

January 2010 Special Education Update

Administrative Law Judge (ALJ) Qualifications

In accordance with 20 USC §1415(f), 34 CFR §300.508, and WAC 392-172A-05095, OSPI has posted a current list of ALJs who conduct special education due process hearings. You may obtain the qualifications and training information for each ALJ by clicking on the ALJ's name. The list is located at:
<http://www.k12.wa.us/SpecialEd/ALJ.aspx>.

IDEA-B and Section 619 Flow-Through Carryover Amounts Posted

The Special Education federal carryover dollars from 2008-09 have been posted to iGrants Form Package 267 for IDEA-B and Section 619.

To expend these funds, you will need to submit a budget revision via iGrants to include these dollars on this year's grant. Click on the following link for district carryover allocations: [IDEA Carryover 2008-09](#).

If you need assistance with creating a budget revision or if you have any questions, please contact Tara Canlett at tara.canlett@k12.wa.us or 360-725-6075.

Section 619 Flow-Through Supplemental Allocation

A Section 619 Supplemental Allocation is available for 2009-10. These funds are from unspent federal flow-through in the prior year and need to be spent this school year (2009-10) by August 31, 2010. This Supplemental Allocation was calculated using the flow-through formula. Section 619 preschool funds must be expended in the provision of service to eligible students aged 3 through 5. Proposed expenditures need to be described using Federal Project Budget Form.

In order to access the district's supplemental allocation the district is required to submit a budget revision through iGrants, form package 267, Section 619 budget. The supplemental allocations have been inserted into the iGrants system and combined with the district's original Section 619 allocation and carryover. Click on the following link for district Section 619 supplemental allocations: [Section 619 Supplemental Allocations 2010](#).

If you have any questions, please contact Tara Canlett at 360-725-6075 or by email, tara.canlett@k12.wa.us.

MEDICAID – Consent to Bill Requirement

OSPI has received frequent inquiries regarding consent to bill for school-based Medicaid reimbursement. It is our understanding that information and training regarding this requirement may have been misinterpreted. Pursuant to 34 CFR 300.154(a)(2)(iv)(A) and WAC 392-172A-07005(2)(d), each school district must obtain parent consent in order to access a student's Medicaid benefits. Even though this does not reduce the child's community benefits, according to DSHS, when a provider bills Medicaid for services provided to a child, the provider is accessing the child's benefits. DSHS has also stated that they do not independently obtain consent for billing from parents as part of their Medicaid eligibility process.

For further information, see the Alexa Posny Memorandum OSEP 07-10 at:
<http://www.ed.gov/policy/speced/guid/idea/letters/2007-2/osep0710insurance2q2007.pdf>.

Early Childhood Special Education--Teacher Survey

OSPI and the Washington Association for the Education of Young Children (WAEYC) have designed a brief survey for early childhood special education teachers. The survey contains 40 questions related to curriculum and assessment practices, service delivery models, and professional development needs. The survey can be completed in about 15 minutes. Information gathered on the survey will be used to plan future professional development activities. The survey can be found at: <http://www.surveymethods.com/EndUser.aspx?COE4889BC3809796> and **will be available from January 14 to February 12.**

Please distribute the link to this survey to all district ECSE teachers. Questions about the early childhood survey should be directed to Sheila Ammons at (360) 725-6075.

CEIS – Coordinated Early Intervening Services

OSPI has received frequent inquiries regarding the sources for the calculation of funds for CEIS, the activities that may be funded, and the tracking and reporting of students benefitting from CEIS. Below are some basic rules to apply to CEIS.

CEIS must be calculated based on the *total* IDEA B allocation. For the 2009-10 school year, this includes the ARRA IDEA B allocation. CEIS funds are to be used for students **K-12 (and particularly k-3)** who are **struggling in the general education curriculum.**

CEIS *cannot* be used for services for **all students** (such as core curriculum, universal screening) and **cannot** be used for students **eligible for special education.**

CEIS may be used for:

- professional development
- academic and behavioral evaluations (to determine additional instructional support and NOT eligibility for special education)
- academic and behavioral services and supports

CEIS must be used to **supplement, and not supplant,** funds for ESEA activities.

*Total amount of IDEA funds (including CEIS funds) used is limited to the per child amount of IDEA appropriation multiplied by the number of children with disabilities in the school.

Please click on the following link to access a document with greater detail on CEIS. A table of acceptable uses of funds is included. Click here: [WA CEIS TA Jan2010](#).

