INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

December 6, 2022
4:30 PM

AGENDA

I. CALL TO ORDER
II. AGENDA
   A. Superintendent's Announcements
   B. Inclusive School Calendar Process
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
   C. Student Outcomes Focused Governance: Contract and Budget Review
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
   D. Student Outcomes Focused Governance: Committee/Subcommittee/Work Group Review
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
III. BREAK FOR TRUTH IN TAXATION HEARING AT 6PM IN CONFERENCE ROOM A
IV. CONTINUATION OF AGENDA
   A. SPPS Administrative Response to the 2021-2022 Latino Consent Decree (LCD) Parent Advisory Council (PAC) Annual Report to the Superintendent and Board of Education
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
V. ADJOURNMENT

#BoldSubject#
Inclusive School Calendar Process

December 2022
History

Representatives from SPFE, SPPS administration and one parent met to develop annual calendar recommendation to the BOE.

Thank you for your years of service!
Call for Inclusivity

Many districts have made changes to the school calendar to include days off for Eid, Yom Kippur and Rosh Hashanah.

Our SPPS community has expressed interest in more family engagement and staff input in the calendar process.
Realities for SPPS

- MDE required hours of instruction
- Starting after Labor Day
- 6-hour school day (30-minute lunch)
- Federal / SPPS holidays
- Contractual requirements (e.g. 187 teacher duty days)
- Parent / Teacher Conference Days
- Professional Development Days
120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION

(a) A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, **935 hours of instruction for a student in grades 1 through 6**, and **1,020 hours of instruction for a student in grades 7 through 12**, not including summer school. The school calendar for **all-day kindergarten must include at least 850 hours** of instruction for the school year. The school calendar for a prekindergarten student under section 124D.151, if offered by the district, must include at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section 124D.126.
# 2022 Calendar Process

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPS staff create multiple calendar options</td>
<td>Survey and engagement framework created</td>
<td>Survey sent to all families and staff</td>
<td>Survey results and feedback analyzed</td>
<td>Board of Education informed and votes</td>
</tr>
<tr>
<td>Plans shared with SPFE</td>
<td>Plans shared with SPFE</td>
<td>Parent Advisory Councils engaged</td>
<td>Senior leadership consulted</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet and confer with bargaining units</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OPTION #1

A two-week winter break with a one-week spring break, and the school year ends around June 11.
OPTION #2

About a 7-day winter break with a one-week spring break and the school year ends around June 6.
OPTION #3

About a 7-day winter break with no spring break, and the school year ends around May 31.
PACs Engaged

- Hmong Parent Advisory Council
- Special Education Advisory Council
- Karen Parent Advisory Council
- American Indian Parent Advisory Council
- LCD Parent Advisory Council
- Somali Parent Advisory Council
- Parents of African American Students Advisory Council
Meet and Confer

SPFE
AFSCME
SPSO
TEAMSTERS

SAINT PAUL SUPERVISORS’ ORGANIZATION
Staff Survey

Q1 - Which of these options do you prefer?

- A two-week winter break, a one-week spring break, and the school year ends around June 11: 1369 responses (59%)
- A 7-day winter break, a one-week spring break, and the school year ends around June 6: 600 responses (26%)
- A two-week winter break, no spring break, and the school year ends around May 31: 284 responses (12%)
- No opinion: 57 responses (3%)

RESPONSES: 2,304
Family Survey

Which of these options do you prefer?

- A two-week winter break, a one-week spring break, and the school year ends around June 11. 2174 (56%)
- A 7-day winter break, a one-week spring break, and the school year ends around June 6. 1223 (31%)
- A two-week winter break, no spring break, and the school year ends around May 31. 393 (10%)
- No opinion 101 (3%)

RESPONSES: 3,897
Recommendation

- Approve 2 years of calendars following Option #1: 2 weeks at winter break / 1 week at spring break
- Recognize cultural celebrations when possible (Rosh Hashanah, Yom Kippur and Eid)
- Work to eliminate interruptions in the first three and last three weeks of the school year
- Utilize e-learning days for inclement weather, when appropriate
Questions?
### 2023-24 District Calendar - Staff

**important dates** *(ECSE follows the PreK calendar)*

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>21-25</td>
<td>New Educator Week PreK-12</td>
</tr>
<tr>
<td></td>
<td>28-31</td>
<td>Opening Week PreK-12</td>
</tr>
<tr>
<td>September</td>
<td>1</td>
<td>Opening Week PreK-12</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>No School, Labor Day PreK-12</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>First Day of School PreK-12</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>No School, Parent-teacher conferences PreK &amp; K</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>No School, Professional Development (Yom Kippur) PreK-12</td>
</tr>
<tr>
<td>October</td>
<td>19-20</td>
<td>No School, State Teacher Meeting (MEA) PreK-12</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>No School, Conference Preparation PreK-5</td>
</tr>
<tr>
<td>November</td>
<td>9</td>
<td>End of Quarter 1 PreK-5</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>No School, Parent-teacher conferences PreK-5</td>
</tr>
<tr>
<td></td>
<td>23-24</td>
<td>No School, Thanksgiving Break PreK-12</td>
</tr>
<tr>
<td>December</td>
<td>25-29</td>
<td>No School, Winter Break PreK-12</td>
</tr>
<tr>
<td>January</td>
<td>1-5</td>
<td>No School, Winter Break PreK-12</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>No School, Martin Luther King Jr. Day PreK-12</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>No School, Elementary Professional Development PreK-12</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Secondary Grading Day PreK-12</td>
</tr>
<tr>
<td>February</td>
<td>19</td>
<td>No School, Presidents Day PreK-12</td>
</tr>
<tr>
<td>March</td>
<td>8</td>
<td>No School, Conference Preparation PreK-5</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>End of Quarter 3 PreK-5</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>No School, Parent-teacher conferences PreK-12</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Secondary Professional Development PreK-12</td>
</tr>
<tr>
<td>April</td>
<td>8-12</td>
<td>No School, Spring Break PreK-12</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>No School, Eid Al Fitr PreK-12</td>
</tr>
<tr>
<td>May</td>
<td>27</td>
<td>No School, Memorial Day PreK-12</td>
</tr>
<tr>
<td>June</td>
<td>10</td>
<td>Last Day of School PreK-12</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Last Day for Teachers</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>District Holiday, Juneteenth</td>
</tr>
</tbody>
</table>

