

**Independent School District 279  
Osseo Area Schools**

Final Report and Recommendations of the

**District Planning  
Advisory Council**

**To the Superintendent and  
School Board**

**2013-2014**

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## 2013–2014 Membership

### Parents

Birch Grove Elementary..... Open	Weaver Lake Elementary..... Debbie Hulke
Basswood Elementary ..... Jennifer Brown	Zanewood Elementary ..... Marjorie Holmes
Basswood Elementary ..... Amy Chouinard	Brooklyn Junior High ..... Open
Cedar Island Elementary ..... Marty Cohen	Maple Grove Junior High ..... Tony Bair
Cedar Island Elementary ..... Larissa Oliphant	Maple Grove Junior High ..... Chad Erlenborn
Crest View Elementary ..... Open	Maple Grove Junior High ..... Karen Kieser
Edinbrook Elementary ..... Open	Maple Grove Junior High ..... Linda Peterson
Elm Creek Elementary ..... Robyn Dolan	North View Junior High ..... Derrick Strom
Fernbrook Elementary ..... Erika Novak	Osseo Junior High ..... Robyn Dolan
Fair Oaks Elementary ..... Open	Osseo Junior High ..... April Tatur
Garden City Elementary ..... Open	Maple Grove Senior High..... Mary Jo Sandretsky
Oak View Elementary ..... Marty Cohen	Maple Grove Senior High..... Jennifer Smith
Oak View Elementary ..... JoVan Birkhofer	Maple Grove Senior High..... Greg Hulne
Park Brook Elementary..... Open	Osseo Senior High..... Open
Palmer Lake Elementary ..... Open	Park Center Senior High ..... Joy Stephens
Rice Lake Elementary..... Heather Ayer	Park Center Senior High ..... Derrick Strom
Rush Creek Elementary..... Lorie Humphrey	Park Center Senior High ..... Mark Strohfus
Rush Creek Elementary..... Kay Wiens	Osseo Sec Trans Center ..... Kathy Frederickson
Woodland Elementary ..... Brian LaRose	

### Students

Jin Chang – MGS  
Hamzeh Salti – OSH  
Selena Dwarka – PCSH  
Robyn Huber – PCSH  
Rajiv Dharnipragada - MGJH

### Community

Lisa Berglund  
Pam Paulsen  
Brenda Troiani

### School Board

Jim Burgett  
Linda Etim (2014-15)

### ESC Staff

Wendy Biallas-Odell  
Kathy Bushman  
Don Pascoe  
Kris Rouleau

## 2013–2014 Steering Committee Membership

Marty Cohen, Chair

Kathy Frederickson	Karen Kieser
Kathy Bushman	Wendy Biallas-Odell
Don Pascoe	Kris Rouleau

## Subcommittee Membership

### Program Assessment & Review

Kris Rouleau, Coordinator  
Jin Chang  
Amy Chouinard  
Rajiv Dharnipragada  
Marjorie Holmes  
Karen Kieser  
Erika Novak  
Jennifer Smith  
April Tatur  
Bria Townshend

### Student Services

Kathy Bushman, Director  
Heather Ayer  
JoVan Birkhofer  
Robyn Dolan  
Kathy Frederickson  
Brian LaRose  
Linda Peterson  
Brenda Troiani  
Jim Burgett

### Achievement & Evaluation

Don Pascoe, Director  
Lisa Berglund  
Marty Cohen  
Greg Hulne  
Lorie Humphrey  
Pam Paulsen  
Mary Jo Sandretsky  
Mark Strohfus

**Final Report and Recommendations of the  
District Planning Advisory Council  
2013-2014**

**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 a School Board member. The council meets on a regular basis with no fewer than eight meetings. The major functions of the Council are listed under Board Policy 651 – Community-School Cooperation in Setting Goals, Evaluating Program and Planning Implementation in the Instructional Program: District Planning Advisory Council, as follows:

- A. To periodically review and recommend revisions in District policies pertaining to:
  - 1. the Mission of the District;
  - 2. measurable achievement objectives;
  - 3. required and elective District-wide instructional programs;
  - 4. extracurricular activities;
  - 5. required components of District-wide programs;
  - 6. procedures for evaluating progress toward District instructional goals; and
  - 7. procedures for reporting progress toward District instructional goals.
  
