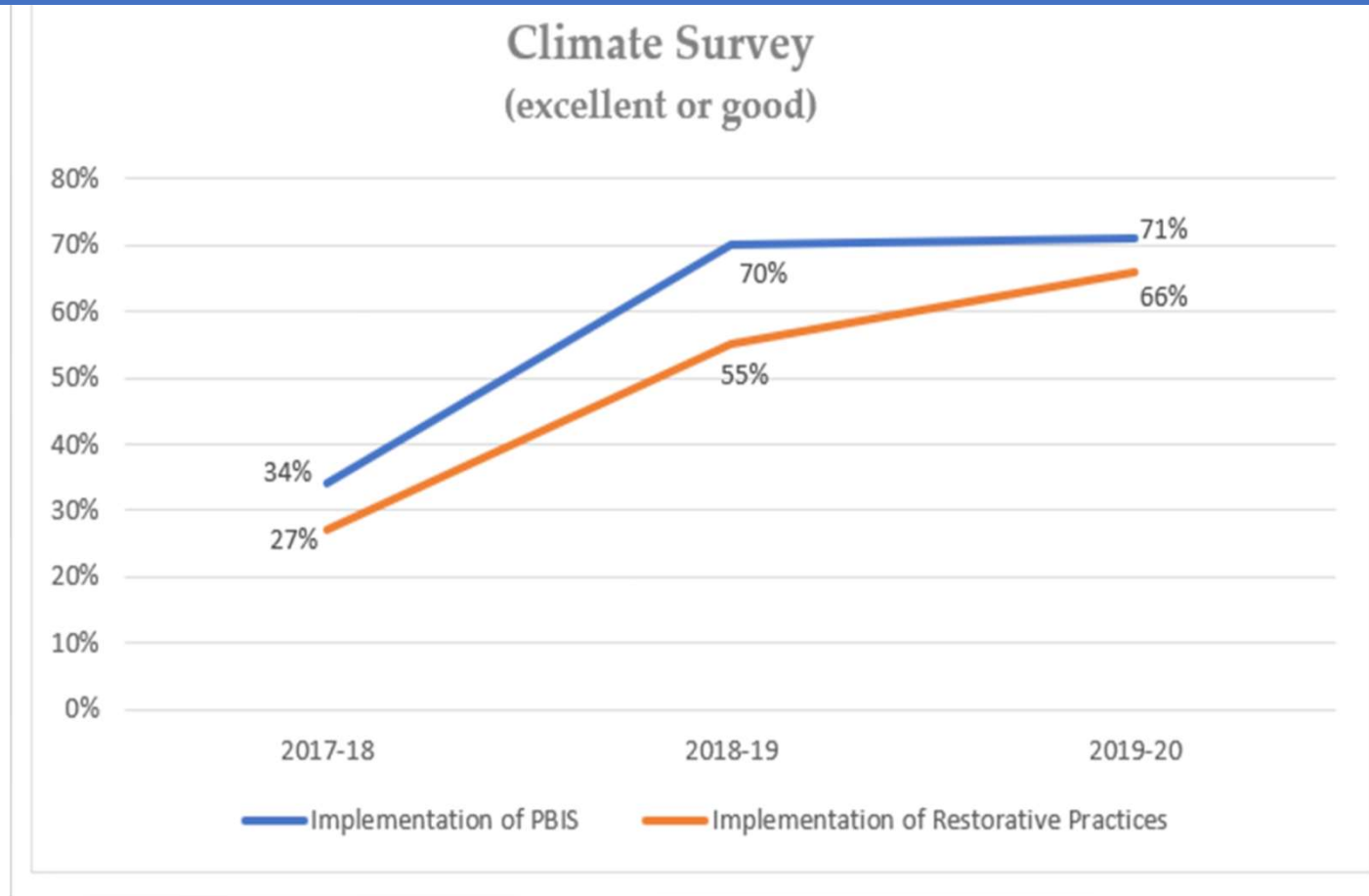


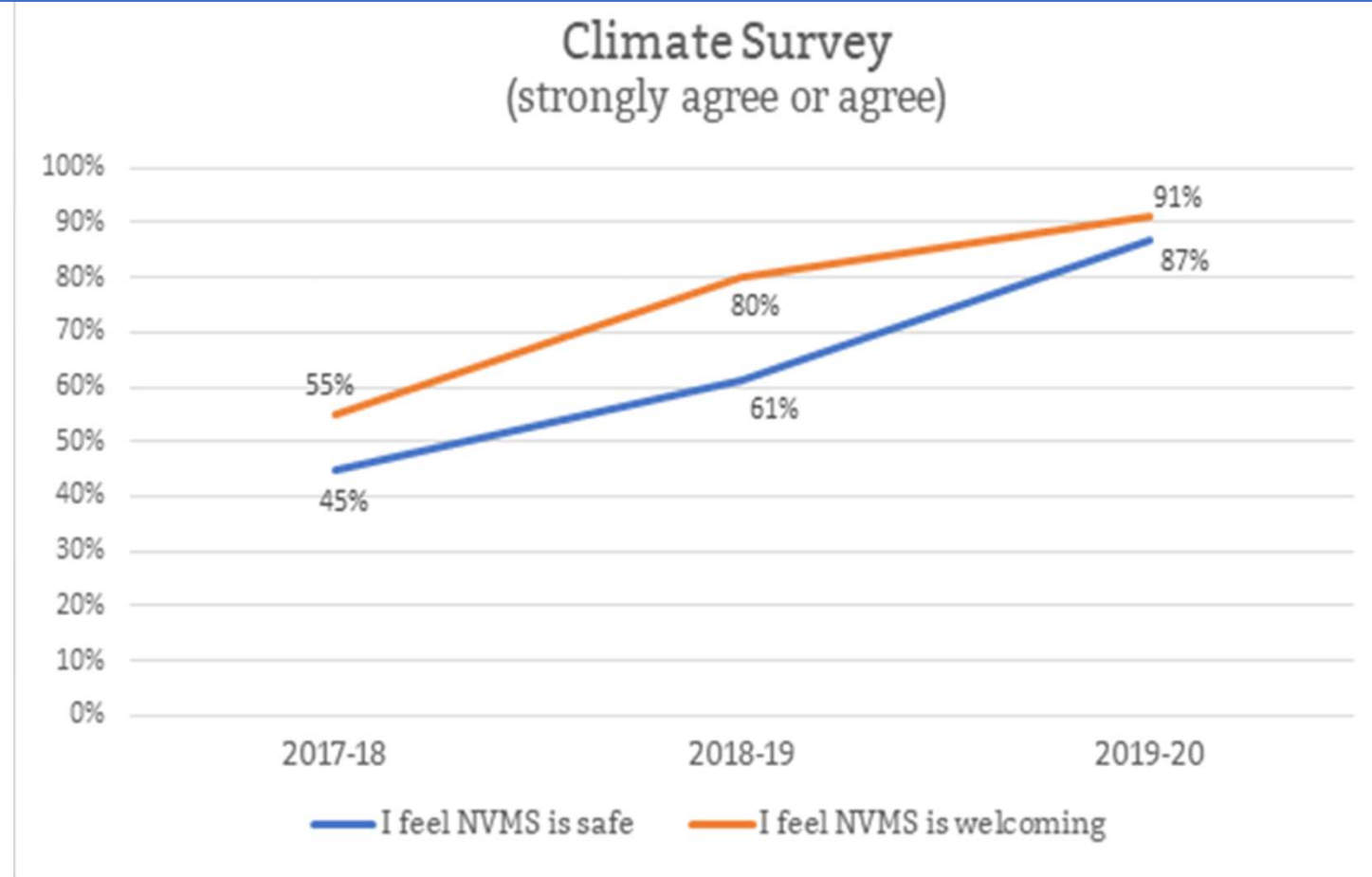


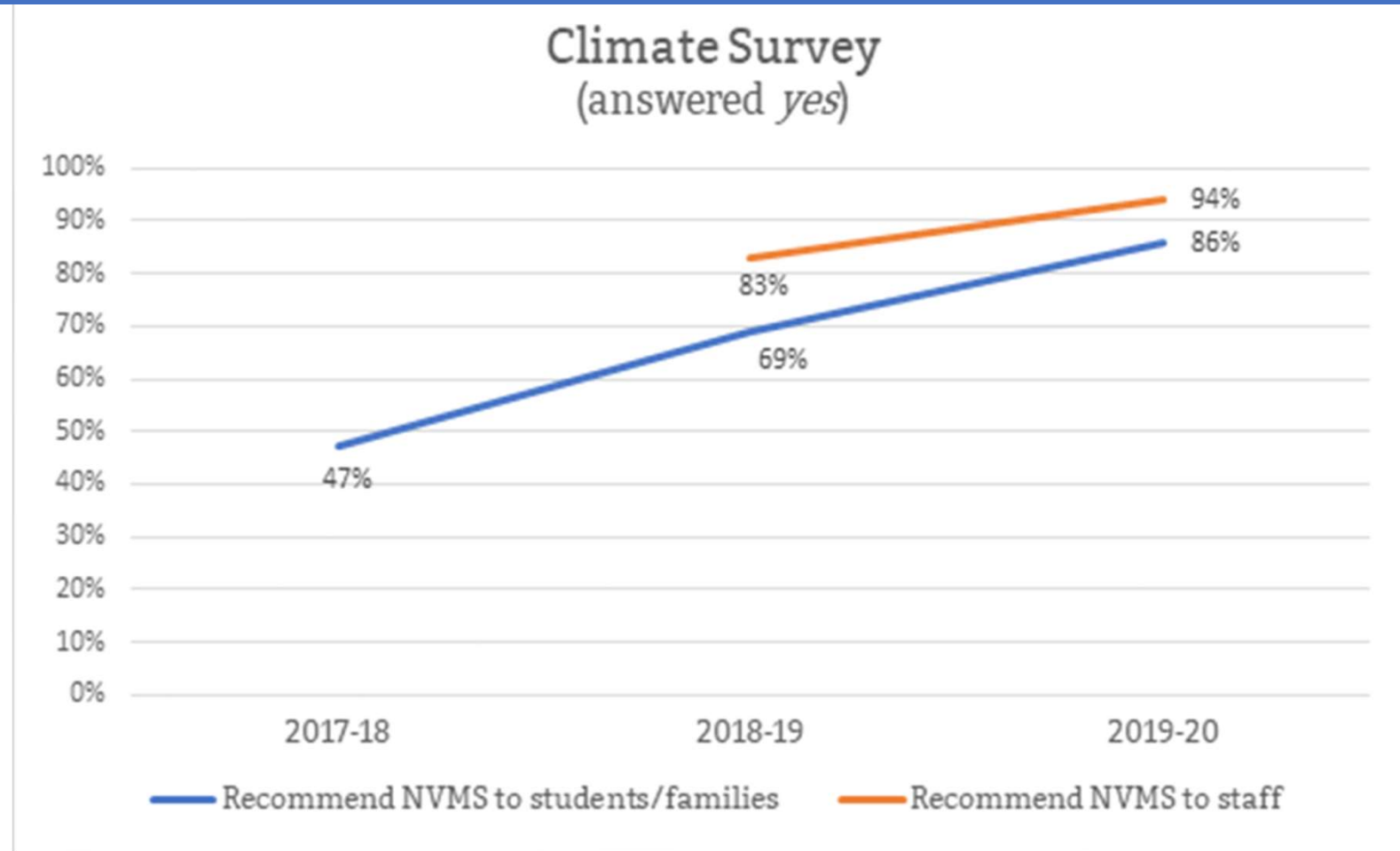


Unsafe Behaviors









FACE MASK

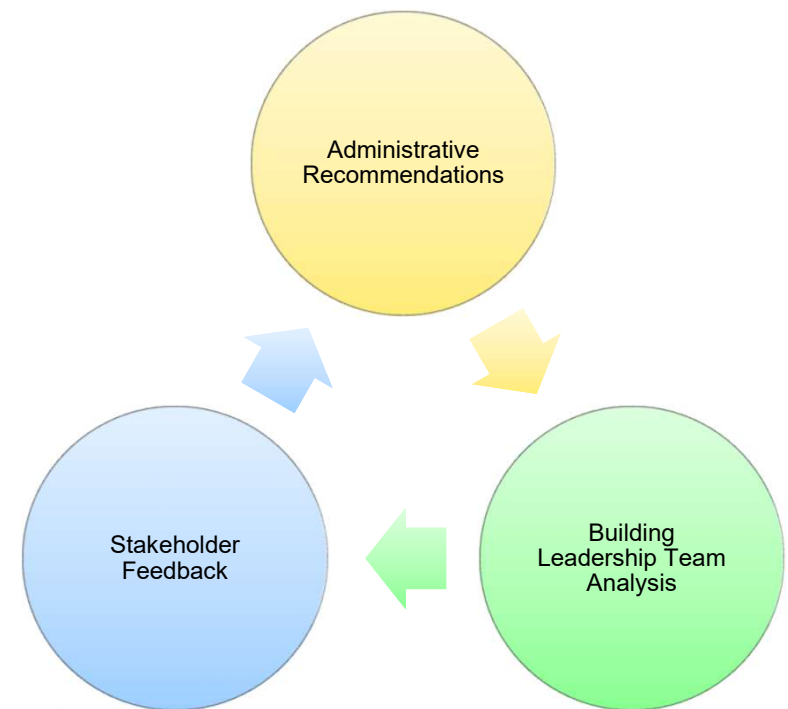


