



2025 – 2026

Mankato Area Public Schools CEIS Report

May 4, 2026

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



MANKATO AREA PUBLIC SCHOOLS

MISSION & CORE VALUES

MISSION

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

CORE VALUES

- 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

What is Coordinated Early Intervening Services (CEIS)?



CEIS Defined

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 identifies 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.

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



Mandatory CEIS

- ★ 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**.

Mandatory CEIS: Categories in Review

Categories

A. Identification Category of Analysis: Ages 3-22

- 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.

MAPS CEIS: Identification



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Mandatory CEIS 2024–2025

In April 2025, MAPS received a notice of mandatory CEIS for significant disproportionality between suspensions of black or African American students receiving special education services.

Identification: Black or African American Students with disabilities identified as having Total Disciplinary Removals and is classified as having “Year Three” status.

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.

MAPS CEIS: Goals



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CEIS: Goal 2025–2026

- ★ **Goal:** The district will reduce overall suspensions and address identified disproportionality by decreasing the risk ratio for Black and/or African American students receiving special education services from 2.11 to at or below the state threshold (e.g., 1.5–2.0) by the end of the 2025–2026 school year, while maintaining equitable discipline practices for all students.

CEIS Report



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MAPS Report : 2024–2025

- ★ As part of the district's ongoing commitment to equitable practices and compliance with federal and state requirements under the Individuals with Disabilities Education Act (IDEA), discipline data for the 2024–2025 school year were reviewed with a focus on students receiving special education services.

Risk Ratios: 2024–2025

Category	2018	2019	2020	2021	2022	2023	2024
Out-of-School Suspensions	2.689	2.017	1.741	—	2.977	3.864	4.050
Total Disciplinary Removals	3.713	1.834	1.599	3.048	5.838	4.915	4.455

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Intentional Actions



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Area	Focus	Key Intentional Actions	Impact Goal
1. System Coherence & Consistency	Aligned practices	Standardize definitions, referrals, responses – Align procedures across schools – Clear staff expectations – Consistent decision protocols	Reduce variability across buildings
2. Staff Capacity & Professional Learning	Adult skill building	Ongoing PD (culturally responsive, evidence-based, preventative) – Train Student Success Coaches – Coaching cycles for implementation	Improve staff consistency and effectiveness
3. MTSS / PBIS Systems	Proactive supports	Strengthen MTSS – Implement PBIS with fidelity – Ensure supports are proactive, consistent, accessible – Embed equity practices	Reduce need for exclusionary discipline
4. Data-Driven Decision Making	Use of data	Regular data review cycles – Analyze by school, group, behavior, context – Identify root causes – Target interventions	Focus efforts where disparities exist
5. Equity & Bias Interruption	Decision safeguards	Structured checkpoints – Admin review of referrals – Staff consultation – Monitor high-frequency referrals	Reduce bias in discipline decisions
6. Intervention Fidelity & Accountability	Implementation quality	Reinforce BIPs and interventions – Monitor fidelity – Adjust based on student response	Ensure supports actually work
7. Continuous Improvement & Engagement	Feedback & refinement	Engage families/stakeholders – Gather student voice – Ongoing improvement cycles	Sustain equitable system change
8. Training Student Success Coaches	Implementation support	Coaching and PD leadership – Data facilitation – Support consistent practices	Bridge strategy to practice

