



# Coordinated Early Intervening Services (CEIS)

FY26 Mandatory CEIS

Public Reporting Requirement

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# OUR MISSION

*(Our core purpose)*

**INSPIRE**  
**EMPOWER**  
**ACCELERATE**

# CORE VALUES

*(Drivers of our words and actions)*

**Responsible:** Demonstrates accountability to self and others

**Resilient:** Develops perseverance and self-confidence

**Learner:** Challenges self to think critically

**Communicator:** Listens actively and shares learning and experiences

**Contributor:** Engages as a productive member of the community and global society

# OUR VISION

*(What we intend to create)*

Preparing all learners to make a difference in the world.

# STRATEGIC PRIORITIES

*(Drivers of our continuous improvement)*

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



The **Desired Daily Experience** sets the foundation of descriptions of the student, family, and staff experiences *if* the strategic plan is successfully implemented in APS.



- I am **supported** and **challenged** in my learning and believe I will be successful
- I feel that school is **safe** and that school is **challenging** and **fun**
- I am an **engaged** learner at school and in our community



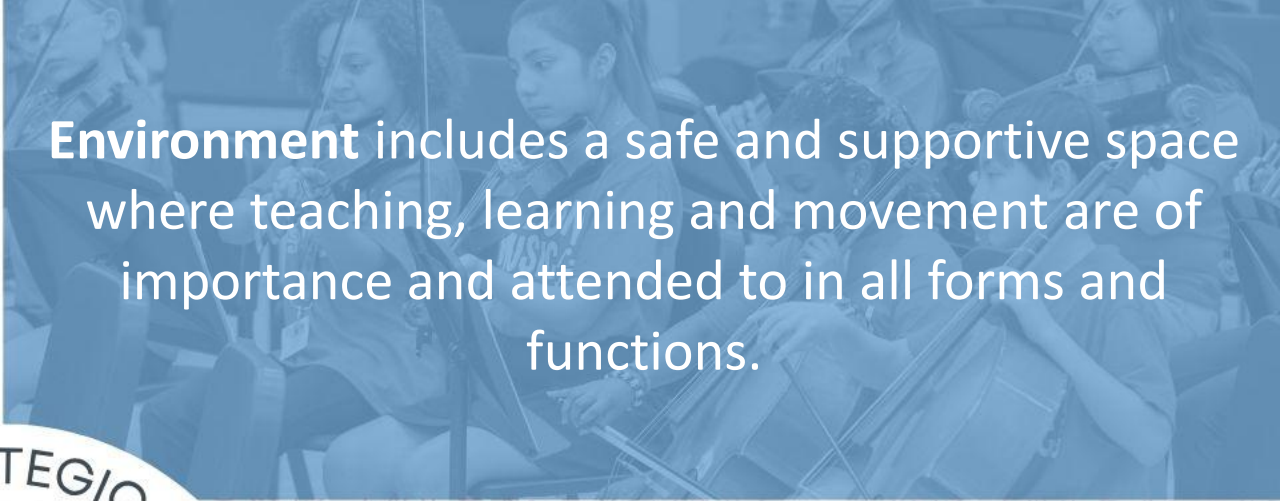
- I am part of my child's education and feel **welcomed, valued,** and **respected** as a family
- My child enjoys coming to school and is **safe, included** and **respected** so they are learning every day
- I am **engaged** in a **partnership** with my child's school so I know what to do to help my child continue to grow and learn



- I am **seen, valued,** and **respected** for who I am and the work I do
- I receive the support and resources to do my job well so I am able to create a **healthy** and **safe** learning environment
- I work in a district that is willing to **adapt** and **change** when necessary to best meet the needs of all students



**Engagement** describes the attention, curiosity, interests, optimism and passion that both students and staff want from their interactions in the learning environment.