REQUIRED

The Pivot

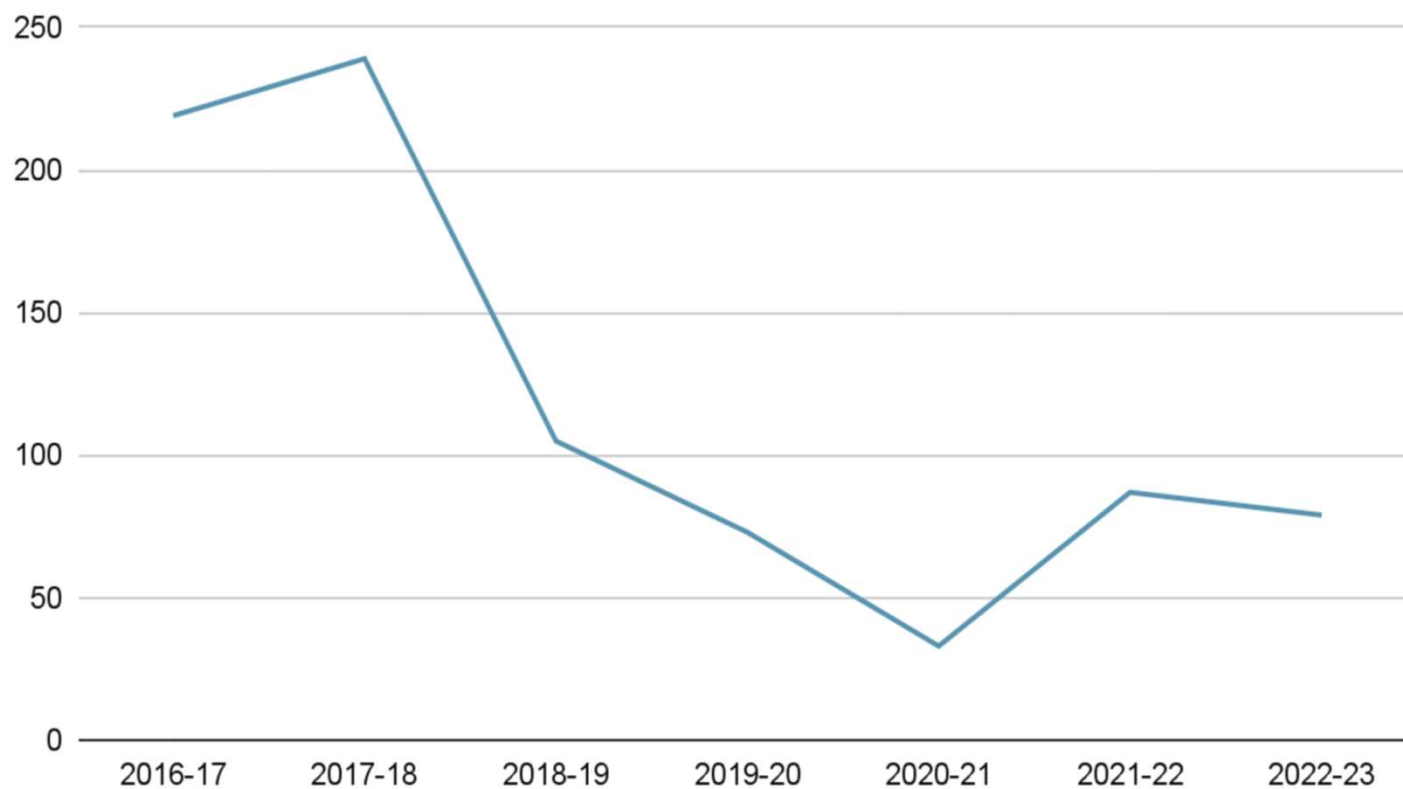
❖ Focused on well-being

- Trauma-Informed Practices Implementation
- Formation of Student Support Response Team
- Shifted resources to individual student support
- Modify positive recognitions
- Strategically engaged & supported families
- Re-examined the way supports (counseling, SSW, admin, etc.) interact



