

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

February 4, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
 - A. Superintendent's Announcements
 - B. Full-Term Certificates of Participation, Series 2026A
 1. Introduction
 2. Presentation 2
 3. Discussion
 - C. H.M.O.N.G. Project Report and Resolution
 1. Introduction
 2. Presentation 11
 3. Discussion
 - D. Policy Update
 1. Introduction
 2. Presentation
 - a. New Emergency Policy xxx.xx - Federal Law Enforcement Activity on District Controlled Properties 60
 3. Discussion
 4. Action
3. **ADJOURNMENT**
4. **WORK SESSION**
 - A. Board Initiated Goals Governance (B.I.G.G.)

#BoldSubject#



PMA Securities part of:

PTMA
FINANCIAL SOLUTIONS

ISD 625 SAINT PAUL PUBLIC SCHOOLS

FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES² 2026A

February 4, 2026

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FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A

Purpose

- Construction at Bruce Vento Elementary, various capital deferred maintenance projects, additions to, and repairs at Barack and Michelle Obama Elementary, Hidden River Middle School and Highland Park Middle School.

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Mechanism

- Full-Term Certificates of Participation

Authority

- Minnesota Statutes, Section 126C.40, Subdivision 6, authorizes the District to enter into the Lease to finance real and personal property.



Certificates of Participation Financing

- Original Plan in August 2023 was to issue \$167 million Certificates of Participation to complete funding of the four projects
- Split financing to sell right amount at the right time⁴ for when funding is needed

2024A COP	\$ 113,700,000
2025A COP	\$ 27,000,000
2026A COP Proposed	\$ 17,900,000
Total	\$ 158,600,000



Project Summaries

- Each Project is on target to stay within approved budgets by MDE and school board

Project	Invoiced	Paid	Drawn	MDE Authority	Anticipated Total COP Project Cost	Anticipated Remaining Draw
Obama*	28,039,955.78	28,356,373.00	28,164,914.65	36,365,000.00	29,923,499.97	1,758,585.32
HPMS*	21,968,078.67	22,260,572.96	21,641,079.83	34,492,004.00	23,974,709.00	2,333,629.17
Vento	73,989,672.00	71,923,097.72	70,468,746.30	89,900,000.00	81,724,362.00	11,255,615.70
Hidden River	45,914,061.23	42,830,482.90	40,741,182.47	52,698,050.00	50,902,129.00	10,160,946.53

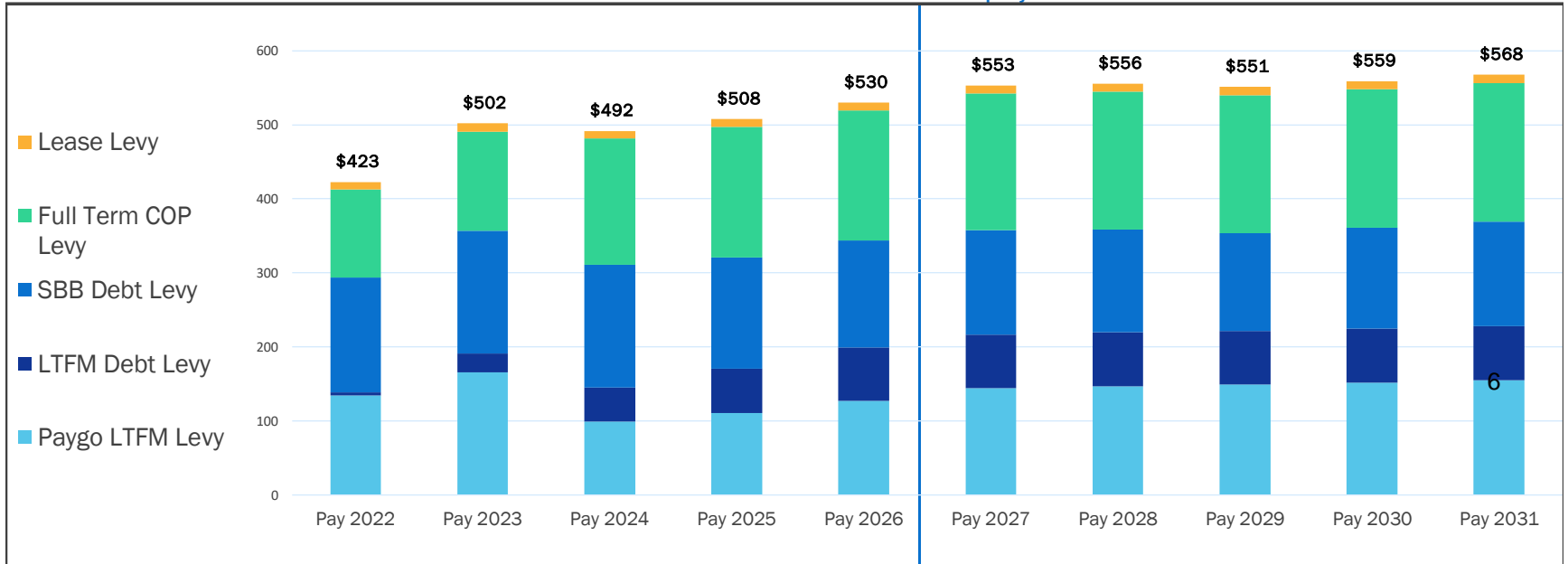
* Paid exceeds Invoiced due to expenses not yet captured in Procure.

