

## **Committee of the Whole Meeting**

Tuesday, January 23, 2024 6:00 PM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

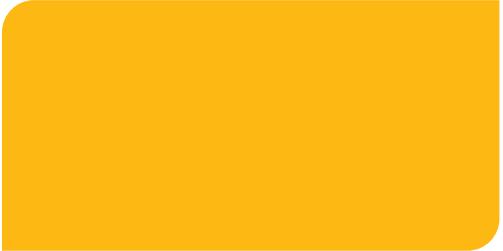
1) **Call to Order and Roll Call**

2) **Presentations and Discussions**

2)a. Newcomer Update

2)b. Special Education Workgroup

3) **Adjournment**



# Committee of the Whole

January 23, 2024

# Newcomer Update

Muhidin Warfa  
Executive Director, Multilingual and  
Magnet Programs

# Who are our Newcomer Students?

3,698

Home Language Other Than English  
Newly Enrolled Students  
January '23 - January '24

2,525

Identify Spanish as  
their home language

535

Identify Somali as  
their home  
language

74

Identify Pashto or  
Dari as their home  
language (Afghan  
newcomers)

564

Other/Blank



MINNEAPOLIS  
PUBLIC SCHOOLS

# Current Data

## Current Total Number of EL Students: 6,164

\*This number includes newly arrived students that have been screened

Total # of EL students '22-'23 SY: 5396

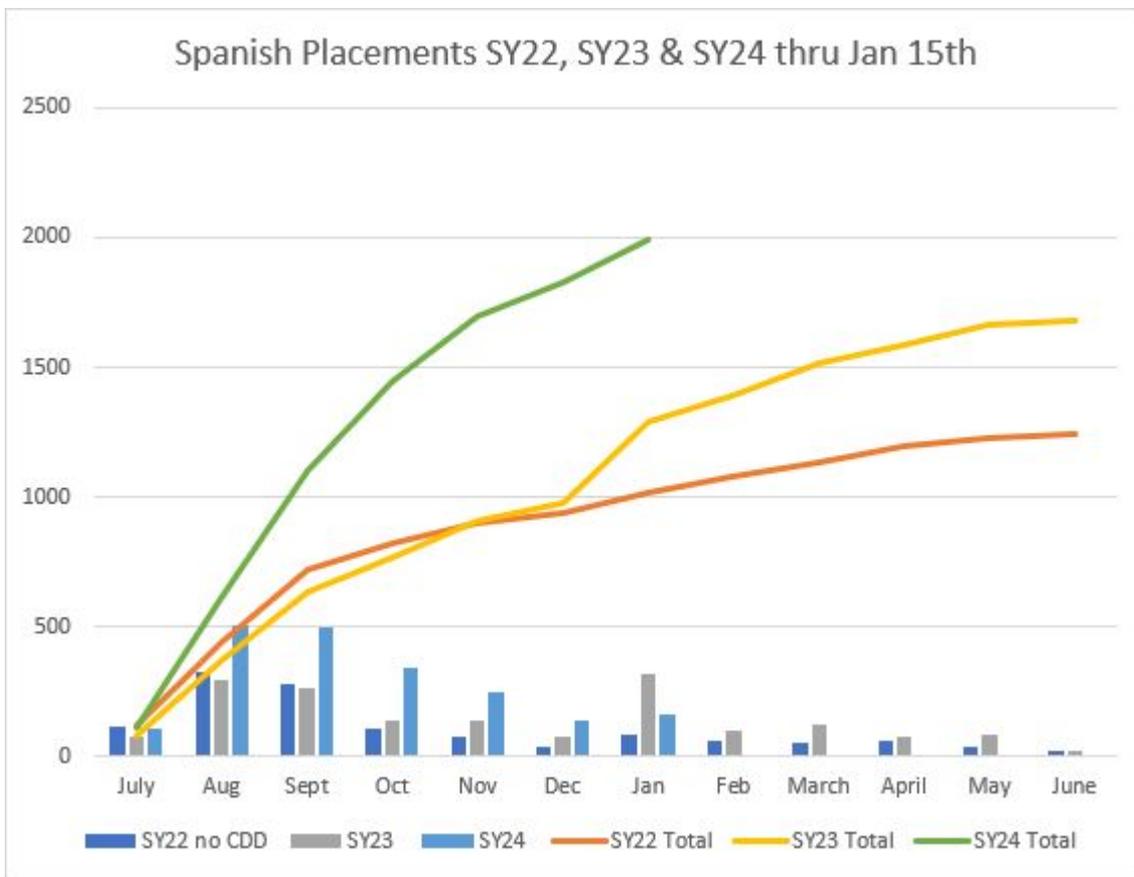
## Current # of EL Students by WIDA ACCESS Level

