



**DATE:** 6.22.26

**TITLE:** Coordinated Early Intervening Services (CEIS) Public Reporting Requirement

**TYPE:** Information

**PRESENTER:** Dr. Sarah Knudsen, Executive Director of Special Services

### **BACKGROUND:**

Under the Individuals with Disabilities Education Act (IDEA), Section 618(d) (20 U.S.C. § 1418(d)), Local Educational Agencies (LEAs) identified for Significant Disproportionality are required to be placed in Mandatory Coordinated Early Intervening Services (Mandatory CEIS) status. This designation means the district has had a risk ratio at or above 3.0 in one or more of 98 categories of analysis — including identification, placement, and discipline — for three consecutive years.

Austin Public Schools was identified for Mandatory CEIS status due to significant disproportionality in the identification of students who identify as "Two or More Races" as having Emotional or Behavioral Disorders (EBD). As required, the district reserved 15% of its IDEA Part B Section 611 federal funds for the 2025-26 school year to implement a comprehensive CEIS plan.

The district's FY26 CEIS plan focused on Grades K–6, with a projected 50 students without disabilities receiving behavioral supports through a Multi-Tiered Systems of Support (MTSS) framework. Six Behavior Paraprofessionals are funded under this grant (\$177,701.61) to deliver Tier 2 and Tier 3 behavioral interventions.

### **RATIONALE:**

IDEA Section 618(d)(2)(C) (20 U.S.C. § 1418(d)(2)(C)) requires that LEAs identified for significant disproportionality publicly report on the revision of policies, practices, and procedures that led to the disproportionality. This public reporting must occur within one year of the district setting aside its mandatory 15% IDEA Part B funds.

Austin Public Schools analyzed multi-year data showing that students who identify as "Two or More Races" in Grades K–6 have been identified for EBD services at a rate disproportionate to their representation in the overall student population. The district has reviewed its identification practices and has implemented the following policy and practice revisions:

- Strengthening MTSS referral screening processes to ensure culturally responsive practices are embedded at all tiers.
- Deploying trained Behavior Paraprofessionals in elementary buildings to provide early, proactive behavioral support before referral to special education.
- Using behavior/referral data to monitor student behavioral outcomes and adjust interventions regularly.
- Measuring impact through Child Find referral rates and office disciplinary referral trends for students who identify as "Two or More Races."

**RECOMMENDATION:**

This item is presented for information purposes. No board action is required. This presentation fulfills Austin Public Schools' public reporting obligation under IDEA Section 618(d)(2)(C) for the FY26 Mandatory CEIS grant period. A copy of this presentation will be submitted to the Minnesota Department of Education at [MDE.CEIS@state.mn.us](mailto:MDE.CEIS@state.mn.us) as evidence of compliance with the public reporting requirement.

A CEIS grant will be submitted for FY27. This grant is voluntary, since we are no longer in mandatory status. The grant will focus on supporting students with social, emotional, and behavioral needs.