

Coordinated Early Intervening Services

Osseo Area Schools | 2025–26 School Year

What are Coordinated Early Intervening Services?

Coordinated Early Intervening Services, or CEIS, are supports that help students succeed in school before they need to be referred for special education. Federal law asks districts to review whether students from any racial or ethnic group are identified for special education, placed in more restrictive settings, or disciplined at higher rates than their peers. When that pattern appears, the district directs a portion of its special federal education funding toward early supports that address it.

Our district's work this year focused on improving academic, behavioral, and social-emotional outcomes for students, and on reducing the use of exclusionary discipline such as suspension.

What the district did during the 2025–26 school year

- **Reading and math support.** We trained additional teachers in a structured literacy program and continued coaching staff already using it. Specialists supported teachers in strengthening core reading and math instruction.
- **Mentoring for students at risk of disengagement.** Students were paired with trained staff mentors who monitored attendance, grades, and behavior, stayed in regular contact with families, and connected students with the help they needed.
- **Restorative practices.** Staff across all our schools received training in relationship-building and restorative approaches to conflict, so that behavior incidents can be addressed without removing students from the classroom whenever possible.
- **Behavior supports elementary classrooms.** Teachers and education support professionals received training in proactive classroom management and in safe, least-restrictive responses when a student is in crisis.
- **District Behavior Specialists.** We added a behavior specialist serving general education classrooms, alongside our existing special education behavior specialist, to help school teams support students in their current setting.
- **Social-emotional learning.** A group of staff piloted and reviewed social-emotional learning curricula to identify strong, research-based options and to plan training for the coming year.
- **Mental health services in schools.** We continued partnering with community mental health providers to offer counseling and therapy on site at schools across the district, reducing barriers for families.

What we learned

Several of these efforts showed promising early results, particularly the mentoring program and the behavior specialist model, where most students were able to stay in their current school setting with added support. The social-emotional learning pilot gave us the information we need to select curricula and plan staff training for next year.

At the same time, our review shows that Black students in our district continue to be suspended at higher rates than their peers. Training staff is an important first step, but it is not sufficient on its own. Reducing this gap will require deeper and more consistent implementation of restorative and non-exclusionary practices in every building, along with continued monitoring of our discipline data.

Looking ahead

The district will continue this work in the coming school year by expanding restorative practices implementation, extending behavior support to more school sites, adopting social-emotional learning curricula based on this year's review, and tracking whether discipline and academic outcomes for Black students improve.

Questions or feedback? Families and community members are welcome to contact the Department of Student Services at BuerskinS@district279.org. Detailed outcome data for this work is reported to the Minnesota Department of Education and is available on request.