In Memoriam

The special education community in Washington lost an advocate, friend and colleague when John Brattain passed away on January 3, 2010. John lost his battle with cancer and will be deeply missed by those of us who had the honor and privilege of knowing and working with him. John began work at OSPI in 1984. He retired from OSPI in 1998, and worked briefly for the State Auditor's Office before enjoying his retirement and his classic cars. An organ recital will be held in his honor on January 26, at 1:00 pm at the Washington Performing Arts Center in Olympia.

Safety Net Bulletin 067-09 and State Oversight Committee Meeting Dates and Application Deadlines-REPEAT

Safety Net Bulletin 067-09 was published October 7, 2009 and is located at <http://www.k12.wa.us/BulletinsMemos/Bulletins2009/B067-09.doc>. This bulletin provides instructions for applying for special education safety net funding for the 2009-2010 school year. Safety net funding is available to school districts with a demonstrated need for special education funding in excess of state and federal funding otherwise provided.

Deadline for Receipt of Application at OSPI	Type of Application	Oversight Committee Meeting Date	Meeting Location
Dec. 18, 2009	High need	Feb. 11-12, 2010	SPSCC, Hawk's Prairie, Room 118
Feb. 19, 2010	Community Impact	Mar. 25-26, 2010	SPSCC, Hawk's Prairie, Room 120
April 2, 2010	High need	June 15-16, 2010	SPSCC, Hawk's Prairie, Room 118
May 4, 2010	Community Impact (Resubmittals Only)	June 15-16, 2010	SPSCC, Hawk's Prairie, Room 118

Applications must be received at OSPI by 5 p.m. on deadline day. Faxed and emailed submissions will not be accepted.

For application forms visit the Safety Net Website: <http://www.k12.wa.us/SpecialEd/SafetyNet.aspx>. Please note that an updated version of the IEP Review Form has been posted.

Driving Directions to Meeting Location: http://www.hawksprairie.org/documents/maphawks_000.pdf

For Safety Net Application information, please contact: Mary Ellen Parrish (maryellen.parrish@k12.wa.us) or (360) 725-6075.

2009-10 Potential Medicaid Eligible Student Worksheet - REPEAT

The 2009-10 Potential Medicaid Eligible Student Worksheet document with instructions has been posted to our website, located at www.k12.wa.us/specialed/medicaid.aspx.

The worksheet which is due January 25th, 2010 should be submitted to medicaidreports@k12.wa.us.

**Please review the instruction page and worksheet as we have made changes/additions to both.

If you have any questions, please contact Rebecca Kirby at 360-725-6075 or rebecca.kirby@k12.wa.us.

ASSESSMENT INFORMATION

Pre-registration of Students taking a WAAS-Portfolio using WAMS

Special education program staff should work closely with their district assessment coordinator to identify which students receiving special education services will be assessed using the WAAS-Portfolio. Districts will pre-register those students via WAMS (Washington Assessment Management System), from January 20 through February 3, 2010. For those familiar with the process, the WAAS-Portfolio pre-registration will be the same as that for WAAS-DAPE; if unfamiliar with the process, be sure to discuss the procedure with your district assessment coordinator.

Based on the registration information provided, Measured Progress will send *Student Demographic Page Booklets*, Pre-ID student adhesive labels and return shipping materials that correspond to each student identified in the ordering window. The shipping kits and instructions will arrive in districts on March 12, 2010.

Additional materials will be provided in each district's original shipment to accommodate students who are not pre-registered beginning January 20, through February 3, 2010. No registration information will be processed after this window. **There will be no additional window for late orders.**

2009-2010 WAAS-Portfolio Important Dates

The first WAAS-Portfolio data point was to have been collected no later than Friday, December 18. If you missed this data collection opportunity, students can still meet standard on a portfolio submission with two data point entries. The remaining data collection windows are:

2nd Data point: December 19, 2009 – February 5, 2010

3rd Data point: February 6, 2010 – March 12, 2010

If you have any questions regarding WAAS-Portfolio or general assessment matters please direct them to

- Judy Kraft, Alternate Assessment Specialist, Judy.Kraft@k12.wa.us, 360-725-4970
- Margaret Nerison, Teacher on Special Assignment, Margaret.Nerison@k12.wa.us, 360-789-3621
- Collette Mason, Alternate Assessment Administrative Assistant, waas@k12.wa.us, 360-725-6089

