Welcome/Introduction
Carol Potter welcomed all and gave a quick recap of the Agenda for the meeting.
1. Four of the Special Ed Supervisors are present to give an overview of self-sufficiency and the EVOLVE program.
2. Jeff Horton will give a recap of the onboarding process for non-licensed staff.

Evolve – Self-Sufficiency – Kris Pitt, Sally Du,
Tom Hannasch, Jennifer Middendorf

Kris Pitt explained a big part of self-sufficiency involves Special Ed recommendations and how to utilize non-licensed staff. She stated that a rubric has been developed to equate what the needs are and how many staff are needed to service the students. This rubric helps in analyzing the role and scheduling of paraprofessionals to increase independence, behavioral piece and functional piece of student’s needs.
Evolve encompasses the need to develop the utilization of non-licensed staff. Proposed outputs from the teacher perspective are: more informed families, more effective use of professional staff, paraprofessional staff and natural support.

Problematic use of paras could be:
- Students cannot exercise choices
- Students develop unhealthy dependency
- Teacher engagement is hindered
- Presence of professionals can be socially stigmatizing

4 problematic roles of para
- Mother
- Friend
- Protector
- Primary teacher

Student outcomes
- Increase belonging
- Academic achievement
- Improved social skills
- Increase frequency and quality of peer interactions
- Increase self-determination and independence

Inclusion is a value system. Being in a Community is different than being a part of the Community. Teaching so that all students learn together

We love our paras and it is important to utilize them appropriately

- On-Boarding process of non-licensed – Jeff Horton

In the past, paras were put on the floor right away. There is a new process now with training.
- The morning is with HR doing the basic District orientation
- The afternoon is spent with Student Services for orientation.
- The second full day, the para works with the DCD lead for training and introductions, shadowing the day without students. They are introduced to the IEP’s, processes, etc. in their building.
- The third day, they are placed with students. The teacher is responsible for giving direction to the para.
- There is a checklist that must be completed when new employee is hired. This checklist lists all the areas that the Para will need to be familiar with.

This is a big shift to help support paras. Plans for the future are to have video training modules for future trainings.

Non-licensed staff onboarding and professional development based on three things:
- Mission Statement
Professional Development training is data driven with information from Paraprofessional, teacher and Administrative feedback, surveys, health and safety reports, support room data, Training provided so far for non-licensed staff includes:

- Top 20
- SpED Overview
- 3rd Party Billing
- Self-Sufficiency
- Physical wellbeing
- Emotional wellbeing

In the works:

- Online professional development
- Ongoing professional development on Staffnet
- Program specific training

Questions:

- Is it the expectation that the training videos be done outside of work contracted time? This process is still being worked on.
- Is there any training/professional development for the parents or specifically for people of color? Yes, there is CLR training and collaboration with Equity Services is a focus for the future. There needs to be more training opportunities for parents regarding laws, third party billing, the IEP process, support groups, community resources and the process that will be followed from the time the child enters preschool and during every transition they make.
- How do teachers get their students to the focus rooms? Are they escorted? Sent on their own? It was explained that the focus rooms are used mainly as proactive instead of reactive. They may be used for scheduled times or the Admin may be bringing them to the room. Or they may be able to go by themselves.
- What is the difference between a BRS and a BSS. BRS’s are in charge of room and working with students. BSS’s are utilized in the room, supporting the Admin and transferring student.
- What procedures are in place to protect special needs students that are new to Apollo to keep them safe? There are staff in the halls, watching students. If they notice comments they report it.

It was stated that St. Cloud is doing a very good job with their Special Education services, etc. Thank you!

Comments last meeting about students being assigned new and different paras each year was heard. This is being worked on, we need to look at the paras that have the strongest skills and place them
right. The hope is that through positive professional development, we will have better retention of our non-licensed staff.

It was suggested that a module be added to the online training that is from a parent of a special needs child’s perspective. So that the Para and Teacher have a better understanding of special needs students.

- Jennifer Middendorf will be doing a training for the Somali community about SPED this Saturday in the Apollo Resource Center.

- **Other**
  - Is there training for the police officers that come into the building? Do the police have proper training and knowledge to deal with the students? A police presence can be harmful if the officers are not trained.

- Final ESY calendar was distributed. Information will go out to teachers shortly, get kids qualifications, etc., letters will go out mid-March.

- Targeted services calendar will be same

- Adjourn