**total days of school**

- PreK and K: 171
- Elementary (1-5): 173
- Secondary (6-12): 175

**key**

- No School Pre-K and Kindergarten
- Important Dates
- No School All Grades (PreK-12)
- End of Quarter
- No School Pre-K

**start, end, # instructional days**

- Q1: 9/5 - 11/13, 46 days
- Q2: 11/14 - 1/29, 41 days
- Q3: 1/30 - 4/9, 47 days
- Q4: 4/10 - 6/10, 41 days

*Updated: 12/1/2022*
## IMPORTANT DATES (ECSE follows the PreK calendar)

### AUGUST
- **19-23** New Educator Week
- **26-30** Opening Week

### SEPTEMBER
1. **2** No School, Labor Day
2. **3** First Day of School
3. **3-4** No School, Parent-teacher conferences
4. **5** First Day of School

### OCTOBER
1. **3** No School, Professional Development
2. **17-18** No School, State Teacher Meeting (MEA)
3. **25** No School, Conference Preparation

### NOVEMBER
1. **8** End of Quarter 1
2. **22** No School, Elementary parent-teacher conferences
3. **28-29** No School, Thanksgiving Break

### DECEMBER
1. **23-31** No School, Winter Break

### JANUARY
1. **1-3** No School, Winter Break
2. **20** No School, Martin Luther King Jr. Day
3. **24** End of Quarter 2

### FEBRUARY
1. **17** No School, Presidents Day

### MARCH
1. **7** No School, Elementary Conference Preparation
2. **28** No School, Parent-teacher conferences
3. **31** No School, Eid Al Fitr

### APRIL
1. **1-4** No School, Spring Break
2. **18** No School, Teacher Professional Development

### MAY
1. **26** No School, Memorial Day

### JUNE
1. **10** Last Day of School
2. **11** Last Day for Teachers
3. **19** District Holiday, Juneteenth

## KEY
- No School Pre-K and Kindergarten
- Important Dates
- No School All Grades (PreK-12)
- End of Quarter
- No School PreK-5

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th># Instructional Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>9/3</td>
<td>46 days</td>
</tr>
<tr>
<td>Q2</td>
<td>11/11</td>
<td>41 days</td>
</tr>
<tr>
<td>Q3</td>
<td>1/27</td>
<td>42 days</td>
</tr>
<tr>
<td>Q4</td>
<td>4/7</td>
<td>45 days</td>
</tr>
</tbody>
</table>

Updated: 12/1/2022
Student Outcomes Focused Governance (SOFG) Budget
<table>
<thead>
<tr>
<th>SERVICE</th>
<th>DESCRIPTION</th>
<th>DATE</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Training &amp; Support</td>
<td>Two-Day Orientation; 1:1 &quot;interviews&quot; with board and administration in preparation for two-day orientation.</td>
<td>March 3-4, 2023</td>
<td>$ 20,000.00</td>
</tr>
<tr>
<td>Subject Matter Experts</td>
<td>CGCS support in the area of adopting goals and guardrails.</td>
<td>Target Date: June 2023</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>Subject Matter Experts</td>
<td>CGCS support in setting up a monitoring cadence and helping board understand role</td>
<td>Target Date: August 2023</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>Coaching Support</td>
<td>Ongoing monthly coaching, strategic planning, and implementation support for SOFG Workgroup; once a week for 1-1.5 hours</td>
<td>March 2023 – March 2024</td>
<td>$ 9,000.00</td>
</tr>
<tr>
<td>Expenses (Travel/R&amp;B)</td>
<td>Projected: Two coaches for the two-day orientation - air, room/board</td>
<td>March 3-4, 2023</td>
<td>$ 4,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>$ 35,000.00</strong></td>
</tr>
</tbody>
</table>
2022 Work Group (committee) Review
## Internal, External, by Policy

