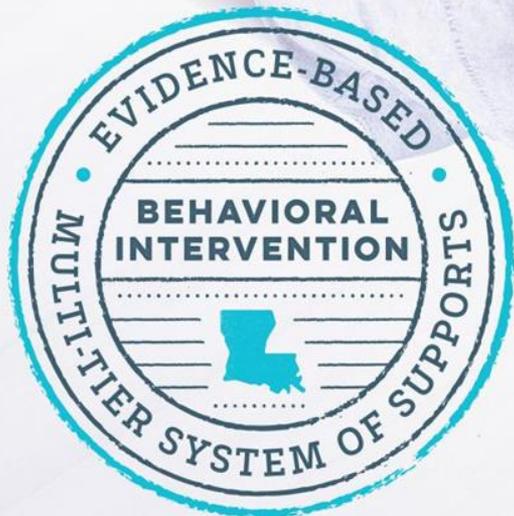


2019

BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 **DEPARTMENT of
EDUCATION**
Louisiana Believes



Prioritizing Eligible Funding Sources to Support Behavioral Intervention and Implement a Multi-Tier System of Supports



Session Objectives

This session will detail funding resources and strategies available to school systems to support evidence-based behavioral intervention and implementation of a multi-tier system of support.

Specifically, this session will provide an overview of allowable uses of ESSA, IDEA, and CEIS funding to support behavioral intervention strategies.

A top-down view of a diverse group of people sitting in a circle on a light-colored floor. They are all holding hands, creating a continuous circle. The individuals are dressed in casual to semi-formal attire, including sweaters, blouses, and patterned pants. The lighting is bright and even, highlighting the unity and collaboration of the group.

ESSA



ESSA Programs

- Title I - Disadvantaged Students
 - Part A - Basic Programs (Schoolwide Program)
 - Part C - Migrant
 - Part D - Neglected / Delinquent
- Title II - Preparing/Training/Recruiting Teachers, Principals, School Leaders
- Title III - English Learners
- Title IVA - Student Support and Academic Enrichment Grants
- Title VB - Rural Education



Title I Set-Asides

Title I Part A Set-Asides include:

- Parent and Family Engagement
- Homeless
- Neglected/Delinquent Children
- Professional Development (District-Wide)
- CIR and UIR School Supports
- Foster Care



Title I Part A Schoolwide Programs

The Every Student Succeeds Act (ESSA) requires that schools implementing a schoolwide program develop a Title I Schoolwide Plan (SWP).

The SWP is designed to capture, in writing, a focused and coherent course of action to upgrade the entire educational program of the school while incorporating any other plans for individual programs within the school.

This [guidance](#) outlines requirements for ESSA Schoolwide Plans.



Components of a Schoolwide Plan

A school that receives Title I, Part A funds and operates a schoolwide program must develop a comprehensive plan that:

- Describes strategies the school will implement to address school needs
- Describes how the strategies will:
 - provide opportunities for all children, including each accountability subgroup, to meet state standards;
 - strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum; and
 - address the needs of student at-risk of not meeting standards
- If applicable, lists any federal, state or local funding sources the school consolidates



Schoolwide Strategies

Schoolwide Strategy Question 1:

Does the school have a plan describing the strategies it will implement to:

- Address its identified needs (which can include strategies described in the Super App), and
- Describe how the strategies will provide opportunities for all children, including each accountability subgroup, to meet Louisiana's academic standards.



Schoolwide Strategies

Schoolwide Strategy Question 2:

Does the school have a plan that uses methods and instructional strategies that:

- Strengthen the academic program in the school
- Increase the amount and quality of learning time, and
- Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education, such as:
 - counseling, school-based mental health
 - career and technical education programs
 - advanced placement, international baccalaureate (IB) or dual enrollment
 - a tiered-model to prevent and address problem behavior
 - early intervening services



Schoolwide Strategies

Schoolwide Strategy Question 3:

- Does the school have a plan that addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting state standards?

Schools can use this [worksheet](#) to document Title 1 schoolwide plans.



