

**Independent School District 279
Osseo Area Schools**

Final Report and Recommendations of the

**District Planning
Advisory Council**

**To the Superintendent and
School Board**

2018-2019

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2018-2019 Membership

Parents

Birch Grove Elementary.....
Basswood Elementary Christine Bottema
Basswood Elementary Karmyn Nelson
Cedar Island Elementary Jennifer Eggert
Cedar Island Elementary Annie Wilde-Barron
Crest View Elementary
Edinbrook Elementary Nyia Harris
Edinbrook Elementary Stacey Yurcek
Elm Creek Elementary..... Tammy Barnard
Fernbrook Elementary
Fair Oaks Elementary.....
Garden City Elementary
Oak View Elementary
Park Brook Elementary.....
Palmer Lake Elementary
Rice Lake Elementary..... Tanzeela Khan
Rice Lake Elementary..... B Supawan
Rush Creek Elementary.....Cindy Resman
Woodland Elementary.....
Weaver Lake Elementary.....Oduwa Aganmwonuyi

Weaver Lake Elementary..... Bonnie Hockin
Weaver Lake Elementary..... Dave Spatafore
Zanewood Elementary Marjorie Holmes
Brooklyn Middle School
Brooklyn Middle School
Maple Grove Middle School..... Farhio Khalif
Maple Grove Middle School..... Tamara Grady
North View Middle School.....
North View Middle School.....
Osseo Middle School Jeremy Dehn
Osseo Middle School Brian LaRose
Maple Grove Senior High..... Christine Bottema
Maple Grove Senior High.....
Osseo Senior High Marty Cohen
Osseo Senior High..... Robin Dolan
Osseo Senior High..... Magali Garcia-Flores
Park Center Senior High
Park Center Senior High
Osseo Area Learning Center

Students

Katie Bottema
Mariah Cohen
Jasmine Dolan

Community

Sue Sullivan
Rose Tonn

ESC Staff

Jeremy Willey
Jill Lesné
Angie Freese

School Board

Tanya Simons

2018–2019 Steering Committee Membership

Marty Cohen, Chair

Jeremy Willey

Jill Lesne

Angie Freese

Tanya Simons

Committee Membership

Christine Bottema

Karmyn Nelson

Jennifer Eggert

Annie Wilde-Barron

Nyia Harris

Stacey Yurcek

Tammy Barnard

Tanzeela Khan

B Supawan

Oduwa Aganmwonuyi

Bonnie Hockin

Dave Spatafore

Marjorie Holmes

Farhio Khalif

Tamara Grady

Sue Sullivan

Rose Tonn

Cindy Resman

Jeremy Dehn

Brian LaRose

Christine Bottema

Marty Cohen

Robin Dolan

Magali Garcia-Flores

Katie Bottema

Mariah Cohen

Jasmine Dolan

**Final Report and Recommendations of the
District Planning Advisory Council
2018-2019**

INTRODUCTION

The purpose of the District Planning Advisory Council is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives and in reporting of findings and recommendations to the entire school community. Membership of the District Planning Advisory Council includes parents/guardians, community members, senior high students, classroom teachers, administrators, staff and School Board members. The council meets on a regular basis with no fewer than eight meetings. The major functions of the Council are listed under Board Policy 616 – World’s Best Workforce as follows:

The school board will adopt a comprehensive long-term strategic plan to support and improve teaching and learning. In adopting the long-term strategic plan, the school board will consider the superintendent’s recommendation based on the input of the school district’s strategic planning process, the District Planning Advisory Council, and school site teams. The plan will be aligned with creating the world’s best workforce and include performance measures designed to determine each school’s progress in striving to create the world’s best workforce.

The school district will establish an advisory committee. The advisory committee will recommend to the school board rigorous academic standards, student achievement goals and measures designed to fulfill the school district’s mission.

The work calendar of the District Planning Advisory Council during the 2018-2019 school year was guided by the provisions of Board Policy 616. The Council’s bylaws directed its internal operations.

In accordance with the aforementioned policy and procedures, the District Planning Advisory Council submits this annual report and recommendations for the instructional improvement plan for the next school year to the Superintendent of Schools and Board of Education.