- \$17.9 million COP sale required to complete project expenses after spend down of other available COP funds from prior issues



St. Paul Public School District

Debt and LTFM Taxes for Residential Homestead Property



	Pay 2022	Pay 2023	Pay 2024	Pay 2025	Pay 2026	<i>Projected</i>				
	Pay 2022	Pay 2023	Pay 2024	Pay 2025	Pay 2026	Pay 2027	Pay 2028	Pay 2029	Pay 2030	Pay 2031
Home Value	228,700	266,300	267,300	275,300	289,200	294,984	300,884	306,901	313,039	319,300
Home Value % Growth	5.98%	16.44%	0.38%	2.99%	5.05%	2.00%	2.00%	2.00%	2.00%	2.00%
Districtwide NTC % Growth	1.94%	11.68%	6.38%	-2.58%	1.76%	2.00%	2.00%	2.00%	2.00%	2.00%

- Includes current outstanding debt and debt already authorized by the school board in July 2025 as well as \$15,000,000 annual capital bonds. This graph does not include future LTFM bonds or COPs to fund other projects.



Timeline

Independent School District No. 625 (Saint Paul) Full-Term Certificates of Participation, Series 2026A

February 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Board Action Dates

Est. Bond Pricing Date

Bond Closing

Date	Action Item
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February 9, 2026	Draft of POS sent to Rating agency
Week of February 16, 2026	Rating Call & Due Diligence Call
February 17, 2026	Board Approved Parameters Resolution
February 27, 2026	Rating Received & POS released to Market
March 11, 2026	Sale Date / Award Date (Interest rates locked)
March 17, 2026	Board Considers Ratifying Resolution
April 8, 2026	Certificate Closing (Funds Received)



Board Resolution – February 17, 2026

- Allows the submission of the State Credit Enhancement Application
- Allows for reimbursement of any project expenses
- Approval of proceeding with COP sales subject to certain parameters

Bond Parameters:

- Authority given to the Superintendent, the Executive Chief of Financial Services or the Executive Chief of Administration and Operations to execute the documents to complete the COP sale if:
 - Establishes a maximum true interest cost of 5.00%
 - Establishes a maximum par amount of \$17,900,000
 - Expiration of Authority December 31, 2026
- Full Board ratifies the sale at its Board Meeting following the sale in 2026

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CONTACT US



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H.M.O.N.G.

PROJECT 

HMong Students, Parents and Staff Survey and Focus Group Findings

Board of Education
February 4th, 2026
Presented by Director Jim Vue

H.M.O.N.G. Project Workgroup Members

Board of Education

- Chair Halla Henderson
- Director Erica Valliant
- Director Jim Vue

SPPS Staff

- Be Vang
- Oulia Yang
- Pang Yang
- Sophie Ly
- SeePha Vang

District Administration

- Dr. Yeu Vang
- Kaying Thao

Parents

- Ber Yang
- Mina Moua
- Shela Her
- Sai Thao
- Gao Vang
- Joua Yang

H.M.O.N.G. Project Purpose

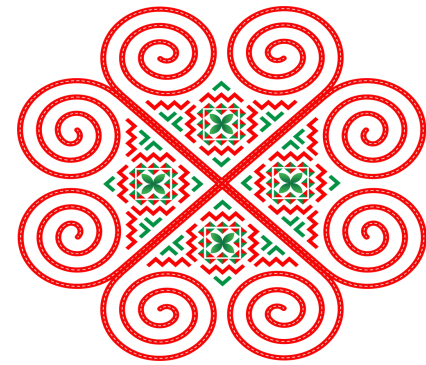
The **HMong Motivated On Going Needs Goals Project (H.M.O.N.G. Project)** is a needs assessment for the HMong community of SPPS. The H.M.O.N.G. Project was born out of many inequitable experiences that HMong students, HMong families, and HMong staff in SPPS were subjected to. The H.M.O.N.G. Project intends to shape and influence the future of education and experience for HMong students, families, and staff.

The H.M.O.N.G. Project Purpose

The H.M.O.N.G. Project seeks to gather information to establish a Mission and Vision in alignment with SPPS's own to serve the HMong community by surveying and engaging with three sectors of the HMong community in SPPS: students, staff and families.

The mission will provide goals for the Board of Education to monitor and for administration to carry out.

The vision will provide guardrails for administration to conduct their work in a way that adheres to the cultural capital of the HMong community in SPPS.



H.M.O.N.G. Project Timeline



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Data Collection & Findings

Data Collection



Needs Assessment Focus Group

A needs assessment was conducted in June with HMong students, families, and staff to inform the development of the survey and focus group questions.



Survey

Three surveys were administered to HMong students (grades 5-12), parents/families, and staff in October 2025.



Student Focus Group

13 SPPS middle and high schools



Parent Focus Group

Two sessions (1 in-person, 1-virtual)



Staff Focus Group

Three sessions (2 in-person, 1-virtual)

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H.M.O.N.G. Project Surveys

Survey Procedures and Response Rates

HMong Students
(Grade 5-12)

24%

Response
Rate

Total Sent: 3,301

Total Responses: 792

Timeline: 10/21/25-10/30/25

Administration: Email

HMong Parents/Guardians
(Grade K-12)

6%

Response
Rate

Total Sent (text): 3,336

Total Responses: 208

Timeline: 10/21/25-10/30/25

Administration: Email, text &
Online Communication

HMong Staff

36%

Response
Rate

Total Sent: 339

Total Responses: 123

Timeline: 10/21/25-10/30/25

Administration: Email, Bridge,
Online communication

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Demographics of Survey Respondents

Demographics of Survey Respondents

HMong Students (N=792) (Grade 5-12)

- 100% Identify as HMong
- 82% Speak and/or understand HMong
- 66% High school students
- 55% Have taken a HMong language/culture course or attended an immersion school

HMong Parents/Guardians (N=208) (Grade K-12)