Do: Life After COVID

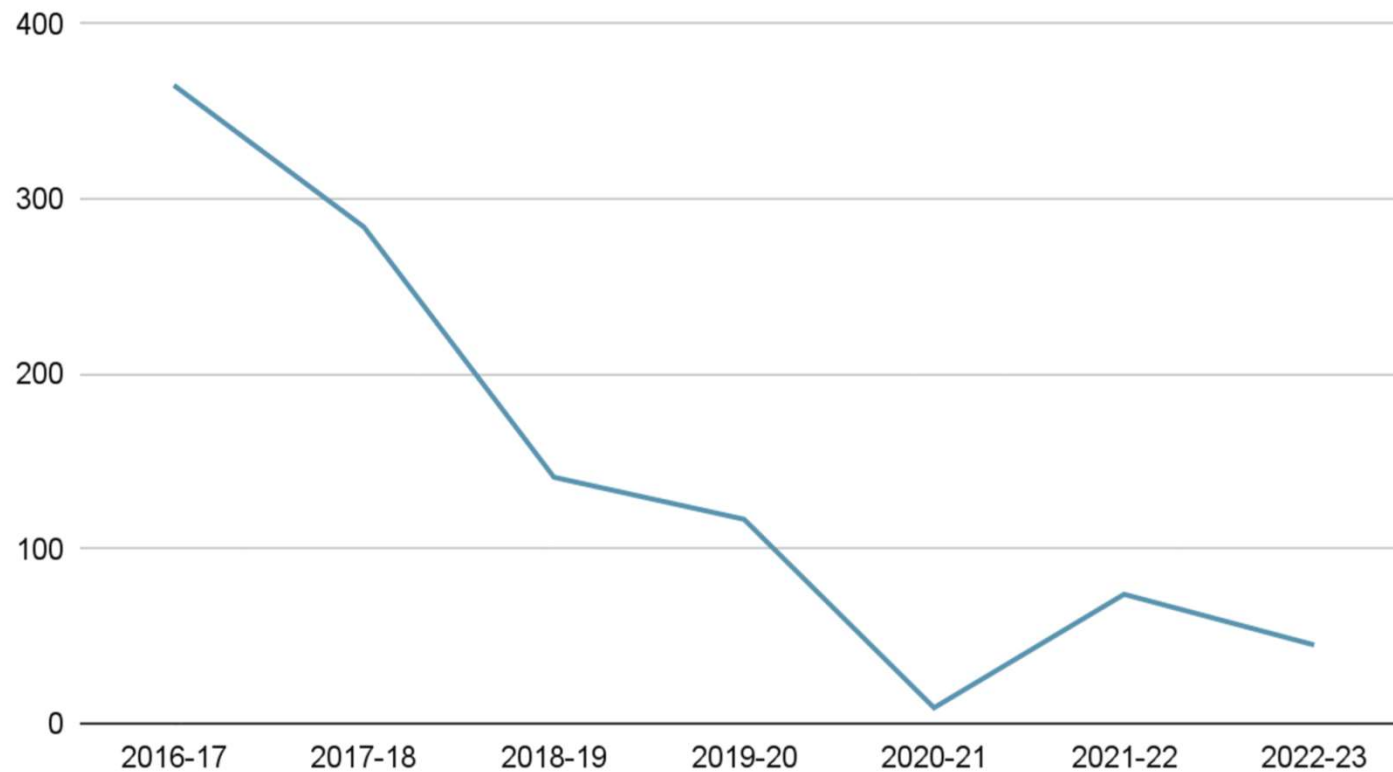
Out-of-School Suspension



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Do: Life After COVID

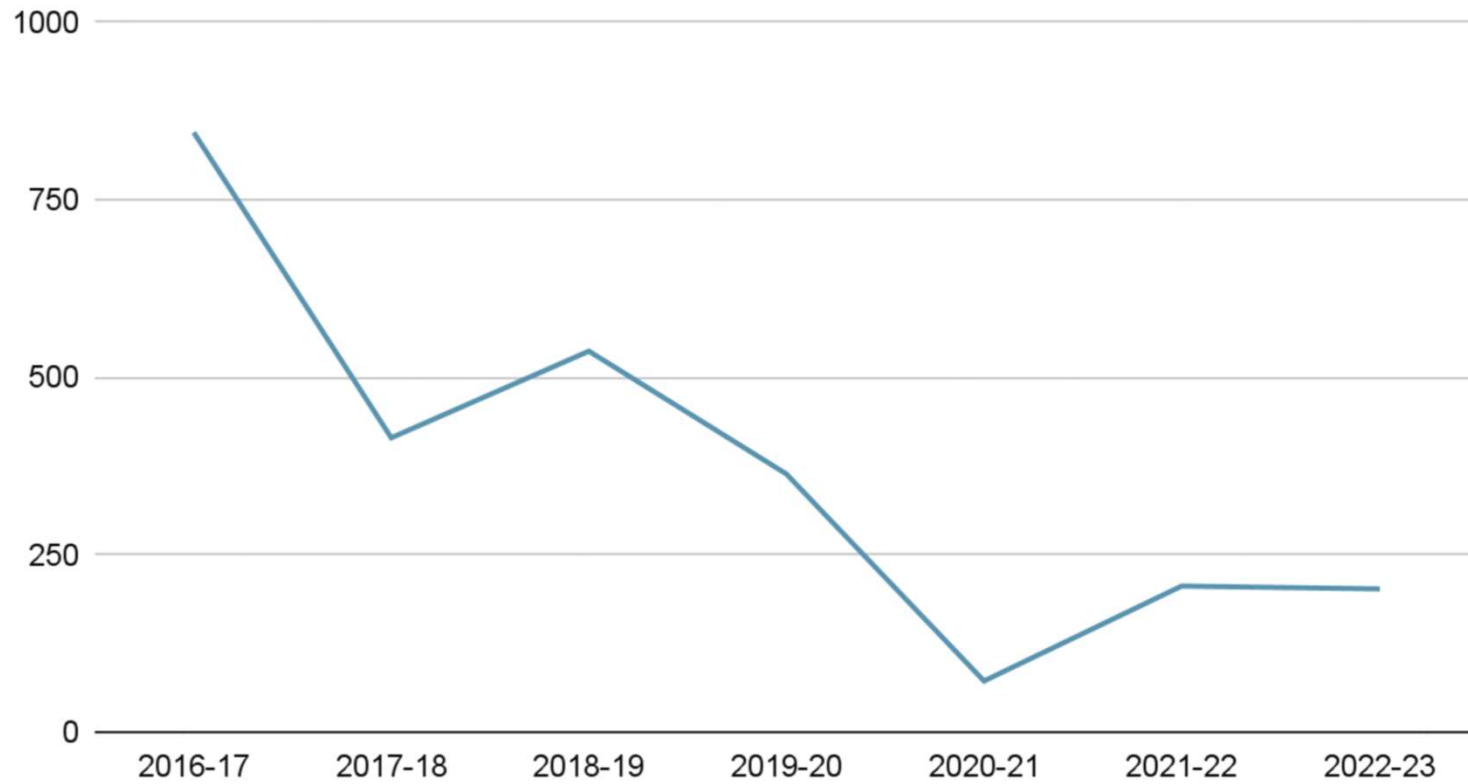
Administrative Dismissal



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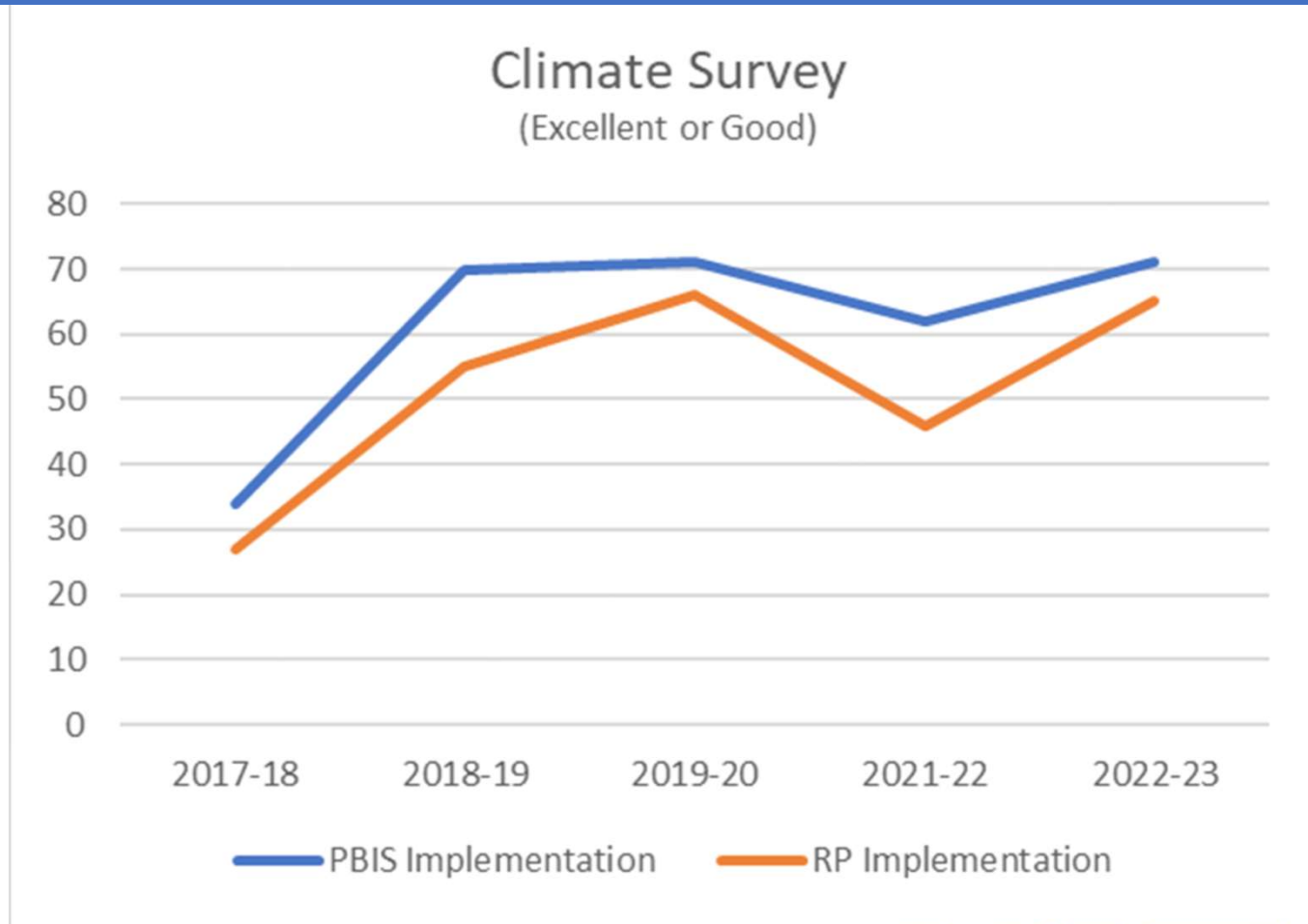
Do: Life After COVID