**Office of the Superintendent of Public Instruction
Special Education
2008-09 IDEA Carryover**

ESD	CODIST	SCHOOL DISTRICT	IDEA-B Carryover	Section 619 Carryover
113	14005	Aberdeen	\$1,640	\$179
189	29103	Anacortes	\$560	
189	31016	Arlington	\$736	\$1,281
123	02420	Asotin-Anatone	\$6,190	
121	17408	Auburn		\$195
189	37503	Blaine	\$3,674	\$645
114	18100	Bremerton		\$45
114	16046	Brinnon		\$28
189	29100	Burlington-Edison	\$35,385	\$977
114	05401	Cape Flattery	\$210	
121	27019	Carbonado	\$141	
171	04228	Cascade	\$5,299	
171	04222	Cashmere	\$7,545	
112	08401	Castle Rock	\$4,732	
113	21401	Centralia	\$22,962	
101	32360	Cheney	\$25,584	\$840
101	33036	Chewelah	\$10,269	\$77
114	16049	Chimacum		\$345
105	19404	Cle Elum-Roslyn	\$2,720	
121	27400	Clover Park	\$119,864	\$5,281
123	36250	College Place	\$3,015	\$93
123	36400	Columbia (Walla Walla)		\$13
101	33115	Colville	\$5,980	
189	15204	Coupeville	\$3,337	
114	05313	Crescent	\$2,314	
101	26059	Cusick		\$69
189	31330	Darrington	\$3,616	
123	07002	Dayton	\$1,201	
123	36101	Dixie	\$268	
101	32361	East Valley (Spokane)	\$4	
105	39090	East Valley (Yakima)	\$10,101	\$587
171	09206	Eastmont	\$40,158	
113	14068	Elma	\$1,608	
171	13165	Ephrata	\$8,028	
101	32801	ESD 101		\$913

			IDEA-B	Section 619
ESD	CODIST	School District	Carryover	Carryover
113	21036	Evaline		\$45
101	33205	Evergreen (Stevens)	\$7	
121	17210	Federal Way	\$12,493	
189	37502	Ferndale	\$5,491	\$1,558
123	03053	Finley	\$3,288	\$204
101	38302	Garfield	\$1,360	\$90
105	39203	Highland	\$7,130	\$233
121	17401	Highline		\$3,446
113	14028	Hoquiam		\$644
121	17411	Issaquah	\$26,482	
123	03017	Kennewick	\$121,726	\$3,667
101	33212	Kettle Falls	\$5,806	
123	03052	Kiona Benton		\$308
105	19403	Kittitas	\$6	
171	04129	Lake Chelan	\$1	
189	31004	Lake Stevens	\$8,432	\$834
101	32362	Liberty	\$5,021	
112	08122	Longview	\$18	
171	04019	Manson		\$4
113	23311	Mary M Knight		\$91
101	32354	Mead	\$38,391	
189	37505	Meridian	\$13,744	
189	31103	Monroe		\$1,083
113	21206	Mossyrock		\$95
189	29320	Mount Vernon	\$8	
189	31006	Mukilteo	\$122,001	
171	24014	Nespelem	\$1,746	
101	26056	Newport	\$1,536	
101	32325	Nine Mile Falls		\$39
113	14064	North Beach	\$411	
123	11051	North Franklin	\$1	
114	18400	North Kitsap		\$1
113	25200	North River	\$437	
113	34003	North Thurston		\$3,212
101	33211	Northport	\$1,736	\$24
113	14172	Ocosta	\$4,520	\$208
171	24105	Okanogan	\$1,639	
113	34111	Olympia	\$42,013	\$1,257
171	24019	Omak	\$50	\$29

ESD	CODIST	School District	IDEA-B Carryover	Section 619 Carryover
189	28137	Orcas Island	\$4,355	
123	01147	Othello	\$12,440	\$546
123	11001	Pasco	\$1,597	\$771
113	23402	Pioneer	\$5,062	
123	36402	Prescott	\$2,925	
123	03116	Prosser	\$24,520	\$647
171	13144	Quincy	\$1,694	\$1,298
121	17403	Renton	\$122,080	\$161
123	03400	Richland	\$20,088	\$1,852
121	17407	Riverview	\$25,005	\$628
113	34401	Rochester	\$18,276	\$556
105	13160	Royal	\$12,317	\$572
189	28149	San Juan	\$4,285	
113	14104	Satsop	\$655	
112	34975	School for the Deaf		\$180
112	34974	School for the Blind	\$1,360	
121	17001	Seattle	\$44,905	
105	39119	Selah	\$1,698	\$833
114	05323	Sequim	\$13,155	
121	17412	Shoreline	\$91,706	\$4
121	17404	Skykomish		\$22
121	17410	Snoqualmie Valley	\$10,337	\$779
113	25118	South Bend	\$5,204	
114	18402	South Kitsap	\$5,820	
121	27001	Steilacoom Hist.	\$299	\$1,176
112	30303	Stevenson-Carson	\$1,116	
189	31311	Sultan	\$30	\$445
121	27320	Sumner		\$2,011
113	34402	Tenino	\$13,192	\$1
121	17406	Tukwila		\$63
113	34033	Tumwater	\$45,730	
121	27083	University Place	\$212	\$51
101	33070	Valley	\$3,505	\$72
105	13073	Wahluke		\$482
105	39207	Wapato	\$24,734	
171	13146	Warden	\$3,349	
113	21303	White Pass		\$80
113	25160	Willapa Valley	\$2,598	
171	13167	Wilson Creek	\$2	\$23
105	39007	Yakima	\$3	\$23

