

Work Session

Tuesday, February 17, 2026 6:00 PM

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

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

2) **Topics and Discussions**

2)a. Special Education and Inclusion

2)b. Career and Technical Education (CTE) Update

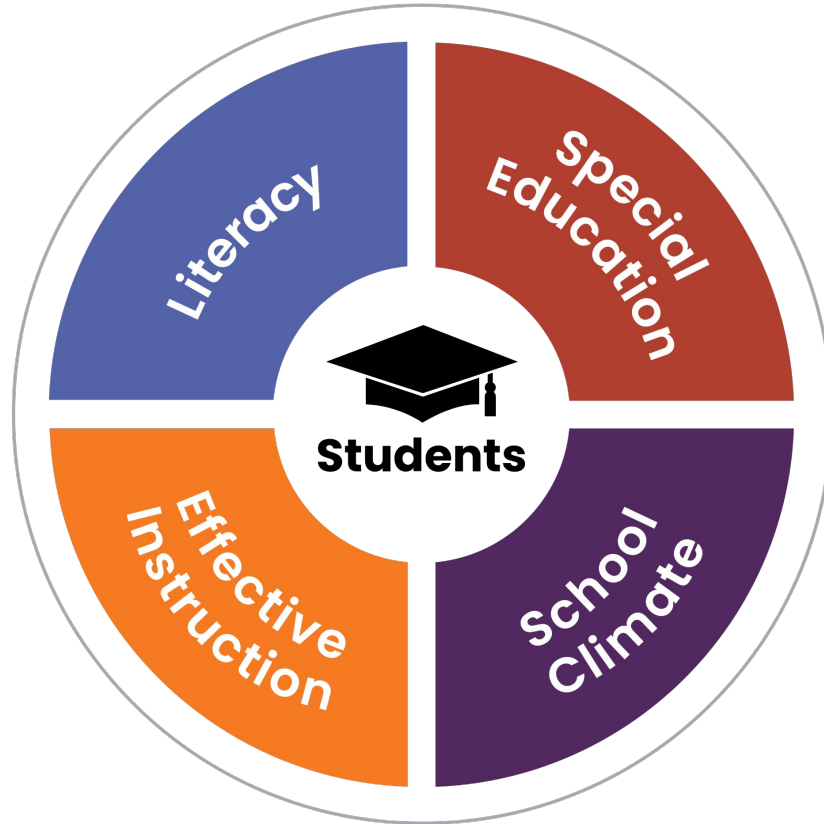
3) **Adjournment**



**February 13,
2026**

**Update on Improving
Programming for
Students with
Disabilities**

Focus Areas for the Year



Purpose of This Presentation

Update School Board on Goal 2 of the Council of Great Cities Schools Report 2025

- High level reminder of the Council of Great Cities Schools four areas of focus for improvement
- Update on Focus Area 2: Special Education Programming
 - Review planning to support increasing inclusionary practices for students with disabilities in Minneapolis Public Schools

Improving Special Education

Four areas to focus from the Council of Great Cities Schools

Four Areas of Improvement

Council of Great Cities Schools Recommended Four Areas to Improve

- **Focus Area 1:** Improving and strengthening school wide implementation of MTSS
 - Updated to school board November 2025 Coordinated Early Intervening Services or CEIS
- **Focus Area 2:** Improving special education school programming
 - Update to school board February 2025–Inclusionary Practices
- **Focus Area 3:** Improving special education specialized programming
- **Focus Area 4:** Improving operations and financial requirements of special education

Special Education Programming

Increasing inclusionary practices and outcomes for SWDs

Focus Area Special Education Programming

Recommendations to focus on:

- Expand early childhood inclusion for Early Childhood to Kindergarten
- Increase evidence-based inclusionary practices in schools
- Create transition to ensure least restrictive environment supports inclusion

Least Restrictive Environment – LRE

Least Restrictive Environment

LRE requirement within IDEA necessitates that:

- Least restrictive environment (LRE) is a guiding principle in the Individuals with Disabilities Education Act (IDEA).
- LRE plays a critical role in determining not only where a student will spend time in school but also how special education services will be provided.

Least Restrictive Environment

LRE requirement within IDEA necessitates that:

- Students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate
- Students should not be removed from the general education classroom unless learning cannot be achieved even with the use of supplementary aids and services

Least Restrictive Environment

LRE is determined on a case-by-case:

- During the development of a student's individualized education program (IEP).
- A multidisciplinary group of professionals and the student's parents—discuss what individualized program of instruction and related services that a student requires based on their present levels of performance and areas of strengths and needs.

Least Restrictive Environment

IEP teams need to consider:

Services and supports should enable the student to:

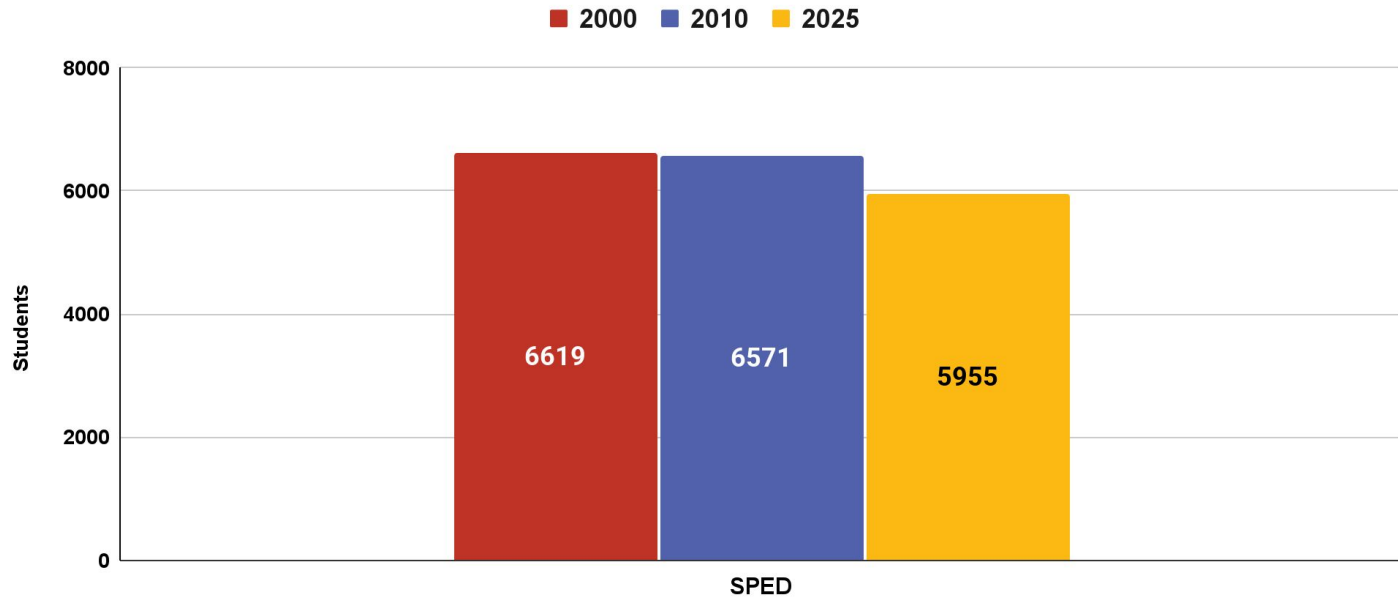
- Make progress toward meeting identified academic or functional annual goals
- Be involved and make progress in the general education curriculum
- Activities with other students, both with and without disabilities

