Early Intervention and Remedial Education Program Manual 2020-2021

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Purpose

Early Intervention Program (EIP)
Children start school at a designated chronological age, but differ greatly in their individual development and experience base. The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students in grades K-5 who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

EIP is aligned with the Georgia's Tiered System of Supports for Students (GTSSS) framework. Like the GTSSS, EIP provides a structure for providing additional instruction to ensure all students meet grade level expectations at the elementary level. GADOE Rule 160-4-2-,17

Remedial Education Program (REP)

The Remedial Education Program is an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, or math. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, writing, and mathematics.

REP is aligned with the Georgia's Tiered System of Supports for Students (GTSSS) framework. Like the GTSSS, EIP provides a structure for providing additional instruction to ensure all students meet grade level expectations at the middle and high school level as required by the Georgia Department of Education. GADOE Rule 160-4-5-.01

Program Structure

Early Intervention Program (EIP)

1. **Staff:** EIP may be staffed by certified teachers. Full time paraprofessionals may assist kindergarten EIP teachers for the purposes of reducing the student-teacher ratio to meet class size reduction rules.

2. **Delivery Models:** Any combination of the following models may be used within a system or school depending on the unique needs and characteristics of the students and school.
   a) **Augmented** – The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.

   b) **Self-Contained** – This model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement.

   c) **Pull-Out** – EIP students are removed from the classroom for instruction by an additional certified teacher. This model may serve a maximum of 14 students at a time.

   d) **Reduced Class Model** – This model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increase

   e) **Reading Recovery Program** – Students are removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students may be served a minimum of 45 days. Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

3. **Class Size:** A class for EIP may follow Appendix 1 of the class size rule.

EIP Self-Contained and Pull-out Models

Grade(s) Subject(s)	Funding Class Size	Maximum System Avg. Class Size
Kindergarten	11	14
Grades 1-3	11	14
Grades 4-5	11	14

Self-contained classes may be multi-grade level classes as long as the class size does not exceed the maximum class size.

EIP Augmented Class Model-Kindergarten

Grade(s) Subject(s)	Funding Class Size	Maximum System Avg. Class
Kindergarten	15	18
Kindergarten with full-time paraprofessional	15	20

A state certified early childhood/elementary teacher should work for a minimum of one segment of 45 minutes with no more than 14 Early Intervention Program students. A maximum of 14 EIP students may be in an augmented class.

EIP Augmented Class Model –   Grades 1-3

Grade(s) Subject(s)	Funding Class Size	Maximum System Avg. Class Size
Grades 1-3	17	21
Grades 1-3 with full– time paraprofessional	17	21

A state certified early childhood/elementary teacher should work for a minimum of one segment of 45 minutes with no more than 14 Early Intervention Program students.

EIP Augmented Class Model – Grades 4-5

Grade(s) Subject (s)	Funding Class Size	Maximum System Avg. Class Size
Grades 4- 5	23	30

A state certified early childhood/elementary teacher should work for a minimum of one segment of 50 minutes with no more than 14 Early Intervention Program students.

EIP Reduced Class Model – Kindergarten

EIP Students	Non-EIP Students	Maximum Total in Class
1	14	15
2	13	15
3	11	14
4	10	14
5	9	14
6	7	13
7	6	13
8	5	13
9	3	12
10	2	12
11	1	12

A full-time paraprofessional may be used in the kindergarten models to increase class size by 2 students. The 2 additional students may be either EIP or regular student.

EIP Reduced Class Model – Grades 1-3

EIP Students	Non-EIP Students	Maximum Total in Class
1	16	17
2	14	16
3	13	16
4	12	16
5	10	15
6	8	14
7	7	14
8	5	13
9	4	13
10	2	12

Paraprofessionals may not be used to reduce teacher/student ratio in grades 1-3.

EIP Reduced Class Model – Grades 4-5

EIP Students	Non-EIP Students	Maximum Total in Class
1	22	23
2	20	22
3	18	21
4	16	20
5	14	19
6	12	18
7	10	17
8	8	16
9	6	15
10	4	14
11	2	13
12	1	13

Paraprofessionals may not be used to reduce teacher/student ratio in grades 4-5.