PASS



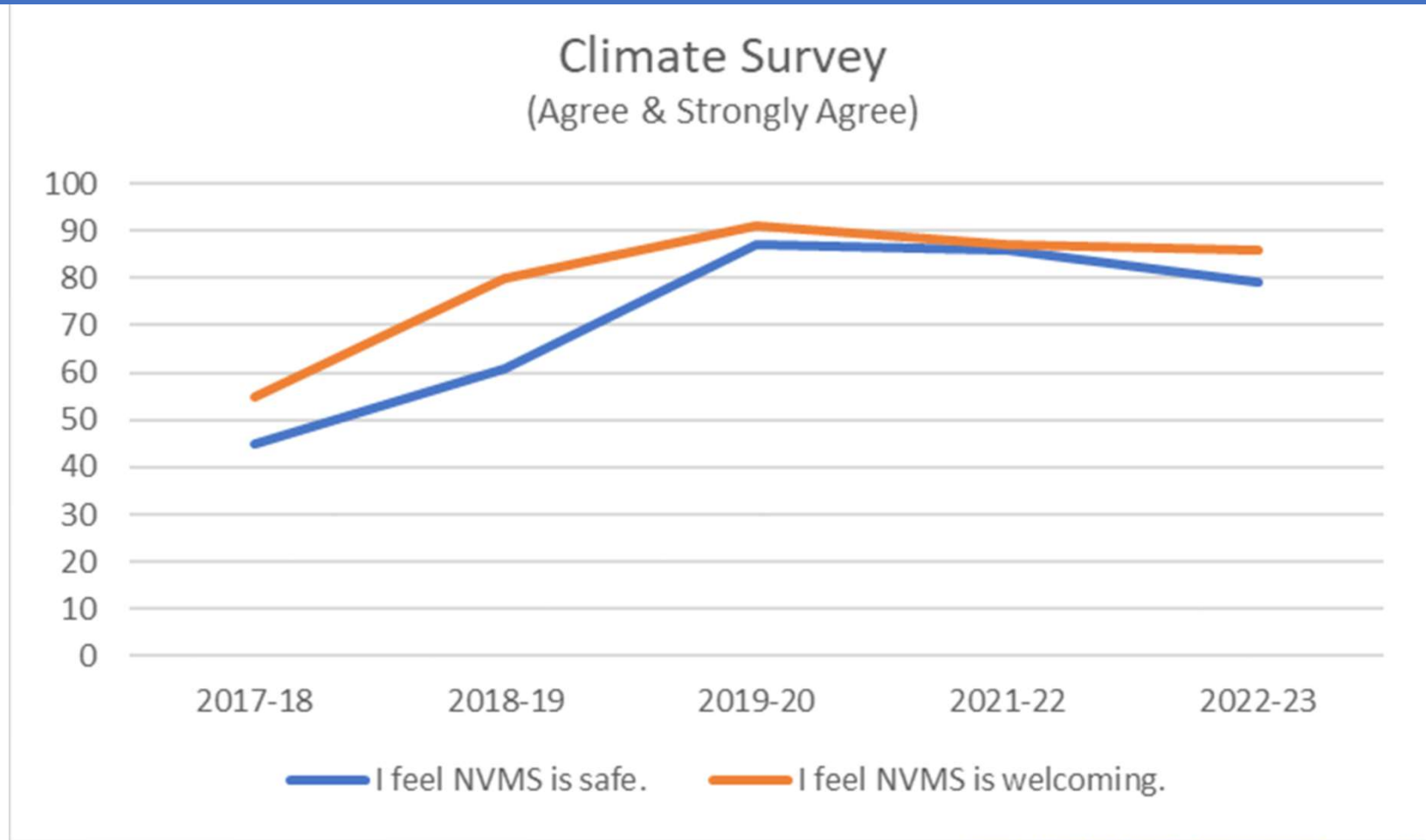
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Do: Life After COVID