Least Restrictive Environment

- The term “environment” in least restrictive environment can be interpreted to imply that LRE is a place or location
- LRE does not merely refer to a particular setting
- Identifying the LRE involves making program decisions about
 - what services
 - supports a student needs to be successful
 - where and how those services and supports can be provided effectively

Minneapolis Public Schools Data on LRE

Enrollment Trends for Students Receiving Services (2000–2025)



Primary Disability Categories

Definitions & Abbreviations

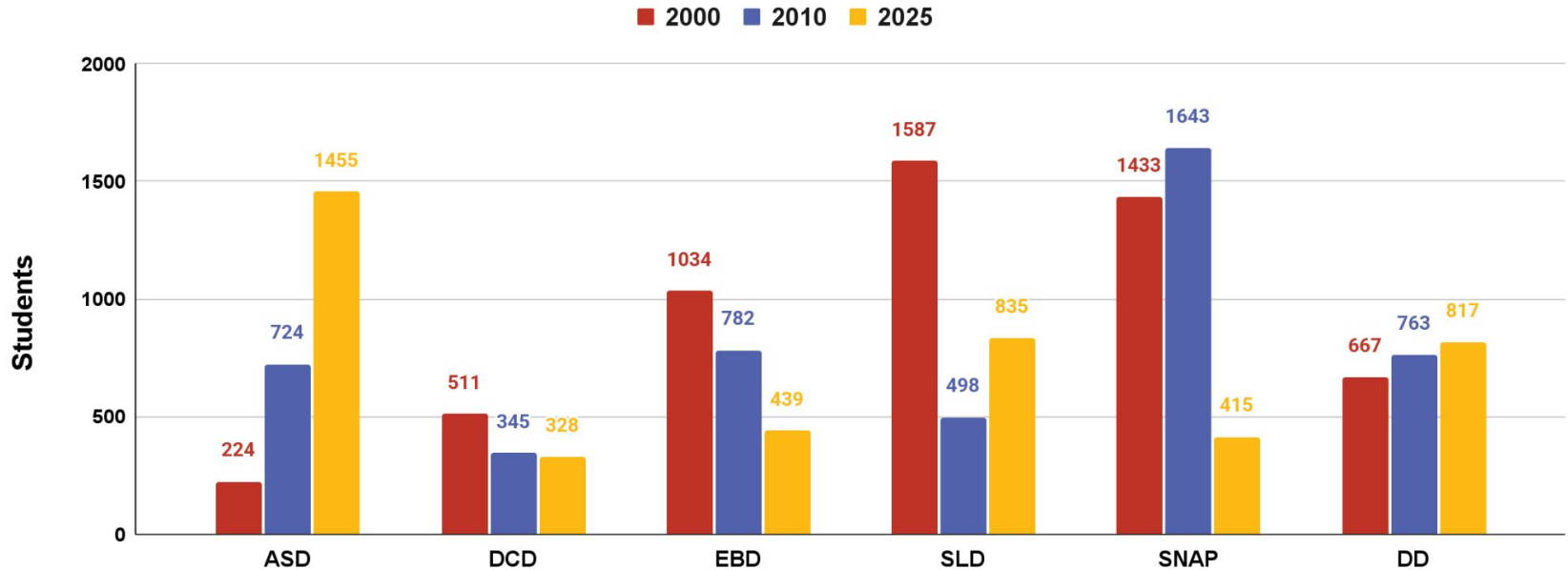
- **ASD** – Autism Spectrum Disorder
- **DCD** – Developmental Cognitive Disability
- **EBD** – Emotional or Behavioral Disability
- **SLD** – Specific Learning Disability
- **SNAP** – Students Needing Alternative Placement
- **DD** – Developmental Delay (Early Childhood Special Education)

Least Restrictive Environment Definitions

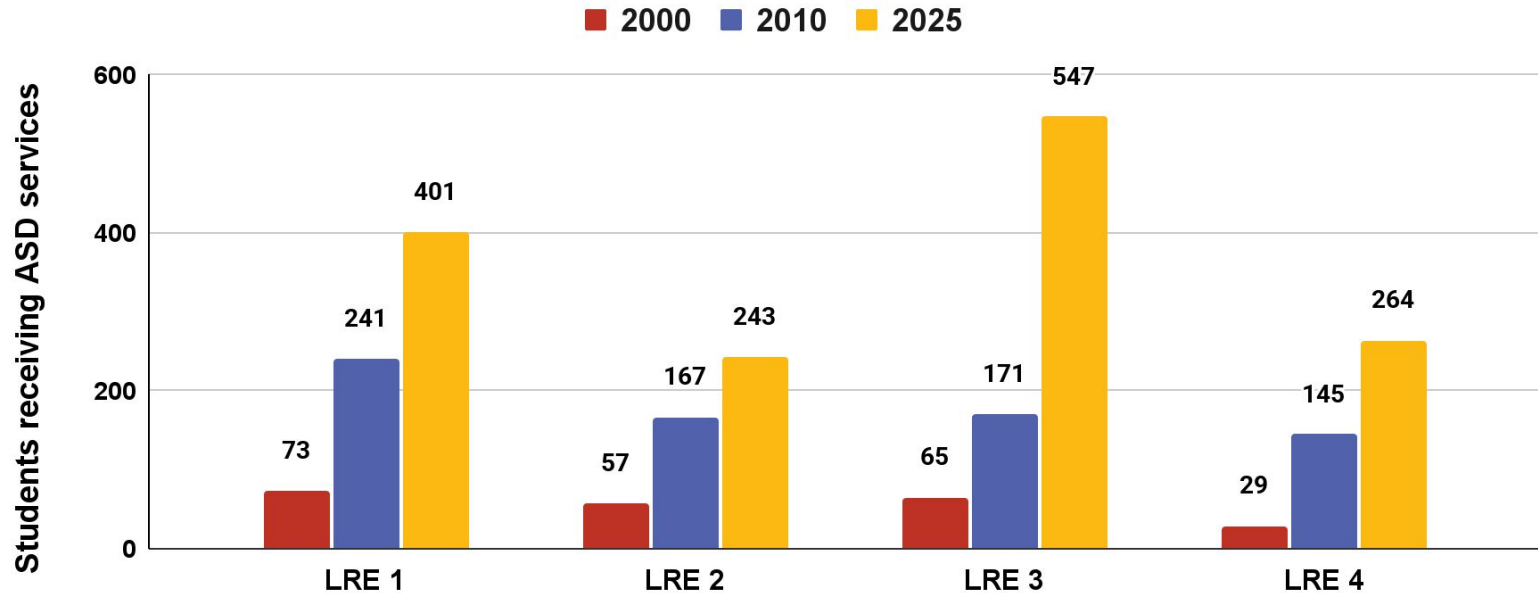
Definitions & Abbreviations

- **LRE 1** – The student receives the majority (most) of their education in regular classes. Students are outside of the regular education classroom less than 21% of the school day.
- **LRE 2** – The student receives education in a resource room. Students are outside of the regular education classroom 21 – 60% of the school day.
- **LRE 3** – The student receives education in a separate class that includes students with disabilities. Students are outside of the regular education classroom more than 60% of the day.
- **LRE 4** – The student receives education in a separate public day school facility more than 50% of the school day. This is a specially designed educational program only for students receiving special education.

