

VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES

Local Special Education Annual Plan/Part B Flow-Through Application and Report
2024-2025

Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)	LEA	Questions regarding this plan should be directed to:		
ALEXANDRIA CITY PUBLIC SCHOOLS	Number	101		
Mailing Address (Street, City or Town, Zip Code)	UEI	EWQ4N5J18SB9		
1340 Braddock Place, Alexandria, VA 22314				
Phone (ext):		(703) 619-8247		Fax:
		Numbers Only	Ext.	Numbers Only
Region:	4	E-mail: amy.creed@acps.k12.va.us		

DIVISION SUPERINTENDENT'S CERTIFICATION

For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), I certify that throughout the period of the 2024-2025 grant award, this School Division will comply with the requirements outlined in each of the following:

- (1) Part B of IDEA, including the eligibility requirements of Section 613;
- (2) The IDEA federal implementing regulations, dated October 13, 2006, and revised April 9, 2007, and December 31, 2008, at 34 C.F.R. Part 300 et seq.; and
- (3) Virginia's "Regulations Governing Special Education Programs for Children with Disabilities in Virginia," at 8 VAC 20-81 et seq., effective January 25, 2010, and any revisions.

I certify that this school division has developed local policies and procedures for the provision of special education and related services, which are kept current, and which ensure compliance with the requirements of, and any revisions to the IDEA, its federal implementing regulations, and the Virginia Board of Education's regulations.

I certify that all students, including those who may be placed in regional programs by this agency, are afforded all assurances as delineated in this document.

Finally, I certify that this Annual Plan/Flow-Through Application for Part B Funds under the provisions of IDEA, was approved by the School Board on

Date

Division Superintendent (Signature)

Date

Typed Name

ANNUAL PLAN/PART B FLOW-THROUGH APPLICATION POLICY STATEMENTS**(continued on next page)**

This LEA assures that it has in effect policies, procedures, and programs which have been established and administered to comply with the IDEA, and its federal implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that VDOE has established in accordance with IDEA, and its federal implementing regulations, including 34 CFR §§ 300.101–300.163, and 300.165–300.174, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive.
- All children, ages two to 21, inclusive, residing in the LEA who have disabilities and need special education and related services, who have not been parentally-placed in a private or home school, are identified, located, evaluated, and placed in an appropriate educational program.
- An individualized education program (IEP) will be maintained for each child with a disability, as required.
- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment.
- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, educational placement, or the provision of a free appropriate public education, including the right to access dispute resolution options.
- Surrogate parents will be appointed, when appropriate, to act as advocates to serve the education interest of children, ages two to 21, inclusive, who are suspected of being or are determined to be disabled.
- Testing and evaluative materials used for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory.
- The confidentiality of personally identifiable information, that is collected, maintained, or used under IDEA, shall be protected.
- Children with disabilities, who are participating in Part C early intervention programs, and who will be participating in Part B preschool programs, will experience a smooth and effective transition between the programs.
- All children, ages two to 21, inclusive, who have disabilities and need special education and related services, and who are parentally-placed in a private school or home school, that is located within the geographic boundaries of the LEA, are identified, located, evaluated and provided services, in accordance with the results of a timely and meaningful consultation process.
- Homeless children with disabilities will be served in accordance with the requirements of the *McKinney-Vento Homeless Assistance Act*.
- Valid and reliable data is submitted to the VDOE, as requested, including data regarding the performance goals and indicators established by the VDOE to determine the progress of children with disabilities, and the performance of the LEA toward targets outlined in Virginia's State Performance Plan.
- Policies and procedures will be in effect that are designed to prevent the inappropriate overidentification, underidentification, or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

(continued on next page)

- Children with disabilities are not required to obtain prescription medication as a condition of attending school, receiving an evaluation, or receiving special education and related services.
- Children with disabilities are given the right to participate in the state assessment system.
- There will be ongoing parent consultation.
- Funding will be used to develop and implement coordinated early intervening educational services, as required.
- Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities who attend public schools.
- Instructional materials will be provided to children with a visual impairment or other print disabilities in a timely manner.
- Efforts will be made to cooperate with the United States Department of Education (USED) to ensure the linkage of records pertaining to migratory children with disabilities.
- All documents relating to the LEA's eligibility under IDEA will be made available to the public.

SUBMISSION STATEMENT (continued on next page)

Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and its federal implementing regulations, at 34 C.F.R. Part 300 et seq., a local educational agency, that desires to receive funds under the Act, must provide the following assurances:


1. The local educational agency shall be responsible for (1) the control of funds provided under Part B of the Act; (2) title to property acquired with those funds; and (3) the local educational agency will administer such funds and property.
2. The local educational agency shall maintain records that show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the local educational agency with state and local funds.
3. The local educational agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application, shall be made available for public inspection.
4. The local educational agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.
5. The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.
6. The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
7. No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.
8. The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA.
9. The local educational agency will ensure that projects involving construction, are consistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to, and usable by, individuals with disabilities.
10. The local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
11. The local educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
12. Except when used to provide Comprehensive Coordinated Early Intervening Services or Coordinated Early Intervening Services, the local educational agency will ensure that funds expended under Part B of IDEA will only be used for the costs which are directly attributable to the education of children with disabilities, and which exceed the average annual per student expenditure during the preceding year as computed in accordance with 34 C.F.R. § 300.202, Appendix A of the IDEA federal implementing regulations, and as documented using the Web-based application.

SUBMISSION STATEMENT (continued from previous page)

13. The local educational agency will ensure that funds expended under Part B of IDEA will not be used to reduce the level of expenditures made from local funds below the amount expended for the education of children with disabilities from state or local funds during the preceding fiscal year, in accordance with 34 C.F.R. §§ 300.203 to 300.205 of the IDEA federal implementing regulations, and as documented using the web-based application.
14. The school division will ensure that, in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA federal implementing regulations, during the grant award period, a proportionate share of the school division's Section 611 subgrant will be set aside to be expended for children with disabilities, ages 3 through 21, who are parentally-placed in a private school within the school division, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities, ages 3 through 5, who are parentally-placed in a private school within the school division. This school division further assures that if it has not expended for equitable services all of its set-aside funds by the end of the fiscal year for which it was appropriated, the school division will obligate any remaining funds for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school within the school division. Actual proportionate set-aside amounts will be submitted using the web-based application.
15. The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA and its federal implementing regulations, including each of the assurances outlined above, and afford the Virginia Department of Education access to those records that it may find necessary to ensure the correctness and verification of the information required under this Act.
16. The local educational agency certifies this application as a material representation of its compliance with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 82 § 82.110—New Restrictions on Lobbying; 34 CFR Part 85 § 85.105 and § 85.110—Governmentwide Debarment and Suspension (Nonprocurement); and 34 CFR Part 84 §§ 84.200 through 84.230, and 84.300 – “Governmentwide Requirements for Drug-Free Workplace” (Grants). In addition the LEA certifies this application complies with 2 CFR, Part 200 Uniform Guidance, as applicable.

