Application for Funding – Cover Page

Applicant Agency

Business Name	Valley-Edinburg School District	Street Address Including City, State, and ZIP Code	4013 Euclid Avenue Crystal, ND 58222
Contact Person	Kierstin Hurtt	Title	Superintendent
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Authorized Representative	April Sommer	Title	Business Manager
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Federal Employer Tax Id #	27-2072629	Unique Entity Identifier #	HCMYLCHCM5U9
Dates of Active Registration in System for Award Management			July 2024-2025

Targeted Intervention(s) to be Implemented	MTSS-B Behavioral Interventionist (PK-6)
Total Amount of Funding Request	$247,790.85
Willing to Accept Less Funding (Y/N)	Y
Evidenced-Based Program/Services (Y/N)	Y
Name and Source of Evidenced-Based Program/Services	National Center on Intensive Intervention Research (American Institutes for Research)
School(s) or School District to be Served	Valley-Edinburg School District
Estimated Number of Youth to be Served	223
Estimated Number of Minority Youth to be Served	27

Signature	Kierstin Hurtt *Signature of the Person Submitting this Form*	Name	Kierstin Hurtt *Name of the Person Submitting this Form (print)*

Date of Signature   01-14-2025

Valley-Edinburg School District #118

Proposal for Elementary PK-6 Grade MTSS B Behavioral Interventionist

Program Narrative

1. The Elementary MTSS-B Behavioral Interventionist would implement a series of evidence-based interventions that have been studied at the National Center on Intensive Intervention at the American Institute for Research. These interventions include the following for any students who qualify for Tier-2 or Tier-3 intervention support. Each intervention has been positively correlated for achieving positive impacts on student behavior and is non-punitive in nature.

   a. **Check In Check Out**

      i. This intervention is for students who engage in minor, common behaviors, who receive referrals from more than one staff member. The Behavioral Interventionist will utilize a Daily Progress Report for these students to ensure structure, feedback, and reinforcement for appropriate behavior. The Behavioral Interventionist will also engage in home support to ensure consistent expectations.

   b. **Non-Contingent Reinforcement**

      i. This intervention relies on the Behavioral Interventionist providing a short bit of positive attention to encourage the desire for positive attention over negative attention due to disruptive behavior. The Behavioral Interventionist would also work consistently with classroom teaching staff to consistently deploy this intervention, both during the specific intervention time and during class time.

   c. **Antecedent Modification**

      i. This intervention requires the Behavioral Interventionist to work closely with classroom teachers to design task modification for students who require this intervention. The Behavioral Interventionist and Teacher find a modified educational activity that aligns with the teaching standard at hand, and the Behavioral Interventionist provides teacher attention or reinforcement for positive academic engagement.

   d. **Instructional Match**

i.   This is likely the most important of the interventions that will be utilized by the Behavioral Interventionist, and the most exhaustive part of the position's requirements. This will require the Behavioral Interventionist to screen all PK through 6th grade students for need of behavioral interventions, then curate, through the assessment of the student's current instructional level, appropriate curricula based on this level.The Behavioral Interventionist will be required to create progress monitoring charts, identify needed assessment, and vet instructional materials with varying levels of instructional difficulty.

Data Used to Determine Intervention Need
- **Absenteeism Data**: In 2021-2022, our chronic absenteeism rate was 10-14%. In 2022-2023, this rate dropped to 3-4%, but rose again to 7% in 2023-2024.
- **Benchmark Assessments**: Tools like Fastbridge to pinpoint areas where students may need additional support.
- **Classroom Performance**: Work samples, teacher observations, and anecdotal notes help us track progress and identify concerns.
- **Classroom Data:** Teachers track incidents of off-task, disruptive, or aggressive behavior.
- **Behavioral Data**: Office referrals, attendance records, and observations provide insights into students' social and emotional needs.
- **Progress Monitoring**: Frequent checks using tools like Fastbridge ensure that interventions are addressing the
- **Survey Data:** Feedback from students, teachers, and parents regarding behavioral progress.
- **FBA Data:** For students with BIPs, specific antecedents, behaviors, and consequences (ABC data) are collected and analyzed.