Title IVA Student Support and Enrichment

Title IVA has three focus areas:

- Well-rounded educational activities
- Safe and healthy students
- Effective use of technology



Title IVA Safe and Healthy Students

- (F) designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—
- (i) is consistent with best practices;
 - (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and
 - (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”



Title IVA Safe and Healthy Students

(G) implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;

A top-down view of a diverse group of people sitting in a circle on a light-colored floor. They are all holding hands, creating a circle of unity. The people are dressed in casual, contemporary clothing. The lighting is bright and even, highlighting the textures of their clothes and the floor. The overall mood is positive and collaborative.

IDEA



Role of Specialized Supports and Related Services

Specialized supports and related services provide students with disabilities with the tools they need to access high quality instruction. These supports and services are *in addition* to the *instructional* supports students receive through high quality instruction.

Essential questions:

- *Is the school implementing specialized supports and related services that are **in addition to** the instructional program and that help students with disabilities benefit from the special education program?*
- *Are these supports and services coordinated and integrated with the student's instructional program to the greatest extent possible?"*



Excess Cost Principle

When determining whether a cost is an excess cost, ask the following guiding questions:

In the absence of special education needs, would this cost exist?

If the answer is...

- **No**, then the cost is an excess cost and may be eligible.
- **Yes**, then the cost is not an excess cost and is not allowed.



Excess Cost Principle

When determining whether a cost is an excess cost, ask the following guiding questions:

Is this cost also generated by students without disabilities?

If the answer is...

- **No**, then the cost is an excess cost and may be eligible.
- **Yes**, then the cost is not an excess cost and is not allowed.



Excess Cost Principle

When determining whether a cost is an excess cost, ask the following guiding questions:

If it is a child specific service, is it documented in the student's IEP?

If the answer is...

- **Yes**, then the cost is an excess cost and may be eligible.
- **No**, then the cost is not an excess cost and is not allowed.



Role of Specialized Supports and Related Services

Specialized supports and related services provide students with disabilities with the tools they need to access high quality instruction. These supports and services are ***in addition to*** the *instructional* supports students receive through high quality and specially designed instruction.

Common Allowable Costs Related to Behavior Supports:

- Special education behavior specialist
- Paraprofessionals that support behavior needs of students with disabilities
- Costs associated with developing and implementing functional behavior analyses and behavior intervention plans for students with disabilities

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CEIS



CEIS: The Basics

Coordinated Early Intervening Services (CEIS) are services provided to students 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 education environment. (34 CFR 300.226)

There are two paths through which a school system may reserve IDEA funds to support CEIS activities: mandatory and voluntary.

Voluntary and Mandatory CEIS

Type	Voluntary CEIS	Mandatory CEIS
Grade level / ages served	Kindergarten through grade 12	Age 3 through grade 12
Groups served	Only children who are not yet identified as needing special education or related services	
Funds	Up to 15 percent of IDEA Part B funds	Exactly 15 percent of IDEA Part B funds



Significant Disproportionality

To identify when significant disproportionality based on race and or ethnicity is occurring in school systems, the Department annually collects and examines data related to the:

- **identification** of students with disabilities, including particular impairments;
- **placement** of children with disabilities in restrictive educational settings; and
- exclusionary **discipline** of children with disabilities, including suspensions and expulsions.

The Department then analyzes the likelihood that students from one race or ethnicity will be subject to a certain outcome (over identification, restrictive placement, or exclusionary discipline) relative to students from all other races and ethnicities in each school system across the state.

CEIS Planning



**CREATE
A PLAN**

Understand the data and identify contributing factors to the significant disproportionality

+



**DEVELOP AN
ALIGNED BUDGET**

Ensure funds are allocated to activities that address the root cause and comply with permissible activities

+



**IMPLEMENT
WITH SUPPORT**

Implement activities funded through CEIS, track students who receive CEIS services and efficacy of activities

CEIS Planning

The first step in the planning process is to understand the areas in which your school system was identified as significantly disproportionate.



CREATE
A PLAN

Each school system has a one page report, available now, with results for each required reporting category. This is a required section in the IDEA section of Super App

School systems can access their results by clicking [here](#).

2017-2018 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RECOVERY SCHOOL DISTRICT-LDE SCHOOL SYSTEM (396)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions when compared to all other students from all other races/ethnicities in their school system.