IDENTIFICATION OF BARRIERS AND DESCRIPTIONS OF STEPS TO OVERCOME THEM IN ACCORDANCE WITH PROVISIONS IN SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT

Applicants for federal assistance are required under Section 427 of the General Education Provisions Act (GEPA), enacted as a part of the Improving America's Schools Act of 1994 (P.L. 103-382) to include in its application a description of the steps in addressing equity concerns and full participation of students, teachers and other program beneficiaries with special needs in designing their federally-assisted projects or activities. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Section 427 of the General Education Provisions Act (GEPA) applies to applicants for grant awards under this program. Please refer to the following link for more information.  [20 U.S.C. 1228a](#)

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The principles and goals as laid out in the Alexandria City Public Schools (ACPS) strategic plan (ACPS 2025: Equity for All) undergird the school division's commitment to ensuring equitable access to, and participation in all instructional programs for all students, teachers, and other beneficiaries - including those programs supported by federal funds. Equity for All pledges Alexandria City Public Schools will provide an equitable, high quality education which is accessible and engaging to all students. The plan’s mission: to ensure success by inspiring students and addressing barriers to learning', is supported by five core values, including one that specifically charges ACPS with being equity-focused in all we do, actively working to remove barriers to educational access.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers that may impede equitable access and participation of students include gender, race, ethnicity, and economic status. It is possible that educators may have existing biases and stereotypes based on these factors, which may lead to overidentification or underidentification, as well as impacts on the least restrictive environment and where students are served.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

As part of ACPS's strategic plan, division wide training is provided throughout the year on equitable practices. In addition, staff is provided with training on culturally responsive MTSS practices and trauma informed practices.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Professional development and training is provided year round. Child study and referral data will be monitored to determine patterns. In addition, IEP audits will be conducted to review services in the special education setting versus services in the general education setting.

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

2024-2025 SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS

Each local school division with a regional or local jail in its jurisdiction shall establish an interagency agreement with the sheriff or jail administrator responsible for the operation of the jail. The interagency agreement shall address staffing and security issues associated with the provision of special education and related services in the jail. It is suggested that you review your agreement annually.

Interagency Agreement

Name of Local or Regional Jail:

Alexandria City Jail

1. Is there a local or regional jail located within the geographic boundaries of your school division?

Yes

Please complete question 2

2. Has the interagency agreement between your school division and the jail been revised since the submission of your most recent annual plan?

No

Your existing Interagency Agreement will remain in effect until revisions are made, you do not need to submit it

[Instructions for Using drop box](#)

**REPORT ON IMPLEMENTATION
OF THE 2022-2023 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2022-2023 school year has been implemented (*Code of Virginia*, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

The activities for the 2022-2023 IDEA grant were fully implemented by June 30, 2023. Funds were used to cover both Central Office Administrative and Instructional Support positions as well as school based positions. Special Education services across the continuum, from pre-school to post-secondary transition programs, were supported. In order to enhance teaching and learning, focus areas continue to be co-teaching, use of specially designed instructional strategies and targeted academic intervention programs coupled with ongoing progress monitoring. At the secondary level, transition programming was expanded to ensure alignment with middle school and high school transition options and a focus on increasing graduation rates and robust post-secondary options. In addition, staff provided direct early intervention supports to students who have challenging behaviors but who have not yet been identified as a student with a disability in order to address disproportionately in the identification of our students with disabilities.

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS

Division Number:

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Maintenance of Effort

The Virginia Department of Education (VDOE) is required by federal regulation to ensure all school divisions in Virginia comply with §300.203 of the *Individuals with Disabilities Education Act* (IDEA), which mandates that school divisions meet a maintenance of effort (MOE) obligation. This regulation requires school divisions to spend at least the same amount from at least one of the following sources: (i) local funds; (ii) state plus local funds; (iii) local per capita; or (iv) state plus local per capita for a current school year on the delivery of special education and related services, as were spent for the most recent fiscal year (i.e. 2022 - 2023) for which the information is available, subject to the Subsequent Years rule.

34 CFR §300.203(a) requires that in order for an LEA to be eligible for an IDEA Part B subgrant for the upcoming fiscal year, the LEA must budget, in each subsequent year, at least the same amount that it actually spent for the education of children with disabilities in the most recent fiscal year for which information is available, subject to the Subsequent Years rule. When establishing eligibility, an LEA is **not** required to use the same method it used to meet compliance standard in the most recent fiscal year for which the information is available. An LEA can change methods to establish eligibility from one year to the next, as long as the division uses the same method for calculating the amount it spent in the comparison year for which it is establishing eligibility.

Provide the total local and the total state plus local expenditure budget and per capita amount for the school division's total special education program for the years designated below. The projected/estimated expenditure budget amounts provided must come from the district's 2024-2025 preliminary budget, and must be reviewed and confirmed by the division's fiscal's office.

Local		Local plus State	
	School Year 2024-2025 (estimated/projected)		School Year 2024-2025 (estimated/projected)
Dollar \$	38,897,996.00	Dollar \$	38,639,184.00
	School Year 2024-2025 (estimated/projected)		School Year 2024-2025 (estimated/projected)
Per Capita	18,352.76	Per Capita	19,754.18

If an LEA determines that the budget above did not meet the eligibility standard in any of the four methods for which the information is available, an LEA is allowed to consider Exceptions under §300.204 and Adjustments to MOE under §300.205 to the extent the information is available. These exceptions and adjustments must also be taken in the intervening year (i.e., SY2023-2024) and that the LEA reasonably expects to take these exceptions and adjustments in the year it is budgeting (i.e., SY2024-2025). Please describe which allowable exceptions will be used and provide the corresponding dollar amount.

[MOE Procedures](#)

NOTE:

The Dec. 1, 2023 Child Count totals should be used to compute the per capita amounts. The Child Count should be adjusted to exclude students funded through CSA. To confirm the CSA student count, please log into the Special Ed December 1 Membership Application and locate the Maintenance of Effort Report. Also, the budgeted amount must be based on the division's preliminary budget and must be within the same level of effort or higher amount to meet the MOE eligibility requirements by using either dollar or per capita amounts. Division's budgeting the same exact amount it spent in the comparable year (i.e., the year it met its MOE requirement) may be requested to provide additional documentation.

2024-2025 SPECIAL EDUCATION CCEIS/CEIS AND PROPORTIONATE SET ASIDE

Each local school division shall ensure Comprehensive Coordinated Early Intervening Services (CCEIS) and Coordinated Early Intervening Services (CEIS) and Proportionate Set-aside (PSA) requirements have been addressed.