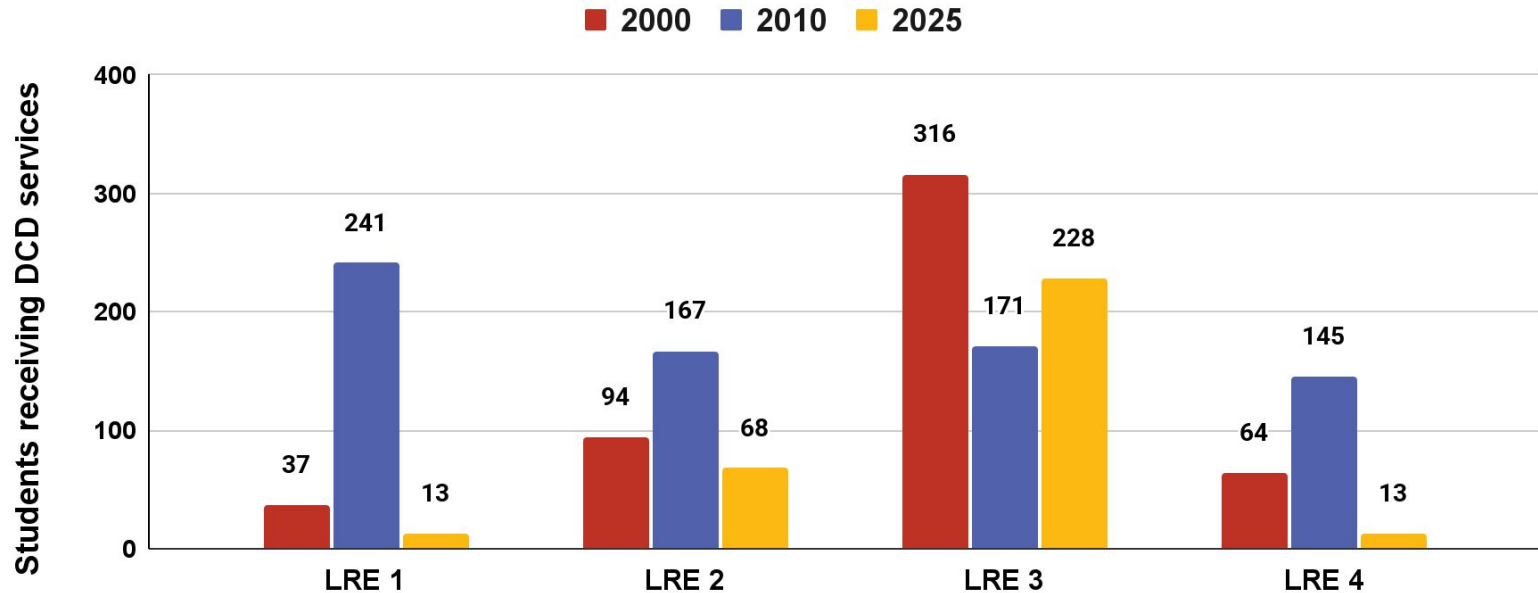
Student counts by disability area (2000–2025)



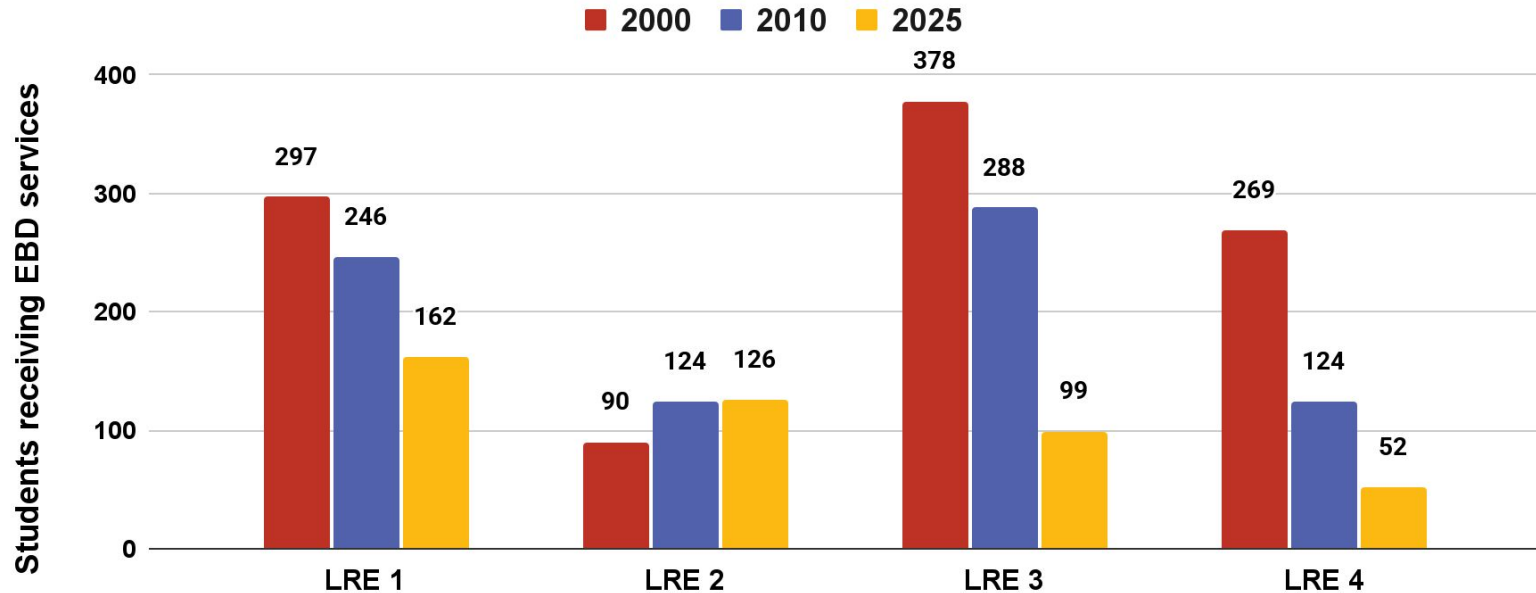
Student counts (2000–2025)