**Office of the Superintendent of Public Instruction
Special Education
2009-10 Section 619 Supplemental Allocations**

			SECTION 619
ESD	CODIST	SCHOOL DISTRICT	ALLOCATION
113	14005	Aberdeen	\$5,213
113	21226	Adna	\$774
101	22017	Almira	\$134
189	29103	Anacortes	\$3,683
189	31016	Arlington	\$7,260
123	02420	Asotin-Anatone	\$779
121	17408	Auburn	\$21,802
121	18303	Bainbridge Island	\$5,025
112	06119	Battle Ground	\$18,592
121	17405	Bellevue	\$27,685
189	37501	Bellingham	\$15,863
101	01122	Benge	\$9
121	27403	Bethel	\$24,518
105	20203	Bickleton	\$144
189	37503	Blaine	\$2,990
113	21234	Boistfort	\$104
114	18100	Bremerton	\$7,778
171	24111	Brewster	\$1,239
171	09075	Bridgeport	\$1,207
114	16046	Brinnon	\$46
189	29100	Burlington-Edison	\$5,721
112	06117	Camas	\$7,144
114	05401	Cape Flattery	\$674
121	27019	Carbonado	\$212
171	04228	Cascade	\$1,807
171	04222	Cashmere	\$2,073
112	08401	Castle Rock	\$1,855
112	20215	Centerville	\$109
114	18401	Central Kitsap	\$15,868
101	32356	Central Valley	\$17,493
113	21401	Centralia	\$5,449
113	21302	Chehalis	\$4,181
101	32360	Cheney	\$5,254
101	33036	Chewelah	\$1,465
114	16049	Chimacum	\$1,521

ESD	CODIST	SCHOOL DISTRICT	SECTION 619 ALLOCATION
123	02250	Clarkston	\$4,001
105	19404	Cle Elum-Roslyn	\$1,240
121	27400	Clover Park	\$18,529
101	38300	Colfax	\$871
123	36250	College Place	\$1,951
101	38306	Colton	\$268
101	33206	Columbia (Stevens)	\$300
123	36400	Columbia (Walla Walla)	\$1,256
101	33115	Colville	\$2,910
189	29011	Concrete	\$1,031
189	29317	Conway	\$559
113	14099	Cosmopolis	\$230
171	13151	Coulee/Hartline	\$189
189	15204	Coupeville	\$1,433
114	05313	Crescent	\$325
101	22073	Creston	\$164
101	10050	Curlew	\$326
101	26059	Cusick	\$420
105	19007	Damman	\$40
189	31330	Darrington	\$659
101	22207	Davenport	\$783
123	07002	Dayton	\$742
101	32414	Deer Park	\$3,616
121	27343	Dieringer	\$1,497
123	36101	Dixie	\$34
101	32361	East Valley (Spokane)	\$5,806
105	39090	East Valley (Yakima)	\$4,541
171	09206	Eastmont	\$7,725
105	19028	Easton	\$122
121	27404	Eatonville	\$2,624
189	31015	Edmonds	\$29,172
105	19401	Ellensburg	\$4,168
113	14068	Elma	\$2,434
101	38308	Endicott	\$101
171	04127	Entiat	\$519
121	17216	Enumclaw	\$5,875
171	13165	Ephrata	\$3,485
113	21036	Evaline	\$59
189	31002	Everett	\$27,578

