Georgia's Comprehensive Coordinated Early Intervening Services (CEIS) (Voluntary) Documentation Form 2024-2025 School Year

This documentation form is for districts participating in FY25 CEIS (Voluntary).

District	
Contact Person	
Phone	
Email	

Directions: **The district should complete a CEIS Documentation Form for EACH intervening service.**

Check the Area(s) of Disproportionality:

☐ *Identification*   ☐ *Placement*   ☐ *Discipline*

1.   INTERVENTION DESCRIPTION

    a) Identify the proposed ***intervention***.

    b) Describe the <u>core components</u> of the intervention and how each component will contribute to the desired outcome for targeted students.

    c) Summarize the <u>expected use in practice</u> for each component of the intervention.

d) Summarize the <u>evidence</u> that demonstrates it will significantly impact the target student population's area(s) of need.

e) Summarize the <u>services and resources</u> to be put in place to implement the intervention.

2.   TARGET AUDIENCE
a) Describe the ***targeted audience*** for the CEIS plan.

b) Targeted School(s)

c) Targeted Grade Level(s)

d) Number of Students Targeted

e) How does the intervention meet the diverse needs of the at-risk students?

Note: The CEIS shall be provided to students in K-12 who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general environment. CEIS may include the students mentioned above, as well as, children currently identified as need special education or related services (funds can be used primarily, but not exclusively for this group)

3.   ENTRANCE and EXIT CRITERIA

a) Describe the ***entrance and exit criteria*** used to identify students for CEIS. What qualitative and/or quantitative baseline date is needed to enter and exit students in the intervention (i.e. percentages, norm-referenced criteria, criterion-referenced score, locally developed criteria)?

b) Describe the entrance and exit TOOL (i.e. universal screener, Georgia Milestones, locally developed protocol, etc.).
Note: Each school may identify entrance/exit criteria appropriate for its services and demographics. The process should allow students to exit at any time.

4. **IMPLEMENTATION TEAM**

a) Describe the ___ongoing progress monitoring procedures___ that will be used to formatively measure student outcomes.

    a. *Note*: Progress monitoring procedures should provide frequent data collections, a minimum of once a month, at consistent intervals to support at-risk students in meeting individualized goals.

b) Who will be responsible for collecting, analyzing, summarizing, and reporting out the ongoing progress monitoring data?

c) Identify key ___team members___ at the school responsible for implementing the intervention.

5. **SUPERVISION AND MONITORING**

a) Identify specific stakeholder members responsible for supervising the intervention at the school AND district level for staff responsible for fidelity of the intervention.

    Note: Who will monitor the CEIS for fidelity?

b) Describe the supervision and monitoring process (to include data analysis, program monitoring, implementation feedback, and technical assistance).
> *Note: What are the monitoring procedures?*

Table 1: Budget Form
CEIS Budget Form* CCEIS Funds: Exactly 15% of IDEA Part B Funds (611 and 619)

Funding Category	Object Code	Brief Explanation of Expenditure	Amount
Total Expenditures			

a.   *FY23 Carryover CEIS Funds* _____

b.   *FY24 Optional up to 15% for CEIS* _____

c.   *FY24 Total (a combined with b)* _____

Funding Categories

1000 Series- Instruction includes activities dealing directly with the interaction of teachers and students.

2100 Series - Pupil Services deal directly with activities designed to assess and improve the well-being of students and to supplement the teaching process.

2210 Series - Improvement of Instructional Services include activities which are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging learning experiences for students.

2213: Activities associated with the professional development and training of instructional personnel. These include such activities as in-service training (including mentor teachers), workshops, conferences, demonstrations, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of instructional personnel. Training that supports the use of technology for instruction should be included in this code. The incremental costs associated with providing substitute teachers in the classroom (while regular teachers attend training) should be captured in this function code. All costs should be charged to this code regardless of whether training services are provided internally or purchased from external vendors. It should be noted that the salary of a teacher who is attending training would still be reported in function 1000.

Allowable Activities: Professional Development and education and behavioral evaluations, services and supports. The activities must address factors and policy, practice, or procedures contributing to significant disproportionality.