\*Not including new students with screener only

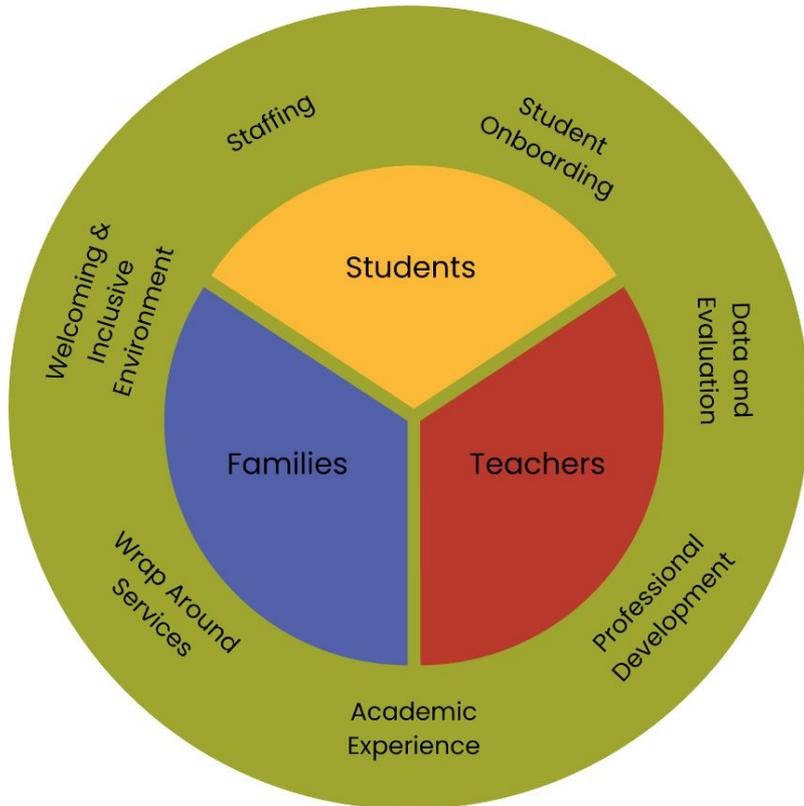
WIDA Level	Current Enrollment	Last Year
1	2,468	1,450
2	920	698
3	1,211	1,063
4	375	349 (4&5)
5	27	

Recently Exited (in the last 2 years): 494

# Spanish Home Language Students Placement



# Newcomer Comprehensive Plan



## Department Collaboration

- Multilingual
- Office of Latine Achievement
- Social Work & Counseling
- Student Support Services
- Family Resource Center
- Family Engagement
- Core Academics
- Communication
- Equity and School Climate
- Health Services
- Enrollment
- Early Childhood Special Education
- Homeless and Highly Mobile
- Research Evaluation and Assessment

# Student Onboarding

Strategic Plan Alignment:  
Goals 1, 2, and 4

- Refining newcomer intake process
- Completing WIDA screening
- Developing newcomer welcome plans at each building
- Assigning dedicated schedulers/counselors for ELs
- Updating and Aligning Plans of Service
- Improving communication with families
- Collecting health and immunization history
- Connecting families to resources
- Providing community support in understanding MPS school system



# Welcoming and Inclusive Environment

Strategic Plan Alignment:  
Goals 1 and 4

- Supporting knowledge of student demographics at the building level
- Developing visual and multilingual resources
- Creating tailored onboarding materials
- Showcasing inclusive environments
- Implementing Learner Portraits for ELs
- Facilitating individualized conferences with multilingual families



# Academic Experience

Strategic Plan Alignment:  
Goal 1

- Planning stages of World Generation curriculum pilot
- Enhancing EL representation in the K-5 literacy curriculum adoption
- Developing intervention guidance for ELs
- Piloting RISLUS Screener (native Spanish literacy screener)
- Expanding access to digital tools
- Scheduling sheltered content area courses
- Offering intensive EL programming during school breaks