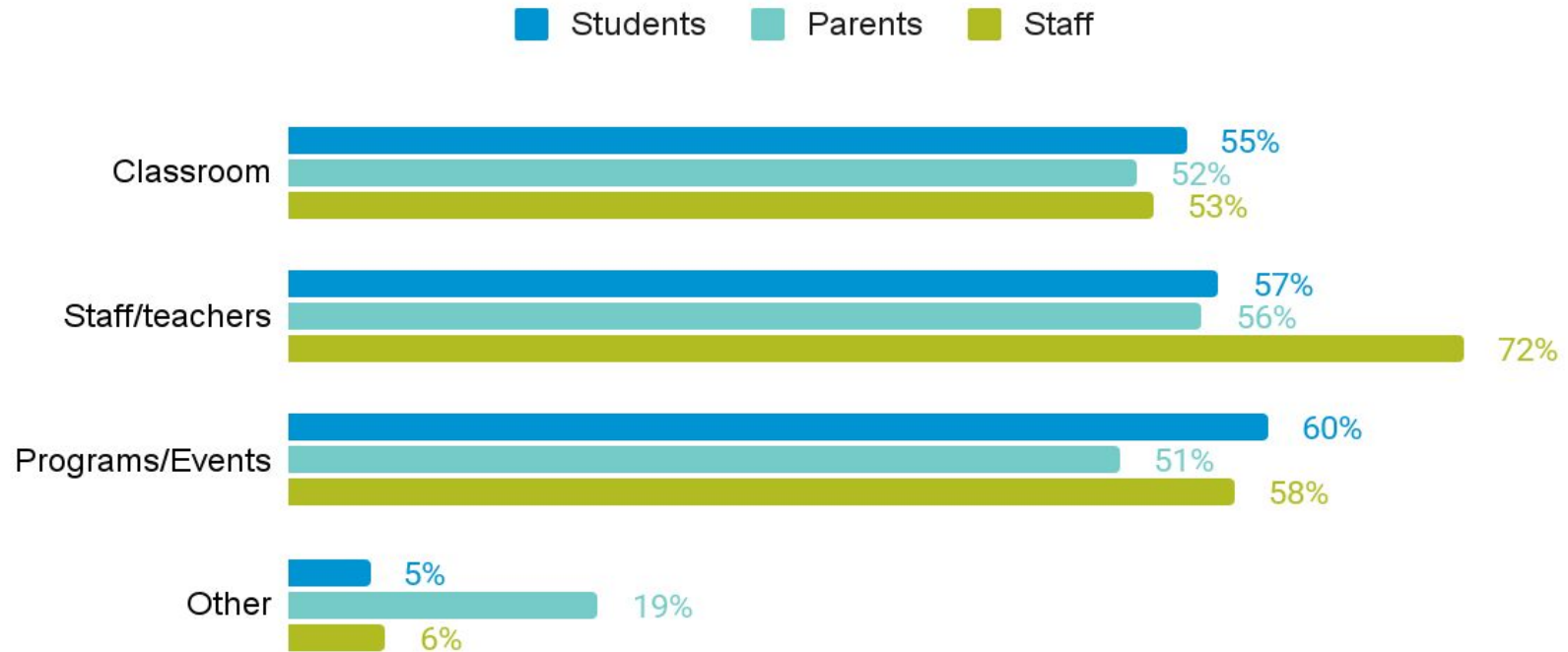
- 100% Identify as HMong
- 100% Speak and/or understand HMong
- 81% Speak English
- 64% Graduated from SPPS
- 47% Have a child in HMong language/culture immersion school or taken a course

HMong Staff (N=123)

- 100% Identify as HMong
- 100% Speak and/or understand HMong
- 100% Speak English
- 67% Graduated from SPPS
- 82% School-based staff
- 28% Is a parent of a SPPS student
- 15% Have a child in HMong language/culture immersion school or taken a course

Survey Findings

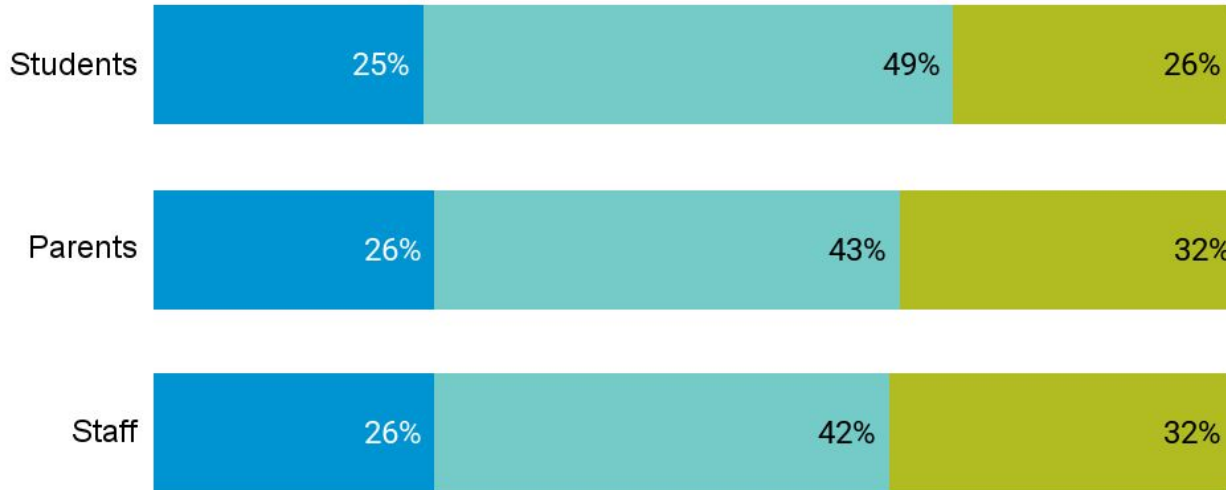
Presence and Representation of Hmong Language and Culture



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Presence of HMong History in Classroom Teaching