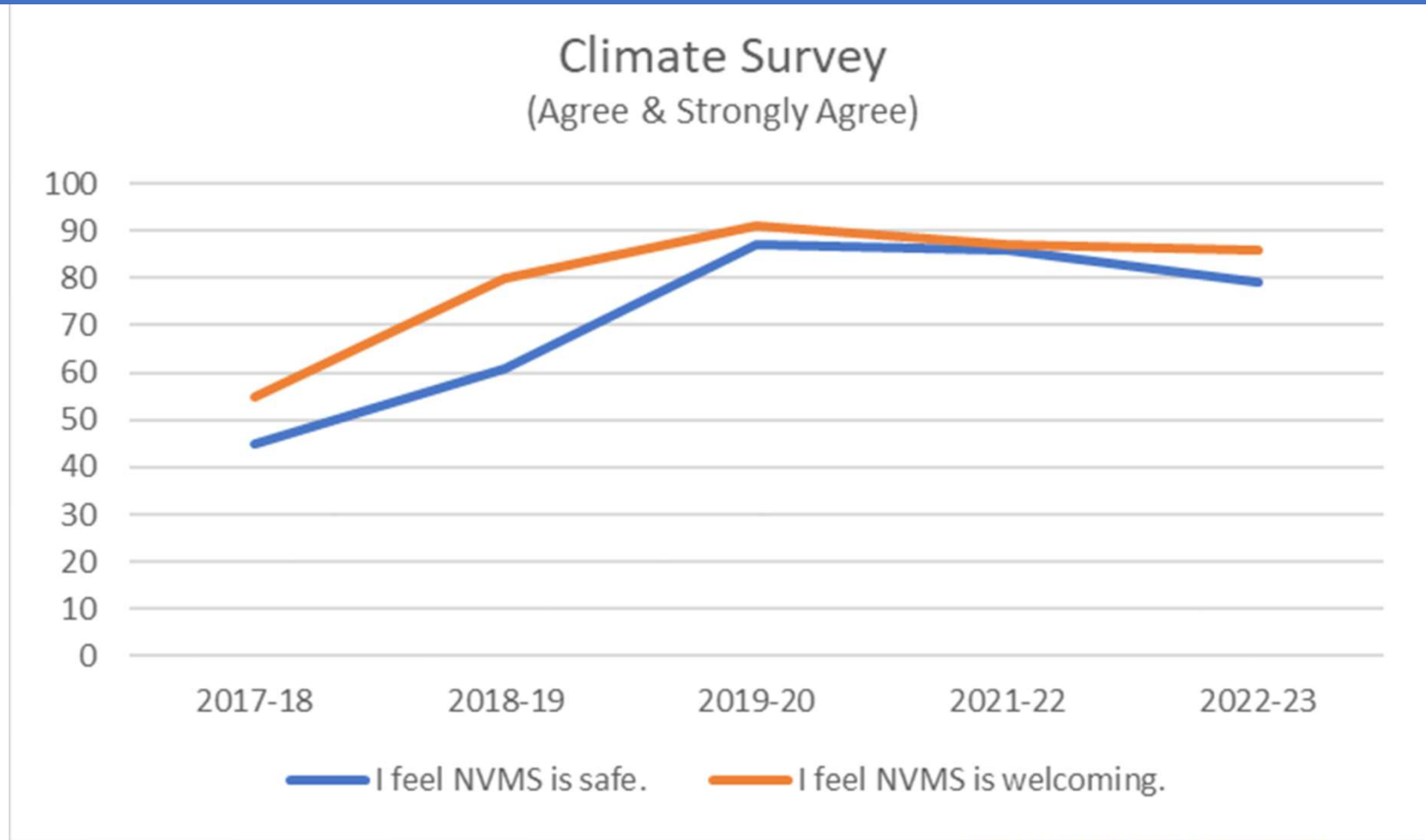


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