PROGRESS TOWARD ACHIEVEMENT OF RECOMMENDATIONS MADE IN 2017-18 FOR IMPLEMENTATION IN 2018-19

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

Recommendation 1

We recommend that the district clarify practices and policies around standards-based grading to ensure that guidelines are clear, articulate, and actionable, such that:

- Students, teachers, and families have a shared understanding;
- Documented practices and procedures are created;
- The aforementioned documents address differences across content areas; &
- Consistent district-wide application is promoted.

Progress:

Throughout the 2018-2019 school year, the Secondary (6th-12th grade) Staff Development Assessment Specialist team, under the direction of our Secondary Curriculum Coordinator have engaged in ongoing efforts to clarify practices and policies around standards-based grading to ensure that guidelines are clear, articulate, and actionable. This group of leaders has worked to develop shared beliefs around standards-based grading and revisited the standards and benchmarks of standards-based grading. A professional learning experience was offered in August for all secondary leaders (lead principals, assistant principals, and coordinators) to ensure that consistency in practice was occurring throughout the secondary level. Additionally, learning occurred for teachers throughout the first trimester at each of our secondary sites. Teachers engaged with the standards and benchmarks of standards-based grading and reviewed practices that were inconsistent with our original beliefs. As additional learning needs have surfaced throughout the school year, the aforementioned group of teacher leaders have worked in collaboration with site leaders to continue to provide clarification(s) and engage in ongoing conversation.

Recommendation 2

We recommend that the district establish and implement a teacher mentoring program for new teachers entering the district.

Progress:

As a part of the Long-Range Financial Management process for the upcoming fiscal year, the Department of Curriculum, Instruction and Educational Standards (CIES) developed a budgetary proposal (Program Efficiency, Abandonment and Redirection – PEAR) to add a 1.0 Full Teacher Equivalent (FTE) to the department to add a New Teacher Mentor Staff Development Assessment Specialist position. This proposal was accepted by our school board and this position, and New Teacher Mentor program, will begin in the fall of the 2019-2020 school year. The purpose of this new role would be to:

- Facilitate professional development experiences for new teachers.
- Provide differentiated job-embedded professional development for individuals, departments and/or grade level teams.
- Provide ongoing support to new teachers.
- Help staff members navigate district and/or site-level systems and processes.
- Conduct classroom observations and provide feedback to new teachers.

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

Recommendation 1

We recommend that the district convene survey focus groups for students, families, and teachers in order to:

- Determine communication plans for survey results that include partnerships with students to let them know both why their feedback is sought as well as how the results will (and will not) be used;
- Promote reflective dialogue between teachers and students to discuss the feedback elicited from the survey
- Ensure that representative samples are utilized and responses are proportionally represented from all parent groups; &
- Support teachers with reflective conversation about their survey results and develop plans to sustain or adjust as needed.

Progress:

The Department of Research, Assessment, and Accountability continues to facilitate the development and implementation of district stakeholder surveys and the evaluation and communication of those results. The department works collaboratively with the Office of Educational Equity to ensure that the survey results are representative of the student body within our district. We continue to produce disaggregated survey data and work directly with principals and teacher teams to recognize patterns and trends in the perspectives of our stakeholders. We have recently developed a student, family, and teacher survey specific for our American Indian students, and are partnering with the Department of Community Engagement to engage in various community conversations to elevate the unique voices and perspectives of our families. Additionally, in response to several requests from community members and staff, the Research, Assessment and Accountability Department is partnering with other departments in the Division of Leadership, Teaching and Learning to define and report on more specific ethnic groups which we are calling "Osseo Ethnicity" groups. Results for these new groups will be discussed in a series of Community Data Discussions in the coming months.

Recommendation 2

We recommend that the district expand current college and career readiness opportunities for our secondary students.

Progress:

This year we are offering seventeen new electives between our high schools, included in these courses were advanced language offerings for native speakers and Computer Integrated Manufacturing and 21st Century Skills in Career and Technical Education. Our middle school expanded its Career and Technical Education offerings to include Computer Science for Innovators and Makers. Additionally, we had increases in enrollment in six Advanced Placement courses, including World History, Chemistry, Physics C: Mechanics, Human Geography, Economics, and Statistics.

As we look to the 2019-2020 school year we will be offering thirteen new courses, including five concurrent enrollment courses which allow students to earn college credit in the high school classroom. We have increased enrollment in both AP Calculus (AB and BC) and AP Statistics.

