

## Section 8.5 Early Intervention Program (EIP) and Remedial Education Program (REP)

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 who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

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

For specific information about the scheduling, staffing, and data reporting of EIP and REP, please go to this link:

[http://www.gadoe.org/ci\\_services.aspx](http://www.gadoe.org/ci_services.aspx)

The instruction that is occurring in the EIP and REP classrooms needs to be at the center of the schools attention. The use of these valuable resources to support students within the Georgia Student Achievement Pyramid of Interventions should be a part of the school wide instructional plan.

### **If a student is receiving EIP or REP services, would this be considered a Tier 2 intervention?**

For EIP or REP services to be considered a Tier 2 intervention, the instruction that is occurring during this intervention would be in addition to Tier 1 and be evidence-based.

**Example:** During the universal screening process, a first grader is identified to meet EIP eligibility criteria in reading. This student begins to receive EIP reading support during the day at a time which does not interfere with general classroom reading instruction. The instruction in the EIP support class is designed to systematically address weaknesses, monitor the response to the intervention through progress monitoring, and support transfer of learning to the general classroom. (Tier 2)

**Non-example:** During the universal screening process, a first grader is identified to meet EIP eligibility criteria in reading. This student begins to receive EIP reading support during the general classroom reading instruction block by moving to a small group setting within the classroom or another classroom. This reading support becomes the students' sole source of reading instruction. (Tier 1)