- B. To annually participate in the:
  - 1. evaluation of progress toward achievement objectives representing District instructional goals;
  - 2. development of annual objectives for improving student achievement;
  - 3. development of annual program and staff development plans for meeting the above objectives;
  - 4. evaluation of progress toward annual objectives; and
  - 5. reporting of findings and recommendations to the entire school community.

The work calendar of the District Planning Advisory Council during the 2013-2014 school year was guided by the provisions of Board Policy 651. 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.**

**RECOMMENDATIONS FOR IMPLEMENTATION**  
**in 2014-15**

## **2013-14 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR IMPLEMENTATION IN 2014-15**

Each subcommittee identified and considered a set of objectives. The full set of objectives considered is contained in the Subcommittee Reports. The six high priority recommendations are listed below.

### **ACHIEVEMENT AND EVALUATION SUBCOMMITTEE**

- We recommend the implementation of a formal, structured system of differentiated support for schools based on their productivity to ensure equitable student achievement. The goal is to have all schools earn scores above the 50th percentile on both the state growth and gap closing measures.

### **STUDENT SERVICES SUBCOMMITTEE**

- We recommend that the Osseo Area Schools continue its commitment to training all staff on racial equity and cultural responsiveness.
- We recommend the development of a school transition communication framework for: Kindergarten, Elementary to Middle School and Middle School to High School.

### **PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

- Create and implement a K-12, district-wide plan for tiered math intervention and enrichment. This includes ongoing assessment to identify students at-risk in math.
- Develop and implement a focused curriculum for advisory for all secondary students. The curriculum taught during the advisory period should include practical activities that incorporate the social and emotional needs of students, life skills, career education, academic planning, and other site goals. In addition, the Advisory program should include an intentional parent-communication component so parents are better able to advocate for their children and help their children advocate for themselves.
- Revise the Program Improvement Process to reflect our district's priorities, including a focus on equitable student achievement gains. This revision includes updating the phases of the Program Improvement Process to include the need for intentional focus on diversity and culturally relevant instructional materials and instructional practices in all classrooms.

# **PROGRESS on the 2012-13 RECOMMENDATIONS**



# **PROGRESS TOWARD ACHIEVEMENT OF RECOMMENDATIONS MADE IN 2012-13 FOR IMPLEMENTATION IN 2013-14**

## **ACHIEVEMENT AND EVALUATION SUBCOMMITTEE**

### **2012-13 Recommendation**

Develop a formal system of differentiated support for schools based on their productivity as indicated by the MMR, NWEA MAP, MCA growth scores and other value-added measures.

#### **Progress**

Although no formal, documented support system was put in place several informal differentiated measures were implemented to support targeted schools.

- a. The Benchmark Literacy program was implemented one year early at identified sites and additional in-service was provided.
- b. Curriculum staff was assigned to schools in a way that helped assure that higher need schools had additional support.
- c. Directors were requested to meet regularly with schools that produced below district expectations.
- d. Title I resources were flexed to support targeted schools to provide additional capacity building specific to the site's needs.
- e. Directors were assigned to specific sites to support integration of resources during the staffing process.

## **STUDENT SERVICES SUBCOMMITTEE**

### **2012-13 Recommendation**

Train all staff on racial equity and cultural responsiveness that is aligned with the district's new strategy of equitable student achievement.

#### **Progress**

In 2013-14 opportunities in Beyond Diversity training occurred:

- Of 2700 staff, 672 received training in Beyond Diversity.
- Estimated timeframe to complete training for all staff is 4-6 years.

## **PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

### **2012-13 Recommendations**

1. Develop & implement Junior High Advisory Curriculum.

#### **Progress**

In 2013-14, all junior highs have time in their schedules for an Advisory period. Work will continue to develop and implement the curriculum.

2. Non-fiction writing, including staff development on process writing.

#### **Progress**

New writing program implemented in K-6 during 2013-14. Content area literacy is a planned focus for the 2014 Summer Institute and 2014-15 staff development.