Strategies Currently Implemented Among VE PK-6 Grades
- **Differentiated Instruction**: Teachers adapt lessons to meet the diverse learning needs of students during core instruction.
- **Small Group Work**: Focused intervention groups led by teachers target specific skills based on student data.

- **Check-In/Check-Out (CICO)**: Daily behavioral support for students requiring additional adult connection and accountability between students and teachers.
- **Parent Communication**: Regular updates and strategies shared with families by teachers to extend learning support at home.
- **Schoolwide Positive Behavioral Interventions and Supports (PBIS)**: These are used to set clear behavioral expectations, reinforce positive behavior, and create a supportive environment.
- **Daily Classroom Routines and Expectations**: These are explicitly taught and reinforced by all staff.
- **Morning Meetings and Social-Emotional Learning (SEL) Curricula**: Used by teachers to teach problem-solving, self-regulation, and interpersonal skills.
- **Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)**: These are developed for students with persistent, high-intensity behaviors.
- **1:1 Paraprofessional Support**: This is provided as needed.

Intended Impact of Interventions

Through the implementation of an Elementary PK-6 Grade Behavioral Interventionist, the Valley-Edinburg School district hopes to reduce the number of disciplinary actions that transpire from addressing concerning behavior. We also hope to reduce the number of suspensions and expulsions for students at this grade level. We also hope to, by targeting early interventions, reduce the potential for law enforcement citations in our students' future.

Our next aim is to promote positive student behavior among all students, through the leadership of the Behavioral Interventionist. This will be supported by improving the overall school climate, increasing both attendance and academic performance amongst our Tier 2 and Tier 3 students. Our Behavioral Strategist will prioritize family engagement to ensure consistency between school and home.

Priority will be given to our BIPOC, IEP, EL, Low Income, and Migrant students, who make up the following percentages of our overall student population for the 2024-2025 school year:

    a. Hispanic Students- 12% of overall student population
    b. Native American Students- 5% of overall student population

c. IEP Students - 15% of overall student population
d. English Learners - 4% of overall student population
e. Low Income Students - 38% of overall student population
f. Migrant Students - 6% of overall student population

Project Planning, Design, Implementation

Planning for this position will take place during the winter of 2025. This position will be posted for applications upon the determination of grant recipients. Our school's administrative team (Elementary Principal, Superintendent, Special Education Director, and Academic Interventionist) have worked to design this position's implementation for the fall of 2025.

Capabilities & Competencies

- Roles & Responsibilities of MTSS-B Behavior Interventionist
    a. Assess, design, and implement targeted interventions to modify behaviors in PK-6 grade students.
    b. Conduct functional behavioral assessments of students.
    c. Create behavior intervention plans for students.
        i. Curate evidence-based interventions for students based on need.
        ii. Curate developmentally appropriate curricula for students based on capability and need.
        iii. Monitor behavioral progress.
        iv. Provide direct support to staff, teachers, students, and student families.
        v. Serve as a resource for families to provide training and promote positive behavior changes.
        vi. Collaborate with staff and teachers to ensure consistent implementation across learning environments.

Plan for Collecting Performance Data & How It Will Be Used for Continuous Quality Improvement

- Close Academic Gaps: Help students reach or exceed grade-level expectations in reading, math, and other core areas.
    a. This will be assessed using the following:

       i.   Benchmark Assessments

       ii.   Progress Monitoring (Fastbridge)

       iii.   Classroom Performance

- Improve Behavior: Reduce office referrals and increase engagement in the classroom through positive reinforcement strategies.
  a. This will be assessed using the following:
     i. Classroom Performance
     ii. Behavioral Data

- Build Confidence: Equip students with the skills and self-efficacy they need to succeed in their learning journey.
  a. This will be assessed using the following:
     i. Benchmark Assessments
     ii. Progress Monitoring (Fastbridge)
     iii. Classroom Performance
     iv. Behavioral Data

- Foster Equity: Ensure every child has access to the support they need, regardless of their starting point.
  a. This will be assessed using the following:
     i. Benchmark Assessments
     ii. Progress Monitoring (Fastbridge)
     iii. Classroom Performance
     iv. Behavioral Data

- Results from this assessment data will be used in our annual Cognia school accreditation program performance assessment. This data will direct the following year's objective setting, goals, and initiatives.