4. Class Segments: A segment for grades K-3 is defined as a minimum of 45 minutes. Segments for grades 4-5 is defined as a minimum of 50 minutes. A Reading Recovery segment is defined as a minimum of 30 minutes.

Remedial Education Program (REP)

1. Staff: All REP teachers may meet the certification requirements as defined by the Professional Standards Commission **AND** be fully qualified to teach reading, writing, or mathematics. Below are the certification requirements for assigned REP teachers.

    a) Grades six - twelve
    b) Elementary one – eight
    c) Middle Grades four – eight
    d) Secondary seven – twelve
    e) Reading Specialist K – twelve
    f) Special Education K – twelve

2. Delivery Models: Any combination of the following models may be used within a system or school depending on the unique needs and characteristics of the students and school. There are five models; below is a list of each model and a description.

a) **REP Reduced Class Size** – Students receive English or Mathematics instruction from a state-certified teacher REP teacher. High school students participating in REP classes **may earn core credit** in English or Mathematics if the following are true. **(1)** the class size is reduced to 18 without a paraprofessional and 24 with a paraprofessional, **AND (2)** the course content follows the 9-12 state-adopted standards/curriculum.

b) **Augmented** – The augmented model incorporates REP services into the regular group class size by providing an additional teacher who is designated as the state certified REP teacher. Instruction may be provided for 50-60 minutes per segment a day to no more than 15 REP students. **Core credit may be earned** at the high school level for this model if the course content follows the 9-12 state-adopted standards/curriculum.

c) **Parallel Block Scheduling** – Students are provided daily instruction in two-hour (minimum) blocks. These blocks of instruction include the following components: (1) heterogeneously grouped classes, (2) 15 or fewer students during one hour of the two-hour block in the extension room or homeroom AND (3) Students **may receive direct instruction from the REP teacher** on their instructional for a minimum of 50-60 minutes in reading/writing or mathematics.

d) **Other School-Design Models** – Schools may submit to the Georgia Department of Education (GADOE) a system or school designed model. Use of this model requires a written description of how REP students should be provided services above and beyond the regular classroom setting. A review committee that consist of the Cluster Superintendent and Director/Assistant Director of Teaching and Learning should examine

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the model to make sure it is the best model for the school environment and to ensure all required state components are present prior to submitting the model for state approval.

e) **Summer Remediation: Middle School** – If funds are appropriated through the General Assembly for such purpose, remediation funds may be used for students in eighth grade who require a retest administration on the Georgia Milestones end-of-grade assessment in English language arts or mathematics. During the school year, middle schools may provide remedial services in suggested models such as the pull-out, reduced class size, extension class, or during the connections block.

3. **Class Size for Middle and High School:** State class sizes below are **only required** for Title 20/No Waivers System; **optional** for Charter Systems and Strategic Waivers School Systems. The minimum funding size for REP is 15.

Maximum Individual Class Size
24 (With Paraprofessional)
18 (No Paraprofessional)

4. **Class Segments**: The maximum number of REP funded segments for a 6-12 Traditional scheduled school is 2. Block scheduled schools (A/B or 4x4) no More than 3 segments.

Placement

Early Intervention Program (EIP)

The Early Intervention Program Placement is based on documented student achievement/performance in ELA/Reading and Mathematics only. The eligibility determination is made by identifying the students functioning below the normal expectation for the respective grade using the criteria provided.

Placement is determined by an assessment process identified by the local school system level. Each school should utilize the RCSS assessment recommendations noted below to determine placement. Schools should be able to provide documentation to support each child's placement in EIP upon request.
GADOE Rule 160-4-2-,17

Eligibility Placement Criteria

Grade Level	Eligibility Placement Criteria	Type of Assessments/Checklist
Kindergarten-2nd	Use 2 or more Assessments/Checklist to identify students.	Students scoring **Below Grade** Level on: a) Mid-Year Universal Screener Results (iReady or Reading Plus) b) EIP ELA Rubric c) EIP Math Rubric d) GKIDS Readiness Check (Not Yet Demonstrated OR Emerging on most elements) e) Pre-K WSO Student End of Year Checklist f) Kindergarten Roundup Assessment g) SST (Student Support Team) Checklist h) WAP-T Score less than: 19-speaking, 11-for reading, 12 for-writing (ESOL)
3rd-5th w/GA Milestone Scores	Use 1 Assessment/Checklist to identify students.	Students scoring **Below Grade** Level on: • Mid-Year Universal Screener Results (iReady or Reading Plus) • GA Milestones Score of Beginning Learner in Math/ELA • EIP ELA Rubric • EIP Math Rubric • SST (Student Support Team) Checklist • WAP-T Score less than: 19-speaking,

