

***Georgia Department of Education
Division for Special Education Services and Supports***



Coordinated Early Intervening Services (CEIS) Sample Pan and Budget

Allowable CEIS Activities

Permissible CEIS activities include the provision of scientifically-based interventions, services, and supports, as well as, professional development for teachers and other school staff who work with general education students who need additional academic or behavioral supports to be successful. Examples of CEIS activities appropriate for use of funds include, but are not limited to:

- reading or math specialists to work with nondisabled students who have not reached grade-level proficiency in those subjects;
- after-school tutoring for nondisabled students who score below “proficient” on statewide assessments;
- the provision of academic and behavioral evaluations to help determine what scientifically based interventions, services, and supports an at-risk student might need, (Note: CEIS funds may not be used for evaluations that have the purpose of identifying students for special education services);
- school-wide or small group behavioral interventions to nondisabled students who receive a certain number of disciplinary office referrals; and
- professional development to develop and implement Response to Intervention (RTI) approaches.

Data Reporting Requirements for CEIS

School districts that opt and/or are required to use IDEA funds for CEIS must identify the nondisabled students who will receive additional support and who are expected to benefit from CEIS activities (e.g., who will be taught by a teacher who participated in a professional development activity). This is because federal regulations require school districts to report to the State the number of students who participated in CEIS activities, and the number of students who received special education and related services during the two-year period after participating in CEIS activities.

The CEIS Plan may include activities such as:

- a. *Professional development* for teachers and other school staff to enable such personnel to deliver scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software;
- b. *Educational and behavioral evaluations, services, and supports*, including scientifically based literacy instruction;
- c. *School-wide interventions* designed to prevent further findings of disproportionality; and
- d. *Other activities specifically designed to improve the academic and behavioral outcomes* for students not yet identified as students with disabilities.

It is recommended that districts serve students with early intervening services in the grade below the grade of concern, as this has the potential to prevent future instances. However, CEIS funds may not be spent on services for children in preschool even if the district provides regular education services for children ages 3-5.

Professional development (PD) may be provided only for personnel who serve students who have not been identified as students with disabilities, but who need additional academic and behavior support to succeed in the general education environment. On a limited circumstance basis, personnel serving only identified students with disabilities may also participate in planned CEIS PD activities, if the cost of those activities is not increased by their participation. The LEA must track and count students who are served by personnel who participated in PD activities supported with CEIS funds. Districts must count students of those personnel only in the year of the training or the year immediately after such training. Students who receive services for more than one year should be counted each year they participate. Similarly, districts must only count students in the same way after implementation of a school-wide intervention initiative supported with CEIS funds. School-wide interventions means interventions implemented throughout a school, not the meaning given to “school-wide” under the Elementary and Secondary Education Act (ESEA).

If CEIS funds are used for response to intervention (RTI) as a school-wide initiative, such funds must supplement not supplant other funds used to support this effort. Funds used for CEIS may provide services that are aligned with activities funded and carried out under the Elementary and Secondary Education Act (ESEA) if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted by CEIS.



SAMPLE
Georgia's Coordinated Early Intervening Services (CEIS)
FY12 Documentation Form

District: _____

Contact Person: _____ **Phone:** _____ **Email:** _____

1. Briefly describe the CEIS.

Note: The district should complete a documentation form for each CEIS (e.g., reading intervention, math intervention, professional development for behavioral supports, etc.).

The district will hire 2 academic interventionists to provide a reading intervention for a targeted group of students. These students will receive five, 45-minute sessions per week above and beyond their core reading instruction. The interventionists will receive professional development to use Harcourt Houghton Mifflin's Intervention Station to address the specific deficits.

In addition to the academic lessons with students, the interventionists will serve as collaboration coaches for classroom teachers and provide interventions, within the classroom setting for targeted students.

2. Briefly describe the data used to identify the need for this CEIS (e.g., CRCT scores, universal screening data, suspension data, attendance data, etc.).

The schools will use a variety of data sources to identify the need: CRCT, Phonological Awareness Literacy Screening (PALS) S screener (3rd), and AIMSweb Universal Screening.

3. Was there an examination of studies and/or research to support the intervention or activity? Briefly explain.

Yes, the Houghton Mifflin Intervention is a research-based high-interest leveled reading/literacy program. This program provides scaffold reading instruction and has been successfully used with similar demographics. This intervention received great ratings from What Works Clearinghouse.

4. What are the targeted schools and grade levels for the CEIS?

Note: The CEIS shall be provided to students in K-12 who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general environment.