Budget Breakdown (Please See Attached)

Budget Summary

Applicant: Valley-Edinburg School District $118

Project Period: Fall 2025 - Spring 2028

	Grant Request	Match	Total
Budget Categories:			
Personnel	176,340.00	-	176,340.00
Fringe Benefits	67,550.85	-	67,550.85
Travel	3,900.00	-	3,900.00
Supplies	-	-	-
Subaward/Contractual	-	-	-
Other Direct Costs	-	-	-
Indirect Costs	-	-	-
Total Grant Funds	247,790.85	-	247,790.85

Budget Detail Worksheet and Narrative

Applicant: **Valley-Edinburg School District $118**

Project Period: **Fall 2025 - Spring 2028**

Personnel				Grant	Total Grant Period		
Position	**Name**	**Annual Salary**	**Alloc %**		**Grant Request**	**Match**	**Total**
PK-6 Behavioral Interventionist (2025-2026 School Year)	Alyson Hall	56,575	100		56,575	$0	56,575
PK-6 Behavioral Interventionist (2026-2027 School Year)	Alyson Hall	58,751	100		58,751	$0	58,751
PK-6 Behavioral Interventionist (2027-2028 School Year)	Alyson Hall	61,014	100		61,014	$0	61,014
Total Personnel Costs					$176,340	$0	$176,340

Personnel Narrative:
This position would be a 1 FTE Behavioral Interventionist between the Hoople School Building (PK-2 Grades) and the Crystal School Building (3-6 Grades). The Behavio

Fringe Benefits				Grant	Total Grant Period		
Position	**Name**	**Annual Benefit**	**Allocation %**		**Grant Request**	**Match**	**Total**
PK-6 Behavioral Interventionist (2025-2026 School Year)	Alyson Hall	$21,651	100%		$21,651	$0	$21,651
PK-6 Behavioral Interventionist (2026-2027 School Year)	Alyson Hall	$22,517	100%		$22,517	$0	$22,517
PK-6 Behavioral Interventionist (2027-2028 School Year)	Alyson Hall	$23,383	100%		$23,383	$0	$23,383
Total Fringe Benefits					$67,551	$0	$67,551

Fringe Benefits Narrative:
Benefits include a full single health insurance benefit, FICA paid, and TFFR contribution paid.

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
Travel Between Hoople and Crystal (2025-2026 School Year)	Hoople & Crystal	Mileage	$1,300	$0	$1,300
Travel Between Hoople and Crystal (2026-2027 School Year)	Hoople & Crystal	Mileage	$1,300	$0	$1,300
Travel Between Hoople and Crystal (2027-2028 School Year)	Hoople & Crystal	Mileage	$1,300	$0	$1,300
Total Travel Costs			$3,900	$0	$3,900

Travel Costs Narrative:

The Behavioral Interventionist is expected to travel daily between the Hoople and the Crystal buildings. Our school district compensates those who travel between district buildings $.70/mile.

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Total Supply Costs			$0	$0	$0

Supply Costs Narrative:

Subawards/Contracts		Total Grant Period		
Description/Purpose	Computation	Grant Request	Match	Total
Total Subaward/Contractual Costs		$0	$0	$0

Subaward/Contractual Costs Narrative:

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
Total Other Direct Costs		$0	$0	$0

Other Direct Costs Narrative:

Indirect Costs			Total Grant Period		
Description	**Base**	**Rate**	**Grant Request**	**Match**	**Total**
Total Indirect Costs			$0	$0	$0

Indirect Cost Narrative: