

**Independent School District 279
Osseo Area Schools**

Final Report and Recommendations of the

**District Planning
Advisory Council**

**To the Superintendent and
School Board**

2017-2018

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2017-2018 Membership

Parents

Birch Grove Elementary..... Katie Butler
Birch Grove Elementary..... Jamin Gladen
Basswood Elementary Christian Taynton
Cedar Island Elementary Kevin Anderson
Cedar Island Elementary Aimee Norasingh
Crest View Elementary
Edinbrook Elementary Stacey Yurcek
Edinbrook Elementary Alida Abdullah
Edinbrook Elementary Jessica Fowler
Elm Creek Elementary..... Tammy Barnard
Fernbrook Elementary Callie Saumweber
Fair Oaks Elementary.....
Garden City Elementary
Oak View Elementary Jonathan Charpie
Park Brook Elementary.....
Palmer Lake Elementary
Rice Lake Elementary..... Dave Scanlon
Rice Lake Elementary..... B. Davila

Rush Creek Elementary.....
Woodland Elementary..... Brian La Rose
Weaver Lake Elementary.....
Zanewood Elementary Marjorie Holmes
Brooklyn Middle School Rita Apaloo
Brooklyn Middle School Celeste Miller
Maple Grove Middle School..... Wuyah Koroma
Maple Grove Middle School..... Marty Cohen
Maple Grove Middle School..... Nancy Karner
Maple Grove Middle School..... Carrie Pzynski
North View Middle School.....
Osseo Middle School..... Robin Dolan
Osseo Middle School..... Jeremy Dehn
Maple Grove Senior High.....
Osseo Senior High Robin Dolan
Osseo Senior High..... Marty Cohen
Park Center Senior High Celeste Miller
Osseo Area Learning Center

Students

Jackie Cvek – OSH
Mariah Cohen – OSH
Jasmine Dolan – OSH
Ziyne Abdo – PCSH
Amanda Engeman – PCSH

Community

School Board

Robert Gerhart
(July 2017 – March 2018)
Heather Douglass

ESC Staff

Jeremy Willey
Jill Lesné
Angie Freese

2017–2018 Steering Committee Membership

Marty Cohen, Chair Brian La Rose
Jeremy Willey
Jill Lesne
Angie Freese

Subcommittee Membership

Achievement & Evaluation

Ziyne Abdo
Alida Abdullah
Rita Apaloo
Angie Freese
Dave Scanlon

Student Services

Amanda Engeman
Brian La Rose
Jill Lesné
Aimee Norasingh
Carrie Pzynski
Callie Saumweber
Stacey Yurcek

Program Assessment & Review

Jonathan Charpie
Marty Cohen
Mariah Cohen
Jeremy Dehn
Jasmine Dolan
Robin Dolan
Heather Douglass
Robert Gerhart
Jamin Gladen
Marjorie Holmes
B. Davila
Christian Taynton
Jeremy Willey

**Final Report and Recommendations of the
District Planning Advisory Council
2017-2018**

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 2017-2018 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 2016-17 FOR IMPLEMENTATION IN 2017-18

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

Recommendation 1

We recommend that the district develop, integrate, and implement an embedded health education model for students at the senior high level across the district.

Progress

The process to develop an embedded health education model for students at the senior high level has begun in Osseo Area Schools. Continued conversations have occurred between CIES personnel and teachers currently implementing this model in the Minnetonka Public Schools. Additionally, meetings were conducted with each of the senior high principals to solicit support for the development of this program. During system staff development that occurred in October 2017, discussions with health and physical education teachers at the senior high level took place to solicit feedback and answer any initial questions. An offer, from CIES, was extended to teachers to participate in a site visit to Minnetonka to observe the embedded health model. At this point in time, no teachers have accepted this offer. Continued conversations will occur with teachers and leaders around next steps with this recommendation.

Recommendation 2

We recommend that the district investigate and adopt a comprehensive curriculum resource to effectively meet the individual learning needs of each student in mathematics at the elementary level.

Progress

Throughout the 2017-2018 school year, two mathematics curriculum resources were identified to be piloted at all 17 elementary sites – Bridges in Mathematics and Everyday Math 4. These two resources were piloted at all grade levels – Kindergarten through 5th Grade – by over 70 different elementary teachers. Pilot teachers received professional development prior to the onset of the school year, participated in monthly meetings as a pilot group, submitted monthly evaluations on the resource they were piloting with students, conducted site visits, and engaged in a comprehensive decision-making process designed to reach consensus across the group. A resource will be identified in April of 2018 and professional learning will begin with all elementary teachers at the system staff development day scheduled for April 30th, 2018. Plans for summer professional development, to prepare teachers for implementation in the fall of 2018, are in development.

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

Recommendation 1

We recommend that the district transform our staffing system to:

- Assure that high needs schools are equitably staffed with skillful and experienced ESPs, teachers, and administrators; &
- Stabilize staff at high needs schools to support site training and culture building in order to provide students with the best opportunity to achieve equitable achievement.

Progress

Osseo Area Schools is in its fourth year of plan implementation focused on building a workforce that reflects the demographics of enrolled students. The results are encouraging and challenging. From 2013 to 2017:

- The percentage of non-licensed and administrative new hires who are people of color nearly doubled.
- The overall percentage of employees of color in administrative positions grew by more than 10 percentage points.

- The overall percentage of employees of color in non-licensed positions grew by more than six percentage points.
- While the district has seen encouraging progress for non-licensed and administrative positions, it's been harder to move the needle on increasing the percentage of staff of color in licensed staff positions.

Changes and innovations have included:

- Improved community outreach and marketing efforts, including increased presence at career fairs, storytelling through video, and increased investment of resources in advertising.
- Shortening the employment application process, developing a guide for hiring managers, and providing candidates with resume writing and interviewing resources.
- Development of a career ladder to support current students and employees who want to earn their teaching degree. The ladder includes:
 - Priority consideration for hiring into educational support or teaching positions
 - Paid time off for student teaching (Negotiated in the collective bargaining agreements for paraprofessionals and after school care employees)
 - Seniority credit on the teacher seniority list (Negotiated in the collective bargaining agreement)

Future work includes development of strategies specifically designed to assure our schools who serve our students with the highest needs receive the best in instructional practice and pedagogy, including modifications to our teacher transfer process and unrequested leave language.

Recommendation 2

We recommend that the district establish expectations for staff to use culturally responsive strategies and provide robust training and support for staff to develop the necessary skills.

Progress

The district has continued to support staff through training on equitable instruction. The work focused on creating a readiness to implement significant changes. Each school continued to utilize a site-based equity team to directly influence school-level work. 212 teachers completed the first phase of training through the National Urban Alliance and 186 teachers completed a second phase of training.

Recommendation 3

We recommend that the district implement specific culturally responsive programming for black students, the ethnic group with the largest and most persistent performance gaps.

Progress

In addition to National Urban Alliance training, teachers were offered opportunities to participate in training on Restorative Practices. Teachers are continuing to focus on building strong relationships with students as well as improving student engagement and relevance during instruction.

STUDENT SERVICES SUBCOMMITTEE

Recommendation 1

We recommend the district continue the commitment to Trauma-Informed Practices consistently throughout the district.

Progress

Trainings offered to non-licensed staff including transportation ESPs, bus drivers, custodians. Training was also provided on all system staff development days by Dr. Mark Sander with Hennepin County. Trauma-Informed Practices have been woven into Positive Behavior, Intervention & Supports (PBIS) work.

Recommendation 2

We recommend the expansion of training and use of Restorative Practices at all levels across the district.

Progress

Summer 2017 Focused Training Offerings

- Restorative Culture in Schools
- Intro & Advanced Conferencing and Circles to Respond to Conflict
- Social-Emotional Learning and Restorative Practices
- Restorative Language and Chats
- Restorative Circle training
- Implementation

Total Sessions and Staff trained

- July 31st- August 17th
- 10 sessions ranging from 1-4 days
- 200 Licensed and non-licensed staff
- 50 Administration
- Total trained 250 staff

Osseo Community of Practice

Established to discuss and share restorative practices.

Meeting dates: 2/26, 3/12, 4/23 and 5/28

Other

Training sessions offered on all system professional development days

Partnership with EMO-MN to offer multiple training opportunities

On-going partnership with Community Mediation & Restorative Services (CMRS) providing direct service and support at all secondary sites

Restorative practices woven into PBIS work

On 2/19/18, 200 Community Education staff were introduced to Restorative Practices

On 2/21/18 Adult Basic Education (ABE) staff were introduced to Restorative Practices

RECOMMENDATIONS FOR IMPLEMENTATION

in 2018-19

2017-18 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR IMPLEMENTATION IN 2018-19

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

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.

Recommendation 2

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

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.

Recommendation 2

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

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.

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.

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.

**PROGRAM ASSESSMENT & REVIEW
SUBCOMMITTEE
FULL REPORT**

2017 – 2018
PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE REPORT
DISTRICT PLANNING ADVISORY COUNCIL

Osseo Area Schools
Independent School District 279

Subcommittee Membership

Jonathan Charpie, Marty Cohen, Mariah Cohen, Jeremy Dehn, Jasmine Dolan, Robin Dolan, Heather Douglass, Robert Gerhart, Jamin Gladen, Marjorie Holmes, B Davila, Christian Taynton, Jeremy Willey

SECTION I: Committee Activities

The Program Assessment & Review Subcommittee engaged in a variety of activities throughout the course of the 2017-2018 school year. The first focus of this group, this year, was to examine the current practices occurring at sites with respect to standards-based grading. The subcommittee shared perspectives - student and parent perspectives - based upon their lived experiences with the system. In addition, the subcommittee invited a panel of new and experienced teachers to attend a subcommittee meeting to share their perspectives and respond to questions that subcommittee members had. Finally, the subcommittee reviewed school board policy and procedure around grading, and the group reviewed internal documents designed to support educators.

The second focus of the Program Assessment and Review Subcommittee was to discuss the potential of developing a formalized ongoing mentorship program for new teachers in Osseo Area Schools. The subcommittee reviewed programs from other districts in the metro area and analyzed various components that could be utilized in our school district. The group also discussed the extent to which teachers are exiting the profession. Lastly, the aforementioned panel of teachers was also asked to share their experiences as new teachers to Osseo Area Schools.

SECTION II: Data Summary

- Anecdotal Data on Standards-Based Grading from Students, Parents, and Educators
- Reviewed Internal Documents for Standards-Based Grading
- Reviewed Policy and Procedure 626 (Grading and Reporting Student Achievement)
- Anecdotal Data on Teacher Retention and Mentoring Experiences Both Inside and Outside Osseo Area Schools
- Examples of Formalized Mentoring Programs from Other School Districts in the Metro Area

SECTION III: Listing of Subcommittee High Priority Recommendations

The following key statements of priority work for Osseo Area Schools were the focus of this subcommittee:

- We will create transformational system change to ensure equitable student achievement.
- We will engage students and families as partners to achieve our mission and strategic objectives.

As such, the Program Assessment and Review subcommittee is recommending the following to support the realization of our district's priority work:

Topic #1 – Standards-Based Grading

A. 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.

B. Rationale

In examining this topic and sharing stakeholder experiences, this subcommittee believes that more effective and consistent communications with students and families need to occur with respect to standards-based grading practices and procedures. This could be accomplished by creating a set of documented practices that teachers follow and is shared with students and families. At present, several subcommittee members believe that current practices and interpretations of the expectations around standards-based grading is inconsistent and that more consistency is needed. Additionally, since implementation, some stakeholders believe that students, families, and some teachers are unaware of why standards-based grading is important - that learning is the ultimate goal. Finally, the subcommittee members discussed how retirements and new teachers are impacting the successful ongoing implementation of standards-based grading. With over 100 new teachers entering the system, a large percentage of our workforce is new and may need additional training and support.

C. Strategies for Improvement

Suggested Strategies Include:

1. Develop content-specific expectations for standards-based grading with specific retake policies/deadlines.
2. Develop a public document that is easily understandable and at an appropriate reading level for all people.
3. Introduce the documents (listed above) to all faculty and staff members.
4. Implement the practices articulated in the documents (listed above) consistently across all sites.
5. Publish and communicate the documents (listed above) for students and families.
6. Conduct a comprehensive review of the course syllabus for each teacher at each site by the site administrative team to ensure expectations are clearly explained and supported within the syllabus.

Topic #2 – New Teacher Mentoring Program

A. Recommendation #2:

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

B. Rationale

This topic is one that has been considered for exploration by our group for the previous two years, as stakeholders have become increasingly concerned that teachers do not always have the support they need to be successful with students and families and remain in the profession. In speaking with several teachers, the group learned that inconsistent support is provided for teachers in Osseo Area Schools following new teacher induction programming. While some teachers may have a department or team member or even an instructional coach offering support, others are left to survive with very little, if any, support. As a result, teachers are leaving the profession and a teacher shortage has become a national issue. While new teachers are provided with the aforementioned professional development, as well as

ongoing system and site-level professional development throughout the school year, concern was shared that teachers new to Osseo Area Schools do not understand our district initiatives as well as we would like them to. They are not, in some cases, connecting what they are doing instructionally with their content to our priority work as a system.

C. Strategies for Improvement

Suggested Strategies Include:

1. Have new teachers participate in informal weekly meetings with an assigned mentor (or on an as needed basis).
2. Give new teachers an opportunity to participate in peer observation(s).
3. Comprehensively review other districts' programs will be conducted.
4. Provide additional support for new teachers around larger system practices.
5. Design monthly opportunities for new teachers to connect with other new teachers across the district.
6. Provide new teachers with an onboarding package of resources for use throughout the school year.
7. Collect feedback on new teacher mentorship programming on an as needed basis for program improvement.

*"New teachers" = teachers new to Osseo Area Schools (new to profession and new to district)

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE FULL REPORT

2017 – 2018
ACHIEVEMENT AND EVALUATION SUBCOMMITTEE REPORT
DISTRICT PLANNING ADVISORY COUNCIL

Osseo Area Schools
Independent School District 279

Subcommittee Membership:

Ziyne Abdo, Alida Abdullah, Rita Apaloo, Angie Freese, Dave Scanlon

SECTION I: Committee Activities

The committee reviewed the World’s Best Workforce plan for Osseo Area Schools as well as past DPAC recommendations, district testing plans and protocols, stakeholder survey intentions and data, and the Osseo Area Schools’ Balanced Scorecard.

SECTION II: Data Summary

The committee reviewed results which included, but were not limited to, the following data sources:

- Teaching Strategies Gold (TSGold) - preK
- Minnesota Comprehensive Assessments (MCA) – grades 3-11
- American College Testing (ACT) – grade 11
- Graduation Rates (4-yr and 6-yr rates for the past five years)
- Student Stakeholder Surveys – grades K-12
- Parent Stakeholder Surveys – random sampling of parents, representative of district student group populations

SECTION III: Listing of Subcommittee High Priority Recommendations

The following key statements of priority work for Osseo Area Schools were the focus of this subcommittee:

- We will create transformational system change to ensure equitable student achievement.
- We will engage students and families as partners to achieve our mission and strategic objectives.

As such, the Achievement and Evaluation subcommittee is recommending two actions to support the realization of our district’s priority work:

Topic #1 - Stakeholder Surveys

A. 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.

B. Rationale

Osseo Area Schools identifies a strategy of “engag[ing] students and families as partners to achieve our mission and strategic objectives” as a key priority to support high levels of learning for each student. Our core values further support this strategy, as we know that better decisions emerge when diverse perspectives are intentionally included in a collaborative process.

C. Strategies for Improvement

1. Work with equity team and bilingual assistants to support parent awareness and understanding of survey completion.
2. Foster face-to-face communication by facilitating stakeholder group conversations to gather input and engage in dialogue about what is being asked on the survey, why it is being asked, and what additions or modifications could enhance the survey results.
3. Connect teachers/staff with other teachers, mentors, or instructional coaches to further develop the capacity of each adult providing service to our students.
4. Support peer observation to provide job-embedded coaching, reflection, and continuous improvement in professional practice for teachers and staff.

Topic #2 - College and Career Readiness

A. Recommendation #2:

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

B. Rationale

Ensuring that all students are well-prepared for college and career is a top priority for students, staff, parents, and community members. Current Minnesota goals for high school graduation state that 90% of students will graduate from high school in four years, with no student group having a graduation rate below 85%, by the year 2020.

Our work in Osseo Area Schools is to ensure that each learner is equipped with the knowledge, skills, and dispositions needed to make an informed choice about their personalized pathway for success after high school. As such, the committee supports the expansion of current career and college readiness efforts across the middle and high schools to increase student awareness and access to resources, which can assist students in developing their personalized plan.

C. Strategies for Improvement

1. Provide academic support and awareness of opportunities.
2. Ensure students have access to academic resources and interventions as needed.
3. Support a welcoming culture and climate in the schools and College Readiness Centers to encourage greater student engagement and exploration.
4. Create online resources for students to access on their own time.
5. Establish a “phone-a-friend hotline” for students to connect with other students if they have questions.