■ Never ■ Sometimes ■ Often



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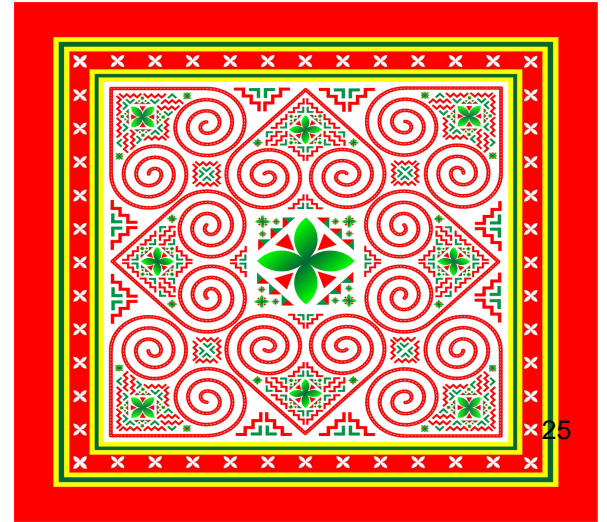
Perceptions of Being Heard and Valued

■ Never ■ Sometimes ■ Often



HMong Culture and Identity

- 79% of students say HMong culture is important to their identity
- 77% of parents say HMong culture is important to their child's identity
- 77% of staff with children in SPPS say HMong culture is important to their child's identity



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Perception of SPPS's commitment to improving and investing in HMong representation

■ Not committed ■ Somewhat committed ■ Fully committed



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Professional Development for Staff

Training and Professional Development

- Need for staff training to better understand and support HMong culture and students.
- Professional development with immersion experiences and cultural speakers.
- Cultural enrichment classes for students and cultural education for staff.

Curriculum and Classroom Representation

- Incorporating HMong history into lessons.
- Using books, pictures, and stories to represent HMong culture in classrooms.
- Teaching about HMong identity, norms, and migration patterns.

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Professional Development for Staff

Community Engagement

- Opportunities for staff to immerse themselves in HMong culture through events.
- Visiting HMong communities to experience daily life and traditions.

Current Events and Awareness

- Educating staff about new HMong families, migration patterns, and cultural contexts.
- Increasing awareness of cultural situations and challenges.

Language and Communication

- Learning basic HMong greetings and phrases.
- Understanding language and cultural norms for better communication with students and families.

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Actions and Considerations to better support HMong Students, Families and Staff

Curriculum & Representation – Include HMong language, history, and culture in classes; provide culturally relevant books and materials.

Staff Training – Offer cultural PD, immersion experiences, and communication skills.

Program Growth – Expand HMong Dual Language programs (PreK–8, K–12).

Community Voice – Engage families in decisions; plan culturally aligned events.

Access & Equity – Improve translation, interpretation, and service navigation.

H.M.O.N.G. Project Focus Group

Representation Matters



Focus Group Participation

Focus Group	Number of sessions	Count
Student	13	144
Parent	2	18
Staff	3	22

TOTAL PARTICIPANTS = 184
TOTAL SESSIONS: 18



Focus Group Purpose

- To explore how HMong students experience school life and identity representation in SPPS
- To understand HMong parent's perspectives on culture recognition and their expectations for an ideal learning environment.
- To gather insights from HMong staff on representation, barriers, and systemic improvements.

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Focus Group Findings

Importance of Representation

Student Engagement and Comfort

Seeing teachers from their culture helps students feel proud, comfortable, and more engaged in school activities.

Parental Support and Belonging

Parents value educators who share cultural backgrounds, fostering a supportive and inclusive learning environment for children.

Representation in Leadership

Hiring educators from diverse cultures helps students see themselves in leadership roles, reducing feelings of invisibility.

Impact on Equity and Confidence

Representation enhances students' academic confidence, cultural pride, and challenges systemic inequities in education.

Celebrations and Cultural Integration

Cultural Celebrations Importance

Events like HMong New Year and Asian Culture Night help students feel seen and valued through traditional clothing and arts.

Need for Deeper Integration

Celebrations are infrequent and often lack teaching about history or deeper cultural meaning, reducing impact.

Cultural Norms in Daily Life

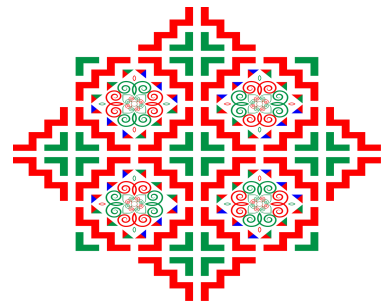
Parents want cultural norms like greetings and respect for elders integrated into daily school practices.

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Visible Cultural Representation

Physical spaces like murals, artifacts, and signage should reflect cultural diversity to foster belonging and pride.

Preserving Language and History



Language Fluency Challenges

Students face fluency loss due to limited opportunities to speak HMong in schools, impacting language preservation.

Curriculum and Funding Barriers

Outdated HMong curriculum and lack of funding hinder effective instruction and language program updates.

Integrating History and Culture

Incorporating HMong history, literature, and culture across subjects is essential to affirm identity and prevent cultural erosion.

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Advocacy for Language Programs

Parents and staff advocate for HMong language classes to count as world language credits and for expanded programs.

Belonging & Engagement: Creating Inclusive Spaces

Cultural Acknowledgment

Students feel invisible when their culture is not recognized in school settings, impacting their sense of belonging.

Safe Expression Spaces

Welcoming environments allow children to express their identities safely without fear of judgment or exclusion.

Staff Inclusion Challenges

Staff often feel unsupported and excluded despite their role in fostering student belonging.

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Intentional Belonging Practices

Intentional policies, training, and leadership are essential to create belonging through cultural representation and engagement.

Leadership & Advocacy: Championing Cultural Integration

Leadership Support is Crucial

Successful cultural programs require strong leadership and administrative support to thrive and avoid reliance on individual efforts.

Addressing Systemic Bias

Leadership must recognize and dismantle systemic biases that marginalize diverse groups in policy and practice.

Accountability and Equity

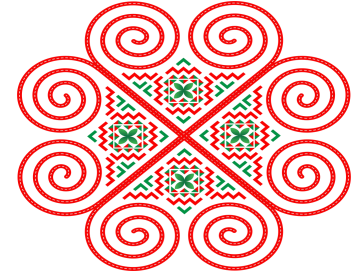
Leaders should prioritize equity, invest in cultural programs, and create accountability to ensure diverse representation.