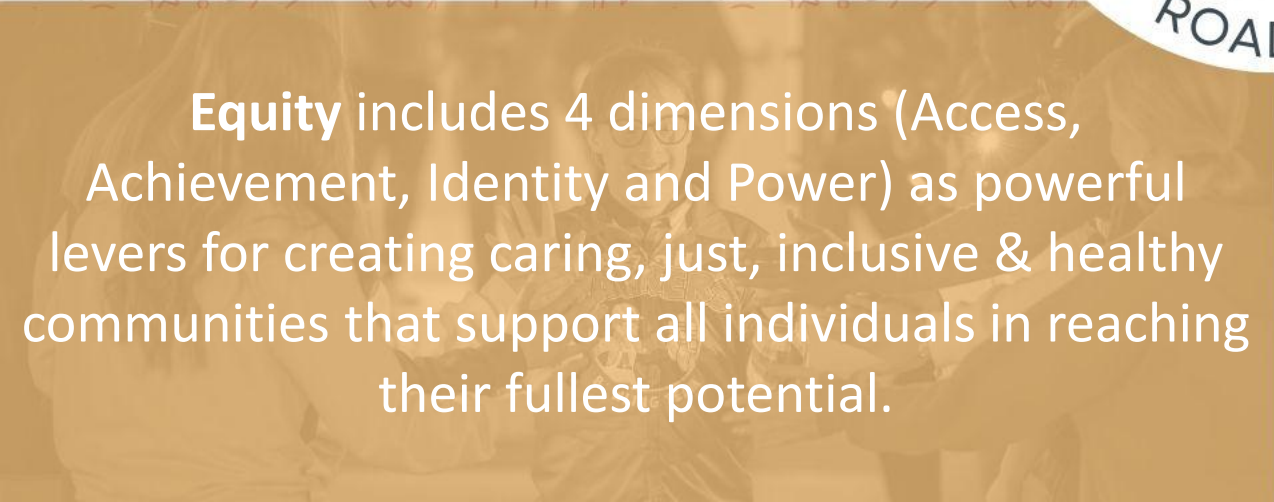
**Environment** includes a safe and supportive space where teaching, learning and movement are of importance and attended to in all forms and functions.



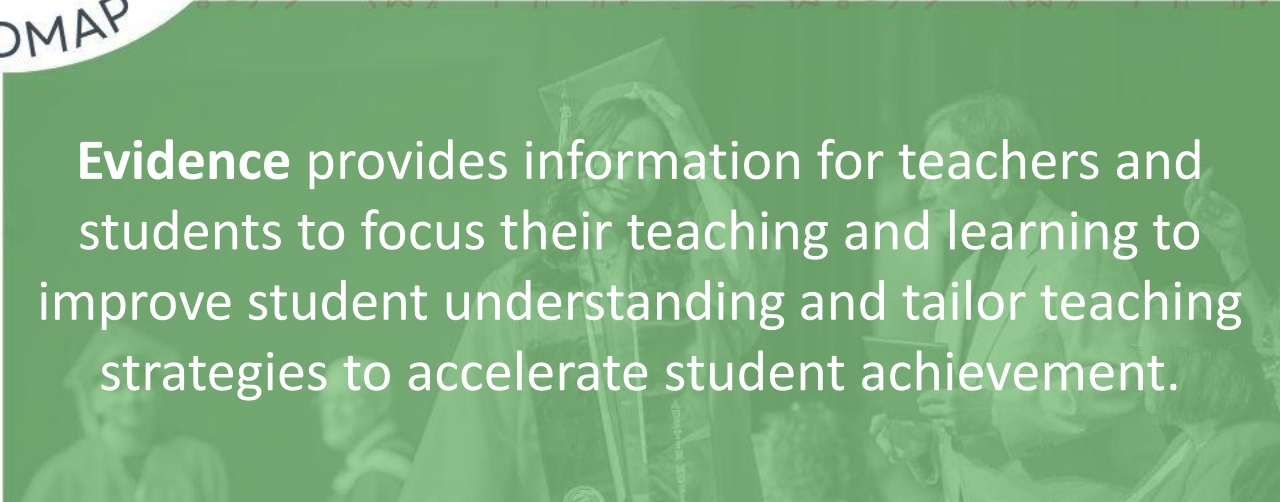
# AUSTIN PUBLIC SCHOOLS



# INSTRUCTIONAL MODEL



**Equity** includes 4 dimensions (Access, Achievement, Identity and Power) as powerful levers for creating caring, just, inclusive & healthy communities that support all individuals in reaching their fullest potential.



**Evidence** provides information for teachers and students to focus their teaching and learning to improve student understanding and tailor teaching strategies to accelerate student achievement.

# Mandatory CEIS

## FEDERAL LAW

### **IDEA Section 618(d)** (20 U.S.C. §1418(d))

When a district shows Significant Disproportionality for 3 consecutive years, the state must require the district to:

- Reserve 15% of IDEA Part B funds for Mandatory CEIS
- Review and revise policies, practices & procedures
- Publicly report on those revisions

## SIGNIFICANT DISPROPORTIONALITY

A district is identified when its risk ratio is  $\geq 3.0$  in the same category for 3 consecutive years.