STUDENT SERVICES SUBCOMMITTEE FULL REPORT

2017-2018
Student Services Subcommittee Report
District Planning Advisory Council
Osseo Area Schools
Independent School District 279

Subcommittee Membership

Amanda Engeman, Brian La Rose, Jill Lesné, Aimee Norasingh, Carrie Pzynski, Callie Saumweber, Stacey Yurcek

Section I: Committee Activities

Our focus was on the Educational Support Professional (ESP) experience:

- Consistent onboarding
- Consistent training programs
- Respect from staff and teachers

This year's Student Services subcommittee explored the opportunities for ESPs in the district, including the experience that ESPs have, their onboarding and training, along with the need for consistent practices across all buildings.

The Student Services subcommittee brought in a speaker on the subject of ESP training, Becky Hespen, ESP Union President for Education Minnesota - Osseo.

Ms. Hespen stated that the district has approximately 850 ESPs in the district, but we have a huge attrition rate. She said that an ESP can receive one day of training per year, in trade for paid time off. Each year, 650-700 ESPs take advantage of training opportunities. There is generally no mentoring or shadowing. There is little to no training in behavioral interventions such as de-escalation or Crisis Prevention & Intervention for student needs.

SECTION II: Data Summary

The Student Services Subcommittee sent out a survey to the district's roughly 850 ESPs and received 100 responses back. A few key takeaways:

- 66% of respondents have been an ESP for Osseo Area Schools for 10 years or more, 31% had 15 years or more
- 47% of respondents reportedly received no training, 35% received onsite training specific to their role
- 31% said they wished they had training in behavior management, 25% training on supporting students receiving special education services and medical needs, and 21% training on technology.
- 34% reported that feeling valued by licensed staff was a challenge, while 27% reported lack of training/knowledge/resources to do their job
- 34% of respondents said they would like to see additional support from the district in getting ESP training offered to support work and professional goals, and 17% support on the value of ESPs

The survey results confirmed that ESPs would like to receive consistent onboarding and more ongoing training. Better preparing our ESPs will help them more successfully meet the needs of our students.

SECTION III: Listing of Subcommittee High Priority Recommendations

The following key statements of priority work for Osseo Area Schools were the focus of this subcommittee:

- We will create transformational system change to ensure equitable student achievement.
- We will engage students and families as partners to achieve our mission and strategic objectives.

As such, the Student Services subcommittee is recommending three actions to support the realization of our district's priority work:

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.

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.

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.

**2017-18 DISTRICT PLANNING ADVISORY COUNCIL
Meeting Calendar**

Date / Time	Group	Room
Monday, 9/18/17 7:00 – 9:00 PM	Full DPAC Meeting	W41 / W42
	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	W42
	Achievement/Evaluation Subcommittee	W41
Monday, 10/2/17 7:00 – 9:00 PM	Full DPAC Meeting	Board Room
	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Board Room
	Achievement/Evaluation Subcommittee	W41
Monday, 10/16/17 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, 11/13/17 7:00 – 9:00 PM	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Forum Room
	Achievement/Evaluation Subcommittee	W41
Monday, 12/11/17 7:00 – 9:00 PM	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Forum Room
	Achievement/Evaluation Subcommittee	W41
Monday, 1/8/18 7:00 – 9:00 PM	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Forum Room
	Achievement/Evaluation Subcommittee	W41
Monday, 1/22/18 7:00 – 8:30 PM	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Forum Room
	Achievement/Evaluation Subcommittee	W41
	8:30 – 9:30 PM	Steering Committee
Monday, 2/26/18 7:00 – 8:30 PM	Full DPAC Meeting	Forum Room
	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Forum Room
	Achievement/Evaluation Subcommittee	W41
8:30 – 9:30 PM	Steering Committee	N10
Monday, 3/12/18 7:00 – 9:00 PM	Optional Subcommittee Meetings	N10
		W41
		W42
Monday, 4/2/18 7:00 – 9:00 PM	Full DPAC Meeting – Final Approval of Report Draft	Forum Room
Tuesday, 4/17/18 6:00 PM	School Board Presentation of Final Report	Board Room
Monday, 4/23/18 7:00 – 8:00 PM	Full DPAC Debrief and Celebration	Forum Room