If a school system is identified as significantly disproportionate, they must set aside 1% percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2017-2018	RISK RATIO 2016-2017	RISK RATIO 2015-2016
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2017-2018	RISK RATIO 2016-2017	RISK RATIO 2015-2016
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2017-2018	RISK RATIO 2016-2017	RISK RATIO 2015-2016
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<



CEIS Planning: Contributing Factors

School systems should analyze the factors that contributed to the significant disproportionality. According to the federal regulations, those contributing factors may include, among others:



CREATE
A PLAN

- a lack of access to scientifically based instruction
- economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings
- **inappropriate use of disciplinary removals**
- **lack of access to appropriate diagnostic screenings**
- differences in academic achievement levels
- **school system policies, practices, or procedures**

CEIS Budgeting: Permissible Activities

Once the school system has determined how to use the CEIS funds to target the contributing factors, they will complete the CEIS funding and budgeting process.



DEVELOP AN
ALIGNED BUDGET

A school system implementing voluntary or mandatory CEIS must ensure funds are used for students who are not identified as students with a disability but who need **additional** academic and **behavioral support to succeed in a general education environment.**

School systems cannot use CEIS funds for universal or core curriculum, instruction, or assessment activities.

CEIS Budgeting: Permissible Activities



DEVELOP AN
ALIGNED BUDGET

Common Permissible Activities Related to Behavioral Intervention

- Implementing Tier II or Tier III interventions as part of an MTSS framework
- Professional development for educators providing behavior interventions
- Evidence-based social/emotional curriculum and strategies that are considered behavior interventions (not universal curricula)
- Behavioral evaluations, services, and supports
- Other services and/or supports (example: school-system-developed program)

Click [here](#) for more detailed information on permissible budget items.

CEIS: Tracking Implementation



IMPLEMENT
WITH SUPPORT

Each year, school systems need to track:

1. The number of students who receive CEIS services, and
2. The number of students who
 - a. received CEIS services (in the last two school year) who then
 - b. received special education and related services

This information must be reported in Super App as part of the CEIS planning and budgeting process.

CEIS: Additional Resources

The [CEIS webpage](#) on the *Louisiana Believes* website has the most recent significant disproportionality results, as well as tools and resources to help school systems address significant disproportionality through CEIS. Here, you can access resources to address exclusionary **discipline** in school systems, including:

- [Portfolio of SEL Curricula and Strategies for Louisiana](#)
- [Behavioral Interventions Portfolio \(2019-2020\)](#)
- [Behavioral Intervention Vendor Guide](#)
- [Allowable Costs Guidance](#)



Need more help? Please email:

- specialeducation@la.gov with programmatic questions on significant disproportionality and CEIS
- ldoe.grantshelpdesk@la.gov with Super App questions
- behaviorintervention@la.gov with programmatic questions on behavioral and SEL resources

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Allowability



ESSA, IDEA, and CEIS: Allowable or Unallowable?

Under what circumstances can a school system apply ESSA, IDEA or CEIS funding resources to support evidence-based behavioral intervention strategies and implementation of a multi-tier system of support? Let's look at a few examples.

A school system wants to pay for comprehensive MTSS implementation.

This [guide](#) provides detailed guidance on CEIS allowability.



ESSA, IDEA, and CEIS: Allowable or Unallowable?

Under what circumstances can a school system apply ESSA, IDEA or CEIS funding resources to support evidence-based behavioral intervention strategies and implementation of a multi-tier system of support? Let's look at a few examples.

A school system wants to conduct behavioral screening for all students.

This [guide](#) provides detailed guidance on CEIS allowability.



ESSA, IDEA, and CEIS: Allowable or Unallowable?

Under what circumstances can a school system apply ESSA, IDEA or CEIS funding resources to support evidence-based behavioral intervention strategies and implementation of a multi-tier system of support? Let's look at a few examples.

A school system wants to implement a social-emotional learning curriculum for all kindergarten classrooms.

This [guide](#) provides detailed guidance on CEIS allowability.



ESSA, IDEA, and CEIS: Allowable or Unallowable?

Under what circumstances can a school system apply ESSA, IDEA or CEIS funding resources to support evidence-based behavioral intervention strategies and implementation of a multi-tier system of support? Let's look at a few examples.

A school system wants to provide behavioral intervention training for teachers.

This [guide](#) provides detailed guidance on CEIS allowability.