If your answer is "yes" to question 1A or 1B, the annual CCEIS/CEIS Plan will be required. Please provide a preliminary budget by object code below; budget must not exceed 15 percent of the Part B allocation used under the 611 and 619 sections of the application. The annual CEIS application will be requested to be completed in OMEGA at a later time.

1A Is your school division required to set aside 15 percent of Part B funds for Comprehensive Coordinated Early Intervening Services?

Select Yes or No Yes

1B Is your school division voluntarily setting aside up to 15 percent of Part B funds for Coordinated Early Intervening Services?

Select Yes or No No

Click here if you need additional information about "Allowable Expenditures"

2 Is your school division required to set aside funds for parentally-placed students in private schools or students identified during child find?

Select Yes or No Yes

If no, explain why the division is not required and if yes, explain how funds will be used. The actual budget will be determined when the division submits its data in the Proportionate Set-Aside (speced-PSA) application. Amounts entered here are estimates.

PSA funds are used to pay the salary of a speech and language pathologist to provide speech and language services to parentally placed private school students.

Please explain how funds will be used and enter proposed budget amounts in PSA Columns below.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CCEIS/CEIS	(E) Proportionate Set-Aside	(D) CCEIS/CEIS	(E) Proportionate Set-Aside
Personal Services	1000	368,265.06	35,931.23		
Employee Benefits	2000	220,959.04	23,954.15		
Purchased Services	3000				
Internal Services	4000				
Other Services	5000	24,551.00			
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		613,775.10	59,885.38	0.00	0.00

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS

Division Number:

101

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funds)
GRANT PERIOD: JULY 1, 2024 – SEPTEMBER 30, 2026

Joint Applications Only!

For joint applications, please select the Fiscal Agent below, and provide the requested contact information. **If this is not a joint application move directly to the next section below.**

Fiscal Agent:		LEA Code:	
Joint Application Project Director:			
Mailing Address of Project Director:			
Phone:			
E-mail:			

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
Total Amount to be issued to Fiscal Agent:		\$0.00

**PROPOSED USE OF PART B, SECTION 611 FUNDS
GRANT PERIOD: JULY 1, 2024 – SEPTEMBER 30, 2026**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed amounts and FTEs).

Personnel to be supported from Part B, Section 611 grant funds include the following: 1.0 Data and Compliance Specialists, 4.0 Transition Specialists, 1.0 Child Find Specialist, 1.0 ECSE Coordinator, 1.0 Assistive Technology Specialist, 6.0 Instructional Specialists, 2.0 Speech and Language Pathologists, 1.0 Augmentative Communication Specialist, 1.0 Career and Transition Services Coordinator, .5 Occupational Therapist, 1.0 Parent Support Coordinator, 1.0 Clinical Specialist, 1.0 Clinical Psychologist

In a narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

Other services for Part B, Section 611 grant funds are for indirect costs.

**Virginia Department of Education
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET
Part B, Section 611, Flow-Through Funds (July 1, 2024-September 30, 2026)**

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's website. Refer to the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A)	(B)	(C)	(D)	(E)	(F)
EXPENDITURE ACCOUNTS	OBJECT CODE	Budget	CEIS	Proportionate Set-aside	Total Budget
Personal Services	1000	1,986,257.00	368,265.06	35,931.23	2,390,453.29
Employee Benefits	2000	1,193,049.62	220,959.04	23,954.15	1,437,962.81
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	134,991.44	24,551.00	0.00	159,542.44
Materials / Supplies	6000		0.00	0.00	0.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		3,314,298.06	613,775.10	59,885.38	3,987,958.54

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

School Division: ALEXANDRIA CITY PUBLIC SCHOOLS

Division Number: 101

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

VIRGINIA DEPARTMENT OF EDUCATION
PROPOSAL SUMMARY

PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2024 – SEPTEMBER 30, 2026

ECSE Contact Person: Laura Basu
Title: Early Childhood Special Education Coordinator
Mailing Address: 1340 Braddock Place, Alexandria, VA 22314
Phone: 7032165274
Email: laura.basu@acps.k12.va.us

Joint Applications Only!

For joint applications, please select the Fiscal Agent below, and provide the requested contact information.

If this is not a joint application move directly to the next section below.

Fiscal Agent: LEA Code:
Joint Application Project Director:
Mailing Address of Project Director:
Phone:
Email:

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
Total Amount to be issued to Fiscal Agent:		\$0.00

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS

Division Number:

**PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2024 – SEPTEMBER 30, 2026**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 619 grant funds (with proposed budget amounts and FTEs).

Part B, Section 619 grant funds are used to pay the salary and benefits of one Early Childhood Special Education teacher.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 619 grant funds.

Other services for Part B, Section 619 grant funds are for indirect costs.

School Division: ALEXANDRIA CITY PUBLIC SCHOOLS

Division Number: 101

Virginia Department of Education
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
PROPOSED GRANT BUDGET
Part B, Section 619, Preschool Funds (July 1, 2024-September 30, 2026)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's website. Refer to the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who has responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more, and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A)	(B)	(C)	(D)	(E)	(F)
EXPENDITURE ACCOUNTS	OBJECT CODE	Budget	CEIS	Proportionate Set-aside	Total Budget
Personal Services	1000	60,249.60	0.00	0.00	60,249.60
Employee Benefits	2000	38,892.48	0.00	0.00	38,892.48
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	4,130.92	0.00	0.00	4,130.92
Materials / Supplies	6000		0.00	0.00	0.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		103,273.00	0.00	0.00	103,273.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):



Virginia Department of Education
 P.O. Box 2120
 Richmond, Virginia 23218-2120

Place an "X" by the applicable response.

Original
 Amendment #
 Date:

A. COVER PAGE

Comprehensive Coordinated Early Intervening Services (CCEIS) Workbook
 Coordinated Early Intervening Services (CEIS) Workbook

Amendment:
 Amendment #
 Date:

Workbook Due: May 10, 2024

To be Completed by School Division

Applicant (Legal Name of Agency):		Application Coordinator:	
ALEXANDRIA CITY PUBLIC SCHOOLS-101		Amy Creed	
Email:	amy.creed@acps.k12.va.us	Phone:	7032447903
		Ext:	

In the boxes below, include your school division's Part B 611 and 619 totals.

611 total funds \$ 3,988,561.00 619 total funds \$ 103,273.00

Fifteen percent (15%) of your school division's Part B funds are: \$ 613,775.10

In the box below, include a detailed explanation of revisions made to the CCEIS/CEIS plan. Include the date of the amendment. If feedback was provided by the VDOE, please follow directions on the feedback form to identify changes and submit the feedback form with your amendment. Amendments should be clearly identified within the workbook.