<table>
<thead>
<tr>
<th>Current Internal Workgroups</th>
<th>Current External Committees</th>
<th>Required by Policy</th>
<th>Suggestion Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Equity Committee</td>
<td>- Board Governance and Operations Work Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- JPTAC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tribal Consultation</td>
<td></td>
</tr>
<tr>
<td>Work Group</td>
<td>Last Meeting</td>
<td>Purpose</td>
<td>Keep/ Delete/ Modify</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>School Climate and Safety</td>
<td>12/4/2020</td>
<td>Response to transition from SROs</td>
<td>Delete</td>
</tr>
<tr>
<td>SEAB</td>
<td>11/15/22</td>
<td>Response to challenges SEAB was experiencing and efforts to restart the program.</td>
<td>Delete</td>
</tr>
<tr>
<td>Policy</td>
<td>12/8/2022</td>
<td>Review, revise, develop board policy</td>
<td>Keep</td>
</tr>
<tr>
<td>Evaluation</td>
<td>July 2022</td>
<td>Lead superintendent evaluation process</td>
<td>Modify (timeline)</td>
</tr>
<tr>
<td>Executive Team</td>
<td>11/29/22</td>
<td>Board information requests; upcoming COB/BOE topics; Sup/Adm Updates</td>
<td>Keep</td>
</tr>
<tr>
<td>Board Budget</td>
<td>8/15/2022</td>
<td>Review board budget</td>
<td>Delete/ Modify</td>
</tr>
<tr>
<td>Board Governance and Operations</td>
<td>-</td>
<td>Review board processes, practice, develop as needed, guide SOFG work, review board budget</td>
<td>Add</td>
</tr>
</tbody>
</table>
### EXTERNAL BOARDS AND ORGANIZATIONS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Membership Dues</th>
<th>Meeting Schedule</th>
<th>Notes</th>
<th>Primary</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMSD</td>
<td>$11,894</td>
<td>First Fridays (mornings)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGCS</td>
<td>$43,647</td>
<td>Conference Board Meetings; bi-weekly calls</td>
<td>Chair, Board Rep?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s Collaborative</td>
<td>-</td>
<td>2nd Wednesday/mo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSBA</td>
<td>$21,140</td>
<td>Annual Delegate Assembly</td>
<td>Minneapolis is current rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSHSL</td>
<td>-</td>
<td>Monthly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President’s Advisory Council - St. Paul College</td>
<td>-</td>
<td>Every other month</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCLLG</td>
<td>$263</td>
<td>Second Tuesdays (mornings), monthly programs, quarterly board meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPARK</td>
<td>-</td>
<td>Monthly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Paul Teachers Retirement Association Board of Trustees</td>
<td>-</td>
<td>Monthly</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Inspire students to think critically, pursue their dreams and change the world.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Meeting Schedule</th>
<th>Board Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity (policy 211.01/211.02)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPTAC (policy 204.07)</td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>Tribal Consultation (policy 204.07)</td>
<td>Twice yearly</td>
<td>Chair + 1</td>
</tr>
</tbody>
</table>
Recommendation for Internal Work Groups

- Plan to meet in January 2023 to set a meeting schedule and identify priorities for the upcoming year.
Recommendation for External Work Groups

- If this is new commitment, consider checking in with board members who have previously participated to learn more about the organization
- Develop process for notifying alternates for external assignments
Next Steps

Prepare for the January 3rd work session by reviewing all available internal and external assignments and reflecting on where your interests and availability align.
204.07 SERVICE ON BOARDS AND COUNCILS

1. The Board shall appoint its members to serve on boards, committees or councils of educational, civic, service and similar organizations as required by law, written agreement, invitation or organizational structure. The Board shall annually review such appointments and assignments.

2. Members appointed by the Board to such bodies shall not take action which in any way binds the Board or School District without a prior vote by the Board to authorize said action.

3. Members appointed to such bodies shall make a report of their service at the next regular Board meeting that follows their last participation either by making an oral report at the meeting or by submitting a written report to the Assistant Clerk for inclusion in the Board Book.

LEGAL REFERENCES:
- Minn. Stat. § 123B.09, subds. 7 & 8
- Minn. Stat. § 128C.01
- Minn. Stat. § 471.59

CROSS REFERENCES:
- 210.00, Conflict of Interest
211.02 BOARD OF EDUCATION COMMITTEES

APPOINTMENT OF COMMITTEES
1. The Board shall establish special and standing committees of the public body by resolution. Said resolution shall specify the number of members, charge and authority, term of service, and duties of each committee so formed. Such committees are advisory in nature and have only such authority as specified by the establishing resolution.
2. The Chair of the Board shall appoint the members of each special or standing committee and designate the chair thereof.
3. The Board shall receive committee reports at the regular meeting succeeding each assembly of a special and standing committee.
4. A special or standing committee of the Board shall not appoint a subcommittee without approval by resolution of the Board.

PROCEDURES FOR SCHOOL BOARD COMMITTEES
1. All meetings of committees or subcommittees shall be open to the public. The Assistant Clerk shall give notice to other members, to the Board and to the media and public four calendar days before the scheduled date of the meeting.
2. A committee or subcommittee shall act solely within the guidelines and charge established in the enabling resolution for the committee or subcommittee.
3. Actions of a committee or subcommittee shall be authorized by majority roll-call vote and shall be consistent with the governing rules of the Board.
4. The committee or subcommittee shall designate a secretary who shall record the minutes and/or actions of the body.
5. A committee or subcommittee of the Board shall, when warranted, clarify in any transactions with the public that it acts in an exclusively advisory capacity to the Board of Education.

LEGAL REFERENCES:
Minn. Stat. § 13D

CROSS REFERENCES:
211.01  APPOINTED COMMITTEES/COUNCILS ADVISORY TO THE BOARD

1. The Board may, by resolution, appoint committees to advise the Board. Any such committees shall be advisory only and shall exist only as long as is necessary to fulfill the charge.

2. The Board shall issue a public notice of its intent to appoint members to an advisory committee at least 30 (thirty) days prior to making such appointments.

3. The Board shall give notice of the meetings of all advisory committees to each Board member and said meetings shall be open to the public.

LEGAL REFERENCES:

CROSS REFERENCES:
SPPS Administrative Response
to the 2021-2022 Latino consent Decree (LCD) Parent Advisory Council (PAC) Annual Report to the Superintendent and Board of Education
What is the Latino Consent Decree

The Latino Consent Decree (often referred as LCD) it is a legally binding court order (Garcia et al vs. Independent School District 625, May 5, 1976) that requires the Saint Paul Public Schools district to provide specific services for Latino/EL students.
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Required services under LCD

- General Support Services
- English as a Second Language
- Bilingual Education
- Parent Advisory Council
Who is responsible?