3. Digital Learning/Resources

#### **Progress**

This is the focus of the Digital Learning Task Force and the Digital Learning Plan that will be implemented beginning in the summer of 2014.

# **ACHIEVEMENT AND EVALUATION SUBCOMMITTEE FULL REPORT**

**2013 – 2014**  
**ACHIEVEMENT AND EVALUATION SUBCOMMITTEE REPORT**  
**DISTRICT PLANNING ADVISORY COUNCIL**

Osseo Area Schools  
Independent School District 279

**Subcommittee Membership**

Don Pascoe, Lisa Berglund, Marty Cohen, Greg Hulne, Lorie Humphrey, Pam Paulsen, Mary Jo Sandretsky, Mark Strohfus

**I. Recommendation**

**We recommend the implementation of a formal, structured system of differentiated support for schools based on their productivity to ensure equitable student achievement. The goal is to have all schools earn scores above the 50th percentile on both the state growth and gap closing measures.**

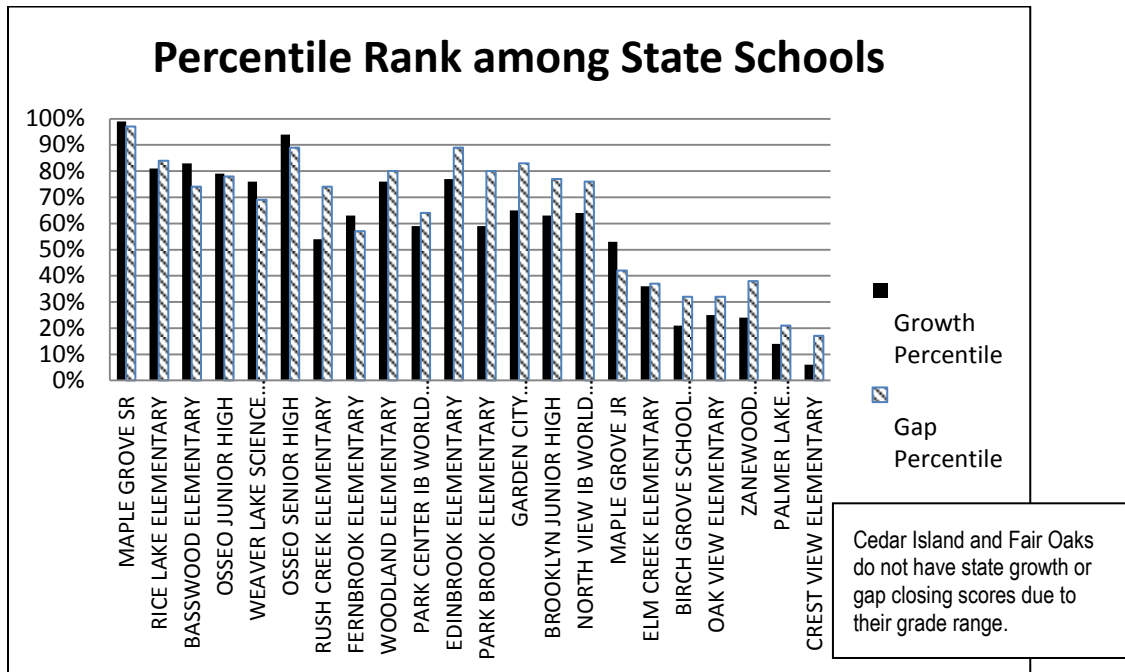
**II. Rationale**

The state Multiple Measures Report and Focus Report clearly displays the inequity in the productivity of schools in math and reading (see graph below). The Growth and Gap Closing part of these reports provide a relatively fair way to describe this productivity. When district schools are reviewed there are large and persistent differences between schools within the district on these measures. The broad district improvement efforts pursued by the district in the past have raised overall performance but in most cases have not closed the production gap between the schools.

Last year the sub-committee recommended a different approach. The recommendation was to shift to a focused approach where resources and oversight are targeted to the sites most needing the support based on productivity data. This differentiated support system uses the logic as the RTI (Response to Intervention) system used with individual students. This approach is modeled after the state “School Improvement System” (see attached) which has successfully improved the production of schools that participated, such as NVJH and GC.