ESD	CODIST	SCHOOL DISTRICT	SECTION 619 ALLOCATION
112	06114	Evergreen (Clark)	\$35,096
101	33205	Evergreen (Stevens)	\$9
121	17210	Federal Way	\$32,772
189	37502	Ferndale	\$7,530
121	27417	Fife	\$4,982
123	03053	Finley	\$1,416
121	27402	Franklin Pierce	\$11,331
101	32358	Freeman	\$1,208
101	38302	Garfield	\$137
112	20401	Glenwood	\$76
105	20404	Goldendale	\$1,546
171	13301	Grand Coulee Dam	\$999
105	39200	Grandview	\$5,389
105	39204	Granger	\$2,388
189	31332	Granite Falls	\$3,006
113	23054	Grapeview	\$257
101	32312	Great Northern	\$67
112	06103	Green Mountain	\$154
113	34324	Griffin	\$850
101	22204	Harrington	\$166
105	39203	Highland	\$1,712
121	17401	Highline	\$29,940
112	06098	Hockinson	\$2,493
113	23404	Hood Canal	\$459
113	14028	Hoquiam	\$2,818
101	10070	Inchelium	\$320
189	31063	Index	\$32
121	17411	Issaquah	\$20,509
123	11056	Kahlotus	\$90
112	08402	Kalama	\$1,281
101	10003	Keller	\$57
112	08458	Kelso	\$7,330
123	03017	Kennewick	\$22,201
121	17415	Kent	\$37,658
101	33212	Kettle Falls	\$1,135
123	03052	Kiona Benton	\$2,188
105	19403	Kittitas	\$1,406
112	20402	Klickitat	\$168
112	06101	La Center	\$1,961

ESD	CODIST	SCHOOL DISTRICT	SECTION 619 ALLOCATION
189	29311	La Conner	\$867
101	38126	Lacrosse	\$165
171	04129	Lake Chelan	\$2,069
113	14097	Lake Quinault	\$345
189	31004	Lake Stevens	\$10,089
121	17414	Lake Washington	\$33,210
189	31306	Lakewood	\$3,349
101	38264	Lamont	\$45
101	32362	Liberty	\$1,054
101	01158	Lind	\$340
112	08122	Longview	\$10,648
101	33183	Loon Lake	\$421
189	28144	Lopez	\$307
112	20406	Lyle	\$497
189	37504	Lynden	\$5,489
105	39120	Mabton	\$1,458
171	09207	Mansfield	\$120
171	04019	Manson	\$927
113	23311	Mary M Knight	\$243
101	33207	Mary Walker	\$859
189	31025	Marysville	\$16,197
113	14065	Mc Cleary	\$356
101	32354	Mead	\$13,187
101	32326	Medical Lake	\$2,781
121	17400	Mercer Island	\$5,499
189	37505	Meridian	\$2,491
171	24350	Methow Valley	\$791
112	30031	Mill A	\$80
189	31103	Monroe	\$10,605
113	14066	Montesano	\$1,703
113	21214	Morton	\$512
171	13161	Moses Lake	\$11,377
113	21206	Mossyrock	\$892
105	39209	Mount Adams	\$1,568
189	37507	Mount Baker	\$3,059
112	30029	Mount Pleasant	\$48
189	29320	Mount Vernon	\$10,039
189	31006	Mukilteo	\$20,716
105	39003	Naches Valley	\$1,998

ESD	CODIST	SCHOOL DISTRICT	SECTION 619 ALLOCATION
113	21014	Napavine	\$1,042
112	25155	Naselle-Grays River	\$584
171	24014	Nespelem	\$229
101	26056	Newport	\$1,656
101	32325	Nine Mile Falls	\$2,162
189	37506	Nooksack Valley	\$2,323
113	14064	North Beach	\$959
123	11051	North Franklin	\$2,884
114	18400	North Kitsap	\$8,875
114	23403	North Mason	\$3,090
113	25200	North River	\$85
113	34003	North Thurston	\$19,446
101	33211	Northport	\$421
121	17417	Northshore	\$27,351
189	15201	Oak Harbor	\$7,930
101	38324	Oakesdale	\$165
113	14400	Oakville	\$463
112	25101	Ocean Beach	\$1,368
113	14172	Ocosta	\$970
101	22105	Odessa	\$326
171	24105	Okanogan	\$1,566
113	34111	Olympia	\$13,045
171	24019	Omak	\$2,537
113	21300	Onalaska	\$1,231
101	33030	Onion Creek	\$41
189	28137	Orcas Island	\$749
101	32123	Orchard Prairie	\$362
101	10065	Orient	\$255
171	09013	Orondo	\$308
171	24410	Oroville	\$926
121	27344	Orting	\$2,880
123	01147	Othello	\$5,429
171	09102	Palisades	\$45
101	38301	Palouse	\$272
123	11001	Pasco	\$21,459
171	24122	Pateros	\$416
123	03050	Paterson	\$140
113	21301	Pe Ell	\$441
121	27401	Peninsula	\$12,690