The actions required by the Latino Consent Decree Stipulation are the joint responsibility of the Superintendent of the Schools, the members of the Board of Education of Saint Paul Public Schools, their successors, and its employees.
## Demographics

<table>
<thead>
<tr>
<th>SPPS Students</th>
<th>33,222</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Latino/Hispanic</strong></td>
<td>4,999 (14%)</td>
</tr>
<tr>
<td>(11/16/22 Research and Evaluations Department)</td>
<td></td>
</tr>
<tr>
<td><strong>Home Language Spanish</strong></td>
<td>3,287 (9%)</td>
</tr>
<tr>
<td>(11/16/22 Research and Evaluations Department)</td>
<td></td>
</tr>
<tr>
<td><strong>LCD/EL Eligible</strong></td>
<td>2,326</td>
</tr>
<tr>
<td>(11/16/22 MLL Data)</td>
<td></td>
</tr>
</tbody>
</table>
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LCD Action Plan

How did we get here

Maggie Brueckcn
Project Manager
Innovation Office
Inspire students to think critically, pursue their dreams and change the world.
Timeline

1. Meet with Area Leads as a group  
   10/4/22

2. Conduct response meetings with each Area  
   10/31/22

3. Collect all responses and create a draft  
   11/15/22

4. Meet with Dr. Gothard and present draft response  
   11/18/22

5. Send final response to COB  
   11/30/22

6. Presentation  
   12/6/22

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**PHASE 2**

1. Area Leads initiate working groups related to their Area
   - 12/15/22

2. Conduct 6 weeks check-ins for status updates and problem solving
   - After December 15

3. Six week updates from each Area Lead are shared during PAC meetings
   - After December 15

**LCD PAC UPDATES**

- 2023

**LCD PAC UPDATES**

- 2023

**LCD PAC UPDATES**

- 2023
## Background

<table>
<thead>
<tr>
<th>I. Spanish Language Assessment</th>
<th>II. Student Plan (SP-LCD)</th>
<th>III. Coordination of the LCD Instructional Program at School Level</th>
<th>IV. Staffing</th>
<th>V. Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not available</td>
<td>● LCD Flag</td>
<td>● EL Services</td>
<td>● Number of LCD Bilingual Educational Number of Qualified Bilingual Teachers.</td>
<td>● Resume Parent Academy</td>
</tr>
<tr>
<td></td>
<td>● PLP</td>
<td>● Bilingual Education</td>
<td>● General/Other Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● General/Other Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*Inspire students to think critically, pursue their dreams and change the world.*
Inspire students to think critically, pursue their dreams and change the world.

1. IDENTIFICATION

2. ASSESSMENT
- ENGLISH
- SPANISH

3. LANGUAGE PROFICIENCY LEVELS

4. CATEGORY

5. STUDENT PLAN
- EL SERVICES
- SPANISH INSTRUCTION
  - READING
  - CONTENT AREAS
- BILINGUAL SUPPORT/CLASSES
  - MATH
  - SOCIAL STUDIES
  - SCIENCE

Coordination of LCD Instructional Program/Services at School Level
Area 1 Language Assessment

- Reviewed a number of assessments
- Recommended: Avant STAMP Assessment
  - Currently used to measure Spanish language proficiency at Spanish DL/I programs (Reading, writing, speaking, listening)
  - SPPS staff in OTL trained and
  - Minimal cost to SPPS since it is already in use
  - High School STAMP test counts as Bilingual Seal assessment
Area 2 Student Plan

LCD Tab in Campus:

a. A custom LCD tab will be created in each student’s Campus profile.

b. The tab will hold specific LCD related assessment data and information.

c. Specified educators will be able to review, add and edit this tab.

d. Training and guides will be created and provided to educators and district teams.

Personal Learning Plan:

a. OCCR staff will Invite Parents to access the Xello family portal through both district level and building level communications. Communications will be in Spanish and English.

b. OCCR staff will Collaborate with LCD staff to support parents' understanding and access to the Xello Family Portal.

c. Counselors will meet with students at the 5th, 8th and 9th grade level to ensure the students have started their PLP and continue to add to their PLP through each school year.

d. Counselors will ensure that students understand how to use the Spanish language feature in the Xello platform.
Inspire students to think critically, pursue their dreams and change the world.

Area 3 Coordination

Chief Operations Officer
Division of Operations

Project Manager
Office of Innovation

Latino Consent Decree (LCD) Program

I. SPANISH LANGUAGE ASSESSMENT
   Director
   Office of Multilingual Learning (MLL)

II. STUDENT PLAN (SP-LCD)
   Assistant Director
   Logistics & Materials Management

   Director
   Office of Teaching and Learning (OTL)

   Assistant Director
   Office of College and Career Readiness (OCCR)

III. COORDINATION
   ALL AREA LEADS

IV. STAFFING
   Staffing Manager
   Human Resources

   Director
   Office of Family Engagement

   Assistant Director
   Office of Family Engagement

V. FAMILY ENGAGEMENT
   Family Engagement Coordinator
   Office of Family Engagement
Area 4 Staffing

- MLL has committed to hiring 5 LCD-EL teachers for 2023-24 school year and as teaching positions open up in the future, to post as LCD-EL teacher positions. 2 early contracts have already been offered at the hiring fair on 11/12/22.
- MLL and HR will hold interviews for an LCD-EL pool as well as an EL pool starting Spring, 2023.
- As Bilingual EA staff positions open, review the language needs of the District and increase the number of LCD Bilingual EA staff.
Area 5 Family Engagement

The Office of Family Engagement and Community Partnerships is committed to supporting and providing effective community participation.

- This commitment includes the continuation of the LCD Parent Advisory Council, the LCD Parent Academy Program, and working with our community partners as well.
Questions
DATE: December 6, 2022

TO: Latino Consent Decree Parent Advisory Council

FROM: Dr. Joe Gothard

SUBJECT: Administrative Response to the 2021-2022 Latino Consent Decree Parent Advisory Council Annual Report to the Superintendent and Board of Education

Enclosed, you will find the Administrative Response to the 2022-2023 Latino Consent Decree Parent Advisory Council’s Annual Report to the Superintendent and Board of Education. The school district has been working with multiple departments, programs, and offices to address the recommendations raised in the annual report. We look forward to working with the LCD PAC and the school community to ensure that all Latino/Hispanic students and their families' needs are met. The district will implement the following responses to the five areas outlined in the 2022-2023 Latino Consent Decree.
AREA 1: SPANISH LANGUAGE ASSESSMENT

When Latino/Hispanic students qualify for the Latino Consent Decree program, the school district should begin evaluating them early. Thus, be able to measure the oral language proficiency levels of English and Spanish.

1. Latino/Hispanic students who qualify for Latino Consent Decree (LCD) services receive only one test. This test measures only language proficiency in English, not in Spanish.
2. Our children's teachers teach today, considering only one part of the information (English proficiency). But in fact, they should lead instruction based on both languages.
3. LCD-EL-eligible students in the district have been without a Spanish assessment for over a decade.

SPPS Response to Area 1
By Office of Multilingual Learning (MLL) and Office of Teaching and Learning (OTL)

The assessment component of the Latino Consent Decree (LCD) Program is primarily designed to ensure that Latino/Hispanic students attending SPPS have access to transitional supports to help students acquire English. To accomplish this, the Office of Multilingual Learning (MLL) and the Office of Teaching and Learning (OTL) has identified and considered the following assessments for review:
## Assessments

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>DESCRIPTION</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fastbridge Reading assessment (FAST)</td>
<td>The FAST assessment is part of the Fastbridge Reading assessment program. Students take FAST assessments in English in grades 3, 5 and 8 to monitor their progress in English currently. FAST however, does not have all the tests in Spanish so only certain grades that take certain tests could be assessed with this tool. For this reason, this test is not recommended for assessing LCD students' Spanish language skills at this time.</td>
<td>Recommendation to the administration by April 2023.</td>
</tr>
<tr>
<td>LAS Links En Español</td>
<td>LAS Links is a computerized assessment that measures reading, speaking, listening, and writing in Spanish. There would be a cost to purchase the tests as well as make sure there is test support through REA, School assessment coordinators, and training for the test administrators on how to administer the assessment. This test has the benefits of also having a Pre-K Spanish assessment (Pre-LAS Español) that could also be administered to students at the Pre-K level.</td>
<td></td>
</tr>
<tr>
<td>MN Bilingual Seals Assessments (STAMP)</td>
<td>The STAMP test is a test already utilized in St. Paul Public Schools in our Dual Language and Immersion programming. The STAMP test monitors language proficiency in reading, writing, speaking, and listening in Spanish throughout the student's academic career in grades 2 and above. This is also the test for Spanish that may generate a bilingual seal for students in grades 10 and higher. Because there are already many students taking the STAMP test in our Dual Language and Immersion sites, as well as SPPS High Schools, there would only be a need to purchase additional tests for our LCD students at non-Dual Language elementary and middle schools. There are already several staff trained to administer the tests and would be able to assist in assessing students as SPPS works to increase its’ LCD teacher and EA staff, who would ultimately administer the assessments.</td>
<td></td>
</tr>
</tbody>
</table>

The Office of Multilingual Learning (MLL), the Office of Teaching and Learning (OTL) will review the tests and make a recommendation to the administration by April 2023.
AREA 2: LCD INDIVIDUAL ACADEMIC PLAN

When Latino/Hispanic students qualify for the Latino Consent Decree (LCD) program, they should have a specific individual academic plan. The LCD stipulation suggests creating a process similar to what is developed by the district special education but modified to meet the requirements of EL Latino students. The information on Latino/Hispanic students comes from different sources or databases. This information reaches a common platform called 'Campus.' When teachers log in to Campus, they will see a 'blue flag.' This flag indicates that a student qualifies for LCD. However, when the teacher clicks on it, they will find that the Latino student’s tab (LCD Flag) is empty. Much of the information already exists, and so does the LCD Flag. That said, the LCD PAC is asking that this information be channeled into one place, so it helps educators in guiding Latino/Hispanic children's learning. Perhaps, one way to move forward with this recommendation is to align the LCD Individual Plan with the school district 4.1 initiative: Strengthen college and career curriculum, instruction, pathways, and personal planning.