Amendment #1 Date:

Comments:

Amendment #2 Date:

Comments:

Amendment #3 Date:

Comments:

Amendment #4 **Date:**

Comments:

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS-101

Area(s) of Disproportionality:

IDENTIFICATION - Emotional Disturbance-Black or African American

Instructions Overview

In implementing comprehensive coordinated early intervening services (CCEIS) or coordinated early intervening services (CEIS) an LEA:

- (i) Must identify the number of children served who received intervening services.
- (ii) Must identify the number of children served who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.
- (iii) Must identify and address the factors contributing to the significant disproportionality, which may include, among other identified factors, a lack of access to scientifically based instruction; economic, cultural, or linguistic barriers; inappropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels; and policies, practices, or procedures that contribute to the significant disproportionality.
- (iv) Must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality, including a policy, practice, or procedure that results in an identification of a racial or ethnic group (or groups).

BRIEF INSTRUCTIONS TO CCEIS/CEIS PLAN SECTIONS

[Prior to completing the CCEIS/CEIS Plan, review the VDOE CEIS Training Course.](#)

Tab 1. Cover Page

This section requires the school division to select the correct school division and include the contact information for the application coordinator. The school division is also required to include the 611 and 619 total funds to calculate the fifteen percent of the school division's Part B funds. The Cover Page also provides Amendments sections the school division will need to utilize when amending the workbook plan.

Tab 2. Instructions Overview

This section provides the school division with information related to the sections in the workbook plan. This section also provides and brief instructions to assist school divisions in completing the workbook plan.

Tab 3. Policy and Certifications

This section requires the school year, CCEIS/CEIS status, significant area(s) of disproportionality, and at-risk population for this workbook plan. This section also provides the assurance statements, regulatory references, and requirements that must be reviewed and acknowledged by the school division's superintendent (designee), special education director, and general education instructional leader. Failure to adhere to these assurances may result in noncompliance with state or federal regulations. Typing the name in the signature's box serves as a certification.

Tab 4. Data Tracking and Reporting

This section provides the school division with information pertaining to data tracking, data reporting, and the CCEIS/CEIS survey. The school division completes this section by including the estimated county of students who will receive CCEIS/CEIS during the 2024-2025 school year. The school division will need to track and monitor the students who will be served under CCEIS/CEIS to include the types of services provided to ensure accuracy of reporting.

Tab 5. Data Review and Analysis

The data gathered, analyzed, and documented within this tab provides the identified root cause of the disproportionality and informs the development of the plan. The school division completes this section by identifying the team members and their role in implementing the CCEIS/CEIS plan. The school division must also include data sets analyzed to determine disproportionality and decision-making. Include a list and explanation of the root cause of the disproportionality. The school division will also need to provide detailed information in regard to the academic/and or behavioral focus for the CCEIS/CEIS plan.

Tab 6. Evidence-Based Practices

The school division completes this section by providing detailed information as it pertains to evidence-based practices or programs that will be utilized for the CCEIS/CEIS plan. The practices should align with the identified root cause and support the students identified in tabs 4 and 5.

Tab 7. Professional Learning

The school division completes this section by providing information as it relates to the roles and responsibilities of individuals that will be responsible for implementing, supporting, and monitoring the CCEIS/CEIS plan.

Tab 8. Evaluation

This section is used to describe the timeline and process the CCEIS/CEIS team will use to monitor and implement the CCEIS/CEIS plan.

Tab 9. Budget

This section contains the total potential expenditures and respective costs for services and supports that will be utilized in the CCEIS/CEIS plan. School divisions are required to complete a detailed list of potential expenditures and costs associated by categories described on the Budget tab. Expected costs should be based on actual costs to the school division and is subject to review and verification by the VDOE. The Budget must align with the personnel or activities planned throughout the CCEIS/CEIS workbook.

Tab 10. Resources

In addition to the resources embedded within this plan, this section provides school divisions with resources to support school personnel in their development and implementation of the CCEIS/CEIS plan.

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS-101

Policy and Certifications

In the boxes below select the school year and CEIS/CCEIS status.

School Year:

2024-2025

CEIS/CCEIS Status:

Comprehensive

Comprehensive Coordinated Early Intervening Services (CCEIS)

All funds used to support CCEIS related activities MUST address the area of significant disproportionality with documentation and evidence retained for monitoring and audit purposes.

CCEIS are mandatory services that utilize IDEA Part B funds that LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals for reducing or eliminating the identified disproportionality. These services are for age 3 through grade 12 students. CCEIS targets children/students who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. Funds can be used primarily, but not exclusively for children/students currently identified as needing special education or related services. LEAs must utilize exactly 15 percent of Part B funds (611 and 619). Permitted activities include professional development, educational and behavioral evaluations, services, and supports. The activities must address factors and policy, practice, or procedures contributing to significant disproportionality.

An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following:

- the number of children served under this section who received early intervening services; and
- the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.

An LEA is required to publicly report on the revision of policies, practices, or procedures.

In the boxes below state the area(s) of significant disproportionality.

Note: If the school division is volunteering CEIS proceed to Row 25. Voluntary CEIS Funds cannot be used for students with disabilities.

Significant Disproportionality Category(ies)	Race/Ethnicity
IDENTIFICATION - Emotional Disturbance	Black or African American

Coordinated Early Intervening Services (CEIS)

All funds used to support CEIS related activities MUST address the defined group of at-risk population with documentation and evidence retained for monitoring and audit purposes.

CEIS are voluntary services. An LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students. These services are for kindergarten through grade 12 students. Only students who are not currently identified as needing special education or related services can utilize CEIS funds. LEAs can utilize up to 15 percent of IDEA Part B funds (611 and 619). Permitted activities include 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. Educational and behavioral evaluations, services, and supports including scientifically-based literacy instruction are also permitted activities.

An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following:

- the number of children served under this section who received early intervening services; and
- the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.

If you are volunteering under CEIS, in the box below identify a defined group of at-risk population for kindergarten through grade 12 students this CEIS plan will support. Funds cannot be used for students with disabilities.

LOCAL EDUCATIONAL AGENCY (LEA) CERTIFICATION

The school division must review and revise policy, practice, or procedure it identifies as contributing to the significant disproportionality, including a policy, practice, or procedure that results to identify, or the inappropriate identification of, a racial or ethnic group (or groups) (Authority: 20 U.S.C. 1413(f); 20 U.S.C. 1418(d)).

The school division has reviewed and revised policy, practice, or procedure it identifies as contributing to the significant disproportionality, including a policy, practice or procedure that results in the overidentification, or the inappropriate identification of, a racial or ethnic group or groups. Divisions may utilize the CCEIS Self-Assessment Tool to assist in their review. A copy of this tool can be found in the VDOE CEIS Training Canvas Course.

[VDOE CEIS Training Course](#)

In the box below, select if the school division has reviewed and revised policy, practice, or procedure.

In the box below, include the date the revisions of policies, practices, or procedures were reported to the public.

In the box below, include the date the CCEIS/CEIS plan was approved and reviewed by the school board.

Use of Funds: CCEIS/CEIS Budget worksheets are included in workbook and CCEIS/CEIS activities will be identified when submitting reimbursement requests in OMEGA.