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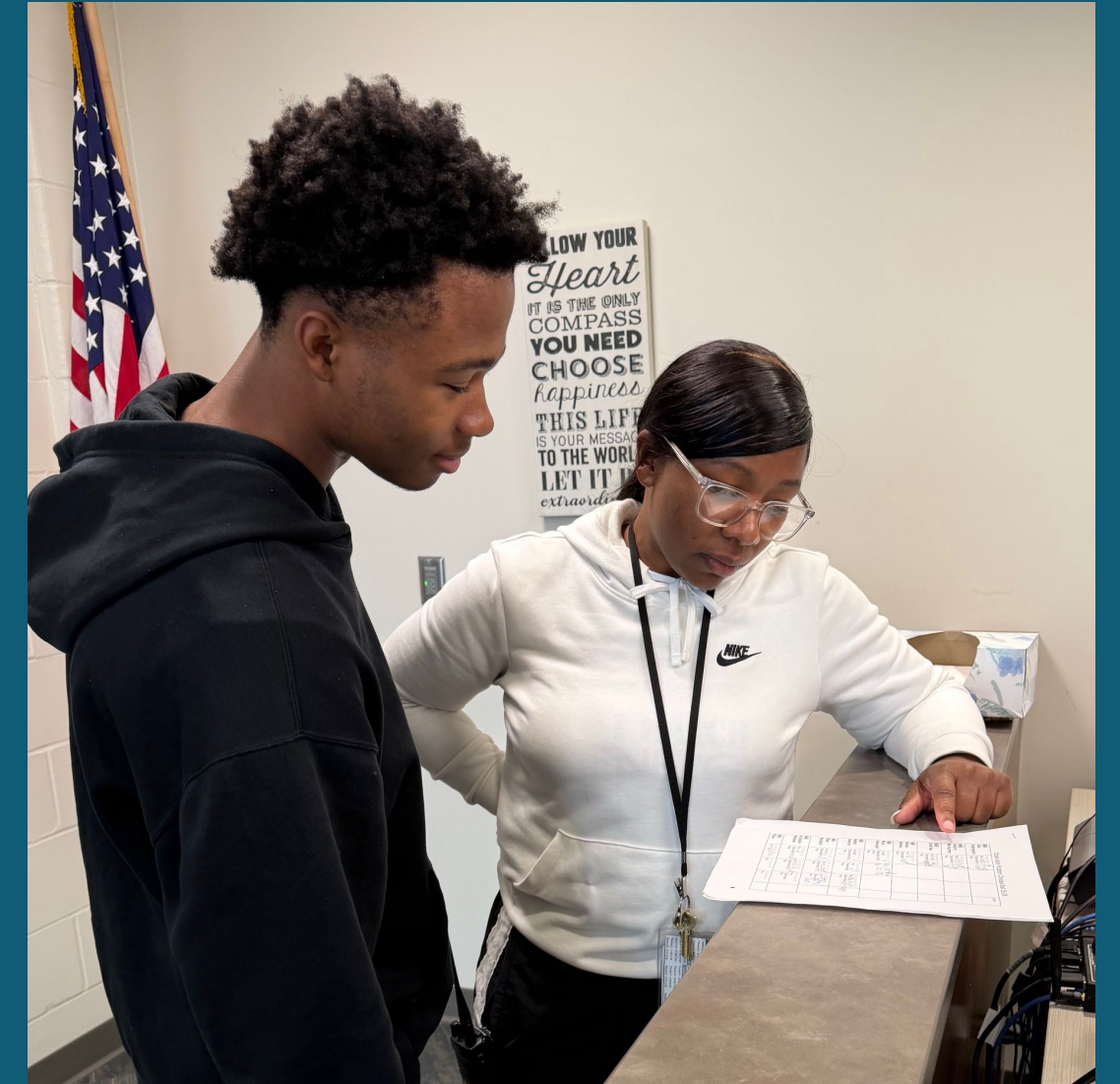
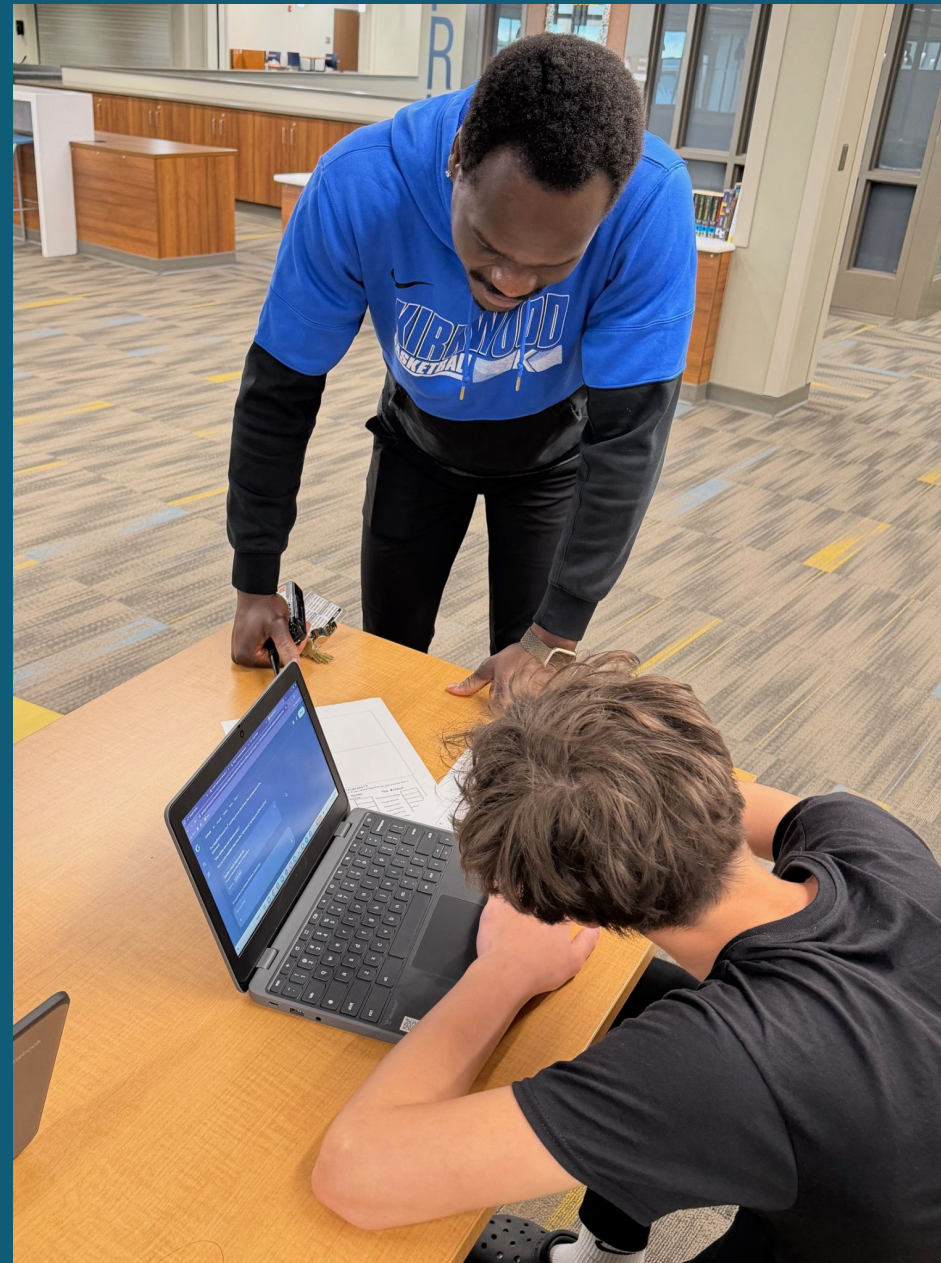
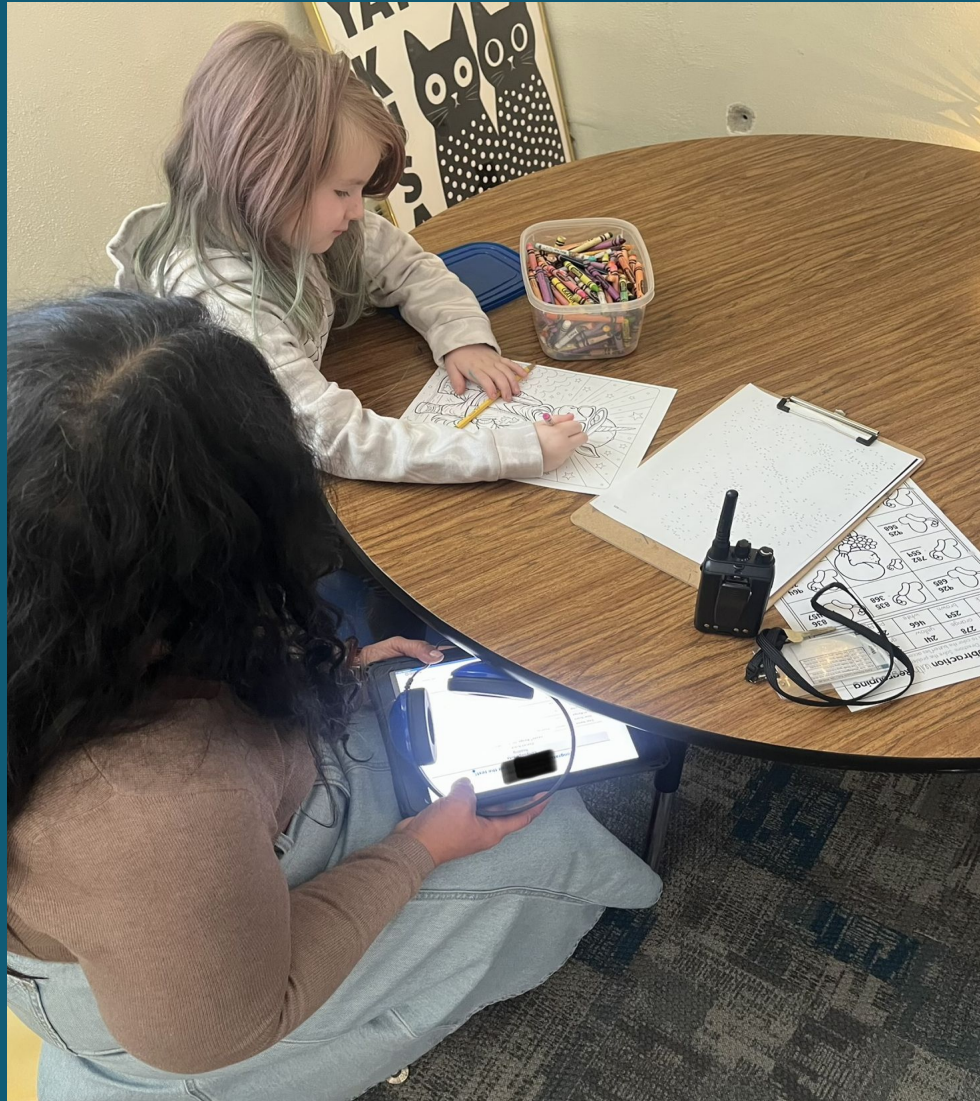


Intentional Actions

Through these coordinated efforts, the district aims to reduce both overall suspension rates and the identified disproportionality, while building a more consistent, proactive, and equitable system of support for all students.



Thank you Student Success Coaches



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2025–2026 Progress



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2025–2026 SY Progress Update



As of April 22nd, 2026, the following notice was received from the Minnesota Department of Education:

“Congratulations, Mankato Area Public Schools did not meet the threshold for significant disproportionality for SFY27.”

As a result, an application to participate as an Exemplar District is currently being completed.



**THANK
YOU!**

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