SPPS Response to Area 2
By Application Services team, Technology Services and Office of College and Career Readiness (OCCR)

In September 2018, a flag was created on Campus, but it did not have the required data inside. The Campus Team will work with stakeholders to develop a custom “LCD tab.” This tab will hold assessment data and personalized information for educators and staff. Specified educators will be able to review and edit this tab. To move forward, the
Campus team needs to know what information, assessment data, and fields to be included. Our team will meet with the LCD district team every six weeks from December 2022 until Fall 2023 for progress checks. In collaboration with the Application Services team in Technology Services, the Campus Team has created the following sample tab fields:

**TAB FIELDS**

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
</table>
| **1. Spanish Language Test (TBD, has not been created yet)** | a. Score (1 - 4)  
  b. Date assessed  
  c. Notes field |
| **2. English Language Assessment (Access test, is already being populated from EL Assessments tab)** | a. Score (1 - 6)  
  b. Date assessed |
| **3. ELL Services Recommended** | a. Yes / No  
  b. Date determined |
| **4. Bilingual Support Recommended** | a. Yes / No  
  b. Date determined |
| **5. Comment box (staff can enter comments year to year as needed, much like the student contact log or select from a group of prepopulated comments)** | **Student receives bilingual instruction/support in**  
  a. Math  
  b. Science  
  c. Social studies  
  d. Notes field |

In response to aligning the LCD Individual Plan with the school district 4.1 initiative (*Strengthen college and career curriculum, instruction, pathways, and personal planning*), we are resuming the collaboration with the Office of College and Career Readiness to monitor the progress of the agreements from 2018 and embed the Personal Learning Plan (PLP) in our work.
Personal Learning Plan (PLP): New for 2022

a) OCCR staff will invite parents to access the Xello family portal through district and building-level communications. Communication will be in Spanish and English.

b) OCCR staff will collaborate with LCD staff to support parents' understanding and access to the Xello Family Portal.

c) Counselors will meet with students at the 5th, 8th, and 9th-grade levels to ensure they have started their PLP and continue to add to their PLP throughout each school year.

d) Counselors will ensure that students understand how to use the Spanish language feature in the Xello platform.

Agreements from 2018 which are continuing:

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to elective courses</td>
<td>• Counselor Leadership will work with OTL to find ways to promote elective course options to middle school students at open houses and showcase nights.</td>
</tr>
<tr>
<td></td>
<td>• Counselors will ensure graduation requirements are met while promoting elective courses allowing our Latino students to seek out their own unique interests.</td>
</tr>
<tr>
<td>Access to advanced courses</td>
<td>• Counselor Leadership will partner with the LCD staff, PAC, and SPPS Communications to find new and additional ways to promote academic planning nights.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Counselor Leadership will partner with SPPS Communications to ensure documents, advertisements, and other information are accessible and translated for students and families. Everything our office sends out is translated.</strong></td>
</tr>
<tr>
<td></td>
<td>• Counselors will promote advanced courses during classroom lessons and spring registration at all grade levels. This is built into every Quarter 2 academic core counseling lessons for grades 9-11.</td>
</tr>
<tr>
<td></td>
<td>• Counselors will partner with building staff to provide needed support to increase success in advanced courses.</td>
</tr>
</tbody>
</table>
### Scheduling
- Counselors will Continue to engage and partner with students’ families during the scheduling process.
- Counselors will Collaborate with LCD Bilingual Educational Assistants during the scheduling process.
- Counselors will Collaborate with the LCD Bilingual Educational Assistants in contacting parents regarding their student's schedules.

### Professional Development
- Counselor Leadership will Partner with LCD District staff in planning training for School Counselors that is culturally responsive to the educational needs of Latino students and their families.
- Counselor Leadership will Invite LCD District staff to SPPS Middle and High School Counselors’ Professional Development annually.
- Counselor Leadership will Partner with LCD District staff in planning additional professional development for School Counselors new to SPPS.

### Program Coordination
- Counselor Leadership will Collaborate and meet regularly with LCD district staff to review and evaluate guidelines 1 and 2 and the professional development provided to new and existing school counselors in SPPS.

### Monitoring Graduation Requirements
- Counselor Leadership will Create and share a mailing calendar for graduation progress letters with LCD district staff.
- Counselor Leadership will Collaborate with the LCD Program to develop a program for parents to learn about students' achievement in alignment with SPPS Achieves - Parent Academy
- Counselors will Mail home a “graduation progress letter” in the student’s home language. These letters have been translated.
- Counselors will Collaborate with the LCD Bilingual Educational Assistants in contacting parents/guardians regarding their student's academic progress toward graduation.

### AREA 3: COORDINATION OF LCD INSTRUCTIONAL PROGRAM AT SCHOOL LEVEL

**SPPS Response to Area 3**

Because the delivery of Latino Consent Decree (LCD) services at the school level is impacted by several district departments, the district is resuming the LCD District Leadership Team. This team will coordinate the expectations and support across multiple departments and divisions. Additionally, in order to fully support the Administrative Response, the district will provide project management and accountability to support the collaborative work.
Phase 1: Meeting with Area Leads

1. Meet with Area Leads as a group  
   • 10/04/2022

2. Conduct response meetings with each Area Lead  
   • 10/31/2022

3. Collect all responses and create a draft  
   • 11/15/2022

4. Meet with Dr. Gothard  
   • 11/18/2022

5. Send final response to COB  
   • 11/30/2022
Phase 2: Monitoring SPPS Administration Response

6. Area Leads initiate working groups related to their Area, beginning December 15, 2022

7. Every 6 weeks after December 15, 2022:
Office of Innovation and LCD Program conduct check-ins for status updates and problem-solving

8. Every 6 weeks after December 15, 2022:
Updates from each Area Lead are shared during LCD PAC monthly meetings

9. Develop a communications plan to share information about the LCD Consent Decree across departments and school staff

AREA 4: STAFFING

The Latino Consent Decree (LCD) program has already discussed the concern that the existing services from Bilingual individuals (LCD Bilingual Educational Assistants) and qualified bilingual teachers to LCD-EL students do not support the maximum success of these students. Our LCD staff's services during the day are dispersed and sometimes non-existent.