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		11-for reading, 12 for-writing (ESOL)
3rd-5th w/o GA Milestones Scores	Use 2 or more Assessments/Checklist to identify students.	Students scoring **Below Grade** Level on: • Mid-Year Universal Screener Results (iReady or Reading Plus) • EIP ELA Rubric • EIP Math Rubric • SST (Student Support Team) Checklist • WAP-T Score less than: 19-speaking, 11-for reading, 12 for-writing (ESOL)

Remedial Education Program (REP)

The Remedial Education Program Placement is based on documented student achievement/performance in Reading, Writing, and Mathematics. The eligibility determination is made by identifying the students functioning below the normal expectation for the respective grade using the criteria provided.

Placement is determined by an assessment process identified by the local school system level. Each school should utilize the RCSS assessment recommendations noted below to determine placement. Schools should be able to provide documentation to support each child's placement in REP upon request.

Eligibility Placement Criteria

Grade Level	Eligibility Placement Criteria
6th – 12th	(1) Two or more of "a-g" may be met a) Student has been through the Formal Student Support Team (SST) Process as specified in GADOE Rule 160-4-2-.32 and has documented evidence to support placement. b) Student has failed either Language Arts or Mathematics in grades 6th -12th.

	c) Student is receiving services under the current Elementary and Secondary Education Act of 1956, Title I, Part A. d) Students scoring below grade level in Reading, Mathematics, or have an Inability to verbally express ideas or to write or dictate a meaningful sentence. e) Student has a score at or below the 25th percentile in Reading, Mathematics, or Writing on a standardized assessment if the Georgia Milestone Scores are not available f) Middle school students may score in the "Beginning Learners" achievement level in English language arts or Mathematics, or have a Reading status of "Below Grade Level" on the Georgia Milestones end-of grade assessment. g) High school students may score in the "Beginning Learners" achievement level in English language arts or Mathematics, or have a Reading status of "Below Grade Level" on the Georgia Milestones end-of course or end-of-grade assessment. **OR** <u>(2) Special Education Placement</u> Students in grades 6th – 12th who have an IEP but **are not** having their deficiencies in Reading, Writing, or Mathematics addressed may participate.

School Population Eligibility: No more than 25 percent of the school's full-time equivalent population in eligible grades should be eligible for the remedial education program except in systems which have more than 50 percent of its student population receiving free and reduced-price lunches.

Schools with more than 50 percent of their students receiving free or reduced-price lunches may provide remedial education services for a higher percentage of students up to 35 percent of the school's full-time equivalent population in grades 6-12.

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Parental Notification of Placement in the Early Intervention Program (EIP)

Before services begin, the school should provide a ten calendar-day notice for an opportunity to conference with the student's parents or guardians and the student to discuss the student's performance and the role of the Early Intervention Program (State Board of Education 2020-21 EIP Guidance Document, p.25)

Exiting the Early Intervention Program (EIP)

The purpose of the EIP program is to support students so that they should no longer need the additional support in order to be able to experience academic success. Therefore, below you should find the criteria for those students who have documented achievement "on or above level" as indicated by one or more of the assessments indicated. The exit criteria below were developed by the Governor's Office of Student Achievement (GOSA).

Grade Level	Exit Criteria
K	• A student's achievement level meets or exceeds on the majority of elements in English Language Arts and/or Math on the GKIDS **OR** • A student's achievement level indicates on or above grade level by one or more of the assessments utilized for placement in the program (EIP Rubrics, SST Checklist, etc.)
1st – 2nd	• A student's achievement level indicates on or above grade level by one or more of the assessments utilized for placement in the program (EIP Rubrics, SST Checklist, etc.)
3rd – 5th	• A student who scores at/above the proficient level on the Georgia Milestones Test in Reading or Mathematics **OR** who scores at/above the Developing Learners level on the Georgia Milestones Tests in Reading or Mathematics **AND** whose achievement indicates "on or above grade level" as documented by one of the assessments utilized for placement in the program (EIP Rubrics, SST Checklist, iReady, etc.)