Time and Effort: I hereby certify that, I will maintain a time and effort report for everyone listed in this application.

Assurances: All personnel providing CCEIS/CEIS to students are appropriately licensed to provide the specified services. Paraprofessionals and tutors supporting the delivery of CCEIS/CEIS services do so under the supervision of an appropriately licensed general education teacher.

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct, and agree on behalf of the LEA to abide by the assurances.

Typing the name in the Signature box serves as Certification.

Superintendent's Signature

Superintendent's Name

Date

Special Education Director's Signature

Amy Creed

Special Education Director's Name

5.1.24

Date

General Education Instructional Leader's Signature

General Education Instructional Leader's Name

Date

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS-101

Area(s) of Disproportionality:

IDENTIFICATION - Emotional Disturbance-Black or African American

Data Tracking and Reporting

In the box below, please provide an estimated count of the students that will be served using CCEIS/CEIS funds.

The estimated count of all of the students who are anticipated to receive support through the CCEIS/CEIS plan during the 2024-2025 school year.

100

The LEA will be required to flag any student that is receiving, or has received, intervention and/or other services identified within this CEIS/CCEIS during the 2024-2025 school year on the Student Record Data Collection (SRC) using the Early Intervening Services Flag (IDEA Part B). Please see the SRC Specifications below for additional information related to the Early Intervening Services Flag.

[Student Record Data Collection Specifications](#)

Regulations

The Code of Federal Regulations (34 CFR 300.226 (d)) requires each Local Educational Agency (LEA) that implements Coordinated Early Intervening Services (CEIS) to report to the state 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 during the preceding two-year period (i.e., the two years after the child has received CEIS) (71 FR 46540, 46628 (Aug. 14, 2006)). States and LEAs must maintain these records for audit and monitoring purposes.

Important Information Regarding the 2024-2025 CEIS Survey

The CEIS Survey is a data collection where the LEA will report to VDOE at the end of each school year the exact number of students served and the exact dollar amounts spent using CEIS funds. The estimates reported on this tab may not be the same numbers that are reported on the survey.

When reporting the number of students that were served using CEIS Funds, LEA's will need to identify any student that was served at any point during the school year. Also, LEAs will then need to identify the students that were eligible for special education services. LEAs will also indicate the students with disabilities that were served in the two years prior. LEAs will also need to indicate their intentions of setting aside these funds for the 2025-2026 school year.

LEAs will be required to describe in detail the activities, programs, staff dollar amounts spent, etc.

It is very important to track these students and any related information throughout the year in order to accurately report this data back to VDOE.

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS-101

Area(s) of Disproportionality:

IDENTIFICATION - Emotional Disturbance-Black or African American

Data Review and Analysis

Note: The prompts within this plan are written to ensure school divisions identified for CCEIS are aligning data, practices, and systems to address the area(s) of significant disproportionality with which they are identified. School divisions voluntarily participating in CEIS should respond to each prompt to address the identified at-risk population.

1. Does your school division have an implementation framework, such as Multi-Tiered Systems of Supports (MTSS), through which the alignment of data, systems, and practices can support your CEIS/CCEIS plan within existing decision-making processes?

Yes

2. In the box below, identify how the school division's current implementation of MTSS will be utilized as the framework that support this CCEIS/CEIS plan? If supported by VTSS or any MTSS model, also include a brief communication plan on how and when this CEIS/CCEIS will be communicated with the Division Leadership Team.

The CCEIS team will work with school teams, grades K-8, to strengthen their implementation of the division's MTSS framework, which includes the collection of data on interventions. The information on how CCEIS will support this work will be communicated with school leaders and division leadership at the start of the school year. Updates on the work of the CCEIS team will be communicated with leadership teams quarterly throughout the school year.

Team-Based Leadership and Coordination

3. In the box below identify the members of the leadership team and their roles for the development and implementation of the CCEIS/CEIS plan. This may be an existing team (i.e. VTSS DLT, Division Improvement Team, Division Executive Team) or a newly formed team. Selection criteria may include: member with executive leadership authority, special education and general education leadership, principal and teacher representation, family/community representation, or data/assessment specialist.

Resource for building teams with the necessary critical perspectives:

[Implementation Support Practitioner Resources: "Building Teams"](#)

[Module 3 of the VDOE CEIS Training Course is useful to complete this section.](#)

The CCEIS plan is a collaboration between the Office of Specialized Instruction, the Office of Student Services, and the Office of School Improvement. While this funding is through IDEA, which is managed by the Office of Specialized Instruction, it is imperative that there is collaboration with other departments since referrals and identification start out at the general education level. Dr. Victor Martin, the Executive Director of Student Support Teams (SST), participates in the CCEIS development and implementation since SST are essential in the MTSS role and early intervention. Dr. Anthony Sims, the Executive Director of the Office of School Improvement, and Nicolas Dussaillant-Aguado, Data Analyst for the Office of School Improvement, participate in the CCEIS development and implementation by providing an improvement science lens to assist with identifying students in need of support as well as progress monitoring the work that we do with our CCEIS students.

Data-Informed Problem Solving

4. In the box below, based on the area of significant disproportionality or at risk population identify quantitative/qualitative data sets the team used. Include the key data elements that are relevant to determining the area(s) of disproportionality or at-risk population. Include any universal screening data that may currently be utilized to track this area. When reviewing data, look for trends or patterns that may impact the area(s) of disproportionality or at-risk population.

Note: Universal screening data can be used for analysis, but CCEIS/CEIS funds cannot be used to fund universal screeners.

[Module 2 and 9 of the VDOE CEIS Training Course is useful to complete this section.](#)

Problem-solving began with the team reviewing child study and eligibility records from the past two years to determine the demographics of students who were referred to eligibility due to a suspected Emotional Disability. In addition, the team reviewed MTSS intervention data, discipline records, attendance records, report cards and DESSA scores from those students. The DESSA is an empirical, standardized social and emotional competence assessment administered to all students in the division. To date for the 23-24 school year, ACPS has found 11 students eligible for an Emotional Disability, with 5 out of 11 being identified as black. The CCEIS team was involved with 3 out of the 11 students: 1 student who received pre-referral consultation, 1 student who pre-referral consultation plus observation, and 1 student who has received CCEIS support for several years to include consultation, modeling and observations. Overall, the CCEIS team was involved with 77 students: 21 who were found eligible for a disability category, 23 students who received direct services with a CCEIS team member, (2 of whom had a 504 plan created while working with CCEIS), 4 who had no referrals due to successful interventions, 29 who were identified as continue to monitor, and 3 who went on to a 504 plan. All elementary and middle schools in the division made referrals to the CCEIS team for students. Based on the data from individual schools, referrals from schools where White students make up the numerical majority of the student body are over represented (Represent 33% of students), but more than half (52%) of the cases where Black students have been found eligible for initial student ED evaluations (n = 32), we found 70% of the referring schools failed to implement robust MTSS strategies (appropriate interventions, community supports, counseling, behavior plans...etc) prior to making a child study referral for students spanning K-12.