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Building Trust with Communities

Transparency and responsiveness from leadership build trust with families and staff, fostering cultural inclusion.

Mental Health & Support: Culturally Responsive Services



Unique Student Challenges

HMong students face challenges like grief and family transitions requiring culturally competent mental health support.

Community Partnerships

Organizations like Wilder and Hlub Zoo provide support but require further expansion to meet student needs.

Culturally Competent Specialists

Hiring counselors knowledgeable in HMong culture and language ensures holistic support for students.

Inclusive Disability Accommodations

Parents seek better accommodations in SPED programs that incorporate HMong cultural understanding.

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Systemic Barriers & Equity: Interrupting Inequities

Systemic Inequities in Education

Curriculum, staffing, and resource allocation often overlook HMong students, reinforcing systemic inequities in schools.

Cultural Community Tensions

Equity debates sometimes create divisions among cultural groups, discouraging advocacy and collaboration.

Need for Disaggregated Data

Disaggregated data is essential to reveal achievement gaps faced by quiet and compliant HMong students.

Commitment to Inclusive Practices

Policy changes and targeted investments can honor HMong identity and promote true inclusivity in schools.

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Parent Engagement: Building Authentic Partnership

Need for Stronger Engagement

Parents seek more meaningful communication and involvement beyond superficial inclusion efforts.

Cultural Sensitivity and Outreach

Addressing cultural misunderstandings and improving outreach encourages participation from HMong families.

Inclusive Family Participation

Recognizing large family structures and inviting extended family members fosters inclusivity at school events.

Building Trust and Community

Authentic engagement builds trust and strengthens community ties supporting educational success.

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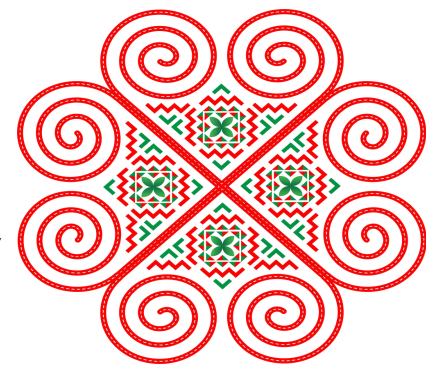
H.M.O.N.G. Project

S.M.A.R.T. Goals

HMong S.M.A.R.T. Goals

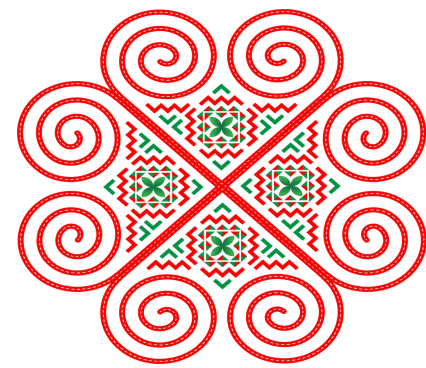
The percentage of HMong SPPS students who experience language, culture and multilingual development outcomes will increase from **BLANK in 2026** to **BLANK by 2029** through student-reported sense of belonging and cultural representation on existing district student climate and engagement surveys as measured by growth trends via **MCA, ACCESS and four -year graduation rates**.

The percentage of culturally responsive instruction, representation and biliteracy pathways will increase from **BLANK in 2026** to **BLANK by 2029** through increasing early awareness and maximizing impact of biliteracy pathways, increasing attainment of biliteracy for HMong students awarded the Seal of Biliteracy, and ensuring consistent and explicit inclusion of Hmong contributions and perspectives within Tier 1 curricular and extracurricular programs as measured by growth trends via **district and state reporting mechanisms and Minnesota Academic Standards**.



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HMong S.M.A.R.T. Goals



The percentage of HMong SPPS parents/guardians who have equitable access to language and culture opportunities will increase from **BLANK in 2026** to **BLANK by 2029** via increasing early awareness and maximize impact biliteracy pathway for Hmong students, improving reported access, communication and trust, reporting demand and access indicators for Hmong language and culture opportunities such as enrollment interest and waitlist data as measured by **trends in existing family engagement and climate survey related to being informed, heard and valued.**

The percentage of HMong SPPS staff who support the academic, social and emotional well-being of HMong students will increase systemwide from **BLANK in 2026** to **BLANK by 2029** through monitoring HMong staff-reported feedback and readiness to integrate culturally responsive practices that affirm HMong language, culture and history as well as recognizing the cultural and linguistic expertise of Hmong staff, while ensuring that responsibility for culturally responsiveness is shared across the district and embedded within Tier 1 expectations as well as ensuring that supportive conditions exist for HMong staff to engage in voluntary affinity-based peer collaboration including opportunities for connection, professional dialogue and mutual support as measured by **trends in existing HMong staff climate and engagement survey and workforce data.**

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H.M.O.N.G. Project Task Force

H.M.O.N.G. Project Task Force

- **Purpose:** The purpose of the H.M.O.N.G. Project Task Force Charter is to provide guidance and direction for members of the task force charged to demonstrate progress towards the adopted H.M.O.N.G. Progress goals via resolution.
- **Composition of the Task Force:**
 - SPPS Board Members: 2-3
 - Superintendent/designee: 1-3
 - HMong Parent Representative: 2-3
 - HMong Student Representative: 2-3
 - HMong Staff Representative: 2-3
 - Optional/Community Subject matter experts: 2-3



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H.M.O.N.G. Project Task Force Work

1. Utilize goals identified in the adopted H.M.O.N.G. Project Resolution as north star for its work.
2. Utilize the mission statement to collectively determine guardrails by which the goals are achieved.
3. Schedule/notice/record minutes for the meetings.
4. Collectively determine interim goals that will demonstrate progress towards the adopted goals from the H.M.O.N.G. Project Resolution.
5. Collectively identify and align governance, administrative, and community resources needed to demonstrate progress towards the adopted goals from the H.M.O.N.G. Project Resolution.
6. Compile the work of the H.M.O.N.G. Project Task Force in preparation to report progress to the SPPS Board of Education.
7. Community members of the H.M.O.N.G. Project Task Force shall receive a stipend for their time and expertise.