The district will target 2 elementary schools (Lane Elementary-Grades 3-5 and Creek Elementary-Grades 3-5).

5. Describe the entrance and exit criteria used to identify, serve, and dismiss students for CEIS.

Note: Each school may identify entrance/exit criteria appropriate for its services and demographics. The process should allow students to exit at anytime.

Both elementary schools will use the same criteria.

Entrance Criteria - Students will receive CEIS services and interventions based upon their instructional level as determined by AIMSweb (at or below the 25th percentile when compared nationally) for 3rd graders, less than proficient on the Phonological Awareness Literacy Screening (PALS) for 4th and 5th graders and non-mastery on the reading portion of the CRCT for all grades.

Exit Criteria - Students will be exited from CEIS as they reach their instructional reading grade level above the 25th percentile according to AIMSweb progress monitoring and show mastery on grade level benchmark assessments.

6. Describe the ongoing progress monitoring procedures that will be used to measure student outcomes.

AIMSweb will be used to progress monitor student performance. AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

7. Is there a plan to monitor and assess fidelity of implementation (e.g., responsible person(s) for supervision)?

The AIMSweb system has three components that provide comprehensive progress monitoring and RTI Solutions. One of the components, Strategic Monitoring, monitors at-risk students monthly and evaluates the effectiveness of instructional changes.

Bimonthly reports will be sent to the special education director/CEIS coordinator to show that progress monitoring is occurring. The CEIS coordinator will make onsite visits to provide ongoing feedback about the services.

8. How will the district evaluate the outcomes of the CEIS? Briefly explain.

Note: The GaDOE must track students who have exited CEIS and determine if those students become eligible for special education services within two years. What kinds of formative data should your district review to determine program effectiveness?

3rd Grade - Based on results from the Phonological Awareness Literacy Screening (PALS) Screening Test, 95% of students identified needing supplemental reading intervention will meet the proficiency benchmark for their grade by the end of the year.

4th - 5th Grades - Based on results from the AIMSweb Universal Screening Test given in the Fall, 95% of students identified needing supplemental reading intervention will meet the proficiency benchmark for their grade by the end of the year.

FY12 Budget

1. What is the allotted amount of funds for CEIS? ***\$180,000***

Note: All districts determined to have significant disproportionality (SD) must use 15% of their federal funds to provide CEIS. Districts not determined to have SD may opt to use up to 15%.

2. Will the CEIS use carryover funds allotted during the previous school year? If so, how much carryover funds are available? ***N/A***

3. What is the proposed number of students that will receive CEIS? ***180 students***

Note: The district shall ensure that the proposed number of students is commensurate with the allotted amount of funds (e.g., \$100,000 used to provide services for 10 students may not be an appropriate choice.)

4. The district shall use ***Table 1 (CEIS Budget Form)*** to list individual expenditures outlined in the CEIS plan. The district shall identify the funding category, type of fund, brief descriptor, and fiscal allotment. Expenditures should clearly outline appropriate information.

A. Funding Category: The funding categories typically used for CEIS are listed below Table 1

B. Type of Service: The district shall identify expenditures as professional development or educational and behavioral evaluations, services, and supports. Professional development activities must be aligned to a targeted group of students!

C. Brief Explanation of Expenditure: The district shall identify each resource listed in the CEIS plan that requires use of these funds. Descriptors must include adequate information to review each request (e.g., number of days for professional development, number of teachers receiving training, number of personnel hired to provide a service; fulltime or part-time work status, breakdown of salary and benefits, number of student licenses, etc.).

Table 1. CEIS Budget Form

Funding Category	Type of Fund	Brief Explanation of Expenditure	Amount
1000 Series	Educational/Behavioral Services, Supports, and Evaluations	Harcourt Intervention Station and High Interest Library	\$15,000
2100 Series	Educational/Behavioral Services, Supports, and Evaluations	Salaries (\$70,000) + Benefits (\$10,000) for 2 fulltime academic interventionists	\$160,000
2100 Series	Educational/Behavioral Services, Supports, and Evaluations	Instructional Materials to Support Harcourt Intervention Station	\$3,500
2210 Series	Professional Learning	Professional Learning for 2 Academic Interventionists	\$1500.00
Total Expenditures			\$180,000

Funding Categories

1000 Series- Instruction includes activities dealing directly with the interaction of teachers and students.

2100 Series - Pupil Services deal directly with activities designed to assess and improve the well-being of students and to supplement the teaching process.

2210 Series - Improvement of Instructional Services include activities which are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging learning experiences for students