5. Based on the data noted above, what has the school division determined as the root cause of the area(s) of significant disproportionality or at-risk population identified?

Note: The root cause should align with the information ascertained from the data noted above.

[Root Cause Analysis Resources](#)

[Module 4 of the VDOE CEIS Training Course is useful to complete this section.](#)

After data was reviewed, the team conducted a fishbone to visualize the root cause. Based on the root cause analysis, the CCEIS team determined that additional supports to implement and track pre-referral interventions through the MTSS process, particularly in the areas of social, emotional and behavioral supports, are needed. In addition, academic strategies for identified students due to deficits directly related to weak social, emotional and behavioral skills, are also needed. Finally, the analysis identified that there are limited consistent processes across the division to support intervention implementation and the progress monitoring of those interventions.

6. In the box below, through the analysis of the information in questions 4 and 5 state the academic and/or behavioral focus for your CCEIS/CEIS plan to address the root cause of the area(s) of significant disproportionality or at-risk population.

[NCII Intervention, Progress Monitoring and Screening Tools Charts Resource](#)

This plan will focus on social, emotional and behavioral interventions. In addition, for those students whose behavior challenges are a result of academic needs, the plan will incorporate academic interventions, when necessary.

Reminder: The specific number of students who will be supported (indicated above) must align with and be recorded on Tab 4: Data Tracking and Reporting.

7. In the box below, identify the specific groups of students, including specific grade levels that will be supported through this plan.

Note: 619 and 611 funds should be used based on the allowable grade levels as defined in IDEA regulations.

This plan will focus on students, grades K-8, with a priority given to Black students. Students will be identified in collaboration with school-based teams. Factors to be considered for identifying CCEIS students include DESSA scores, attendance data, discipline data, academic data (MAP scores and report cards) and anecdotal information from teams.

School Division:	ALEXANDRIA CITY PUBLIC SCHOOLS-101
Area(s) of Disproportionality:	IDENTIFICATION - Emotional Disturbance-Black or African American

Evidence-Based Practices

The following implementation planning questions must be answered in the school division's CCEIS/CEIS Plan Narrative and align with the area(s) of significant disproportionality or at-risk population and the identified root cause and contributing factors.

Evidence-Based Intervention Selection

It is recommended that, before selecting any new academic and/or behavioral practices or programs, the team completes a resource initiative inventory to identify existing practices or programs and determine the current fidelity of their implementation.

Module

[NIRN: Initiative Inventory](#)

New and existing programs or practices should first be evaluated by the team using a selection tool (such as the Hexagon Tool) to determine if the program or practice demonstrates evidence, supports for implementation, and usability across a range of contexts to ensure fit and feasibility for the population and identified need(s) as determined by the root cause analysis. Module 6

[Active Implementation Course - Lesson: The Hexagon Tool](#)

8a. In the box below, identify the research-based or evidence-based academic and/or behavioral practices or programs that will be provided directly to students to address the factors contributing to significant disproportionality or at-risk population found in the root cause analysis. If applicable, include the specific equipment or materials that will be need for implementation.

CCEIS team members will share their expertise on behavioral strategies and academic strategies with school based MTSS teams. In addition, each CCEIS team member will work directly with students to provide direct supports in academic and/or behavioral interventions. Academic strategies for math include teaching students how to bridge the gap between concrete, representational and abstract and numberless word problems. Academic strategies for reading include teaching students decoding using a multi-sensory approach (Orton-Gillingham) and using annotation to support comprehension. Academic strategies for writing include using a mutli-sensory approach and using graphic organizers. Behavior strategies include executive functioning support through Self Regulated Strategy Development (SRSD), data collection and assistance with conducting a Functional Behavioral Assessment (FBA), support with developing a Behavior Intervention Plan (BIP) and assistance with implementation, check and connect with data monitoring of student performance of absences, tardies, referrals and grades, and the implementation of Crisis Prevention Intervention (CPI) de-escalation strategies. These strategies will support students' deficits in the areas of self-awareness, self-management, responsible decision-making, relationship skills and social awarenes.

Additionally, parent outreach is an important component of the CCEIS team. When parents are involved in social-emotional learning, then evidence based social emotional learning is more effective (Albright & Weissberg, 2010 <https://www.taylorfrancis.com/books/edit/10.4324/9780203876046/handbook-school-family-partnerships-sandra-christenson-amy-reschly?refId=d3184249-617f-457e-832d-921f0e79a7e0&context=ubx>). Prior to the team working with CCEIS identified students, parents will receive information about the interventions that are being done. Also, the CCEIS Interventionists will be available to meet with parents during back to school nights and parent conferences. In addition, the CCEIS team will host a family outreach event to connect families with information and resources.

8b. In the box below, for each of the practices and/or programs identified above, describe how the practices and programs will address the factors contributing to the significant disproportionality identified within the root cause analysis. Include the specific grade levels that each practice or programs will support. The information below should align with the information on tab 5 question 7.

The interventions outlined in 8a will support CCEIS students in grades K-8 with lack of skills in the areas of social, emotional, behavioral and academic learning. The CCEIS supports will address student areas of need so that they can generalize those skills during the school day. As evidenced by research, students who receive SEL instruction have an increased academic performance by 11 points compared to those who do not receive SEL instructions (Greenberg, 2023: https://learningpolicyinstitute.org/media/3977/download?inline&file=Evidence_for_SEL_REPORT.pdf).

9. In the box below, describe how the practices/or programs will be delivered to students. Include the setting, time, and delivery method.

Setting, time and delivery method will be determined on a case by base basis but may include: 1:1 support, small group lunch bunches and/or small group social skills groups that take place weekly or bi-weekly and will be adjusted as needed based on data. All delivery will take place in the home school and will take place during a time that would not cause a student to miss out on core instruction.

Progress Monitoring

[Module 7 of the VDOE CEIS Training Course is useful to complete this section.](#)

10a. For each practice and/or program listed in item 9, in the box below, describe the tools that will be used to monitor (1) intervention implementation fidelity and (2) progress monitoring to assess student progress in the intervention.

All CCEIS students will be given a pre/post survey that will also be conducted periodically throughout intervention implementation. This 5 question survey will use a Likert 5 point scale. In addition, teachers of CCEIS identified students will also be given a pre/post survey. Additional data to be monitored include point sheets or other classroom management plans, discipline referrals, observation notes, academic intervention data, and anecdotal information from school based teams and parents.

10b. For each practice and/or program listed in item 9, identify the timeline the school division will use to evaluate progress monitoring and implementation fidelity. Include both the frequency that data collection will occur and the frequency for data analysis.