### **Categories include:**

- Identification of students for special education disability categories
- Placement in restrictive educational settings
- Discipline (suspensions/expulsions)

# Data

- **Area of Disproportionality Identified:**
  - **Students identifying as "Two or More Races" identified for Emotional or Behavioral Disorders (EBD)**
- **Data Supporting Mandatory CEIS Designation:**

Metric	FY22	FY23	FY24	FY25
% of total K-6 enrollment — "2+ Races"	3.5% (92/2,613)	4.0% (101/2,532)	4.0% (102/2,530)	3.8% (98/2,594)
% of EBD population K-6 — "2+ Races"	Percentages during this timeframe range from 5.9% to 10.3%. Due to the small number (N) of students, specific percentages cannot be publicly reported.			

- **Key finding:** Students identifying as "Two or More Races" make up approximately 4% of K–6 enrollment but have represented 6–10% of EBD identifications — a risk ratio exceeding the 3.0 IDEA threshold for multiple consecutive years.

# FY26 CEIS Plan

## WHO WE SERVE

- Grades K–6
- Focus: Students who identify as "Two or More Races" referred for social/emotional/behavioral concerns
- Projected: 50 students without disabilities
- Identified through MTSS referral process

## WHAT WE PROVIDE

- De-escalation strategies
- Behavioral skill building
- Check-in / Check-out
- Zones of Regulation
- SEL skills and support
- Tier 2 & Tier 3 interventions via MTSS

## HOW WE STAFF IT

- 6 Behavior Paraprofessionals at elementary buildings
- Supervised by school social worker/counselor
- Serve on building PBIS Teams

# Measurable Outcomes

## GOAL 1 — REDUCE EBD REFERRALS

5% Decrease

Decrease the number of students identifying as "Two or More Races" referred for behavioral-related IEPs.

**Monitoring:** Child Find referral data by race/ethnicity

## GOAL 2 — REDUCE DISCIPLINARY REFERRALS

5% Decrease

Decrease the number of office discipline referrals for students identifying as "Two or More Races."

**Monitoring:** Behavioral data for office referrals | Building team review | Monthly MTSS data analysis

*Intervention exit criteria: Students exit CEIS supports when MTSS data shows sufficient independence in the general education setting.*

# Response to policy and practice review

- As required by IDEA §1418(d)(2)(A) & (C), Austin Public Schools has reviewed and revised the following:

01

## **Culturally Responsive MTSS Referral Screening**

Embedded culturally responsive practices at all MTSS tiers to ensure referrals for special education evaluation reflect genuine student need rather than systemic bias.

02

## **Proactive Behavioral Intervention — Before Referral**

Deployed Behavior Paraprofessionals to provide early Tier 2/3 supports, reducing the pipeline from behavioral need to special education identification.

03

## **Data-Driven Progress Monitoring**

Building MTSS teams meet monthly to review behavioral data. Individual student supports are adjusted in real time. Exit criteria are tied to reduced need for out-of-classroom support.

# Budget and Compliance Requirements

## FY26 CEIS Budget (FIN 429)

**\$177,701.61**

*Mandatory 15% Set-Aside of IDEA Part B Section 611 Funds*

- **6 Behavior Paraprofessionals**
- Serving elementary buildings
- Push-in and pull-out Tier 2/3 support
- Supervised by licensed staff

## Compliance Checklist

- 15% IDEA Part B funds reserved (FIN 429)
- CEIS Plan submitted to MDE by July 1, 2024
- Policies & practices reviewed and revised
- Public reporting to School Board (tonight)
- Submit board minutes/materials to MDE.CEIS@state.mn.us by July 1, 2025
- Report CEIS students in MARSS (SEES 8) by Oct 11, 2025

# Next steps

- Summarize and report FY26 outcomes and submit narrative summary to MDE in October
- CEIS grant (FY27) is voluntary
  - Continue to focus on social/emotional/behavioral support
  - Continue to utilize our MTSS process to identify students requiring supports
  - Reduce the number of behavior referrals/students requiring an IEP in the behavior domain
  - Provide better alignment of behavioral supports in our system
  - Provide targeted staff development to providers

Note: There is a small carry-over from FY26 that will need to be allocated to ongoing support of "students of 2 or more races/EBD". We are required to spend all of FY26 allocation in this area.



**Thank you!**