



REQUEST FOR FY 2018 COORDINATED EARLY INTERVENING SERVICES (CEIS)

GENERAL INFORMATION AND INSTRUCTIONS:

The CEIS Plan is a narrative describing the local education agency's (LEA) plan for implementing CEIS for students K-12 with an emphasis on students in kindergarten through grade three. These plans focus on students 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 the general education environment (34 C.F.R. 300.226). The plan must describe activities needed to implement the LEA's CEIS Plan.

Note – *The CEIS Plan must be submitted by **October 6, 2018**.* LEAs that fail to complete the application process by **January 12, 2019**, will have their designated funds automatically returned to FIN 419.

The following sections must be completed in order to submit the Individuals with Disabilities Education Act (IDEA) CEIS budget: A, B, C, D.

Single Districts

District Name	District Number	District Type

School/Cooperative/Education Districts

School/Cooperative/Education District Name	District Number	District Type

A: District Overview

1. Identify the grade levels that will be the focus of this CEIS plan:
2. What is the projected number of students in the above grades that will receive academic and/or behavioral services and supports through the CEIS Plan?
3. What is the total student enrollment in the grades identified in question 1?

B: CEIS Comprehensive Needs Assessment:

B.I. List the academic and/or behavioral areas (examples: 'reading', 'mathematics', 'language arts', 'attendance', 'office referrals', 'suspension/expulsion', etc.) that will be the focus of CEIS plan:

1. Please provide at least three years of data to justify the need for CEIS in the academic and/or behavioral area selected in B.I above
2. What criteria will the district determine students will need services or supports under CEIS?

B.II. Academics and Behavioral Services and Supports

1. What academic and/or behavioral supports and services will be provided directly to students?
2. How will the district determine whether the intervention has met student need?

B.III. Progress Monitoring (for each service and support listed on previous question above)

1. What measures will be used to monitor students' response? How often will progress monitoring take place?
2. How will results from progress monitoring be used to make decisions about continued student participation in CEIS?
3. How will results from progress monitoring be used to make decisions about referral to special education vs. continuation in CEIS?
4. How will impact of the CEIS funds be measured and monitored at the local level?

B.IV. 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. Professional Development: Complete this section **only if** you are planning to use funds on Professional Development

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. (34 C.F.R 300.226) (b) (1)

1. Identify each training or professional development activity to be offered during this state fiscal year to licensed and/or unlicensed/certified staff and others who serve or support students benefiting from CEIS.
2. Identify which group of staff and others (licensed, unlicensed, etc.) will be provided the training
3. Identify the projected number of students who will be benefit from the training and their grade levels.

D. Program Evaluation/Measurable Goals:

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 do so under the supervision of an appropriately licensed teacher?

Yes No

3. All students receiving CEIS must be reported on the Minnesota Automated Reporting Student System (MARSS) with Special Education Evaluation Status (SEES) 8.

4. SEES 8 is reserved for Federal 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 SEES 8, there must be CEIS expenditures. If SEES 8 is used in the ADSIS Service Hour Spreadsheet, that spreadsheet must be redone and resubmitted.

Area 1: Salaries, wages, benefits

Budgetary Information for CEIS FIN 425 and Mandatory CEIS FIN 429.

Electronic Data Reporting System (SEDRA) Service Codes: A, L Uniform Financial and Reporting System (UFARS)
Object Codes: 141-146, 153-172, 175-199, 200-295, except 289 and 290.

Name/Description	FF # if applicable	Salary/Cost	Budget Narrative Justification
		Total:	

Area 2: Contracted Services

SEDRA Service Codes: B UFARS Object Codes 303, 304,377

Name/Description	FF # if applicable	Salary/Cost	Budget Narrative Justification
		Total:	

Area 3: Travel, Staff Travel, Supplies Materials, Extra Duty Time, Indirect Costs.

SEDRA Service Codes: I, F, I, R UFARS Object Codes: 895,401

Name/Description	FF # if applicable	Salary/Cost	Budget Narrative Justification
		Total:	

Note: CEIS funds cannot be used for out-of-state travel.