Data collection for CCEIS students will be ongoing. The pre/post survey will also be conducted every two weeks with students. In addition, data from behavior charts and academic interventions will be collected during each intervention session. Review and evaluation of data will happen quarterly with a team of people, including the Executive Director of Specialized Instruction, the Executive Director of School Improvement, the CCEIS Lead Specialist, the CCEIS Data Analyst, and the CCEIS Interventionists.

10c. Describe the process that will be used to make informed decisions about student progress, continued participation in the selected intervention, and the need for additional support (such as implementation support). Include (1) how fidelity and progress monitoring data analysis will be conducted, and (2) decision rules that will be used.

The CCEIS team will maintain a database of all students served through this process. Decisions on continued student participation and needed adjustments based on data will be collaborative in nature, involving both the CCEIS team and the school based team. Students will not be exited from the CCEIS work until they have shown growth as evidenced by the data and the school based team understands how the student will transition off of additional CCEIS support.

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS-101

Area(s) of Disproportionality:

IDENTIFICATION - Emotional Disturbance-Black or African American

Professional Learning

Supporting Implementation

Note: The individuals identified below must be identified and consistent with the plan outlined on the Budget Worksheet (tab 9). The school division will need to maintain documentation to support the CCEIS/CEIS plan.

11a. In the box below, identify the specific positions of the individuals who will be directly implementing the academic and/or behavioral practices or programs identified on Tab 6 to address the area(s) of significant disproportionality or at-risk population. Include the roles and responsibilities these individuals will have in implementing the identified practices or programs.

The CCEIS Interventionists will work directly with students and school based teams to provide general education tier III academic and/or behavioral interventions. Roles and responsibilities include: working directly with students to provide preventative strategies and interventions related to emotional and behavioral challenges and/or academic deficits, providing ongoing support to school teams to resolve student behavioral challenges, supporting staff in the development and collection of data for MTSS plans, supporting staff in interpreting the data to make recommendations on identified areas of need, assisting and supports building and division staff and parents in the development, implementation and monitoring of MTSS functional behavior assessments (FBA) and student support plans (SSP); Effectively communicates and maintains collaborative relationships with all stakeholders involved on a school-based team, and collecting and reviewing student specific CCEIS data for state and division reporting of outcomes.

11b. In the box below, identify the specific positions of the individuals who will be responsible for both collecting and analyzing progress monitoring data. Include the specific roles and responsibilities these individuals will have in monitoring and decision-making.

CCEIS Interventionists and the CCEIS Data Analyst will be responsible for collecting and analyzing progress monitoring data. Roles and responsibilities include making intervention decisions (level of intervention, frequency and duration...etc) based on data, informing school based teams of data, informing parents of data, and providing data presentations to division leadership.

Ongoing Professional Learning and Coaching

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 providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction (34 CFR 300.226) (b)(1)(2)).

12. Using the table below outline the specific professional learning and coaching that will be provided to individuals supporting implementation and progress monitoring (identified in questions 11a-11b) of the academic and/or behavioral services and supports (identified in Tab 6), including professional learning for these individuals to address factors relating to any policies, practices, and procedures found to be contributing to the area(s) of significant disproportionality or at-risk population.

Professional Learning and/or Coaching	Intended Audience	Who is providing the training and/or coaching?	Identify a plan for PL/coaching follow-up and any training/coaching	How will we measure fidelity and effectiveness of the PL/coaching?
Coaching on academic interventions	Classroom teachers of CCEIS students	CCEIS Interventionists	The person(s) responsible for	The person(s) responsible for coaching along with the teacher who received
Coaching on behavior interventions	Classroom teachers of CCEIS students	CCEIS Interventionists	The person(s) responsible for coaching will collect data on whether or not the teacher who received coaching is	The person(s) responsible for coaching along with the teacher who received coaching will review behavior
Professional Learning on how to collect and analyze intervention data	Classroom teachers of CCEIS students,	CCEIS Data Analyst	The CCEIS Data Analyst will	The CCEIS Data Analyst will review exit tickets and post PL evaluations to determine

13. In the box below, identify how the professional learning activities identified in item 12 support the implementation of the identified academic and/or behavioral practices or programs on tab 6. Explain how the professional learning activity address the root cause of the area(s) of disproportionality or at-risk population.

Professional learning activities and coaching help address the lack of consistent processes and procedures for intervention implementation and progress monitoring.

School Division: ALEXANDRIA CITY PUBLIC SCHOOLS-101
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Evaluation

Evaluation of Process

This page is intended to be used by the school division over the course of the CCEIS/CEIS plan implementation to outline and document the evaluation process of the CCEIS/CEIS plan, including data-informed changes and progress towards identified outcomes (goals identified on tab 5).

14. In the box below, include specific plan monitoring activities and data that will be analyzed to determine progress towards identified outcomes, data decision-making rules, and staff responsible for evaluation activities.

This CCEIS plan will be monitored by a team of people, including the Executive Director of Specialized Instruction, the Executive Director of Student Support Teams and the Executive Director of School Improvement. This team will meet quarterly to review the CCEIS database of students and all relevant data. The data will be reviewed to determine where our team is at in terms of meeting our plan's goal as outlined in box 15a. In addition, the CCEIS Data Analyst will assist the CCEIS Interventionists in PDSA cycles based conducted quarterly and will review the outcomes with this team in order to also monitor the efficacy of the roles and responsibilities of the Interventionists in alignment with this plan.

15a. In the box below, identify the measurable outcomes the school division intends to achieve as a result of implementing the CCEIS/CEIS plan to reduce areas of significant disproportionality or at-risk population. At least one of these outcomes must focus directly on students and demonstrate how the activities identified within the plan will lead to measurable improvements for the identified student group(s). If identified, at least one of these outcomes must focus on steps to address a policy, procedure, and/or practice that is contributing to the significant disproportionality. Goals should be written using the SMART goal format (Specific, Measurable, Achievable, Relevant and Time Bound).

Given a 5 question pre/post survey totaling 25 points, CCEIS students will show a 5 point growth from their baseline score on the CCEIS student monitoring survey by June 2025.

15b. Use the box below to document progress towards the identified goals and other relevant factors based on the timeline above. Record any changes made to the original plan as a result of this data, including what the change was, why the change was made, when the change was made, and the data used to inform the decision.

School Division: ALEXANDRIA CITY PUBLIC SCHOOLS-101
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Budget

Detailed Budget Breakdown

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. In the narrative boxes above the itemized description in each object code, describe detail-line item costs associated with the activities and personnel (or portion thereof) that will be funded with IDEA CCEIS/CEIS dollars. The activities and personnel described here must correspond with line items on your IDEA CCEIS/CEIS budget. (Budget forms are included in this application). Note: IDEA CCEIS/CEIS funds may not be used for universal screening or special education staff. Refer the Object Codes Definitions below for more clarification. Refer to Virginia Allowable CCEIS/CEIS Costs link below for information regarding allowable CCEIS/CEIS expenses.