# Professional Development

Strategic Plan Alignment:  
Goals 1, 3, and 4

- Professional development for content leads
- Training for sheltered content-area teachers
- Principals' professional development
- Teacher cohort for sheltered instruction
- Digital tools for teachers
- Foundational literacy for EL teachers + decodable texts
- Professional development: SEL for Newcomers



- Developing protocol for data management in Infinite Campus
- Ensuring timely enrollment updates
- Organizing data for analysis of newcomer growth
- Incorporating various ways to disaggregate data in reports
- Establishing consistent identification and reporting of SLIFE students
- Enhancing formative assessment for language development



- Implementing weighted funding based on WIDA levels
- Hiring Bilingual AE's for additional support
- Developing weighted funding for sheltered content area teachers
- Updating projections for FTE allocation for '24-'25 SY



# Wrap Around Support

Strategic Plan Alignment:  
Goals 2 and 4

- Health and dental service connections
- Mental health support initiatives
- Connecting newcomer families to basic needs resources
- Inclusive resource sharing and support plans
- Creating space for identity and belonging
- Emphasis on resources provided in multiple languages



# Family Engagement – Latine Families

Strategic Plan Alignment:  
Goals 1 and 4

- Newcomer family orientations for schools
- “Cafecito” parent and school leadership morning connection events
- Monthly virtual educational series and video archive
- Hispanic Heritage Month celebration and literacy event
- Winter break academic enrichment camp and holiday party at a Hennepin County Shelter
- One to one family support as requested



# Family Engagement – Afghan Families

- Family Event, US Culture and Law awareness about child care and child protection
- Metro Transit awareness for parents and students
- Culture diversity event at Wellstone
- Employment/Job Fair for new arrivals
- Family Engagement night at Allight
- Green Card Voices Gala/Afghan students' life stories and transition to the US
- Gender diversity and family engagement at Seward
- Family event for students and families at Edison
- Iftar Party at Roosevelt



64 new to MPS students in SY 2024

# Questions?

# Special Education Workgroup

Dr. Deeqaifrah Hussein,  
Executive Director of Special Education

# Current Special Education Committees

Groups	Focus	Membership
<b>Special Education Advisory Committee (SEAC)</b>	<ul style="list-style-type: none"> <li>• Requirement of Minnesota Statute 125A.24.</li> <li>• Currently meets monthly during school months</li> <li>• To identify and promote the common concerns of special education and non-special education students alike</li> <li>• To increase the involvement and add the informed perspective of parents and families of children with disabilities in the making and implementation of district policies</li> </ul>	Open to the Public Parent, Guardians and Caregivers SPED District Leadership Community Organizations
<b>Special Education Labor Management (SELM)</b>	<ul style="list-style-type: none"> <li>• Requirement of MFT Contract</li> <li>• A joint committee shall meet on a monthly basis to develop and review policies and practices related to the delivery of student and Special Education services in the District and be proactive in resolving issues of concern to both parties.</li> </ul>	SPED District Leadership MFT teacher and ESP members
<b>(Proposed) Community Work Group</b>	<ul style="list-style-type: none"> <li>• Requirement of Board Resolution 2023-0037</li> <li>• Meet 4 times a year (quarterly and as often as we need to meet)</li> <li>• To examine the root causes of disproportionality,</li> <li>• To propose possible solutions to address increasing inclusion, and</li> <li>• To promote Special Education services that sustain cultures of disability.</li> </ul>	<b>Not currently created</b>

# Proposed Formation of the Community Work Group

1. Invite stakeholders to contribute ideas of who should be involved in the Community Work Group
  - a. Parent Advisory Committees (PAC) including SEAC, community organizations, and all stakeholder groups
2. In person, virtual and email invitation to provide input as to Community Work Group membership
3. Compile a list of community work group members and establish community norms
  - a. Number of seats to be filled and process by each group to fill the seats
4. Review the list of possible work group members with SEAC and make adjustments

# Proposed Membership

- Student Representative(s)
- Parent(s), Guardians and/or Caregiver(s)
- Member(s) of disability organizations
- Disability self-advocates
- Representative(s) from SEAC
- Representative(s) of SELM
- Psychologist Program Manager
- District MTSS Lead
- Special Education Directors (Elementary, Secondary and Due Process )
- Principal(s)
- Teacher(s)
- Paraprofessionals (ESP)