Although some elements of this approach were implemented for school year 2014 the work is still informal and unstructured. Work must continue to solidify and formalize a consistent support system.

Productivity data from the state Multiple Measures Report – 2013



**Strategies for improvement**

Identify schools that are making acceptable to excellent gains (above the 50th percentile on both the state growth and gap closing measures). These are the Tier 1 schools. A majority of schools will be expected to be in this category. These schools will receive the standard support to implement district curriculum and manage the site improvement process. This will include district wide staff development, site improvement planning and regular visits.

Schools whose gains fall slightly below district expectations will receive Tier II support. At this level, schools will get more focused support and monitoring from existing district level staff. Work will be more tightly focused on the site improvement plan. Follow up and monitoring will be more rigorous.

Schools whose gains fall significantly below district expectations will be moved to Tier III. These schools will receive more directed, formalized support including specific expectations and monitoring. The district will also provide capacity building resources. Support will be provided by district level staff and by identified highly productive “Promising Practice” teachers.

**Identifying Tiers**

The growth and gap closing percentile ranks for the state MMR report are a good example of measures of productivity. An example of process for identifying tiers using those measures follows.

		<b>GAP CLOSING %TILE</b>		
		<b>ABOVE 50</b>	<b>50-25</b>	<b>BELOW 25</b>
<b>GROWTH %TILE</b>	<b>Above 50</b>	Tier 1	Tier 2	Tier 2
	<b>49-25</b>	Tier 2	Tier 2	Tier 3
	<b>Below 25</b>	Tier 2	Tier 3	Tier 3

### III. Committee Activities

The committee reviewed the District Testing Plan and the characteristics and purposes of the assessments administered by the District.

The committee reviewed assessment results from 2012-13. These results were primarily found in three areas:

- District developed Excel data analysis tools.
- State Department of Education web-based data analysis system.
- State accountability reports.

### IV. Data Summary

#### A. Data Reviewed

The committee reviewed results from:

##### State Tests:

- Minnesota Comprehensive Assessments (MCA II-III)..... Grades 3-11
- GRAD – Reading & Math ..... Grades 10-12
- State Multiple Measure and Focus Reports (MMR and FR)

##### District Tests:

- Northwest Evaluation Association Achievement Level Tests (NWEA) ..... Grades 2-8
- ACT Scores

#### B. Summary of Evaluation of Data

##### 1. District Strengths:

- Growth for students was generally higher than national average growth.
- Scores on the NWEA were above typical national scores.
- By grade four, students who have been in the district for two years consistently perform about one year's growth above the national average.

##### 2. Areas of Concern:

- Some schools have persistently lower growth and achievement scores.
- Students in grades 6- 8 math and grade 7 reading grew at a lower rate than expected.
- Gaps between student subgroups (ethnic, socio-economic and program) continue to persist on all tests.
- New students tend to start out significantly behind students already in the district. This gap is higher when students enter in a later grade. New students entering in grade eight, on average, are three years behind established district students.

## **V. PROGRESS ON 2012-13 RECOMMENDATION**

### **2012-13 Recommendation**

Develop a formal system of differentiated support for schools based on their productivity as indicated by the MMR, NWEA MAP, MCA growth scores and other value-added measures.

### **Progress**

Although no formal, documented support system was put in place several informal differentiated measures were implemented to support targeted schools.

- a. The Benchmark Literacy program was implemented one year early at identified sites and additional in-service was provided.
- b. Curriculum staff was assigned to schools in a way that helped assure that higher need schools had additional support.
- c. Directors were requested to meet regularly with schools that produced below district expectations.
- d. Title I resources were flexed to support targeted schools to provide additional capacity building specific to the site's needs.
- e. Directors were assigned to specific sites to support integration of resources during the staffing process.

