



Mankato Area Public Schools Update: Coordinate Early Intervening Services (CEIS)

November 4, 2024

Excellence, Equity, Empowerment.
Every Student, Every Day.



Mission Statement

our core purpose

Excellence, Equity, Empowerment.
Every Student, Every Day.

Core Values

drivers of our words and actions

- Courage
- Student Centered
- Integrity
- Accountable
- Inclusive Practices



Strategic Directions: Focus of Our Improvement Efforts

- A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible
- B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs
- C. Recruiting, developing, and retaining staff to ensure positive learning experiences for students
- D. Strengthening our parent/caregiver partnerships and connections
- E. Ensuring safe, efficient and effective operations

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What is Coordinated Early Intervening Services (CEIS)?

As defined by Minnesota Department of Education (MDE), "Coordinated Early Intervening Services are services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) 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 education environment."

The Individuals with Disabilities Education Act identify the activities that may be included as CEIS:

- Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software
- Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.



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What is Minnesota's threshold for Mandatory CEIS/Year 3 CEIS Status?

An LEA will meet the state threshold for significant disproportionality in special education and be required to set aside 15% of its Part B funds under IDEA if the LEA has:

A risk ratio of 3.0 or above i.e., The LEA is three times or more likely to identify, place into restrictive settings and/or discipline students from a particular racial or ethnic group compared to all the other racial/ethnic groups within the LEA's special education programs

There are close to a hundred categories a school district can be identified for CEIS. Once identified by MDE for three years in a row, school districts are required to set aside 15% of their federal special education funds.



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What is Minnesota's threshold for Mandatory CEIS/Year 3 CEIS Status?

A standard risk ratio of 3.0, OR an Alternate Risk Ratio of 3.0 three categorical areas:

A. Identification Category of Analysis: Ages 3-21

- o All Disabilities
- o Intellectual Disabilities
- o Specific Learning Disabilities
- o Emotional Behavioral Disorder
- o Speech or Language Impairments
- o Other Health Disabilities
- o Autism Spectrum Disorder

B. Placement Category of Analysis: Ages 6-21

- o Setting 3
- o Setting 4-8 (combined)

C. Discipline Category of Analysis: Ages 6-21

- o Students with up to 10 days of in-school suspensions;
- o Students with more than 10 days of in-school suspensions;
- o Students with up to 10 days of out-of-school suspensions;
- o Students with more than 10 days of out-of-school suspensions; and
- o Total Disciplinary removals.



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CEIS Data Collection

Collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local educational agencies (LEAs) of the state with respect to:

- (A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
- (B) the placement in particular educational settings of such children; and
- (C) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.



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What can CEIS funds generally be used for?

IDEA (20 U.S.C. §1413(f)(2)) and its regulations (34 CFR §300.226(b)) identify the activities that may be included as CEIS:

- (1) professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- (2) providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.



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Mankato Area Public Schools CEIS UPDATE

Review: In March 2024, MAPS received a notice of mandatory CEIS for significant disproportionality between suspensions of black males and white males receiving special education services.

CEIS funds have been used to support student success coaches (SSC) in working with students across the system. SSCs work proactively to reduce suspensions, with a particular focus on black males receiving special education.



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Mankato Area Public Schools CEIS UPDATE

Identification: Three years of data indicating over-representation of suspensions for Black and/or African American students receiving special education services.

Data Collected: Suspension reports and letters of identification for suspension disparities:

- Office Referrals
- Suspensions, and
- Students who have been identified through the problem solving process.

Goal: Reduce suspensions overall but specifically for Black and/or African American students receiving special education services.



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Mankato Area Public Schools CEIS UPDATE

Suspensions	2020-21	2021-22	2022-23	2023-24
Special Education Students	74.10%	45.90%	54.70%	52%
Black/African American Students Receiving Special Education	25.90%	41.80%	44.40%	43.5%
White Students Receiving Special Education	63%	38.60%	36%	37.4%
<i>Note: 2020-21 we brought our setting 3 and 4 students in to receive services</i>				

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Addressing the Problem

Support Staff: Student Success Coaches

Student Success Coaches meet with students identified through the MTSS process as needing support in one or more of the five SEL CASEL areas.

Proactive Approach: meet with students to reteach the schoolwide PBIS expectations, second step curriculum, and reteach restorative strategies to build positive relationships with peers and staff.

Responsive Approach: work with students that are dysregulated in an attempt to regulate their emotions and then work through a process to return them to class before the behavior would amount to a level needing a suspension.



Addressing the Problem



Professional Development

Monthly training is provided to student success coaches. The goal of this training is to provide staff with skills necessary to utilize proactive and evidence-based strategies such as mentoring programs to address behavioral needs



Program Evaluation

Student support teams review data collected through the MTSS process weekly to adjust interventions and monitor student progress



Curriculum

Social emotional learning curriculum is provided to all sites with lessons designed to help students develop appropriate social skills, such as conflict resolution, appropriate communication, and self-awareness

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Mankato Area Public Schools CEIS UPDATE



Last year's data demonstrates progress and the program is continuing this year.

Professional development and training of SSCs is ongoing to see that last year's success is accelerated in the 2024-2025 school year.

Image: Luke Westman, SEL-I At PWMS Training SSC's

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Measuring Progress

The student success coaches under the guidance and supervision of the student support team at each building will work collaboratively with staff to review weekly teacher feedback forms, office referrals, suspension data and have students complete feedback forms on their own social emotional growth.

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Measuring Progress

Suspensions	2023-24	24-25: In progress Quarter 1
Special Education Students	52%	16/24 Incidents
Black/African American Students Receiving Special Education	43.5%	2/24 Incidents
White Students Receiving Special Education	37.4%	6/24 Incidents

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Thank You

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