STUDENT SERVICES SUBCOMMITTEE

Recommendation 1

We recommend that the district develop a consistent onboarding and training process for ESPs in the district so all new ESPs have the same quality training no matter what building they are in. Current ESPs should also get this training so all have the same knowledge. This training should include behavioral interventions such as de-escalation, Crisis Prevention & Intervention, Trauma-Informed Practices, and Restorative Practices.

Progress:

Education Minnesota- Osseo and Student Services in partnership have offered numerous courses during the 2018-19 school year aimed at providing all licensed staff, but specifically ESPs access to robust training that aligns with district priority work areas. Trainings this year have focused on restorative practices, mindfulness and resiliency as well as responding to trauma and mental health.

Recommendation 2

We also recommend that continuing education and ongoing training is required for ESPs specific to District Priority Work. For example, reading intervention, cultural responsiveness, behavior management, etc.

Progress:

Education Minnesota- Osseo and Student Services in partnership have offered numerous courses during the 2018-19 school-year aimed at providing all licensed staff, but specifically Educational Support Professionals (ESPs) access to robust training that aligns with district priority work areas. Trainings this year have focused on restorative practices, mindfulness and resiliency as well as responding to trauma and mental health. The trainings this year has taken a tiered approach to learning with each training building on the former. The Department of Curriculum Instruction and Educational Standards (CIES) has provided intervention training on math and reading interventions as well as created a Schoology course on balanced literacy. All ESPs were required this year to attend the Educational Foundation Training developed by the Department of Educational Equity (DOEE). Other offerings from DOEE for all staff included Trauma and Learning, Introduction to Language and Culture as well as Cultivating Practices to Support Multilingual Learner Success.

Recommendation 3

While our recommendations from last year on Restorative Practices/Trauma Informed Practices have become embedded within District Priority Work, we would like to emphasize the need to include the ESPs and other non-licensed staff such as bus drivers, custodians, cafeteria staff, as they all interact with the students.

Progress:

The district continues to move the work of restorative practices forward by means of professional development opportunities, which are all, open to both licensed and non-licensed staff. Thus far during the 2018-19 school year multiple professional development opportunities have been offered including but not limited to; Conferencing to Repair harm, Restorative Circles, Restorative Language and Chats, Restorative Practices and Trauma,

Restorative Leadership, Restorative Practices Practice, Restorative Practices and Bullying, as well as a monthly Restorative Practices Community of Practice has been offered. District and outside staff have presented to various stakeholders ranging from transportation ESP's to custodial staff on the topic of trauma informed practices.

RECOMMENDATIONS FOR IMPLEMENTATION
in 2019-2020

2018-19 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR IMPLEMENTATION IN 2019-20

The committee identified and considered a set of objectives. The full set of objectives considered is contained in the committee report. The high priority recommendations are listed below.

Recommendation 1:

We recommend that the district expand comprehensive student support services for students.

Recommendation 2:

We recommend that the district increase enrichment opportunities and differentiated instruction for students.

Recommendation 3:

We recommend that the district increase world language opportunities for students.

Recommendation 4:

We recommend that the district create a comprehensive multi-tiered system of support (MTSS) across all sites.

DPAC RECOMMENDATIONS TO SUPPORT EXISTING PRIORITY WORK

Recommendation 5:

We recommend that the district standardize hiring practices and enhance recruitment efforts.

Connection to Current Priority Work:

Effective staff recruitment and retention practices will build toward a workforce that reflects the demographics of enrolled students.

Recommendation 6:

We recommend that the district create a respectful and equitable community.

Connection to Current Priority Work:

All sites will engage in the use of culturally responsive instructional strategies.

All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

2018 – 2019
COMMITTEE REPORT
DISTRICT PLANNING ADVISORY COUNCIL
Osseo Area Schools
Independent School District 279

Committee Membership

Marty Cohen, Chair, Jeremy Willey, Jill Lesne, Angie Freese, Tanya Simons, Christine Bottema, Karmyn Nelson, Jennifer Eggert, Annie Wilde-Barron, Nyia Harris, Stacey Yurcek, Tammy Barnard, Tanzeela Khan, B Supawan, Oduwa Aganmwonuyi, Bonnie Hockin, Dave Spatafore, Marjorie Holmes, Farhio Khalif, Tamara Grady, Sue Sullivan, Rose Tonn, Cindy Resman, Jeremy Dehn, Brian LaRose, Christine Bottema, Robin Dolan, Magali Garcia-Flores, Katie Bottema, Mariah Cohen, Jasmine Dolan