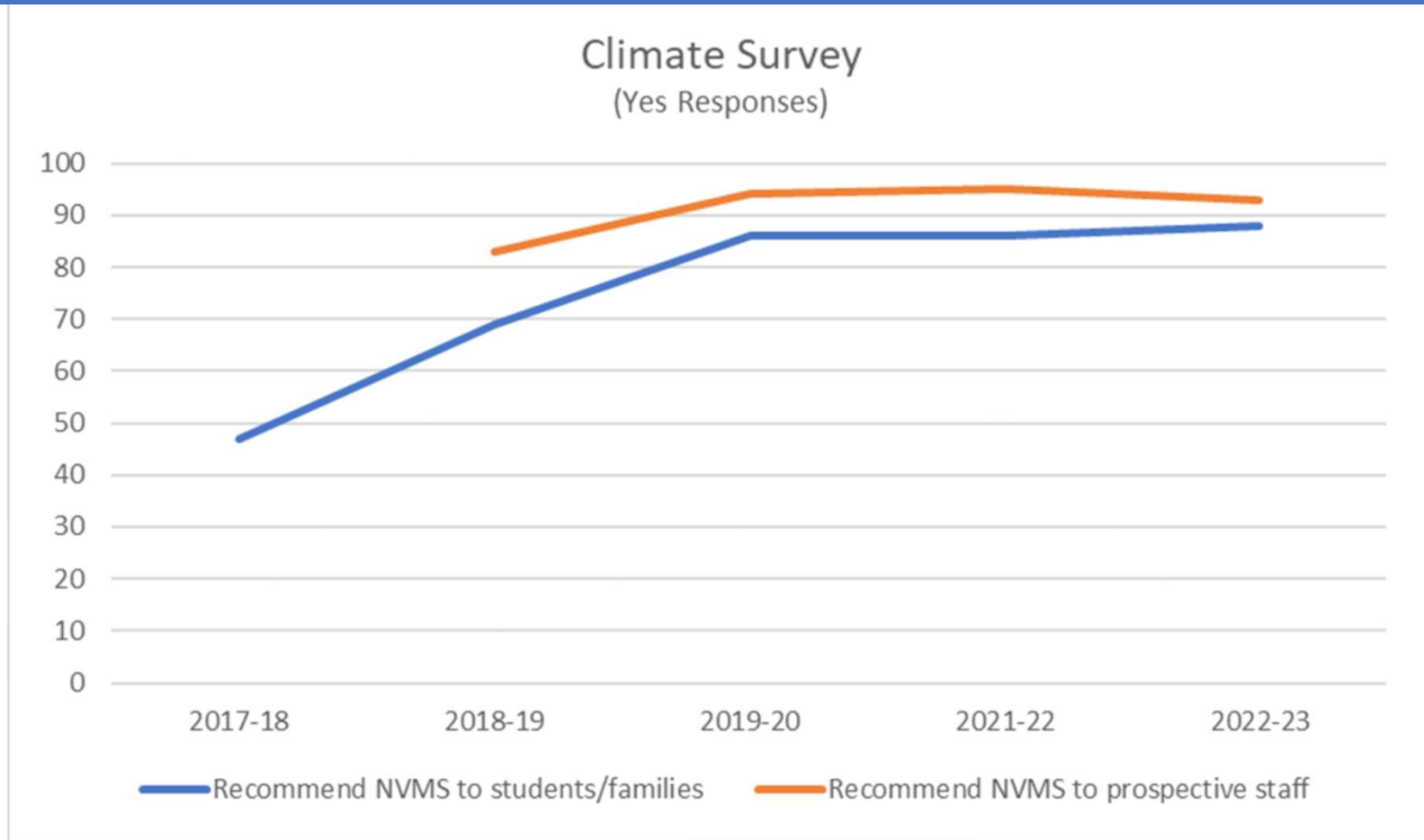
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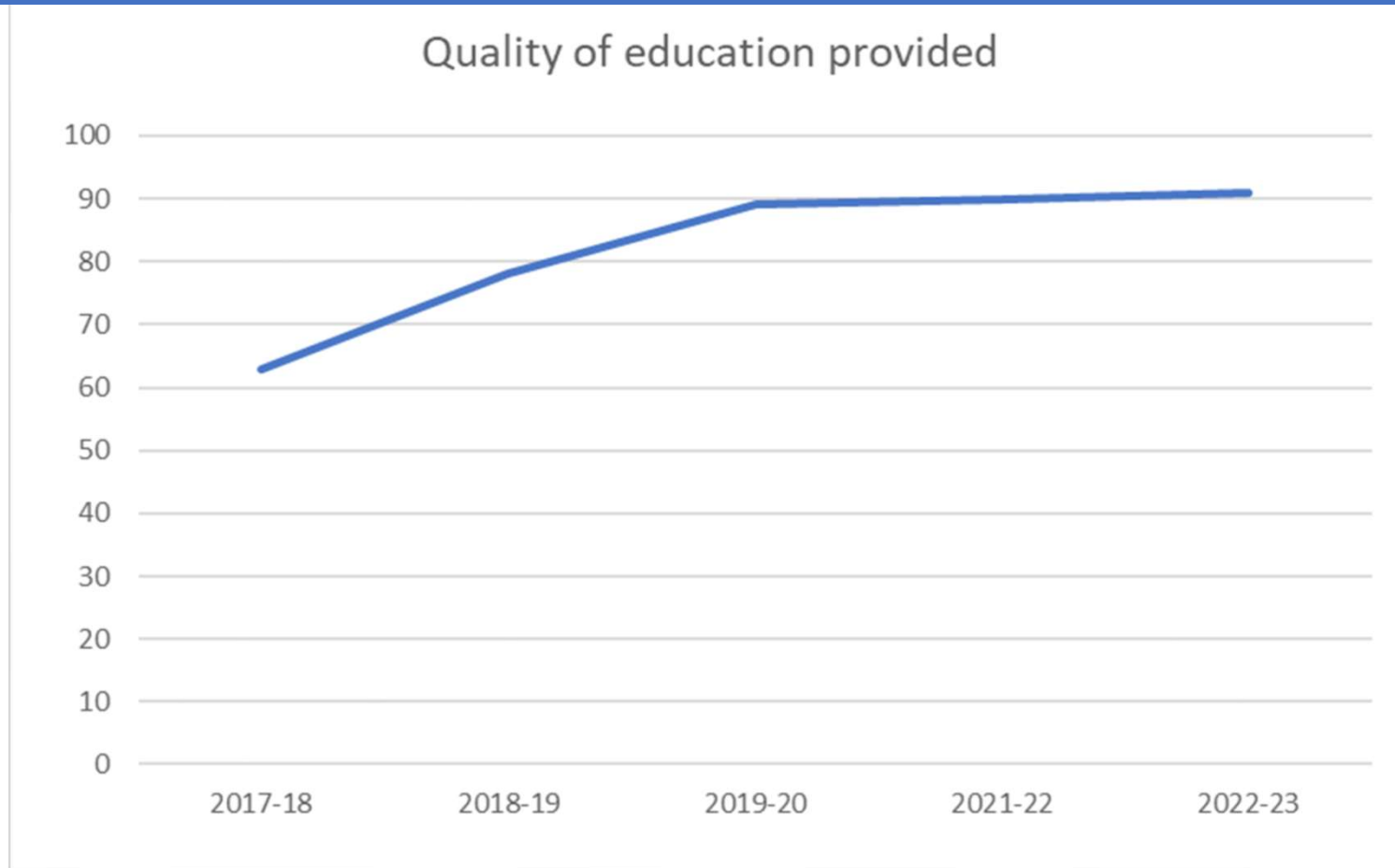