SPPS Response to Area 4
By Human Resources Department and Office of Multilingual Learning (MLL)

To meet the LCD Stipulation requirements and to prioritize the recruitment and hiring process of qualified bilingual teachers and Bilingual Educational Assistants, the Human
Resources Department and the Office of Multilingual Learning (MLL) will take the following steps:

a) As EL vacancies arise, post the position as ELL-LCD positions during the interview and select period, starting in March 2023.

b) The Office of Multilingual Learning (MLL) will commit to posting 5 LCD teacher positions to start with and revisit if the overall number of vacancies is more significant than expected.
   i. Two Early Contracts were offered to two native Spanish Speaking Latino teachers for the 2023-2024 School Year from the hiring fair that took place on 11/12/2022.

c) Determine if Immersion and Dual Language sites need full-time MLL Educational Assistants

d) Setting a number: What can we commit to staffing-wise for the threshold of having Bilingual EA Spanish support at each site?

e) The Office of Multilingual Learning (MLL) will update the ELL LCD Job descriptions and send it for approval to HR.

f) The Office of Multilingual Learning (MLL) will work with the Human Resources Coordinator assigned to MLL to post an LCD Teacher pool in February 2023.

g) Connect with existing community partners for recruiting EA and Teacher Staff.

h) Work with the Recruitment and Retention team within Human Resources.

i) Recruitment opportunities: La Raza radio station, Hispanicjobs.com, HACER (Hispanic Advocacy and Community Empowerment through Research), CLUES (Latino Communities United in Service)

j) MLL plans to have recruiting conversations with Metro State, the University of Minnesota, and Hamline University
## Current Spanish EA I and EA II Staff

- **Total EA1 and EA2 = 25**
- **Hired staff: 22**
- **Sites: 32**
- **Vacancies: 3**

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adams Spanish Immersion School (1.0 FTE)</td>
<td>1. Battle Creek Middle School (1.0 FTE)</td>
<td>1. Central Senior High School (0.5 FTE)</td>
</tr>
<tr>
<td>2. American Indian Magnet School (0.5 FTE)</td>
<td>2. Creative Arts Secondary School (0.5 FTE)</td>
<td>2. Como Park Senior High School (0.5 FTE)</td>
</tr>
<tr>
<td>3. Battle Creek Elementary School (1.0 FTE)</td>
<td>3. E Stem Middle School (0.5 FTE)</td>
<td>3. Harding Senior High School (1.0 FTE)</td>
</tr>
<tr>
<td>4. Bruce Vento Elementary School (0.5 FTE)</td>
<td>4. Farnsworth Aerospace Upper (0.5 FTE)</td>
<td>4. Harding Senior High School (1.0 FTE)</td>
</tr>
<tr>
<td>5. Eastern Heights Elementary School (0.5 FTE)</td>
<td>5. Global Arts Plus Upper (0.5 FTE)</td>
<td>5. Highland Park Senior High School (1.0 FTE)</td>
</tr>
<tr>
<td>6. Farnsworth Aerospace Lower (0.5 FTE)</td>
<td>6. Hidden River Middle School (0.5 FTE)</td>
<td>6. Humboldt High School (1.0 FTE)</td>
</tr>
<tr>
<td>7. Four Seasons A+ Elementary (0.5)</td>
<td>7. Highland Park Middle School (1.0 FTE)</td>
<td>7. Johnson Aerospace &amp; Engineering High School (1.0 FTE)</td>
</tr>
<tr>
<td>8. Frost Lake Elementary (1.0 FTE)</td>
<td></td>
<td>8. Open World Learning Community (1.0 FTE)</td>
</tr>
<tr>
<td>9. Global Arts Plus Lower (0.5)</td>
<td></td>
<td>9. Washington Technology Magnet School (1.0 FTE)</td>
</tr>
<tr>
<td>10. Hazel Park Preparatory Academy (0.5 FTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The Heights Community School (0.5 FTE)</td>
<td></td>
<td></td>
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<tr>
<td>12. L’Etoile Du Nord French Immersion (0.5 FTE)</td>
<td></td>
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</tr>
<tr>
<td>13. Mississippi Creative Arts School (1.0 FTE)</td>
<td></td>
<td></td>
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<tr>
<td>14. Saint Paul Music Academy (1.0)</td>
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<td></td>
</tr>
<tr>
<td>15. Riverview West Side School of Excellence (1.0 FTE)</td>
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<td></td>
</tr>
<tr>
<td>16. Wellstone Elementary (1.0 FTE)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*FTE: Full Time Employee*
Current LCD Labeled Teachers: (5)

<table>
<thead>
<tr>
<th>Latino Consent Decree/ EL Teachers in Saint Paul Public Schools (Job ID 936L)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.     Wellstone (1.0 FTE)</td>
</tr>
<tr>
<td>2.     Phalen Lake (1.0 FTE)</td>
</tr>
<tr>
<td>3.     Adams Spanish Immersion (1.0 FTE)</td>
</tr>
<tr>
<td>4.     Battle Creek Elementary (1.0 FTE)</td>
</tr>
<tr>
<td>5.     Global Arts Upper (1.0 FTE)</td>
</tr>
</tbody>
</table>

AREA 5: FAMILY ENGAGEMENT

The involvement of Latino/Hispanic parents is necessary to ensure that their children’s educational needs are met. All Latino/Hispanic parents are encouraged to participate in the educational process and work with everyone, especially teachers and schools. The LCD PAC recommended the SPPS district resume and continue strengthening collaboration with community organizations, SPPS district schools, and programs.