H.M.O.N.G. Project Resolution

H.M.O.N.G. Project Resolution (Draft)



WHEREAS; the Saint Paul Public Schools Board of Education is entrusted with the governance of the Saint Paul School District and the responsibility to ensure high-quality education for all students; and

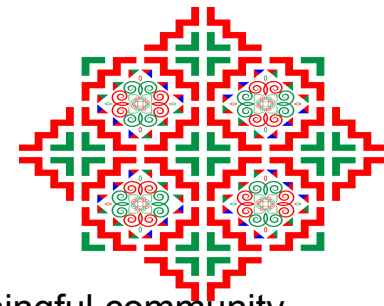
WHEREAS: to ensure that Saint Paul Public Schools fulfills its mission to inspire students to think critically, pursue their dreams and change the world; and

WHEREAS; effective governance requires clear goal-setting to provide direction and accountability for the district and the Board; and

WHEREAS; the Board of Education has adopted the H.M.O.N.G. Project, which emphasizes HMong centered student outcomes goals and programmatic goals relative to board priorities; and

WHEREAS; establishing formal Board goals enables strategic alignment of resources, programs, and initiatives to better serve the educational needs of the HMong community in Saint Paul Public Schools; and

H.M.O.N.G. Project Resolution (Draft)



WHEREAS; the Board is committed to transparency, continuous improvement, and meaningful community engagement in the educational process; and

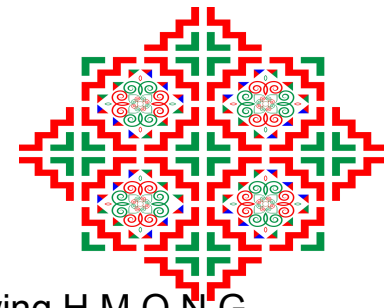
WHEREAS; the Board, in collaboration with the HMong community in Saint Paul Public Schools conducted extensive community engagement sessions to gather meaningful/actionable input from HMong students, families, and staff to develop and amend these goals; and

WHEREAS; the goals developed through this collaborative process reflect the shared urgency and priorities of the Board and the HMong community of Saint Paul Public Schools; and

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WHEREAS; regular assessment of progress toward these goals via the H.M.O.N.G. Project Task Force will inform the Board's oversight and decision-making; now therefore be it

H.M.O.N.G. Project Resolution (Draft)



RESOLVED; the Saint Paul Public Schools Board of Education formally adopts the following H.M.O.N.G. Project Mission:

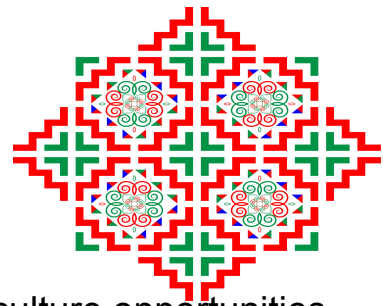
- *“The mission of the H.M.O.N.G Project is to actively inform SPPS on the HMong community’s cultural, language and programmatic needs in order to ensure alignment of resources and quality of education towards all SPPS HMong students, their families and its community.”*

RESOLVED; the Saint Paul Public Schools Board of Education formally adopts the following H.M.O.N.G. Project Goals:

- The percentage of HMong SPPS students who experience language and culture in their class and curriculum will increase from **BLANK in 2026** to **BLANK by 2029** through a variety of activities that embrace language and culture in every school as measured by **BLANK**.

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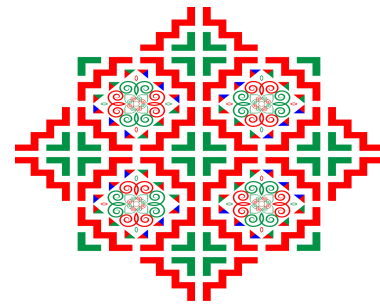
H.M.O.N.G. Project Resolution (Draft)



- The percentage of HMong SPPS parents/guardians who are engaged in language and culture opportunities will increase from **BLANK in 2026** to **BLANK by 2029** via the given current resources, offerings for HMong parents to teach a class or attend a class focused on HMong language and culture as measured by **BLANK**.
- The HMong SPPS staff involved in HMong language and culture experience for students will increase involvement in Hmong language and culture opportunities from **BLANK in 2026** to **BLANK in 2029** through increased opportunities to work directly with students and families to establish culturally responsive resources and activities to support HMong language and culture connections with students and families as measured by **BLANK**.

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H.M.O.N.G. Project Resolution (Draft)

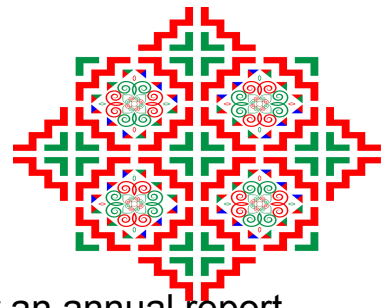


RESOLVED; the Board shall assemble a H.M.O.N.G. Project Task Force consisting of recommended members such as Board of Education members, Superintendent or designee, subject matter experts relative to the goals adopted, members of the HMong community of Saint Paul Public Schools and HMong students of SPPS to collaborate and demonstrate progress towards meeting the adopted goals and reporting on the progress of each of these H.M.O.N.G. Project Goals as outlined by the H.M.O.N.G. Project Task Force; and be it further

RESOLVED; the Board shall designate a full time staff who identifies as HMong, to oversee the work of the H.M.O.N.G. Project and

RESOLVED; the Board shall report the work of the H.M.O.N.G. Project Task Force for the H.M.O.N.G. Project under the Board of Education page of the SPPS website to include scheduled meetings, agenda topics and meeting minutes; and

H.M.O.N.G. Project Resolution (Draft)



RESOLVED; the Board shall oversee the work of H.M.O.N.G. Project task force to deliver an annual report detailing progress of the adopted goals at a scheduled Board of Education meeting where the board will provide guidance and vote on annually to determine whether the adopted goals are met or need to be revised.