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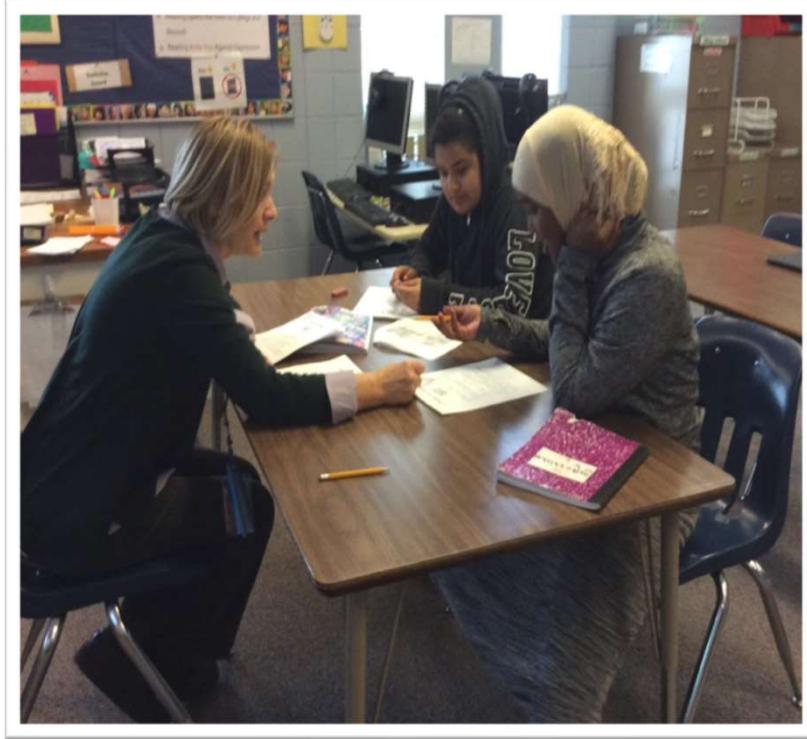
Points of Pride

- Student Stakeholder Survey results meet or exceed the district average.
- 100% of families believe their students have the support they need.
- Recognized by MDE for our PBIS implementation.



Points of Pride

- Student growth rates in reading exceeded their grade-level peer's state average
- 100% of families surveyed believe the quality of their scholar's experience is as good as scholars in other schools in our district and neighboring districts.



Points of Pride

- Family Stakeholder Survey
 - 100%- My scholar's school has a positive relationship with my community.
 - 100%- This school as a whole is welcoming to my family.
 - 88%- I feel like I belong at my scholar's school.



Elevation

1. Fidelity to a Restorative Practices framework
2. Refinement of the Student Assistance Team process
3. Acquiring authentic studentvoice



Thank You!

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10/27/2023

Session ID- 4G - PBIS Implementation in Urban Settings

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