Funding

Early Intervention Program (REP)

Under the Early Intervention Program, students who are being served in the program should be reported with a Program Code for each segment served in the program. Review the program code for accuracy when reviewing FTE.

Grade Level	Program Code
K	E
1st – 3rd	F
4th – 5th	G

Delivery Model	Total Number of Segments
Augmented Model	No more than 2 segments
Pull out Model	No more than 2 segments
Self-Contained Model	No more than 6 segments
Reduced Class Size Model	No more than 6 segments
Reading Recovery	No more than 1 segment for the entire year

Remedial Education Program (REP)

Under the Remedial Education Program, students who are being served in the program should be reported with a Program Code for each segment served in the program. Review the program code for accuracy when reviewing FTE.

Grade Level	Program Code
6th- 12th	J

Delivery Model	Total Number of Segments
REP Reduced Class Size	No more than 2 segments
Augmented Model	No more than 2 segments
Parallel Block Scheduling	No more than 3 segments

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Scheduling & Coding

Early Intervention Program (EIP)

Course Numbers: When scheduling students in Infinite Campus, use the following course numbers for EIP Mathematics and ELA courses.

Grade	EIP Math Course Numbers	EIP ELA Course Numbers
K	27.1110051 – Augmented 27.1110052 – Self-Contained	23.1010051 – Augmented 23.1010052 – Self-Contained 23.1011055 – Reading Recovery
1st	27.1120051 – Augmented 27.1120052 – Self-Contained	23.1020051 – Augmented 23.1020052 – Self-Contained 23.1012055 – Reading Recovery
2nd	27.1130051 – Augmented 27.1130052 – Self-Contained	23.1030051 – Augmented 23.1030052 – Self-Contained 23.1013055 – Reading Recovery
3rd	27.1140051 – Augmented 27.1140052 – Self-Contained	23.1040051 – Augmented 23.1040052 – Self-Contained 23.1014055 – Reading Recovery
4th	27.1150051 – Augmented 27.1150052 – Self-Contained	23.1050051 – Augmented 23.1050052 – Self-Contained 23.1016055 – Reading Recovery
5th	27.1160051 – Augmented 27.1160052 – Self-Contained	23.1060051 – Augmented 23.1060052 – Self-Contained 23.1017055 – Reading Recovery

Scheduling Consideration*:* When considering implementing an Innovative Model outside of the five approved EIP models, please contact the Early Learning Coordinator for a meeting to discuss state requirements. A review committee that consist of the Early Learning Coordinator, Cluster Superintendent, Principal, and Director/Assistant Director of Teaching and Learning should examine the model to make sure it is the best model for the school environment and to ensure all required state components are present prior to submitting the model for state approval.

Remedial Education Program (REP)

Course Numbers: When scheduling students in Infinite Campus, use the following guide when selecting course numbers for REP Mathematics and ELA courses.
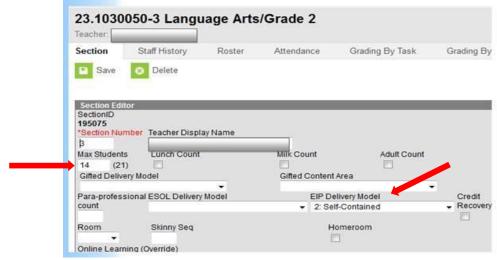
Grade	REP ELA and Math Course Numbers
6th – 12th	A "1" as the first numerical digit to the right of the decimal (XX.1) in a general education ELA/Math course denotes Remedial Education. Teaches who are designated REP teacher should have .1 noted in each REP course they are teaching. See below for examples.
Examples	

Subject	Gen Ed Course Number	REP Course Number
6th grade Math	27.02100	27.12100
8th grade ELA	23.01300	23.11300
9th grade Lit and Comp	23.06100	23.16100