NEXT STEPS

1. The H.M.O.N.G. Project Workgroup will reconvene prior to February 17th, 2026 to finalize the resolution and H.M.O.N.G. Project S.M.A.R.T. Goals.
2. At the February 17th, 2025 Regular meeting of the Board, the H.M.O.N.G. Project workgroup will present the final version of resolution which will be up for the school board to vote in order to adopt.



**UA TSAUG
THANK YOU**

Comments/Questions?

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INDEPENDENT SCHOOL DISTRICT NO. 625

**BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION**



Board File No. _____

Date _____

H.M.O.N.G. PROJECT RESOLUTION

WHEREAS; the Saint Paul Public Schools Board of Education is entrusted with the governance of the Saint Paul School District and the responsibility to ensure high-quality education for all students; and

WHEREAS; to ensure that Saint Paul Public Schools fulfills its mission to inspire students to think critically, pursue their dreams and change the world; and

WHEREAS; effective governance requires clear goal-setting to provide direction and accountability for the district and the Board; and

WHEREAS; the Board of Education has adopted the H.M.O.N.G. Project, which emphasizes HMong centered student outcomes goals and programmatic goals relative to board priorities; and

WHEREAS; establishing formal Board goals enables strategic alignment of resources, programs, and initiatives to better serve the educational needs of the HMong community in Saint Paul Public Schools; and

WHEREAS; the Board is committed to transparency, continuous improvement, and meaningful community engagement in the educational process; and

WHEREAS; the Board, in collaboration with the HMong community in Saint Paul Public Schools conducted extensive community engagement sessions to gather meaningful/actionable input from HMong students, families, and staff to develop and amend these goals; and

WHEREAS; the goals developed through this collaborative process reflect the shared urgency and priorities of the Board and the HMong community of Saint Paul Public Schools; and

WHEREAS; regular assessment of progress toward these goals via the H.M.O.N.G. Project Task Force will inform the Board's oversight and decision-making; now therefore be it

RESOLVED; the Saint Paul Public Schools Board of Education formally adopts the following H.M.O.N.G. Project Mission:

- *"The mission of the H.M.O.N.G Project is to actively inform SPPS on the HMong community's cultural, language and programmatic needs in order to ensure alignment of resources and quality of education towards all SPPS HMong students, their families and its community."*

RESOLVED; the Saint Paul Public Schools Board of Education formally adopts the following H.M.O.N.G. Project Goals:

- The percentage of HMong SPPS students who experience language and culture in their class and curriculum will increase from **BLANK in 2026** to **BLANK by 2029** through a variety of activities that embrace language and culture in every school as measured by **BLANK**.
- The percentage of HMong SPPS parents/guardians who are engaged in language and culture opportunities will increase from **BLANK in 2026** to **BLANK by 2029** via the given current resources, offerings for HMong parents to teach a class or attend a class focused on HMong language and culture as measured by **BLANK**.
- The HMong SPPS staff involved in HMong language and culture experience for students will increase involvement in Hmong language and culture opportunities from **BLANK in 2026** to **BLANK in 2029** through increased opportunities to work directly with students and families to establish culturally responsive resources and activities to support HMong language and culture connections with students and families as measured by **BLANK**.

RESOLVED; the Board shall assemble a H.M.O.N.G. Project Task Force consisting of recommended members such as Board of Education members, Superintendent or designee, subject matter experts relative to the goals adopted, members of the HMong community of Saint Paul Public Schools and HMong students of SPPS to collaborate and demonstrate progress towards meeting the adopted goals and reporting on the progress of each of these H.M.O.N.G. Project Goals as outlined by the H.M.O.N.G. Project Task Force; and be it further

RESOLVED; the Board shall designate a full time staff who identifies as HMong, to oversee the work of the H.M.O.N.G. Project and

RESOLVED; the Board shall report the work of the H.M.O.N.G. Project Task Force for the H.M.O.N.G. Project under the Board of Education page of the SPPS website to include scheduled meetings, agenda topics and meeting minutes; and

RESOLVED; the Board shall oversee the work of H.M.O.N.G. Project task force to deliver an annual report detailing progress of the adopted goals at a scheduled Board of Education meeting where the board will provide guidance and vote on annually to determine whether the adopted goals are met or need to be revised.

Adopted _____

CHAIR Board of Education

CLERK Board of Education

Federal Law Enforcement Activity on District Controlled Properties

Emergency Policy Consideration
Committee of Board Meeting 02/04/2026



Justification for Emergency Policy Consideration

Policy 209.00: DEVELOPMENT, ADOPTION, MONITORING OF POLICIES

G. “Emergency” - Emergency is a sudden, unexpected, serious event or unforeseen change in circumstances that requires urgent intervention.

To date, the current unprecedented Federal Agents actions has resulted in nearly 7,000 students electing to continue school through a Temporary Online Learning Option.

The sudden deployment of 3,000 agents to our state has caused significant disruption and fear in the community over the past several weeks.

This is the largest federal law enforcement operation in the US. It has become in



Policy Purpose

I. POLICY PURPOSE

Saint Paul Public Schools (“District” or “SPPS”) is committed to ensuring that every student can learn in a safe, welcoming, and inclusive environment free of fear or disruption due to immigration enforcement activities.