SECTION I: Committee Activities

This year, the District Planning Advisory Council decided to work as a larger, whole group instead of engaging in our traditional practice of meeting in isolated subcommittees. The rationale behind this change in practice was that we wanted to create a space in which stakeholders could entertain the perspectives of a larger number of individuals as meetings occurred throughout the school year. At the onset of the school year, the committee engaged in various activities to discuss potential recommendations. In addition, learning occurred around World's Best Workforce legislation, as we wanted to make a more focused effort to link our recommendations to the goals identified in this legislation. The two goals we selected were:

1. Each student is ready for college and career.
2. The achievement gap is closed on all state-mandated measures.

Next, the committee engaged in various learning experiences as speakers from various district departments spoke on topics such as multilingual learners, counseling support at school sites, career and college readiness opportunities, 21st century skills, personalized learning, and recruitment and retention efforts in our district. Finally, the committee worked collaboratively to identify priority recommendations and begin drafting a rationale for each recommendation and potential strategies for improvement. We added two additional recommendations to support existing priority work in Osseo Area Schools as both were a focus of ongoing conversation among committee members. We offer our continued support to this priority work and are interested in seeing the work continue in the future.

SECTION II: Data Summary

- Reviewed language related to personalizing learning by path, pace, and place
- Examined the four 21st century skill definitions, student benchmarks, and classroom look-fors
- Considered current programming offered by school counselors
- Reviewed staffing to student ratios that occur in Osseo Area Schools as compared to recommendations from American School Counselor Association (ASCA)
- Examined current efforts related to the recruitment and retention of employees
- Shared current programming efforts to support college and career readiness
- Reviewed current efforts around programming for multilingual learners

SECTION III: Listing of Committee High Priority Recommendations

Recommendation 1:

We recommend that the district expand comprehensive student support services for students.

A. Rationale

- Children with greater social-emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and better mental health, and become engaged citizens. (The Collaborative for Academic, Social and Emotional Learning)
- Of students who receive mental health services in the United States, three quarters receive these services in the school setting. (School Based Mental Health)
- School based interventions aimed at reducing incidence of mental health problems promote positive behavior change and reduce the need for later intensive and costly interventions. (Social Emotional Factors Affecting Achievement Outcomes: Closing the Achievement Gap)
- Students learn best when their physical, mental, emotional, and other needs are met. (Principal Leadership)
- A comprehensive student support model ensures equitable distribution of services to all students and their families. (Psychology in the Schools)
- Raising academic standards without attending to physical, social/emotional, instructional needs is unsuccessful and destructive. (Fostering Policies that Enhance Positive School Environment)

The investment made in a structured, team approach to student services driven by school-based professionals is actually a more cost effective option than the more common reactive, fractured services found in school systems (Psychology in the Schools).

B. Strategies for Improvement

- A. Increase counseling support district-wide to more closely align with American School Counselor Association (ASCA) standards (250 to 1 ratio).
- B. Create systems and structures in student services to more efficiently and effectively respond to the varying academic, social/emotional and college and career related needs of students. (Proactive approach to building skills, early academic intervention and support, managing and supporting students through mandates - 504, McKinney-Vento legislation (students experiencing homelessness), intervention processes, anti-bullying, mental health needs as well as responding to specific student and building needs).
- C. Provide Additional Support with College Preparedness and life skills to align with ASCA and MN's World's Best Workforce Statute requirements.
- D. Actively seek qualified school counselors of color for employment in Osseo Area Schools.

Recommendation 2:

We recommend that the district increase enrichment opportunities and differentiated instruction for students.

A. Rationale

Osseo Area Schools provides differentiated learning experiences to challenge and engage students across our system. Students deserve and need challenging learning opportunities that help them discover their unique interests and strengths. Currently, students at the elementary level have access to Talent Development, Academic Challenge, and Gifted Support, which are also known as TAG services. This programming is designed to meet the needs of all students including those who have demonstrated high performance or show the potential for high performance relative to others of their age, experience or environment. In order to provide the right services at the right time for each student, students are identified for services using multiple measures including the CogAT 7 (Cognitive Abilities Test) and the NWEA/MAP (Measure of Academic Progress) Reading and Math assessments, teacher recommendation and student interest. Four distinct levels of service are offered to students in this program.