**STUDENT SERVICES SUBCOMMITTEE  
FULL REPORT**



**2013 – 2014**  
**STUDENT SERVICES SUBCOMMITTEE REPORT**  
**DISTRICT PLANNING ADVISORY COUNCIL**

Osseo Area Schools  
Independent School District 279

**Subcommittee Membership**

Kathy Bushman, Kathy Frederickson, Heather Ayer, JoVan Birkhofer, Robyn Dolan, Brian La Rose, Linda Peterson, Brenda Troiani

**I. Recommendation #1**

**We recommend that the Osseo Area Schools continue its commitment to training all staff on racial equity and cultural responsiveness.**

**II. Rationale #1**

The disproportionality in the discipline of Black students in special education continues to need improvement. Although there seems to be a slight downward trend in the suspension of Black students on Individual Education Program (IEP) plans, more work is needed.

The disproportionate identification of Black students with a primary disability of Social/Emotional Behavioral Disorder continues to need attention.

Last year the subcommittee recommended training for all staff for implementing culturally responsiveness practices. The district employs approximately 2700 individuals. Although 677 employees attended Beyond Diversity training, there is an ongoing need to train the remaining 2000 staff. It is expected that it will take approximately 4-6 years to fully implement this recommendation.

**Recommendation #2**

**We recommend the development of a school transition communication framework for:**

- Kindergarten
- Elementary to Middle School
- Middle School to High School

We suggest convening a stakeholder committee, comprised of ISD 279 staff, parents and students.

We suggest that the committee assess existing communication methods. Based on the findings of the audit, a transition communication framework that includes, but not be limited to, the following consistent and proactive communication methods would be developed:

- District web- site
- Social media
- Written communications
- Direct verbal communications
- Translation of communications into multiple languages

## Rationale #2

- While individual schools or special principal projects have developed transition communication plans, there is not a consistent district-wide communication framework associated with transitions;
- The timing of information regarding orientation is inconsistent across the district, whether addressing transitions from elementary to junior high school, or junior high to senior high school;
- Some parents don't know where nor when to seek information from the district;
- With the implementation of grade configuration changes to schools, implementation of this framework is urgent;
- Based on an informal survey, parents are asking for communication changes;
- Students are not offered consistent opportunities to visit new schools and do not understand the behavioral expectations for their new school.

### III. Committee Activities

The committee heard reports on the following topics from the noted district administrators.

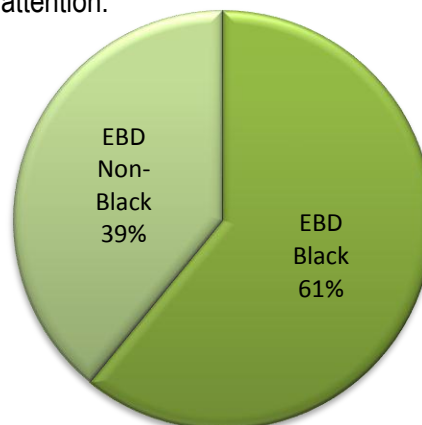
- Work of the Positive Behavior Intervention Support (PBIS) priority results team (Kate Emmons)
- Review of SS Department Continuous Improvement Monitoring Process (CIMP) plan (Kathy Bushman)
- Review of Disproportionality Suspension and eligibility data (Kathy Bushman)
- Transition Actions and Actions of Secondary Schools (Kathy Bushman)

### IV. Data Summary

The most compelling areas of focus were the continued overrepresentation of Black students on individual education program (IEP) plans suspended for 10 days or more, the high identification rate of Black students with a primary disability of EBD, and the positive progress of the PBIS team.

- The disproportionality in the discipline of Black students in special education continues to need improvement. Although there seems to be a slight downward trend in the suspension of Black students on Individual Education Program (IEP) plans, more work is needed.
- The disproportionate identification of Black students with a primary disability of Social/Emotional Behavioral Disorder continues to need attention.

EBD Students K-12	
EBD All Students	312
EBD Black Students	190
EBD Non-Black Students	122



## **V. PROGRESS ON 2012-13 RECOMMENDATION**

### **2012-13 Recommendation**

Train all staff on racial equity and cultural responsiveness that is aligned with the district's new strategy of equitable student achievement.

### **Progress**

In 2013-14 opportunities in Beyond Diversity training occurred:

Of 2700 staff, 672 received training in Beyond Diversity. Estimated timeframe to complete training for all staff is 4-6 years.

