

GENERAL INFORMATION AND INSTRUCTIONS: The Coordinated Early Intervening Services (CEIS) Plan is a narrative describing the local education agency's (LEA) plan for implementing coordinated, early intervening services for students K-12 with an emphasis on students in kindergarten through grade three who are not identified as needing special education or related services and do not have an Individual Education Program (IEP) but who need additional academic or behavioral support to succeed in general education environment (34 C.F.R. 300.226). The plan should describe activities needed to implement the LEA's **coordinated early intervening services**.

The following sections must be completed in order to submit the IDEA CEIS budget: A, B, C, D.

SINGLE DISTRICTS

District Name:	District Number:	District Type
----------------	------------------	---------------

SCHOOL/COOPERATIVES/EDUATION DISTRICTS

School/Cooperative/ Education District Name:	District Number:	District Type
District Name:	District Number:	District Type:

A: (300.226)(d)(1)(2)

1. Identify the grade levels that will be the focus of this coordinated early intervening services plan:

Grade: _____

2. List the academic and/or behavioral areas (examples: 'reading,' 'mathematics,' 'language arts,' 'attendance,' 'office,' 'referrals,' 'suspension/expulsion,' etc.) that will be the focus of this coordinated early intervening services plan:

3. What is the projected number of students who will receive academic and /or behavioral services and supports:

B: Academic and/or Behavioral Services, Supports and Monitoring for students identified through screening (34 C.F.R. 300.226)(b)(2)

Universal Screening (34 C.F.R. 300.302)

1. How will students be screened or referred to determine if they need services and supports under CEIS?

Note: IDEA CEIS funds may not be used for universal or general screening.

Academics and Behavioral Services and Supports

1. What academic and/or behavioral supports and services will be provided directly to students?

Progress Monitoring (For each service and support listed on previous question above)

1. What measures will be used to monitor students' response? _____
2. How often will progress monitoring take place? _____
3. How will results from progress monitoring be used to make decisions about **continued student participation** in CEIS? _____

Academic and Behavioral Services, Supports and Monitoring Staffing

1. Identify the positions and responsibilities of those implementing academic and/or behavioral services, supports and progress monitoring: _____

C: If using funds for professional development, complete this section.

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 use instruction on the use of adaptive and instructional software (34 C.F.R. 300.226)(b)(1)

1. What professional development will be provided to facilitate implementation and progress monitoring of academic and/or behavioral services and supports? Who is the intended audience?

D: Program Evaluation for the determination of effectiveness and impact

1. What measurable outcomes does the district hope to achieve as a result of implementing the coordinated early intervening services plan? At least one outcome must be student focused.

Requirements:

1. All staff who provide CEIS to students are appropriately licensed to provide the specified services?
 Yes No
2. Paraprofessionals and tutors supporting the delivery of CEIS services do so under the supervision of an appropriately licensed teacher?
 Yes No
3. All students receiving CEIS must be reported on MARRS with SEES 8.
4. Special Education Evaluation Status 8 is reserved for Federal Coordinated Early Intervening Services (CEIS) only. It may **NOT** be used for students receiving preventative services in the state Alternative Delivery of Specialized Instructional Services (ADSIS) program or be used for students with IEP's. MARSS will be reviewed and if a child is coded as Special Education Evaluation Status 8, there must be CEIS expenditures. If Special Education Evaluation Status 8 is used in the ADSIS Service Hour Spreadsheet, that spreadsheet must be redone and resubmitted.