SPPS Response to Area 5

*By Office of Family Engagement and Community Partnerships*

The Office of Family Engagement and Community Partnerships is committed to supporting and providing effective community participation. This commitment includes the continuation of the LCD Parent Advisory Council, the LCD Parent Academy Program, and working with our community partners as well.
# LCD Family Engagement Program

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>WHEN</th>
</tr>
</thead>
</table>
| Parent Advisory Council       | The purpose of the Latino Consent Decree Parent Advisory Council (LCD PAC) is to feed into the school district’s planning process a broad spectrum of parent and community opinions and concerns about the education and needs of Spanish-speaking students attending Saint Paul Public Schools. | The 2022-2023 LCD PAC meetings are as follows:  
• September 20, 2022  
• October 11, 2022  
• November 22, 2022  
• December 13, 2022  
• January 17, 2022  
• February 21, 2023  
• March 14, 2023  
• April 18, 2023  
• May 16, 2023  
• June 6, 2023                                                                 |
| Parent Academy                | Saint Paul Public Schools Parent Academy is a curriculum-based program designed to assist parents and guardians in understanding and navigating the school system and the steps to college enrollment. SPPS Latino/Hispanic parents will engage in meaningful conversations about their children's future regarding postsecondary education. While attending the LCD Parent Academy, families will learn about: a decision to attend college, academic preparation, postsecondary institutions, financial aid, mental health, and other topics. | • In 2023, the Office of Family Engagement (OFE) will offer virtual, in-person, or hybrid district-wide sessions for Latino/Hispanic parents.  
• Latino families will be invited to attend via flyers with registration information in Spanish. They will also receive a personal phone call, Blackboard connects, email, and Facebook for this program.  
• Participants will receive binders/folders, and printed materials  
• The Office of Family Engagement (OFE) will host a recognition night upon program completion. |
| LCD Parent Training           | Designed for Latino/Hispanic parents to learn about the LCD Stipulation, services, and district responsibilities to students under the decree.                                                                 | • Fall 2023                                                                                                                                                                                  |
| District-Wide Meetings for Latino/Hispanic Parents | These are opportunities for parents to participate in: Sessions, workshops, meetings, etc., to learn about different topics related to the education of their student or what is happening in the district. | • Fall 2023                                                                                                                                                                                  |
| Consulate of Mexico in Saint Paul | The LCD Program is also happy to announce the collaboration with the Consulate of Mexico in Saint Paul.                                                                                           | • In place                                                                                                                                                                                   |
| Neighborhood House (Latino Leadership Program); Comunidades Latinas Unidas en Servicio (CLUES- Sexual Health Program); National Alliance on Mental Illness (NAMI). | In addition, the program will resume conversations with these organizations and their programs                                                                                                         | • Fall 2023                                                                                                                                                                                  |
Acknowledgments

Saint Paul Public Schools (SPPS) and the Latino Consent Decree (LCD) Program would like to acknowledge the following school district departments, offices, programs, and staff for their collaboration, expertise, and support.

Departments & Programs

Division of Operations
- Jackie Turner, Chief of Staff, Operations, and Administration

Human Resources (HR)
- Aubrey Kelly, Staffing Manager

Logistics & Materials Management
- Nick Kurtz, Assistant Director

Multilingual Language Learning (MLL)
- Dr. Sarah Schmidt de Carranza, Director

Office of College and Career Readiness (OCCR)
- Beth Coleman, Assistant Director

Office of Innovation
- Maggie Bruecken, Project Manager

Office of Family Engagement (OFEC) & Latino Consent Decree Program (LCDD)
- Dana Abrams, Director
- Pablo Matamoros, Assistant Director
- Sara Reyes, Family Engagement Coordinator

Office of Teaching and Learning (OTL)
- Craig Anderson, Director
- Sue Braithwaite, Supervisor
- Megan Budke, Coordinator of Immersion, Indigenous, & World Language
APPENDICES

Appendix A: Enrollment

(1) Number of Hispanic/Latino Students in SPPS: 4,999 (14.42%)

(2) Number of Spanish Speaking Students enrolled in SPPS SY22-23: 3,287 (9%)

(3) Number of LCD/EL eligible students: 2,326

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(1) Research and Evaluations Department, preliminary information as of 11/16/22
(2) Research and Evaluations Department, as of 11/16/22
(3) Office of Multilingual Language Learners as of 11/16/22
Appendix B: About the Latino Consent Decree (LCD) Program

The Latino Consent Decree (LCD) is a legally binding court order (consent decree) which the Saint Paul Public Schools entered as part of the settlement of the federal court case of Garcia et al vs. Independent School District 625. The final stipulation is a range of responsibilities which the Saint Paul Public Schools have agreed to, regarding the education of Latino students who have limited English proficiency.

General Purpose of the Latino Consent Decree (LCD) Program

The purpose of these programs [that is, those programs that come under the heading “General District Obligations and Program Purpose”] shall be to provide for the systematic development of basic cognitive, affective, and psychomotor skills and to bring such Latino students enrolled in the St Paul Public Schools to the educational performance level that is expected by the District of non-limited English-speaking students whose primary language is English, and to enable them to perform successfully to the extent of their ability in classes in which instruction is given only in English.
Appendix C: About the Latino Consent Decree Parent Advisory Council (LCD PAC)

The district shall provide effective parent and community participation. This shall include continuation of the parent advisory group established by the district pursuant to a Resolution of the Board of Education on July 26, 1983.

Purpose

The purpose of the Latino Decree Parent Advisory Council is to serve as a forum to express the concerns and recommendations of Latino parents, representatives of community organizations, and public-school personnel, related to the education of Latino/a students. Hispanics in Saint Paul Public Schools.

Function

Assist the Superintendent and Board of Education by providing information and input on the needs of Hispanic students in the district.

Responsibility

Review and make recommendations to the Superintendent/Board of Education to assist them in making informed decisions regarding the education of Spanish-speaking students.