ESD	CODIST	SCHOOL DISTRICT	SECTION 619 ALLOCATION
113	23402	Pioneer	\$1,091
123	12110	Pomeroy	\$451
114	05121	Port Angeles	\$6,201
114	16050	Port Townsend	\$2,129
123	36402	Prescott	\$540
123	03116	Prosser	\$4,160
101	38267	Pullman	\$3,132
121	27003	Puyallup	\$29,148
114	16020	Queets-Clearwater	\$49
114	16048	Quilcene	\$330
114	05402	Quillayute Valley	\$4,029
171	13144	Quincy	\$3,822
113	34307	Rainier	\$1,312
113	25116	Raymond	\$814
101	22009	Reardan-Edwall	\$1,094
121	17403	Renton	\$20,681
101	10309	Republic	\$584
123	03400	Richland	\$15,047
112	06122	Ridgefield	\$3,042
101	01160	Ritzville	\$469
101	32416	Riverside	\$2,309
121	17407	Riverview	\$4,207
113	34401	Rochester	\$3,159
112	20403	Roosevelt	\$32
101	38320	Rosalia	\$318
105	13160	Royal	\$2,135
189	28149	San Juan	\$1,208
113	14104	Satsop	\$70
112	34974	School for the Blind	\$80
112	34975	School for the Deaf	\$162
121	17001	Seattle	\$84,140
189	29101	Sedro-Woolley	\$5,947
105	39119	Selah	\$4,515
101	26070	Selkirk	\$435
114	05323	Sequim	\$4,028
189	28010	Shaw Island	\$22
113	23309	Shelton	\$6,181
121	17412	Shoreline	\$14,761
112	30002	Skamania	\$97

ESD	CODIST	SCHOOL DISTRICT	SECTION 619 ALLOCATION
121	17404	Skykomish	\$100
189	31201	Snohomish	\$12,016
121	17410	Snoqualmie Valley	\$7,286
171	13156	Soap Lake	\$762
113	25118	South Bend	\$790
114	18402	South Kitsap	\$13,973
189	15206	South Whidbey	\$2,571
113	23042	Southside	\$309
101	32081	Spokane	\$46,921
101	22008	Sprague	\$122
101	38322	St John	\$246
189	31401	Stanwood-Camano	\$6,706
123	11054	Star	\$14
123	07035	Starbuck	\$37
171	04069	Stehekin	\$25
121	27001	Steilacoom Hist.	\$6,669
101	38304	Steptoe	\$48
112	30303	Stevenson-Carson	\$1,498
189	31311	Sultan	\$2,835
101	33202	Summit Valley	\$113
121	27320	Sumner	\$10,565
105	39201	Sunnyside	\$9,613
121	27010	Tacoma	\$49,377
113	14077	Taholah	\$311
121	17409	Tahoma	\$8,996
101	38265	Tekoa	\$298
113	34402	Tenino	\$1,744
105	19400	Thorp	\$211
113	21237	Toledo	\$1,340
171	24404	Tonasket	\$1,575
105	39202	Toppenish	\$5,489
123	36300	Touchet	\$447
112	08130	Toutle Lake	\$801
112	20400	Trout Lake	\$237
121	17406	Tukwila	\$4,224
113	34033	Tumwater	\$8,147
105	39002	Union Gap	\$949
121	27083	University Place	\$8,184
101	33070	Valley	\$1,339

ESD	CODIST	SCHOOL DISTRICT	SECTION 619 ALLOCATION
112	06037	Vancouver	\$33,787
121	17402	Vashon Island	\$1,974
112	35200	Wahkiakum	\$651
105	13073	Wahluke	\$3,099
123	36401	Waitsburg	\$451
123	36140	Walla Walla	\$9,327
105	39207	Wapato	\$5,336
171	13146	Warden	\$1,489
112	06112	Washougal	\$4,052
101	01109	Washtucna	\$93
171	09209	Waterville	\$417
101	33049	Wellpinit	\$985
171	04246	Wenatchee	\$11,225
101	32363	West Valley (Spokane)	\$5,227
105	39208	West Valley (Yakima)	\$6,481
113	21303	White Pass	\$609
121	27416	White River	\$5,487
112	20405	White Salmon	\$1,694
101	22200	Wilbur	\$326
113	25160	Willapa Valley	\$438
171	13167	Wilson Creek	\$183
113	21232	Winlock	\$1,071
113	14117	Wishkah Valley	\$194
112	20094	Wishram	\$110
112	08404	Woodland	\$2,974
105	39007	Yakima	\$24,287
113	34002	Yelm	\$7,332
105	39205	Zillah	\$1,967

Coordinated Early Intervening Services (CEIS)

What are Coordinated Early Intervening Services?