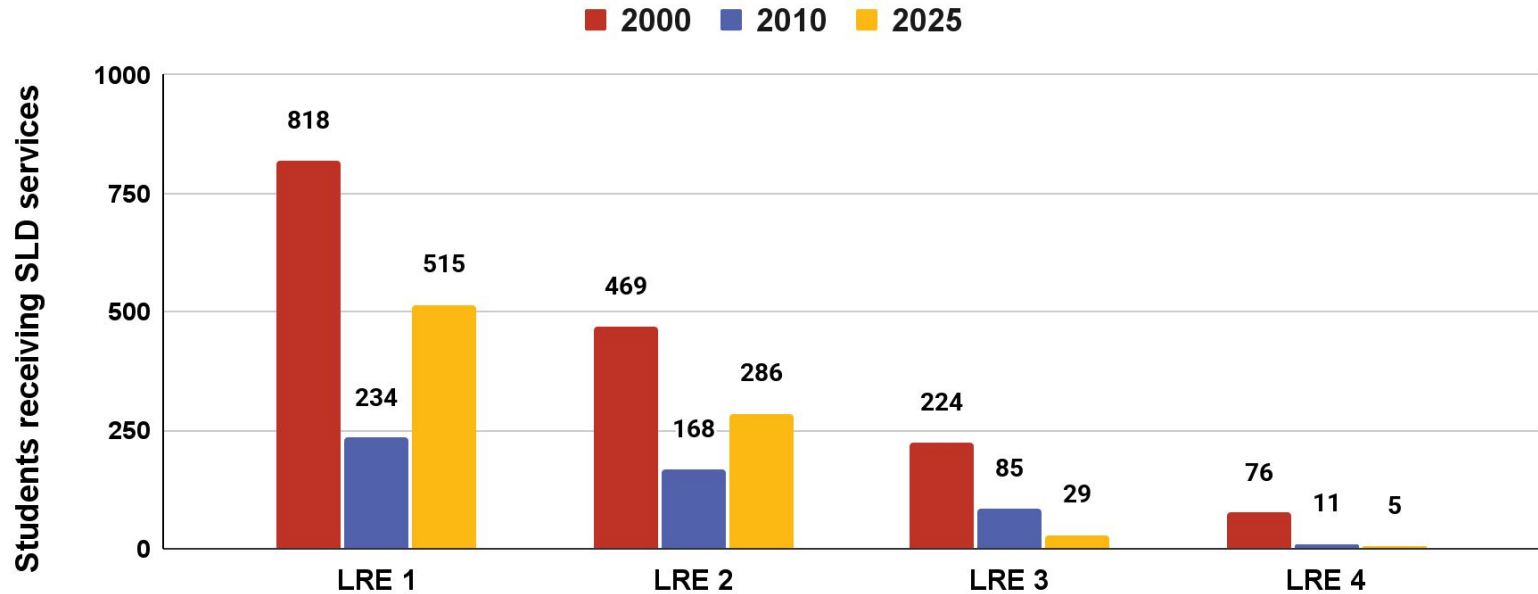
Student counts (2000–2025)



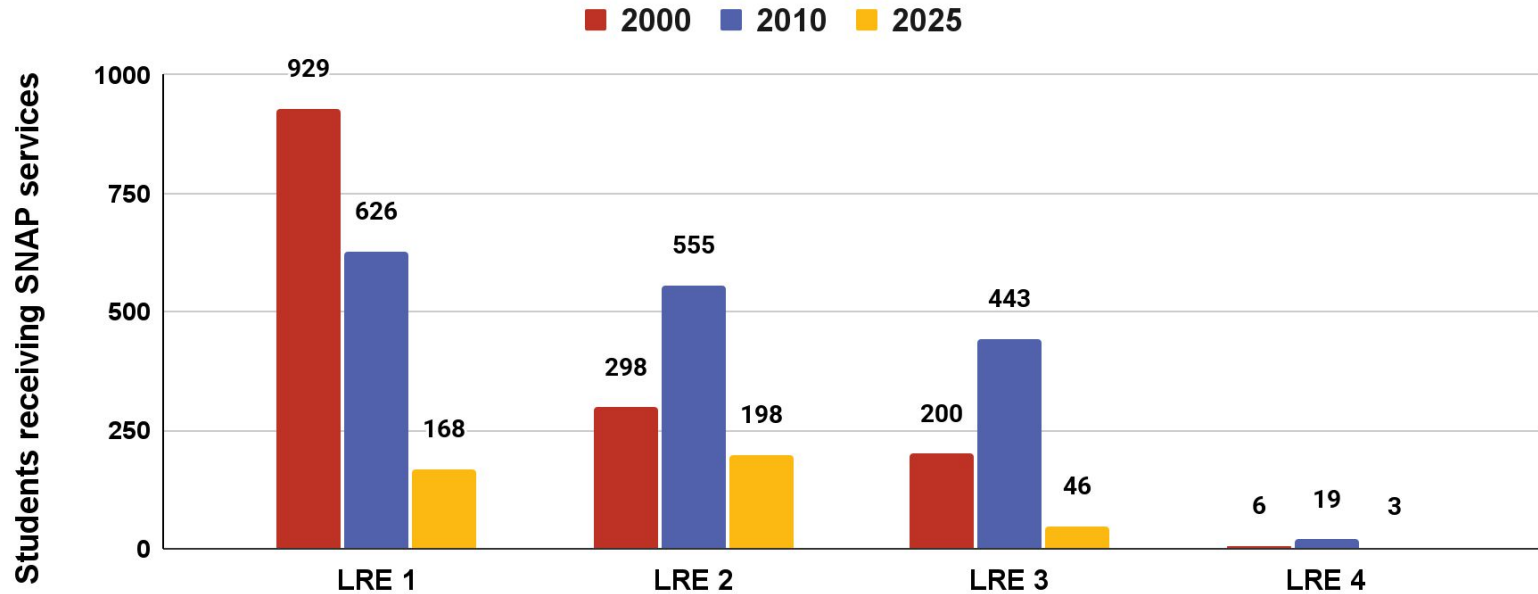
Student counts (2000–2025)



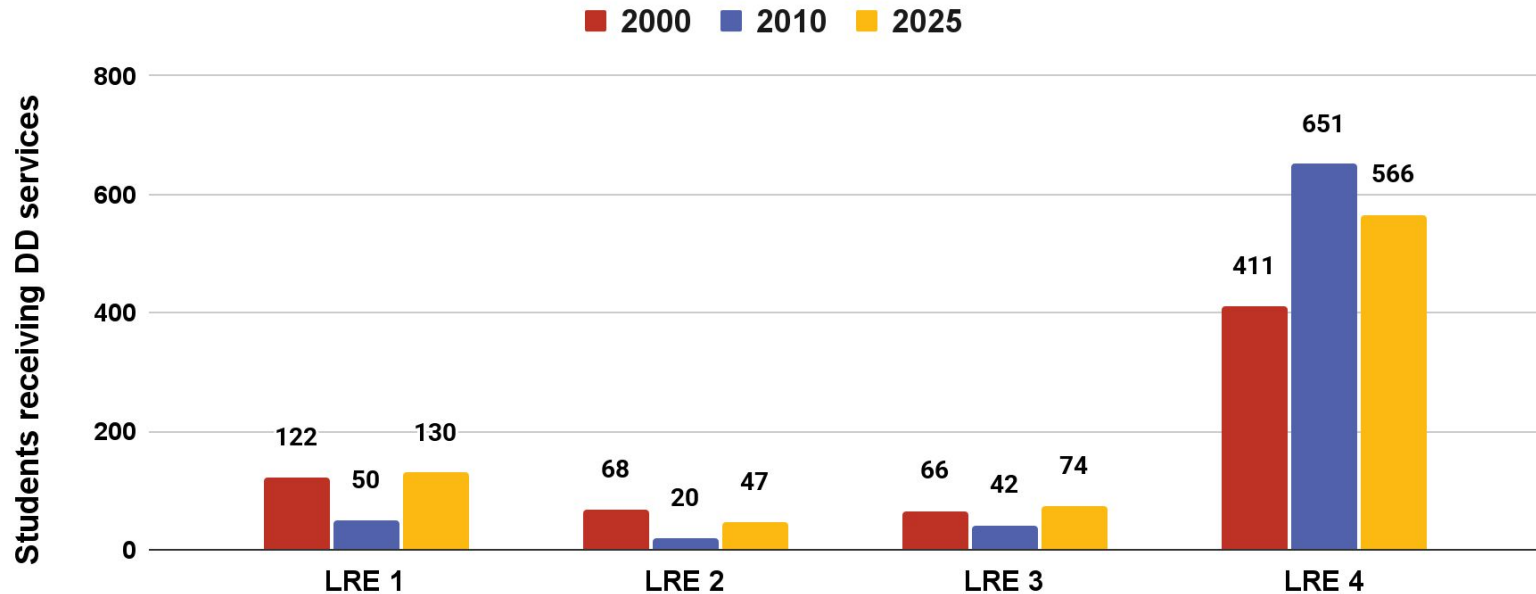
Student counts (2000–2025)