Early Intervention Program and Remedial Education Program

Coding in Infinite Campus: To make sure all students are counted in each FTE count, coding is essential. Coding fields may be completed on each student's **"Enrollment Tab" AND** during the set-up of courses on the teacher's **"Section Editor Tab"** inside Infinite Campus. Students may be coded for **Reading** and/or **Math** EIP Classes. Below are the directions for completing both tabs.
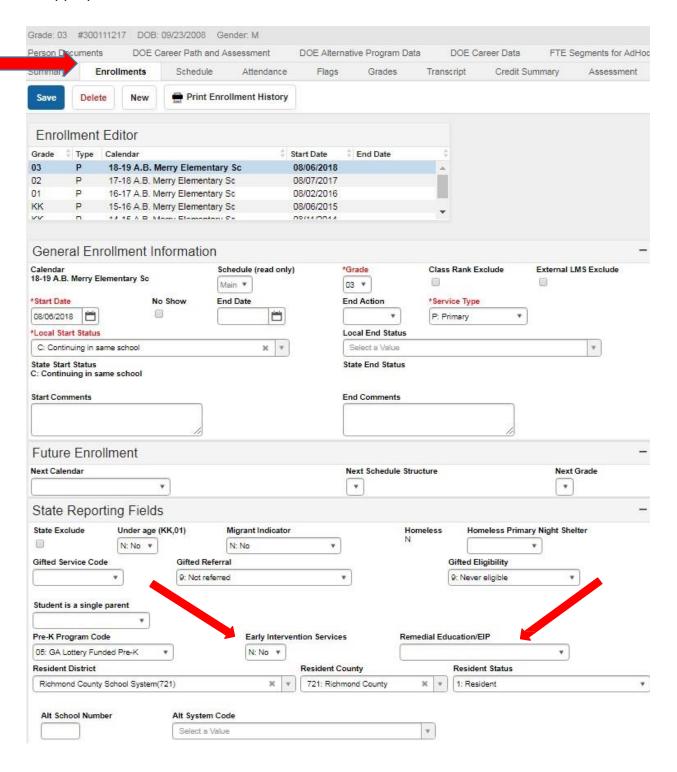
Areas to complete on the Teacher Section Editor Tab
- Maximum number of students - the model selected should determine the number of students
- EIP Delivery Model - If the delivery model is Augmented, the Staff History Tab **may** also be completed with the names of both teachers.

<u>Areas to complete on the Student Enrollment Tab</u>
- In the section entitled "**Early Intervention Services",** click **YES**.
- In the section entitled, **"Remedial Education/EIP", select** the code that is appropriate.

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Evaluation of the Remedial Education Program

Each year the Georgia Department of Education (GADOE) should utilize data submitted by local school systems during the regular student records collection process to conduct an evaluation of REP. By June of each year, each local school system should report the achievement results to GADOE of all students who received instructional services through the REP in the content area(s) in which they were served. At a minimum, the evaluation should include the following components by grade level:

Grade Level	Evaluation Requirements
6th – 8th	• Number and percentage of REP students who scored as a "Developing Learner" or above on the appropriate grade-level Georgia Milestones English Language Arts or Mathematics assessment. • Number and percentage of REP students whose Reading status is "At or Above Grade Level."
9th – 12th (No Georgia Milestone Course)	• Number and percentage of REP students who passed a system-made test in Reading, Writing, or Mathematics **OR** standardized system level achievement assessment.
9TH – 12TH (With a Georgia Milestone End-of-Course Assessment)	• Number and percentage of REP students who scored as a "Developing Learner" or above on the appropriate Georgia Milestones end-of-course English Language Arts or Mathematics assessment. • Number and percentage of REP students whose Reading status is "At or Above Grade Level."

EIP/REP in the Online Setting

Teachers should actively support instruction daily through a variety of methods. Below are some recommendations to enhance students' success in the online setting. Adapted from GADOE Bright from the Start

- Help families create predictable routines for learning by sharing appropriate schedules for learning at home.
- Provide hands-on learning kits that families can pick up
- Connect with students through individual and small group video chats outside of the large group video chats.
- Provide families with supplies and materials including manipulatives, books, etc. and written directions for all at-home learning activities.
- Schedule weekly virtual conferences with parents to discuss student's progress and any challenges and maintain communication log.
- Establish 'office hours' for parents and students.

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Resource Links

[EIP Verification Steps (Pre-FTE Count Day)](#)

[GADOE 2020-21 Early Intervention Program (EIP) Guidance Document](#)

[GADOE 2020-21 Remedial Education Program (REP) Guidance Document](#)

[Review sample resources - Click Here](#)

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