We commend the District for their effort, and would like to emphasize the need for this effort to continue.

The Osseo Area School's commitment to this training must be ongoing in order to ensure students realize the benefit of training. We recognize this transformational change requires time to implement and coordinate.

**PROGRAM ASSESSMENT & REVIEW  
SUBCOMMITTEE  
FULL REPORT**

**2013 – 2014**  
**PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE REPORT**  
**DISTRICT PLANNING ADVISORY COUNCIL**

Osseo Area Schools  
Independent School District 279

**Subcommittee Membership**

Jin Chang, Amy Chouinard, Rajiv Dharnipragada, Marjorie Holmes, Karen Kieser, Erika Novak, Kris Rouleau, Jennifer Smith, April Tatur, Kay Wiens, Bria Townshend

**I. Recommendation #1**

**Create and implement a K-12, district-wide plan for tiered math intervention and enrichment. This includes ongoing assessment to identify students at-risk in math.**

**II. Rationale**

There is currently not a consistent or systematic plan for math intervention and enrichment in place. Teachers currently identify students based on their professional judgment, classroom data, and large scale standardized tests. Some materials are available, but may not be widely known or used. Without a comprehensive plan in place, we risk not identifying students who need additional support, and we may not provide needed enrichment opportunities for those students excelling in math. Additionally, without a well-articulated assessment and intervention plan, we risk inappropriate referrals to special education.

**Recommendation #2**

**Develop and implement a focused curriculum for advisory for all secondary students. The curriculum taught during the advisory period should include practical activities that incorporate the social and emotional needs of students, life skills, career education, academic planning, and other site goals. In addition, the Advisory program should include an intentional parent-communication component so parents are better able to advocate for their children and help their children advocate for themselves.**

**Rationale #2**

In 2012-13, this sub-committee made a recommendation to develop and implement a curriculum-focused advisory time for all junior high students. During the 2013-14 school year, all of our secondary schools have time built into their schedules for an advisory period; the curriculum component is not consistently implemented in our senior highs and has not been fully developed for our junior highs. In addition, we are required by state statute to develop and implement a World's Best Workforce plan which supports development of Career & College Readiness skills. This committee, with support from the Coordinator of Career & Technical Education, believes that the Advisory Program is an appropriate place for this programming to reside.

### **Recommendation #3**

**Revise the Program Improvement Process to reflect our district's priorities, including a focus on equitable student achievement gains. This revision includes updating the phases of the Program Improvement Process to include the need for intentional focus on diversity and culturally relevant instructional materials and instructional practices in all classrooms.**

### **Rationale #3**

The Program Improvement Process (PIP) has not been significantly revised in many years. It does not reflect our district priority of ensuring equitable student achievement. Further, it does not explicitly call attention to the need for intervention, enrichment, and ongoing assessment, nor does it encourage digital learning. In recent years, the PIP schedule has been altered due to changes in state standards and graduation requirements, and in order to address concerns related to teacher workload and significant changes due to standards-based instruction and grading. As we work to revise the PIP schedule, the timing is appropriate to revise the entire process in order to align it with district priorities.

## **III. Committee Activities**

The Committee reviewed priority recommendations from the past five years, heard about work that has been completed on those recommendations, and identified areas where additional focus is needed. The Committee heard reports about promising practices and current practices in math intervention and enrichment from Tom Watkins, Coordinator of Research, Assessment & Accountability and Tammi Provar, Elementary Staff Development Assessment Specialist.

## **IV. Data Summary**

### **Math Intervention/Enrichment Practices**

In summary, the committee learned that we do not have any standard practices for math intervention or enrichment. There are some materials available to teachers, but we are lacking a comprehensive plan for implementation. There are no consistent assessment tools other than standardized tests to help identify students who may struggle in math. Many committee members learned they were unaware of some existing math enrichment/acceleration opportunities.

## **Review of Past Recommendations**

### **2012-2013**

**Develop & implement Junior High Advisory Curriculum.** UPDATE: In 2013-14, all junior highs have time in their schedules for an Advisory period. Work will continue to develop and implement the curriculum.