Coordinated Early Intervening Services (CEIS) are services intended to benefit *K-12 students* (particularly k-3) who are struggling to succeed in the general education curriculum. **CEIS cannot be used to benefit students already eligible for special education.** IDEA §613 and 34 CFR 300.226 identify the activities that may be included as CEIS:

- 1) professional development for teachers and other school staff to enable such personnel to deliver scientifically-based academic and behavioral interventions, and
- 2) providing educational and behavioral evaluations, services, and supports.

CEIS may be aligned with activities funded by and carried out under the ESEA, and should supplement, not supplant, funds available under the ESEA.

*See the OSEP memo dated July 28, 2008 for further guidance: <http://spp-apr-calendar.rrfcnetwork.org/explorer/view/id/494> (Click on CEIS memo)

*See also the relevant regulations on CEIS: <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C8%2C>

Through CEIS, LEAs can provide professional development to all personnel responsible for students (*not yet eligible for special education*) *who need additional academic and behavioral supports to succeed in a general education environment.* See the OSEP memo referenced above for additional guidance on participation of other personnel in professional development activities. There are limited circumstances where others can participate.

How much funding is available for CEIS activities?

LEAs may use *up to 15%* of the total IDEA Part B allocation (this includes ARRA IDEA B for 2009-10) for CEIS.

iGrants form package 267 is pre-populated with the maximum allowable funding calculation (15%) for each LEA. **The percentage is *calculated* based on the total IDEA B allocation, but the district may actually *spend* funds from any of those sources (Regular IDEA B 611/619, ARRA IDEA B 611/619).

How should an LEA develop a plan for CEIS?

LEAs should use **data-based decision-making** to determine which students will receive services with CEIS funding. The LEA must identify their “struggling” students and exactly what needs they intend to target. For instance, the LEA could determine that 3rd graders are not meeting standard in reading in one of the elementary buildings. The LEA could provide professional development to teachers and staff who work with struggling readers in K-3rd grade in that building and also provide an intervention (such as a tutoring program before or after school) for those students. In this manner, the LEA could use funds to provide both services and professional development to impact proficiency in reading. And, the LEA would be “intervening early” so that more 3rd graders might meet standard on a continual basis. Another slice of the data might show that a significant number of middle school students across the LEA are receiving office discipline referrals - and a large percentage of these same

students are not meeting standard on the reading assessment. The LEA may choose to use CEIS funds to provide behavioral interventions *as a part of* a Positive Behavioral Interventions and Supports (PBIS) initiative (perhaps to middle school students with 2 or more discipline referrals) and also to provide a reading intervention for all 4th and 5th grade students not at grade level in reading.

Additionally, LEAs may use funds for CEIS to provide academic and/or behavioral evaluations; however, these evaluations are *to determine what additional supports are needed for a student to succeed in the general education environment*. **CEIS funds *cannot be used* to pay for evaluations for **eligibility** for special education.

CEIS can, and should be, focused on a particular group of students, such as 3rd graders, or elementary school students, or students with 2 or more discipline referrals, based on the data that indicates who is struggling within the district. However, CEIS cannot be directed solely to a particular racial or ethnic group.

Basic information about CEIS funds

CEIS must be calculated based on the total IDEA Part B allocation.

CEIS funds are to be used for students **K-12** who are **struggling in the general education curriculum**.

CEIS *cannot* be used for services for **all students** (such as core curriculum, universal screening) and **cannot** be used for students **eligible for special education**.

CEIS must be used to **supplement and not supplant** funds for ESEA activities.

CEIS may be used for:

- Professional development
- Academic and behavioral evaluations (**to determine additional instructional support , NOT for eligibility for special education**)
- Academic and behavioral services and supports

*Total amount of IDEA funds (including CEIS funds) used is limited to the per child amount of the IDEA appropriation multiplied by the number of children with disabilities in the school.

Using CEIS as a part of an RTI structure:

CEIS funds may be used to support RTI as long as they are used to support services to nondisabled students in need of additional academic or behavioral support and supplement, not supplant, other funds used to implement RTI. *See OSEP memo dated July 28, 2008, questions 9 & 10.

Reporting Requirements

LEAs must report on the number of children who received CEIS and the number of those children who subsequently received special education and related services under Part B in the next two years. Reporting occurs through iGrants package 267. OSPI is then required to annually report the amount each LEA reserved for CEIS activities to the U.S. Department of Education.