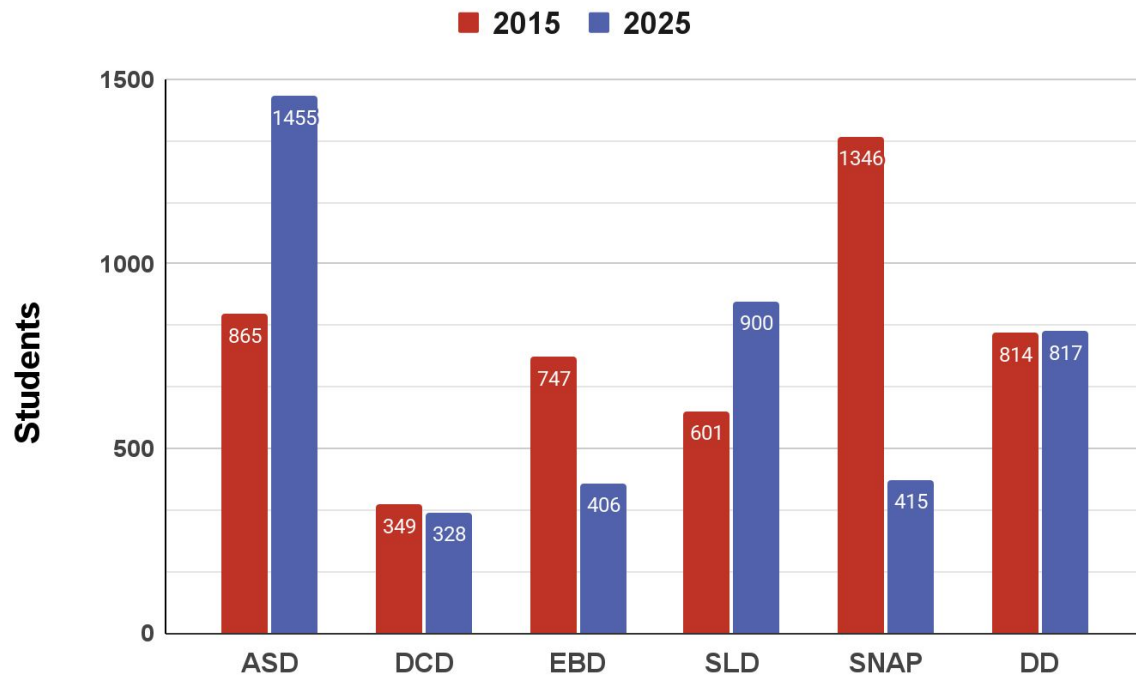
SNAP student counts (2000–2025)



DD student counts (2000–2025)

