



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

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## CEIS Use of Funds Guidance

Section 300.226 Early intervening services.

*(b) Activities. In implementing coordinated, early intervening services under this section, an LEA may carry out activities that include—*

- (1) Professional development (which may be provided by entities other than LEAs) 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; and*
- (2) Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.*

*(c) Construction. Nothing in this section shall be construed to either limit or create a right to FAPE under Part B of the Act or to delay appropriate evaluation of a child suspected of having a disability.*

*(d) Reporting. Each LEA that develops and maintains coordinated, early intervening services under this section must annually report to the SEA on—*

- (1) The number of children served under this section who received early intervening services; and*
- (2) The number of children served under this section who received early intervening services and subsequently receive special education and related services under Part B of the Act during the preceding two-year period.*

*(e) Coordination with ESEA. Funds made available to carry out this section may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under the ESEA if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section.*

After determining the contributing factors to the Significant Disproportionality, the PSU should use the data to determine the Implementation Plan. The focus should be on the identified area(s) and school(s). The use of funds must address the factors that caused the PSU to be significantly disproportionate. In general, the funds may be used to supplement but not supplant services. Additionally, policy specifically states that the funds cannot be used to supplant services aligned with, and activities funded by ESEA. The funds may not be used to support the implementation of core activities designed to provide high-quality instruction to all students in a grade, school, or district. For Mandatory CEIS, the funds can be utilized for students age 3 through grade 12 including students with disabilities. For Permissive CEIS, the funds can be utilized for students Kindergarten through grade 12 and cannot include students with disabilities.

### EXCEPTIONAL CHILDREN DIVISION

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Examples (not comprehensive list) of Allowable and Non-allowable Use of Funds

Activities for Significant Disproportionality in Suspensions	Allowable?
Contract a consultant who specializes in behavior modification	Yes
Implement Positive Behavior Intervention & Support (PBIS) district wide	No
Age appropriate social/emotional curricula (SEC)	Yes
Training all PSU teachers to use SEC	No
Training on co-teaching for all teachers in identified schools	Yes
Training on the provision of specially designed instruction for special education teachers in identified schools	Yes
Training for all PSU teachers on behavior de-escalation strategies	No
After-school tutoring for struggling students in identified schools	Yes

Examples (not comprehensive list) of Allowable and Non-allowable Use of Funds

Activities for Significant Disproportionality in Identification	Allowable?
Pay for staff salaries to review completed evaluations and eligibility reports	Yes
Pay the salary of the Multi-Tiered Systems of Support (MTSS) coordinator	No
After school services for at-risk students	Yes
Provide universal screening for all students	No
Purchase additional evidence-based interventions	Yes
Train teachers at identified schools to administer the interventions with fidelity	Yes
Consultant to train all teachers regarding the pre-referral and referral process	No

Examples (not comprehensive list) of Allowable and Non-allowable Use of Funds

Activities for Significant Disproportionality in Placement	Allowable?
Pay salary for new Program Specialist to review separate setting placements.	Yes
Paying for existing Instructional Assistant to provide 1-1 for students moved from separate setting to inclusion	No
Age appropriate social/emotional curricula (SEC)	Yes
Training all PSU teachers to use SEC	No
Training on co-teaching for all teachers in identified schools	Yes
Training on the provision of specially designed instruction for special education teachers in identified schools	Yes
Training for identified schools' staff on making appropriate placement.	Yes
Pay salary for existing MTSS coordinator	No