

Empowering, Adaptable Instruction: List specific evidence-based interventions

List specific evidence-based intervention(s) within this strategy. (<200 words)

For students to experience empowering, adaptable instruction that is motivating, appropriately challenging, and that meets their unique needs, research shows that districts and schools need time and expertise for teachers to collaborate and check-in on student learning, including learning appropriate behaviors within the school environment, and positive behavioral support that is differentiated and adjustable to equitably meet the students' distinct needs.

Intervention: To achieve the aforementioned strategy, Culver School District is directing ESSER III monies to fund a full-time behavior specialist position to assist schools with creating a safe, welcome and supported environment as well as to address social/emotional/behavioral and mental health needs for students who are experiencing intensive behavioral challenges.

Empowering, Adaptable Instruction: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)

To ensure students feel safe, welcome and supported in school, structures need to be developed, policies enacted and practices cultivated to foster positive, supportive relationships and to provide mental and emotional health support. The following evidenced-based and research-based proactive interventions will be implemented:

(Tier 3-Moderate Evidence) *Within the school environment, identify the specifics of the challenging behavior(s) exhibited by students and the conditions that prompt and reinforce it.

(Tier 3-Strong Evidence) *Within the school environment, modify the classroom learning environment when needed to decrease challenging student behaviors.

(Tier 3-Strong Evidence) *Within the school environment, teach and reinforce new skills to increase appropriate behavior while preserving a positive classroom climate.

(Tier 3-Moderate Evidence) *Within the school environment, draw on relationships with professional colleagues and students' families for continued guidance and support.

(Tier 3-Moderate Evidence) *Within the school environment, assess whether additional schoolwide strategies or programs should be adopted, and, if so, implement ones shown to reduce negative and foster positive interactions.

Culver School District utilizes SWIS, (school wide information system), a comprehensive online application assisting with the recording of behavioral incident data. Utilizing the information system that is readily available allows the behavior specialist to quickly identify the specifics of the problem behavior and the conditions that prompt and reinforce it; plan for the individual system of support; analyze data on a daily, weekly, monthly and annual basis; and progress monitor students who receive the advanced intervention level of support.

Behavioral data will continue to be collected and reviewed on an on-going basis. This data will support positive changes within the school environment as well as serve as the basis for the individual behavior intervention plans and subsequent changes as needed.

Time & Attention:

For students to engage in learning that meets their strengths and distinct needs, districts and schools need to explore new ways to expand and vary the time and individualized attention they receive inside and outside of school hours. (Possible examples: Providing focused, high-dosage tutoring, peer tutoring, extended school day, enrichment programs, summer academic and enrichment, planning for post-secondary and career, developing work-based learning programs.)

Time & Attention: List specific evidence-based interventions

List specific evidence-based intervention(s) within this strategy. (<200 words)

The focus of the evidence-based interventions will be to increase time and attention to student needs by expanding opportunities for individualized attention, ensuring high quality substitute teachers and educational assistants are available during staff absences.

Intervention: Culver School District will dedicate classified educational assistants to implement high dosage tutoring in the academic areas of reading and math for students in kindergarten and first grade levels to address unfinished learning needs of students. Students will benefit from the more individualized time and smaller class time by increasing the number of adults to student ratio within the classroom.

Due to the number of absences related to COVID-19 illness and/or quarantining, many staff vacancies are not being filled leading to a disruption in the learning environment for students.

Intervention: Culver School District will direct ESSER III funds to hire two benefited permanent substitute teachers to fulfill this need.

Intervention: Additionally, to defray the extra costs incurred from hiring substitutes for teachers' and educational assistants' due to absences (e.g., illness, quarantining, etc.). This will help ensure that student engagement, individualized attention and educational needs for students may be addressed within school hours.

Time & Attention: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)

To ensure students are learning and to provide support that is differentiated and adjusted to meet individual students' strengths and needs, Culver School District has dedicated additional certified teacher and educational assistant support time to assist with unmet learning needs.

Additional staff will be utilized to support instruction with a focus on reading and math skills including the following strategies:

- Intensive, systematic instruction on foundational reading and math skills within small groups.