LEAs must also track children who receive services from personnel who participated in professional development supported with CEIS funds. In the same manner, these students would be tracked for the next two years to determine if they later became eligible for special education and related services. Similarly, LEAs must track those students who receive academic and behavioral evaluations to determine the needed supports in a general education environment. *See OSEP memo dated July 28, 2008, questions 6-8.

Additional information on CEIS is coming soon to the OSPI website.

What are appropriate uses of funds?

Use of Funds (Updated May 2010)

34 CFR 300.202 Use of amounts 34 CFR 300.226 Early intervening services	IDEA, Part B *Also appropriate for ARRA IDEA, Part B	CEIS
Basic education students	No	Yes, Interventions/supports to students K-12 (<i>not yet eligible for special education</i>) who need additional support to succeed in general education
Special education students	Yes	No
Age group	3-21 yr olds	K-12
Child Find	Yes	No
Staff development	For personnel who will provide interventions to <i>children with disabilities</i> (determined eligible for special education)	For personnel who will provide interventions to K-12 students (<i>not yet eligible for special education</i>) who need additional support to succeed in general education
Instruction on the use of adaptive and instructional software	If it is to benefit <i>children with disabilities</i> (determined eligible for special education)	If it is to benefit K-12 students (<i>not yet eligible for special education</i>) who need additional support to succeed in general education
Academic & behavioral evaluations	For <i>children with disabilities</i> or children suspected of having a disability (only if part of the childfind obligation)	To determine what additional supports are necessary to succeed in general education. *Purpose cannot be for eligibility for special education
Academic & behavioral services and supports	For interventions/supports to children with disabilities (<i>determined eligible</i> for special education) ages 3-21	Interventions/supports to students K-12 (<i>not yet eligible</i>) who need additional support to succeed in general education
Curriculum & Assessment materials	To address the needs of children with disabilities (determined eligible for special education)	To address additional needs beyond what is offered through general education core and any other ESEA services (such as Migrant/bilingual, Title I...) to students not yet eligible for special education
Evaluation materials	For <i>children with disabilities</i> or children suspected of having a disability (only if part of the childfind obligation)	To determine additional supports needed to succeed in general education for students not yet eligible for special education
Staff time	Those working with <i>children with disabilities</i> (<i>determined eligible</i> for special education)	Those working with students K-12 (<i>not yet eligible</i>) who need additional support to succeed in general education, or those providing supports to staff who will work with these students <i>Examples:</i> Teacher, paraprofessional, school psychologist, RTI coordinator, Coach, etc.

American Recovery and Reinvestment Act of 2009 (ARRA)

About ARRA funds:

Based on an understanding of student, teacher, and school needs, LEAs should support the redesign of programs, service delivery, and implementation of evidence-based classroom interventions. **LEAs should attend to fidelity, sustainability, and progress tracking.** Because ARRA funds are only available for two years, LEAs should consider how to use these short-term funds to *build organizational and staff capacity for sustaining reform efforts* when ARRA funding ends. ...it is particularly important...to consider how to improve productivity and...invest ARRA funds in ways that are likely to enhance effectiveness and efficiency.

Uses of ARRA monies

Consider 4 approaches to spending ARRA monies:

- 1) Aligning with ARRA's reform goals
 - a. Increasing teacher effectiveness and equitable distribution of effective teachers
 - b. Adopting rigorous college and career-ready standards and high-quality assessments
 - c. Establishing data systems and using data for improvement, and
 - d. Turning around the lowest-performing schools.
- 2) Supporting students with disabilities in the context of school-wide reforms
- 3) Ensuring strategies are data-driven and evidence-based,

For use and understanding of data –

- a. Patterns of student achievement and assignment to interventions within and across schools to determine whether appropriate interventions for SWD are available
 - b. Placement patterns (restrictiveness) of SWD and whether these placements may inhibit effective and efficient instruction and service delivery
 - c. Disproportionate representation in the identification and disciplining of students with disabilities
 - d. Special education staffing needs by subject, school, grade span, and expertise, and
 - e. The development of effective strategies to address special education staffing needs through recruitment, alternative or dual certification programs, professional development, and retention strategies.
- 4) Increasing capacity and productivity

The above information on ARRA is taken from:

American Recovery and Reinvestment Act of 2009: Using ARRA Funds Provided Through Part B of the *Individuals with Disabilities Education Act (IDEA)* to Drive School Reform and Improvement <http://www.ed.gov/policy/gen/leg/recovery/guidance/uses.doc>