Differentiating instruction means that teachers vary the delivery of curriculum to address the specific needs of learners. State standards and benchmarks tell us what students need to know. Through pre-assessment, the classroom teacher looks at each student's readiness, interest and learner profile to determine each learner's needs. Offering rigorous curriculum means providing depth, flexible pacing, complexity, choice and increased student engagement and self-directed learning. The more challenging materials allow high-achieving students to go deeper with their learning than before. In every core class (English/language arts, math, social studies and science), teachers differentiate instruction so that students continue to go deeper to extend their mastery of the content they are expected to learn. Teachers identify students who can and should tackle more challenging work within a course.

While Osseo Area Schools provides various enrichment offerings, as listed above through TAG programming and through differentiating instruction in classrooms for students, stakeholders would like to see such opportunities expand. Given the wide range of proficiency across sites with our school system as demonstrated on 5th grade Minnesota Comprehensive Assessments for Science, conversation occurred around efforts to include more consistent time in instructional activities in the area of science at the elementary. Additional conversation occurred around providing students with activities centering around a STEM (Science, Technology, Engineering, and Math) focus to more actively engage students in interdisciplinary learning related to science. While magnet programming does exist at a few sites, as does enrichment opportunities through Community Education, conversation occurred around avenues the district could potentially explore to ensure that a larger number of students have access to such opportunities on a more ongoing, consistent basis.

B. Strategies for Improvement

- A. Provide additional instructional opportunities for students to engage in elementary science (STEM/STEAM programming)
- B. Discover ways to meet student academic needs at various levels of achievement - carefully assessing student needs
- C. Provide a differentiation template for teachers to personalize learning for students
- D. Lengthening/restructuring the school day
- E. Increase/improve district-wide elementary TAG programming

Recommendation 3:

We recommend that the district increase world language opportunities for students.

A. Rationale

Osseo Area Schools currently offers opportunities for students to participate in world language course offerings at the middle and high school levels. At present, French and Spanish are the two areas with largest number of course offerings at the high school level. In French, students can take French 1, 2, 3, 4, or 5, and at Park Center Senior High School, students have the opportunity to take IB Diploma Programme French B SL. In Spanish, students can take Spanish 1, 2, 3, or 4, AP Spanish Language and Culture at Maple Grove and Osseo Senior High and IB Diploma Programme Spanish B SL or HL at Park Center Senior High School. In addition to the aforementioned courses, Osseo Area Schools also offers instruction for native speakers in Hmong and Spanish. Up to three levels of Hmong for Native Speakers are offered, and up to four levels of Spanish for Native Speakers are offered for high school students. At the middle level, students can begin world language elective coursework in 7th grade and can continue in 8th grade as well. Spanish 1 and 2 and French 1 and 2 are offered at the middle school level, and each of these courses are high school credit-bearing offerings. In addition, programming occurs outside the school day at specific elementary sites through Community Education programming.

The focus of our conversation has centered around increasing opportunities for students, which ultimately led to the recommendation listed above. While specific strategies or ideas follow this rationale, multiple members of this council would like to see some type of programming occur at the elementary level. Neighboring districts offer various types of immersion and/or dual language programming, beginning at this level, and the members of this council expressed an interest in exploring something similar for students in Osseo Area Schools. Additionally, exploring opportunities to

expand world language programming efforts at the middle and high school levels was also a related topic that was discussed at some length. Stakeholders expressed an interest in seeing additional languages offered and would like to see the existing “native speakers” courses be expanded to reflect additional languages that occur naturally within our community.

B. Strategies for Improvement

- A. Increase access to world language opportunities for all students prior to 7th grade (elementary level and 6th grade)
- B. Increase world language opportunities in middle school (including course offerings for native speakers)
- C. Provide opportunities for additional world language offerings in various languages outside of French and Spanish

Recommendation 4:

We recommend that the district create a comprehensive multi-tiered system of support (MTSS) across all sites.