[Virginia Allowable CCEIS/CEIS Costs](#)

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000 (Personnel Services)

Provide detailed descriptions of the positions supported and specific costs for each position providing educational or related services for applicable students with funds from this program. Ensure sufficient information is provided to address the area of significant disproportionality or focus grade level(s) and number or students served.

The personnel services are for the following salaries: CCEIS Lead Specialist, CCEIS Interventionists, and a CCEIS Data Analyst. The CCEIS Lead Specialist works with CCEIS team members to ensure progress monitoring and review of data for the identified 100 CCEIS students. In addition, this person works directly with identified CCEIS students to support challenging behaviors. The CCEIS Interventionists work directly with students to provide social, emotional, behavioral and/or academic interventions, support school-based teams in coaching and modeling the interventions, and works with families to understand strategies and supports to be accessed at home. The CCEIS Data Analyst will be responsible for regular monitoring of the CCEIS student data. This position is also responsible for assisting the team with PDSA cycles and analyzing data. In addition, this person will assist with creating data presentations for school based and division level leadership about CCEIS data.

Item Description	FTEs	611 Salaries (1000)	619 Salaries
CCEIS Interventionists	4.00	\$ 233,886.66	
CCEIS Lead Specialist	1.00	\$ 83,138.40	
CCEIS Data Analyst	0.50	\$ 51,240.00	
Total for Object	5.50	368,265.06	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000 (Employee Benefits)

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Benefits to include FICA, Medicare, VRS Retirement, VRS RHIC, VRS Group Life Insurance, Hospital Medical Plan, Dental Insurance, LT Disability Insurance and Short Term Disability Insurance.

Item Description	611	619
FICA	\$ 31,509.47	
Medicare	\$ 6,229.84	
VRS Retirement	\$ 88,383.40	
VRS RHIC	\$ 6,629.77	
VRS Group Life Insurance	\$ 2,651.58	
Hospital Medical Plan	\$ 79,545.24	
Dental Insurance	\$ 3,093.43	
LT Disability Insurance	\$ 861.74	
Short term Disability Insurance	\$ 2,054.57	
Total for Object Code:	220,959.04	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000 (Purchased/Contracted Services)

Provide a description for expenses related to object code 3000.

Item Description	611	619
Total for Object Code:	0.00	0.00

Object Code
8000

-Software purchased with CCEIS/CEIS funds must be exclusively used in the delivery of CCEIS/CEIS including educational and behavioral evaluations, services and supports including scientifically based literacy or mathematics for students.
SPECIAL REQUIREMENTS OR ADDITIONAL INFORMATION ARE REQUIRED.

**VIRGINIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION & STUDENT SERVICES
CCEIS/CEIS WORKSHEET - SUMMARY**

School Division's Name and Payee Code:

ALEXANDRIA CITY PUBLIC SCHOOLS-101

Fiscal Year:

OBJECT CODE	EXPENDITURE ACCOUNT	Total 611	Total 619	Total Projected Budget
1000	PERSONNEL SERVICES	\$ 368,265.06	\$ -	\$ 368,265.06
2000	EMPLOYEE BENEFITS	\$ 220,959.04	\$ -	\$ 220,959.04
3000	PURCHASED/CONTRACTED SERVICES	\$ -	\$ -	\$ -
5000	OTHER SERVICES	\$ 24,551.00	\$ -	\$ 24,551.00
6000	MATERIALS/SUPPLIES	\$ -	\$ -	\$ -
8000	CAPITAL OUTLAY	\$ -	\$ -	\$ -
TOTAL*		\$ 613,775.10	\$ -	\$ 613,775.10
Based on the information you provided on the Cover Page, 15% of your total 611 and 619 total award is:		\$ 3,988,561.00	\$ 103,273.00	\$ 4,091,834.00

* Cannot exceed 15% of total 611 and 619 award. If required, MUST equal 15% of 611 and 619 award.

Resources

VDOE CCEIS/CEIS Resources

[VDOE CEIS Training - Canvas Course Enrollment Link](#)

[Virtual Virginia Login](#)

This Canvas Course includes training and resource materials necessary to complete your CEIS/CCEIS plan.

1. After clicking the link above, select "ENROLL." If you do not already have a VDOE Canvas account, please create one. You will then receive two emails from Canvas, one about your account and one to get into the course.
2. You will choose "Professional Learning" when prompted at the login page for Virtual Virginia.

Additional CCEIS/CEIS Resources

The following are additional resources for teams to utilize in the analysis of their data and the development and implementation of their CEIS/CCEIS plan. Please reach out to the Department of Special Populations if you need additional support in creating a plan that strives to address the root cause and other contributing factors, including local policies, procedures, and practices that are contributing to your identified area(s) of significant disproportionality.

General

[A Comparison of Mandatory Comprehensive Coordinated Early Intervening Services \(CCEIS\) and Voluntary Coordinated Early Intervening Services \(CEIS\)](#)

Guidance and resources for helping schools to support students with disabilities and avoid disparities in the use of discipline.

[IDEA Data Center Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity](#)

Materials and resources for facilitating a team to address success gaps in a district or school by identifying root causes and developing a subsequent improvement plan for reducing success gaps.

Finance and Data Tracking

[Virginia Allowable Expenditures for CCEIS/CEIS](#)

A list of allowable CEIS expenses.

[Coordinated Early Intervening Services \(CEIS\) Fiscal and Student Data Tracker](#)

Tools to assist in the tracking of finances, services, and student data associated with CEIS.

Academic Intervention

[What Works Clearinghouse - Academics](#)

Practice guides, intervention reports, and study reviews to support the selection of evidence-based practices for literacy intervention.

Social Emotional Behavior Intervention

[OSEP Guidance on Discipline and Behavior Requirements](#)

Guidance and resources for helping schools to support students with disabilities and avoid disparities in the use of discipline.

OSEP IDEAs that Work: Positive Supports for Behavior and Discipline	Resources to support state and local efforts to implement this guidance and reduce exclusionary discipline through 1) Examination of data to better understand the frequency of exclusionary discipline and support ongoing efforts to reduce its use; 2) Systems changes at the state, local, school or early childhood program levels; and 3) Evidence-based practices to support educators working with children ages pre-k through high school.
Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs	Provides focused information and resources to enhance the promotion of mental health and social and emotional well-being among students.
Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators	Provides information for supporting students' social, emotional, and behavioral growth with a focus on current practice areas, staff implementation, and resources.
NCII: Social Emotional Learning and Intensive Intervention	Presents an overview of how SEL relates to intensive intervention and offers sample strategies for skill building among students in need of intensive learning, social, emotional, and behavioral supports.
What Works Clearinghouse - Behavior	Practice guides, intervention reports, and study reviews to support the selection of evidence-based practices for social emotional learning and behavior-related intervention.