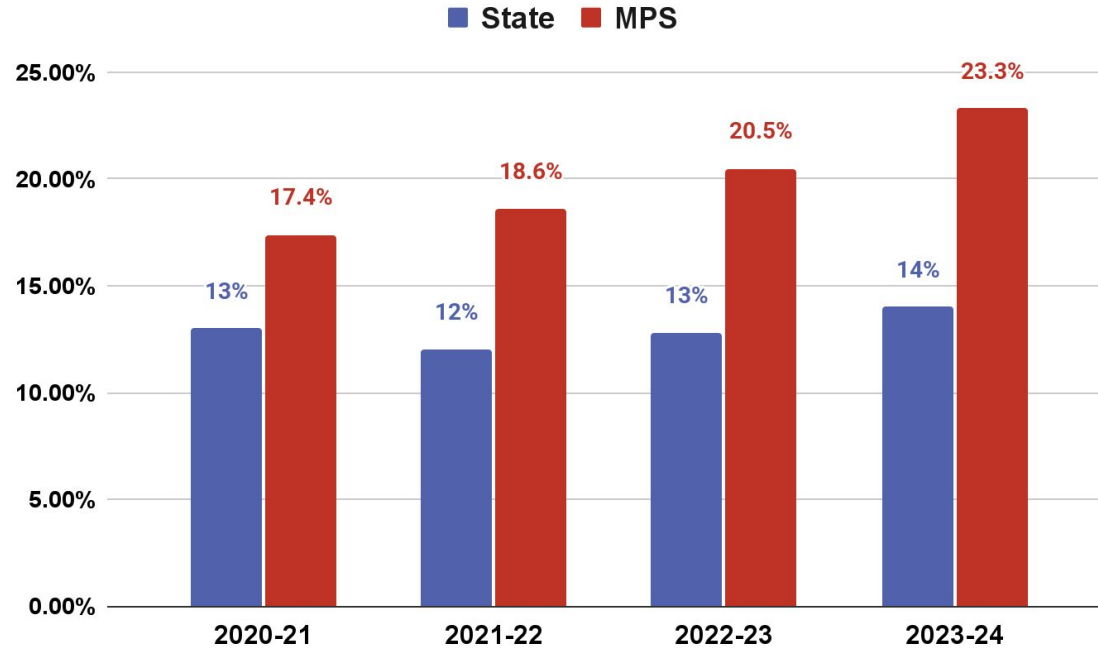


Primary Disability Change 2015 – 2025



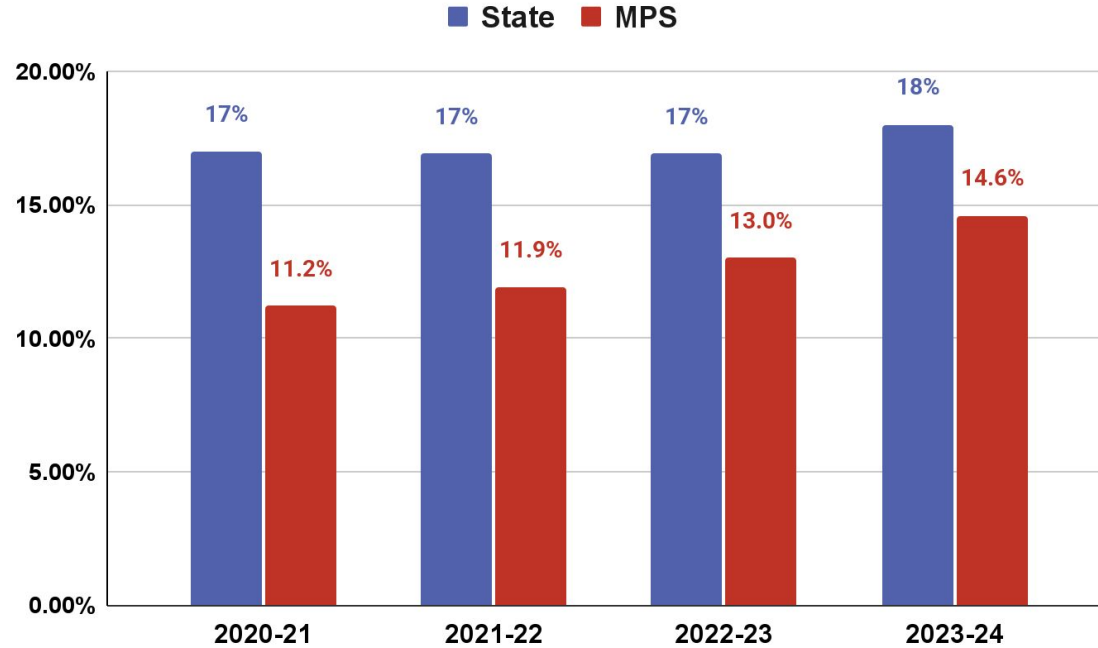
ASD	+ 68%
DCD	+ 0.4%
EBD	- 46%
SLD	+ 50%
SNAP	- 69%
DD	0.0%

ASD Rates–MPS and State Comparison



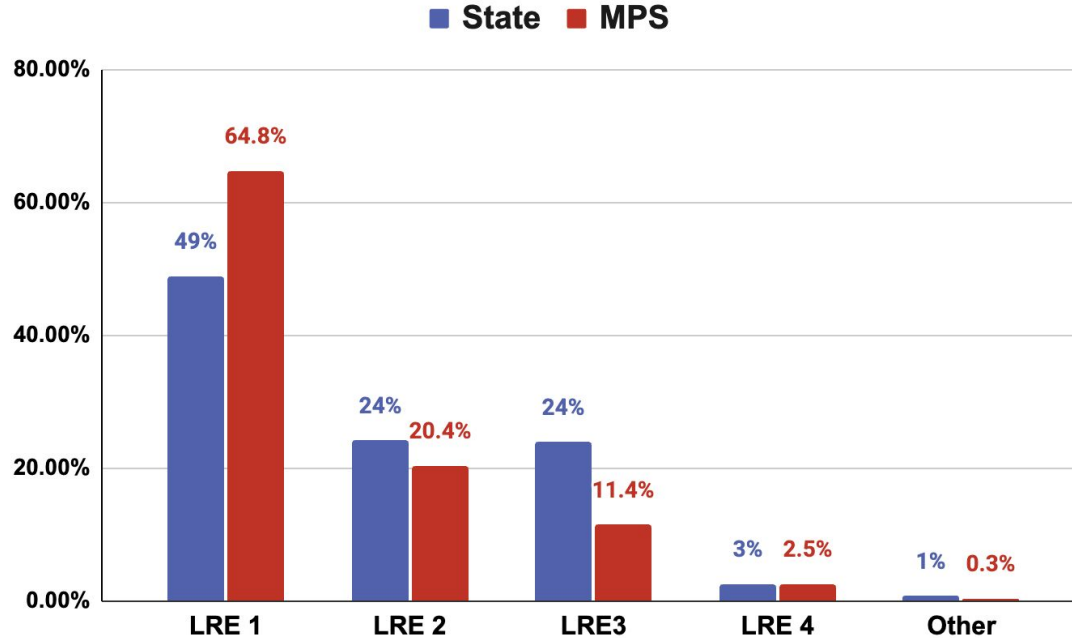
State	+ 2.0%
MPS	+ 5.9%

SLD Rates–MPS and State Comparison

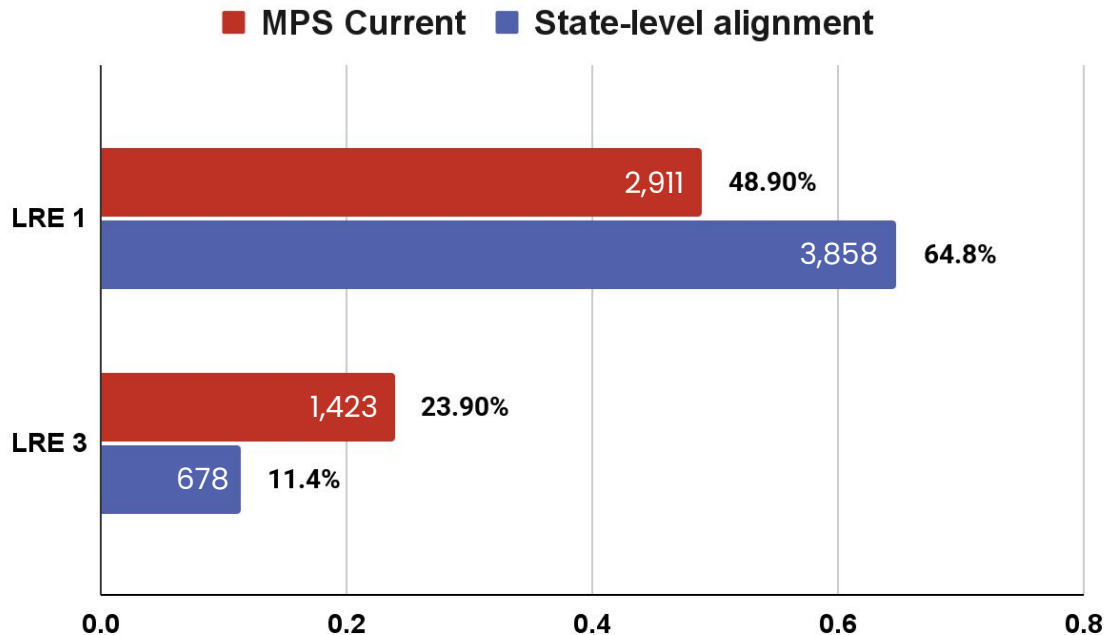


State	+ 1.0%
MPS	+ 3.4%

Child Counts by LRE Change 2025



LRE student gaps: MPS Current vs. State Level Targets



Inclusionary Programming

Co-Teaching, Collaboration, Supportive Services

Effective Practices – Co-teaching

Co-teaching pairs **general and special education teachers** to deliver instruction to a diverse group, fostering an inclusive environment where students with disabilities access the general education curriculum (Least Restrictive Environment – LRE)

- **Teaming:** Both teachers share instruction equally, leading the whole group together
- **Station Teaching:** Students rotate between stations; teachers lead content stations, reducing group size.
- **Parallel Teaching:** Class is split in half; both teachers teach the same content simultaneously, maximizing participation.
- **Alternative Teaching:** One teacher leads the main lesson while the other provides targeted, intensive support to a small group (pre-teaching, re-teaching, or assessment).