***The number of members will vary depending on the feedback received***

# Proposed Structure and Frequency of Meetings

- **Frequency:** 4 times a year (quarterly and as often as needed by the group)
- **Location:** John B Davis Center
- **Type of Meeting:** Virtual to allow for flexibility in attendance of group members
- **Time:** Determined by membership
- **Facilitated:** Determined by membership
- **Focused Topics:**
  - To examine the root causes of disproportionality,
  - To propose possible solutions to address increasing inclusion, and
  - To promote Special Education services that sustain cultures of disability.
- Community Work Group will report their findings and next steps to SEAC Leadership Meeting  
Additional MPS Department/Division Support:
  - Core Academics, Research, Evaluation and Accountability, OBSA, Indian Education, Office of Latine Achievement, Early Childhood and Student Support Services

# Focus of the Group

- Increase shared community expertise.
- Examine the root cause of disproportionality
- Address Authentic Inclusion
- Promote special education services that sustain cultures of disability.
- Provide recommendation through Special Education Advisory Council (SEAC) and to senior leadership.
- Help support paradigm shift so that students with disabilities are included with their general education peers to the extent possible.

# Questions?

**Special School District Number 1  
Board of Education Resolution**



Resolution No. 2023-0037  
June 13, 2023

**Resolution Regarding the Creation of a Community Work Group on Special Education**

**WHEREAS**, approximately 18% of Minneapolis Public Schools students receive Special Education services; and

**WHEREAS**, the Individuals with Disabilities Education Act requires that, to the maximum extent appropriate, students with disabilities are educated with non-disabled students; and

**WHEREAS** students receiving Special Education services in Minneapolis Public Schools are assigned self-contained Federal Setting 3 placements, based on IEP team decisions, at twice the rate of the state average, with Black, Indigenous and students of color disproportionately represented in those placements; and

**WHEREAS**, disability is a naturally occurring part of human diversity with historical and contemporary cultural considerations, but has not been addressed as a part of MPS's collective strategic, climate, and equity work; and

**WHEREAS**, Minneapolis Public School students who receive Special Education services have disproportionately poor academic outcomes despite significant instructional investments, and staff vacancies for educators directly serving students receiving Special Education services are more numerous and difficult to fill than other educator vacancies; and

**WHEREAS**, the School Board is interested in addressing both the disproportionality and the cultural considerations pertaining to students with disabilities in our district and believes it is appropriate to engage a Community Work Group that focuses on examining the root causes of disproportionality, possible solutions to address increasing inclusion, and how to provide Special Education services that sustain cultures of disability.

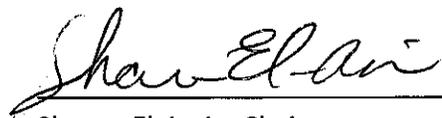
**NOW THEREFORE BE IT RESOLVED**, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby directs the Interim Superintendent to develop a recommendation for how to form a Community Work Group no later than September 2023, to convene in the fall of 2023 to focus on examining the root causes of disproportionality, possible solutions to address increasing inclusion, and how to provide Special Education services that sustain cultures of disability.

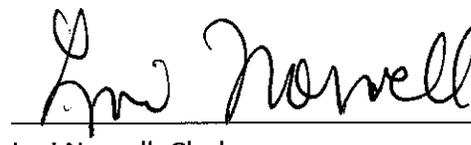
**FURTHER BE IT RESOLVED**, the recommendation for the Community Work Group shall include membership guidance for stakeholder representation such as the inclusion of students

receiving special education services, parents and caregivers, MPS educators and staff, community and community partners, how the members would be selected, number of members, when and how often the group would meet, how the members would be recognized for the work, the structure for the meetings, and how the group would be supported to develop its charter and work direction, such as what internal or external support is needed and what funding would be needed to support all aspects of the work of the group.

**FINALLY BE IT RESOLVED**, that the Board's vision for the work is that it shall strive to be anti-ableist, anti-racist, and culturally and linguistically sustaining, utilizing strategies such as the prioritization of perspectives and leadership of students who receive Special Education services and disabled adults, consulting directly or through study with a racially diverse field of disabled scholars and thought leaders, and ensuring consistent availability of interpretation and translation.

ADOPTED this 13th day of June 2023.

  
 Sharon El-Amin, Chair

  
 Lori Norvell, Clerk

RECORD OF BOARD VOTE (2023-0037)				
DIRECTOR	AYE	NAY	ABSTAIN	ABSENT
Abdi	X			
El-Amin	X			
Feerayarre				X
Cerrillo	X			
Norvell	X			
Jourdain		X		
Beachy	X			
Ellison	X			
Emerick	X			