A. Rationale

Osseo Area Schools is a large district with a diverse student population and increasingly diverse needs. Reading proficiency scores across the schools in our district ranging from 21.4% to 79.3%, and math proficiency scores range from 19.6% to 83.4%. As both current data and recent trends suggest, a student’s address plays a significant role in determining whether or not that student will achieve at high levels. This must change. We know each of our students is capable of learning and growing at high levels. However, our current systems and structures do not enable each child to find equitable levels of academic proficiency, nor do they create space for students to go beyond mastery once they have demonstrated the essential components required by the standards.

In order to achieve the transformational system change as set forth in the district’s priority work statements, Osseo Area Schools needs to develop a multi-tiered system of support (MTSS). An MTSS system can create a culture of collective responsibility in our schools in order to ensure that each student is able to access what they need, when they need it. As teacher working in collaborative teams, they develop shared knowledge of student needs as well as develop both preventative and proactive systems and structures to support continued student success. An MTSS framework supports both the academic and social-emotional needs of students in order to create healthy and equitable spaces where students can thrive.

B. Strategies for Improvement (to be considered for tiered implementation over the next 3 years):

- A. Provide professional development on the components of an effective MTSS framework, including what it is as well as what it is not, at both the elementary and secondary levels.
- B. Facilitate the creation of a common rubric in which schools and teacher teams can self-assess their site readiness (i.e. growth mindset, culture, and student efficacy) as well as their structural readiness (i.e. schedule, staffing, assessments) in terms of their current reality, systemic needs, and desired results for students. The self-assessment will drive site-based professional development to support the achievement of these outcomes.
- C. Create job-embedded opportunities for staff collaboration that focus on strengthening core instruction. These elements of focus include identifying essential standards for each course or grade level, creating common units of study, and common criteria for grading and reporting learning.
- D. Determine common screening, diagnostic, and progress monitoring tools district-wide
- E. Develop consistency with which all required assessments are administered across the district and how all data is collected, recorded, and considered regarding students’ abilities and identification for additional services. Specific considerations should be outlined for TAG, SWD (students with disabilities) and EL (English Learner) students.
- F. Create job-embedded professional learning to develop consistent data analysis protocol usage among teacher teams, and model the problem-solving process to support teachers in determining next steps for students relative to corrective instruction or extension.

SECTION IV: Listing of Committee Recommendations to Support Existing Priority Work

Recommendation 5:

We recommend that the district standardize hiring practices and enhance recruitment efforts.

Connection to Current Priority Work:

Effective staff recruitment and retention practices will build toward a workforce that reflects the demographics of enrolled students.

Recommendation 6:

We recommend that the district create a respectful and equitable community.

Connection to Current Priority Work:

All sites will engage in the use of culturally responsive instructional strategies.

All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

2018-19 DISTRICT PLANNING ADVISORY COUNCIL Meeting Calendar

Date / Time	Group	Location / Room
Monday, 9/17/18 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Forum Room
	Achievement/Evaluation Subcommittee	W41
Monday, 10/1/18 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Forum Room
	Achievement/Evaluation Subcommittee	W41
Monday, 10/15/18 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Forum Room
	Achievement/Evaluation Subcommittee	W41
Monday, 11/12/18 6:00 – 8:00 PM	Program Assessment & Review Subcommittee Special Services Subcommittee Achievement/Evaluation Subcommittee	Educational Service Center N10. Forum Room, W41
Monday, 12/10/18	MEETING CANCELLED	
Monday, 1/7/19 6:00 – 8:00 PM	Program Assessment & Review Subcommittee Special Services Subcommittee Achievement/Evaluation Subcommittee	Park Center Senior High Forum Room
Monday, 1/28/19 6:00 – 7:30 PM 7:30 – 8:00 PM	MEETING CANCELLED	
Monday, 2/25/19 6:00 – 7:30 PM 7:30 – 8:00 PM	Full DPAC Meeting Program Assessment & Review Subcommittee Special Services Subcommittee Achievement/Evaluation Subcommittee	Park Center Senior High Forum Room
	Steering Committee	
Monday, 3/11/19 6:00 – 8:00 PM	Subcommittee Meetings	Park Center Senior High Forum Room
Monday, 4/1/19 6:00 – 8:00 PM	Full DPAC Meeting – Final Approval of Report Draft	Park Center Senior High Forum Room
Tuesday, 4/16/19 6:00 – 8:00 PM	School Board Presentation of Final Report Full DPAC Debrief and Celebration	Educational Service Center Board Room Forum Room