Effective Practices – Collaboration

Collaboration occurs when students are in the **general education classroom and receive the majority of their instruction** from the general education teacher.

The **special education and general education teacher collaborate** on accommodations and modifications for students.

They **identify when additional supports** can be supported through SEA supports. Identifying when they are needed throughout the day.

Effective Practices – Shared Supports

Effective, collaborative classrooms thrive when **general/special educators and SEAs** use shared, structured planning to deliver diverse instructional models.

When schools approach the **grade level by grade level planning** for students, they can support all students by scheduling to support when needed for special education teachers to support and SEA to support.

It is key that schools provide **creative supports** and not to get caught up in over-supporting based on schedules but supporting based on when are the supports needed.

Services Examples – Co-teaching Model

Sample Scenarios

Co-teaching

Student with ASD, receives the majority of instruction from his general education teacher. However, during reading class the **special education teacher comes to the general education classroom to co-teach and supports the student** and other special education students in small group and takes data.

Services Examples

Sample Scenarios

Collaboration

A student with ASD receives instruction in the general education classroom with accommodations of modified reading text and writing supports.

Services Examples – Collaboration Model

Sample Scenarios

Consultation and Collaboration with SEA supports

Student with a learning disability, receives the majority of instruction from his general education teacher. However, during mathematics and reading class the special education teacher comes to the general education classroom to work with the student and other special education students. Also, supporting small group of students with disabilities who have similar goals

SEA in the classroom during reading and math to support

Services Examples – Resource Room Model

Sample Scenarios

Resource Room with a SERT (Special Education Resource Teacher)

ASD student, receives the majority of instruction from the general education teacher.

They receive specialized reading instruction in the resource room from the special education teacher for 45 minutes each day. Returning to the general education classroom

SEA in the classroom during reading and math to support



Services Examples – Specialized Program Model

Sample Scenarios

Special education specialized instruction

DCD student, receive the majority of instruction from the special education teacher

They receive specialized reading, math, speech and OT instruction in the special education room

SEA in the general education classroom identified time for supports

Special Education Programming in Minneapolis Public Schools

Special Education Programming – Timeline

Planning 2026-27 – Spring 2026 – April – June

- With identified schools: start to identify students in the school in order to start planning for models for each grade level
 - 10 elementary schools, 3 middle schools, 2 high schools
- Working with schools to look at all students by grade levels and determine where supports can start to be applied.
 - Identify where co-teaching can be applied
 - Identify where SEA supports can be applied
- Goal is to create daily schedules to support students in the least restrictive environment

Special Education Programming

Planning 2026-27

- ECSE to Kindergarten
 - Identify area ECSE and their home schools
 - Identify current programming at the school and collaborate on models to support ECSE to Kindergarten students in the LRE
 - Identify where co-teaching can support
 - Identify where SEA supports
 - Develop a model to support transition

Special Education Programming

Planning 2026-27

- Elementary to Middle School
 - Identify students moving from elementary to middle school
 - Identify current programming at the school and collaborate on models to support students in the LRE
 - Identify where co-teaching can support
 - Identify where SEA supports
 - Ensure IEPs are supported for LRE and not developed on schedules

Special Education Programming

Planning 2026-27

- Middle School to High School
 - Identify students moving from middle school to high school
 - Identify current programming at the school and collaborate on models to support students in the LRE
 - Identify where co-teaching can support
 - Identify where SEA supports
 - Ensure IEPs are supported for LRE and not developed on schedules

Special Education Final Goal

Planning 2026-27

- To work with schools to develop programming for special education students in the least restrictive environment.
- To create more inclusionary supports for students to be in the general education classrooms
- To provide supports for co-teaching and allow planning for teachers to prepare over the summer
- To work with families on how MPS can support more general education supports for students with disabilities

Questions and Discussion

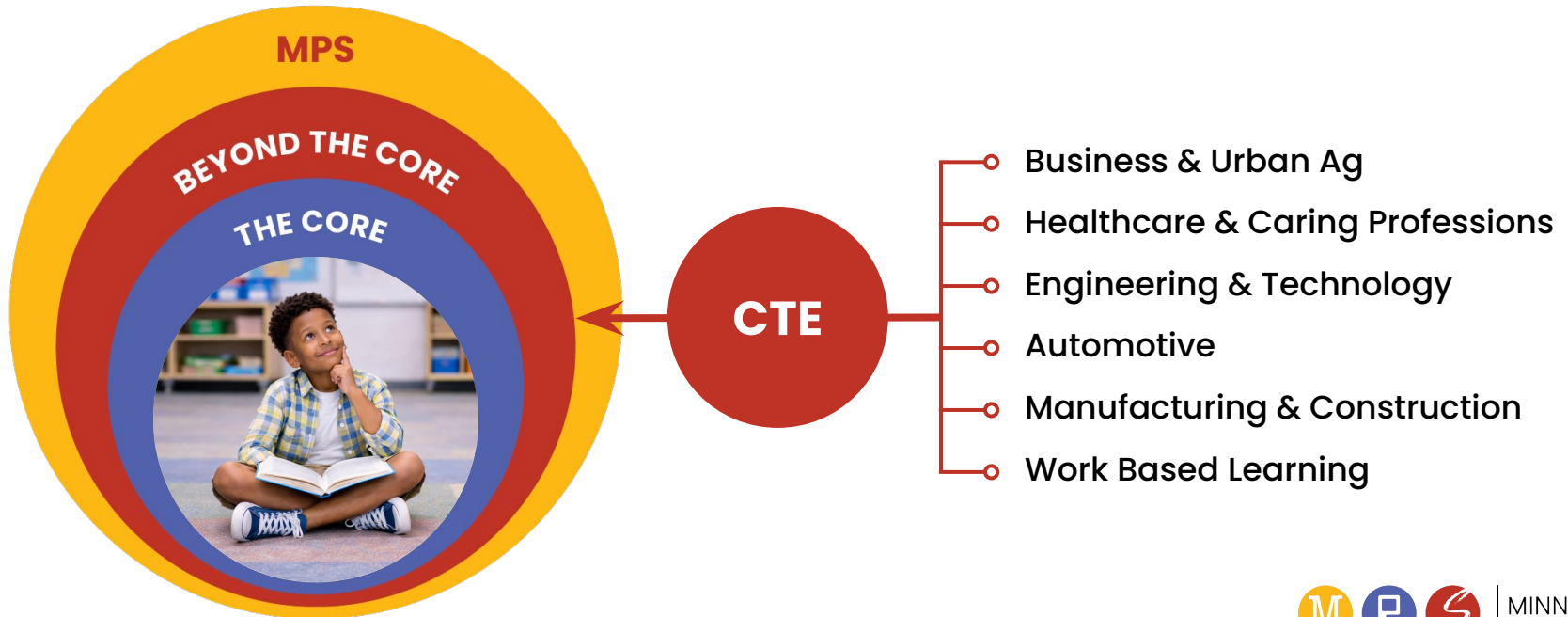


Career and Technical Education (CTE): SY 27 Update

CTE: The MPS Student Experience

Beyond the Core – CTE

The **opportunities** and **experiences** for students to choose their individualized path that creates a sense of pride in themselves as they prepare to be contributing adult citizens