**Non-fiction writing, including staff development on process writing.** UPDATE: New writing program implemented in K-6 during 2013-14. Content area literacy is a planned focus for the 2014 Summer Institute and 2014-15 staff development.

**Digital Learning/Resources.** UPDATE: This is the focus of the Digital Learning Task Force and the Digital Learning Plan that will be implemented beginning in the summer of 2014.

## **2011-2012**

**K-12 Career Education Programming.** UPDATE: This is a 2013-14 focus area. With the addition of the World's Best Workforce legislation, we are working on fully articulating expectations for an expanded career education program.

**Summer Slide Programming.** UPDATE: This has been addressed, in part, by Community Education but not in the comprehensive manner recommended.

**Alternative Course-Completion Options.** UPDATE: Zero-Hour Health course added 2012-13 at MGSJ; BJH has offered Spanish and AP Human Geography as Zero-Hour courses. With the expansion of Digital Learning beginning in 2014-15, we expect to see more alternative scheduling options available, including fully online courses offered within our district.

## **2010-2011**

**Math Intervention Plan.** UPDATE: limited study of intervention models in 2012-13, with a small pilot of four math intervention programs in early 2014.

**Non-fiction Writing across content areas.** UPDATE: several sites have identified this as a site focus area; staff development through summer institutes and some content areas; identified as a focus area for secondary teachers in 2014-15.

**Alternative Course-Completion Options.** UPDATE: Zero-Hour Health course added 2012-13 at MGSJ; BJH has offered Spanish and AP Human Geography as Zero-Hour courses. With the expansion of Digital Learning beginning in 2014-15, we expect to see more alternative scheduling options available, including fully online courses offered within our district.

## **2009-2010**

**Increase implementation of FOSS Science K-6.** UPDATE: continued implementation as budget and overall K-6 programming allows. Four new kits most recently adopted in 2013-14.

**Effective technology/tiered approach to providing technology, 7-12.** UPDATE: With the passing of the technology levy in November 2013, the Digital Learning Task Force has been actively planning for an effective implementation of technology for learning.

**Integration of STEM standards/STEM staff development.** UPDATE: BJH STEM/STEAM magnet; partnership with St. Kate's for STEM Certificate for teachers; ongoing work with science teachers; plan for focused work on K-6 science standards summer of 2014; partnership with The Works to potentially provide increased STEM staff development opportunities for teachers.

Science Notebooks K-6. UPDATE: increased use but not systematic at this time.

## **2008-2009:**

**Systematic Reading Assessment and Intervention.** UPDATE: high implementation via Local Literacy Plan

**K-6 Writing Program.** UPDATE: program adopted and in year 1 implementation 2013-14

**Self-reliance in Reading.** UPDATE: no system-wide approach at this time

## **V. PROGRESS ON 2012-13 RECOMMENDATIONS**

See Section IV. Data Summary

## 2013-14 DISTRICT PLANNING ADVISORY COUNCIL

### Work Calendar

Date / Time	Group	Room
<b>Monday, 9/23/13</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 10/7/13</b> 7:00 – 9:00 PM	Full DPAC Meeting	Cafeteria
	Assessment & Review Subcommittee	Cafeteria
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 10/28/13</b> 7:00 – 9:00 PM	Full DPAC Meeting	Board Room
	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 11/18/13</b> 7:00 – 9:00 PM	Full DPAC Meeting	Board Room
	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	W42
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 12/9/13</b> 7:00 – 9:00 PM	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 1/13/14</b> 7:00 – 9:00 PM	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 1/27/14</b> 7:00 – 9:00 PM	Steering Committee Meeting	N10
<b>Monday, 2/10/14</b> 7:00 – 9:00 PM	Full DPAC Meeting	Board Room
	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 3/3/14</b> 7:00 – 9:00 PM	Steering Committee Meeting	N10
<b>Monday, 3/17/14</b> 7:00 – 9:00 PM	Full DPAC Meeting – Final Approval of Report Draft	Forum Room
<b>Tuesday, 4/15/14</b> 6:00 PM	School Board Presentation of Final Report	Board Room
<b>Monday, 4/21/14</b> 7:00 – 8:00 PM	Full DPAC Debrief and Celebration	Board Room