General Statement of Policy

II. GENERAL STATEMENT OF POLICY

In accordance with the Board of Education's **resolution reaffirming protections for immigrant students and practices for responding to Immigration and Customs Enforcement (ICE)** and other federal law enforcement presence on district property, this policy establishes clear guidelines regarding access to district property by federal law enforcement, the protection of student and family privacy, and the limitations on District cooperation and staff assistance.



Legal Authority and Scope

III. LEGAL AUTHORITY AND SCOPE

This policy is adopted pursuant to and shall be implemented consistent with:

- **Federal law**, including the U.S. Constitution (Fourth, Fifth, and Fourteenth Amendments) and the Family Educational Rights and Privacy Act (FERPA);
- **Minnesota law**, including the Minnesota Government Data Practices Act (Minn. Stat. ch. 13); Minnesota Constitution
- Applicable guidance from the **Minnesota Attorney General** regarding immigration enforcement and education;
- The **City of Saint Paul Separation Ordinance** limiting cooperation with federal immigration enforcement;
- **Saint Paul School Board Resolution 34190, adopted February 2025 shall serve as a supplemental document.**



Definitions

IV. DEFINITIONS

A. Federal Immigration Enforcement:

Includes Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), and other federal officers acting for immigration enforcement purposes.

B. Federal Law Enforcement:

Any federal agency or officer with law enforcement authority.

C. School District Property:

All buildings or **under the control of**, grounds, facilities, and vehicles owned, leased, contracted or operated by SPPS or serving SPPS Students.

D. Judicial Warrant or Court Order:

A warrant or order issued and signed by a federal or state judge or magistrate based on probable cause that specifically authorizes entry onto District property.



Definitions Cont.

E. Administrative Warrant / Detainer:

A document issued by a federal agency (e.g., ICE detainer) that **does not** alone constitute judicial authorization for entry or enforcement on District property.

F. The Family Educational Rights and Privacy Act (FERPA), which protects the confidentiality of student education records and generally prohibits disclosure of personally identifiable information (PII) without consent, except under limited circumstances expressly authorized by law.

G. The Minnesota Government Data Practices Act (MGDPA), which classifies educational data as private and imposes strict controls on access, use, and dissemination.



General Policy Directives

A. Access Restrictions

1. Federal immigration enforcement officers are prohibited from accessing SPPS property, interviewing students or staff, or conducting enforcement activities on District property except as compelled by a valid judicial warrant or court order or as otherwise required by law.
2. Administrative warrants, detainers, notices of inspection, or similar documents do **not** authorize access for enforcement activities.
3. The District **mandates** that no employee, contractor, or representative uses District resources to assist in immigration enforcement absent a legal obligation to do so.

B. Non-Cooperation and Staff Assistance Prohibition

While engaged in their duties for the district, district employees, contractors, volunteers, and representatives **shall not**:

1. Provide assistance to ICE or related agencies for enforcement purposes, including interpretation, translation, facilitating communication, directing individuals, or otherwise aiding enforcement activities.
2. Inquire about or collect information regarding a student's or family's immigration or citizenship status.
3. Provide information about students or families to federal immigration enforcement unless legally compelled by a valid judicial warrant or court order.
4. Refer students, families, or staff to federal immigration enforcement agencies for immigration status queries or enforcement-related purposes.



General Policy Directives

C. Verification and Response Protocol

1. The office of General Counsel representing the District, in partnership with the Superintendent or designee, shall maintain and distribute detailed response protocols and supplementary documentation to all district controlled properties and programs.
2. All requests by federal law enforcement for access to SPPS property, students, or records shall be immediately referred to the principal or designee, detailed by response protocols provided by District Legal Counsel and Superintendent or designee.
3. Individual staff members should not attempt to interpret documentation or manage interactions with ICE officers and should follow all most recent response protocols.
4. Verification shall be conducted to confirm the legal sufficiency of any presented warrant or order.
5. District representatives shall **not** interpret legal documents or provide interpretation or translation services to law enforcement, provide legal determinations, or act as intermediaries for law enforcement;
6. All legal review, interpretation, and communication regarding the validity or scope of any request shall be conducted by authorized District legal staff or their designee. 68
7. All encounters with law enforcement shall be documented, including the name of the officer(s), agency, badge number (if provided), date and time, location, nature of the request, and the District's response.
8. Parents/guardians shall be notified as set forth in FERPA or MGDPA, following a verified legal request involving a student, consistent with applicable law and District policy
9. Any immigration-related information that is inadvertently collected or arises in the course of educational operations shall be treated consistent with the MGDPA and FERPA and shall be handled in compliance with applicable law.



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General Policy Directives

D. Training and Communication

1. The Superintendent or designee shall ensure annual training for all staff on their responsibilities under this policy and proper response protocols.
2. Clear, multilingual communication of this policy shall be provided to students, families, and staff.
3. Public-facing materials and community outreach shall be used to explain rights, protections, district practices, and response protocols.



Non-Retaliation and Equal Educational Access

VI. NON-RETALIATION AND EQUAL EDUCATIONAL ACCESS

1. No student, family member, or employee shall be discriminated against, disciplined, or retaliated against based on immigration status, national origin, or for asserting rights under this policy.
2. All students shall continue to have equal access to educational services, extracurricular activities, and support services regardless of immigration status.



Policy Review

VII. POLICY REVIEW

This policy shall be reviewed if required by changes in State, Federal or local law.



Legal & Cross References

Legal References

20 U.S.C § 1232g
Minn. Stat. § 13

The Family Educational Rights and Privacy Act (FERPA)
Minnesota Government Data Practices Act (MGDPA)

Cross References

Policy 304.00
Policy 506.05
Policy 814.00
Board Resolution 34190

Records: Data Management
Law Enforcement Interrogations & Investigations
Visitors to Schools
Resolution for District Practices Relating to U.S. Immigration and Customs Enforcement



Discussion



Board Action



xxx.xx FEDERAL LAW ENFORCEMENT ACTIVITY ON DISTRICT CONTROLLED PROPERTIES

I. POLICY PURPOSE

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