MPS CTE Course Offerings

Work Based Learning	In-Person	Online
Investigating Careers	Basic & Advanced Auto	Introduction to Business (OL)
	3D Design	Urban Agriculture (IP & OL)
Career Planning & Development	Robotics & Drone Technology	Cybersecurity 1&2 (IP & OL)
	Digital Video 1&2	IT Exploration (OL)
Career Work Experience	Construction Trades 1&2	Computer Programming & App Design (OL)
	Welding 1&2	Adobe Photoshop & Illustrator (OL)

Student Sample Pathway

Healthcare & Caring Professions (North CTE Tech Center)			
Term	10th Grade	11th Grade	12th grade
Semester 1	Focus on graduation requirements	ONLINE: Healthcare Core	IN PERSON: Emergency Services 1
Semester 2	ONLINE: Medical Terminology	IN PERSON: Anatomy & Physiology	IN PERSON: Emergency Services 2

Potential Credentials: Basic Life Support, Emergency Medical Responder card

Articulated Credit: 5 courses eligible for articulated credit redeemable upon enrollment at multiple local Technical and Community Colleges.

CTE in MPS

A Brief History

1932 – 1976 Miller Vocational High School

Programs included: Nursing, Dressmaking, Typesetting, Woodworking, and other Trades



Prior to 2019 Site-based CTE programs

During this timeframe, CTE programs were dispersed across the City with access to programming based on the high school you attended.

Edison: Business, Cosmetology, Media Arts

North: Radio Broadcasting, Media Arts

South: Engineering, Machine Technology, Media Arts

Washburn: Engineering, Aviation, Hospitality & Tourism

Henry/Camden: Engineering, Media Arts

Roosevelt: Automotive, Welding, Construction, Healthcare

Southwest: Media Arts, Business, Computer Science

In 2019, the MPS School Board approves a plan to build three CTE Tech Centers. A phased construction plan is approved, beginning in SY2022 and scheduled completion in SY2028.

2023 Three CTE Tech Centers open their doors

This new CTE delivery model removed the historical barriers of the previous 40 years, where a student's zip code defined their ability to access quality CTE career-connected learning opportunities aligned with their personal career aspirations.

2023–2026 CTE Delivery Models

Since the opening of the three CTE Tech Centers, Minneapolis Public Schools has used several delivery models to support student access.

Years 1 and 2 (2023–2025):

- Courses ran in morning and afternoon block schedules at all Tech Centers.
- Free MPS shuttle transportation connected students to their home high schools.
- 11th–12th graders could enroll all year; 10th graders could travel beginning second semester.
- Asynchronous online CTE courses were available to grades 10–12 both semesters.

Year 3 (2025–2026):

- Block scheduling was adjusted: IBCP schools attended in the morning; non-IBCP schools in the afternoon.
- This shift reduced transportation costs and supported IBCP bell schedule needs.
- Asynchronous online CTE courses continued.

SY23–26 Enrollment Trends

	2023–2024			2024–2025			2025–2026		
	Q1/Q2	Q3/Q4	Total	Q1/Q2	Q3/Q4	Total	Q1/Q2	Q3/Q4	Total
Online	381	287	668	269	476	745	623	551	1174
In-Person	199	410	609	254	375	629	256	303	559
WBL	290	330	620	405	371	776	408	224	632
Mfg @ SHS	80	65	145	98	82	180	102	81	183
			2042			2330			2548

Key:
 WBL = Work-Based Learning
 Mfg @ SHS = Machine Tech@ South High

Construction Update

Edison Tech Center

- Business & Urban Agriculture
 - Construction Completed December 2025

North Tech Center

- Engineering & Technology, Healthcare & Caring Professions
 - Construction Completed August 2023

Roosevelt Tech Center

- Automotive, Advanced Manufacturing & Construction
 - Phase 1 Construction Completed August 2025
 - Phase 2 Design & Bidding Completed December 2025
 - MPS facilities team is collaborating with CTE leadership and the design team to manage the project scope, schedule and budget
 - Construction is anticipated to be completed as early as August 2027



Roosevelt Construction Lab

Student Success Stories

STUDENT SPOTLIGHT



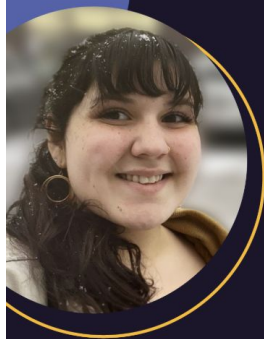
I want to gain a wide range of skills so I can be flexible and work in several fields of the film and content creation industry when needed.

“

Oscar

Senior, South High School

STUDENT SPOTLIGHT



Work-Based Learning classes have been very useful and I enjoy learning about real life. I wouldn't have been able to get this job in my field of science on my own!

“

Maggie

Senior, Roosevelt High School

STUDENT SPOTLIGHT



Taking Career & Technical Education courses in Law & Public Safety helped me to be nominated and participant in the 2026 Intensive Law & Trial program with Stanford Law School.

“

Sanai

Senior, North High School

Funding

Federal Perkins Grant

- Supplement local resources, not maintain a program
- Focused on innovation, transformational change in programs, not capital improvement
- Consider prior source of funding for any expenses

General Fund

- CTE Levy 35% reimbursement of eligible expenses
 - CTE teacher salaries
 - Consumable supplies

Achievement & Integration funds

- Transportation
- Work based Learning support

SY27 Update

CTE Center Courses

AM session: single block, semester long offerings for host school students in person at CTE Centers

- Host school & CTE leadership collaboratively determine which courses within the scope of the PM offerings to offer host school students at that CTE center, 1st and 2nd period
- **Pilot:** 10th grade students can access the AM session fall semester

PM session: CTE centers open to all MPS students

- Adjust time block to align to student arrival at home school for dismissal, maintain a double block of credit
- Enrollment driven course offerings
- Continue with current practice for districtwide 10th grade access
 - Online Fall semester (Q1&Q2)
 - In-person at Tech Centers for Spring Semester (Q3&Q4)

**Continue with current practice for access to Online CTE courses and Work-Based Learning*

CTE Program Organization

Site	SY 26	SY 27
Edison	Urban Agriculture, Business	Business & Urban Ag
North	Healthcare, Education, Engineering, Cybersecurity, Information Technology, Media Arts & Broadcasting, Public Service & Safety	Healthcare & Caring Professions, Engineering & Technology
Roosevelt	Automotive, Construction, Welding, Machine Technology (moves from South SY28)	Automotive, Manufacturing & Construction

SY 27 and beyond

CTE in MPS: All MPS students have access to engaging and meaningful career connected learning through CTE courses.

How we will get there:

- Remove obstacles to increase enrollment
- Ensure welcoming, highly engaging learning experiences
- Continuous improvement anchored in student feedback
- Innovation in programming in high demand, high wage career pathways

Discussion & Questions