- Curriculum that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics and vocabulary) as well as fundamental math instruction as it relates to the students' needs and developmental level.
- Differentiated instruction, including varying time, content, and degree of support and scaffolding, based on students' assessed skills in the academic areas of reading and math.
- Opportunities for extensive practice and high-quality feedback with individualized instruction.
- Gradually build skills while providing a high level of individualized interaction with opportunities for practice and feedback.

Data will be collected prior to intervention as well as continuous data as students progress in the development of the various components of academic proficiency. Students are allowed to progress at their individualized rate and to spend additional time on skills deemed necessary for the individual student.

The following evidenced-based and research-based proactive interventions will be implemented:

(Tier 4 – Moderate Evidence) Screen all students for potential reading and math challenges at the beginning of the year and again in the middle of the year.

(Tier 4 – Moderate Evidence) Provide time for differentiated reading and math instruction for all students based on assessments of students' current reading and math levels.

(Tier 4 – Strong Evidence) Provide intensive, systematic reading and math instruction on up to three foundational reading skills and math skills in small groups to students who score below the benchmark.

(Tier 4 – Strong Evidence) Monitor the progress of students receiving intervention instruction at least one time per month.

(Tier 4 – Strong Evidence) Provide intensive instruction on a daily basis that promotes the development of the various components of reading and math proficiency to students who show minimal progress after reasonable time in small group intervention instruction.

(Tier 4 – Strong Evidence) Blended learning, combining teacher-led instruction with digital technology, to promote gains in reading and math instruction.

Strategy #3: Implementation of public health and safety protocols that align with Centers for Disease Control and Prevention guidance on reopening and operating school facilities to maintain the health and safety of students, educators and other staff. ARPA Section 2001(e)(2)(Q).

List specific evidence-based intervention(s) within this strategy. (<200 words)

Culver School District is committed to promoting educational systems that support every child's health, well-being and strengths while adhering to guiding principles.

Interventions:

*Hire a school nurse to assist with COVID related protocols, health/safety training, contact tracing, quarantining staff/students, and school district collaboration/communication with the local public health agency.

*Dedicate two classified personnel positions to assist with ensuring the district is adhering to the health, safety and well-being protocols.

*Purchase a vehicle (bus) for the transportation department to allow for social and physical distancing as well as to adhere to health, safety and well-being protocols.

Enacting the aforementioned strategies will assist the Culver School District with ensuring the following:

*Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, emotional and physical health of all students and staff.

*Identify and implement measures within each school building to increase the health, safety and well-being for each student.

*Review and adapt current building usage to identify and create additional space to be utilized for both social distancing and high-quality learning.

*Purchase school district vehicles (buses) to increase the capacity of the district to following health, safety and well-being protocols for students including social and physical distancing.

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words): How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

To implement the Safe Return to In-Person Instruction and Continuity of Services Plan by the Oregon Department of Education and aligned to guidance from the federal and state level in support of health and safety measures within the schools, Culver School District will continue to monitor guidance updates from the CDC, ODE, OHA, and JCPH to enact all educationally relevant precautionary mandated recommendations. Culver School District's Operational Plan will be updated to reflect changes.

Additionally, enacting Division 22 mandates outlined in OAR 581-022-2220 Communicable Disease Plan and Isolation Plan - Health Services will be implemented including the following: School districts must comply with all requirements including policies/practices that govern district health, including: school nurses services, prevention of communicable disease, availability of health rooms/space, vision and hearing screenings, health records, staff CPR training and requirements, medically fragile student services, medication administration, and medical emergency response for each building.

Furthermore, to adhere to Section 2001(i)(1) of the American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP ESSER) and the US Department of Education's Interim Final Requirements for Safe Return/Continuity of Services Plan.

And to enact the guiding principles for collective action and leadership for efforts to respond to COVID-19 within the school setting, including: Ensure safety and wellness; Center health and well-being; Cultivate connection and relationship; and Prioritize equity and Innovate.

All of the aforementioned mandates place an insurmountable level of demand on the school's maintenance, operations and transportation departments. To bolster the amount of work

requirements without dedicating personnel and vehicles to enact the mandates frequently leaves employees feeling fatigued and frustrated, alleviating this frustration by dedicating employees to fulfill expectations as well as providing sufficient vehicles to allow for distancing will ultimately have a positive impact on the well-being of both students and staff within our educational community.