

SAINT PAUL
PUBLIC SCHOOLS

SCHOOL ALLOCATION GUIDELINES

FISCAL YEAR
2027

SPPS.ORG



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What Are School Allocation Guidelines?

The School Allocation Guidelines are provided by the Divisions of Schools and Academics, in collaboration with all district divisions, and are reviewed and updated annually. The guidelines explain all the staff and funding provided that principals oversee. This includes staff such as school administration, classroom teachers, student support services, special education, multilingual language services, educational assistants and teacher aides. This does not include staff who are supervised by district department leaders such as technology services, safety and security, facilities and operations.

In addition to staffing, the School Allocation Guidelines provide information regarding funding allocations. Funding is allocated to schools as dollars that principals can use for building-specific needs. Each fund is allocated based on formulaic criteria and comes with guardrails for how the dollars can be spent.

INTRODUCTION

Each fiscal year, Saint Paul Public Schools (SPPS) reviews and updates allocation formulas and guidelines based on updated requirements from the state of Minnesota and our employee contracts. The Divisions of Schools and Academics use these formulas and guidelines to allocate staffing and funding to schools. School principals then use those allocations to budget and manage the day-to-day operations of our schools. The Divisions of Schools and Academic work closely with all other divisions to ensure the school allocations are accurate and equitable. Leaders across the organization ensure the School Allocation Guidelines are updated accordingly to provide this support to principals as they budget school funding.

This guide helps principals and other school leaders to understand the rationale behind these allocations as well as how to appropriately use their resources. This guide also helps leaders to communicate this rationale and guidance to the broader SPPS community.

FISCAL YEAR 2027 (FY27)

SPPS seeks to execute a budget process that concludes with a balanced budget for FY27 which aligns with Policy [720.00 Establishment and Adoption of School District Budget](#) and our strategic plan as well as addresses student needs, upholds community values, adheres to known constraints/influences and is rooted in sound financial decision-making.

As part of SPPS Achieves, we are committed to making budget decisions that are based on data and reflect what our students, staff and families have told us they [value most in our schools](#). We want to be sure the FY27 budget process is managed with integrity and is clear to all stakeholders.¹

SUMMARY OF CHANGES

Please reference the [summary of changes](#) for a high-level overview of changes from FY2026 to FY2027.

Items highlighted in yellow in these guidelines are changes after the original publish date of March 17, 2026.

¹ SPPS FY26 Budget,
<https://www.spps.org/about/departments/business-financial-affairs/budgetadministration2/fy27budget>

Budget Basics

SCHOOL ALLOCATIONS

SPPS uses these guidelines to develop school allocations. Allocations are based on formulas and applied to each school in the same way. These formulas are informed by contracts, legislation, best practices and the needs of our students.

STAFFING MODEL

To ensure SPPS meets requirements and provides service models as designed, many allocations have specific guidance requiring the positions funded to be used only as stated. Some positions and funding are flexible. This flexibility includes extra specialists, additional 10-month clerks and other additional elements of funding detailed throughout this guide.

ACCOUNTABILITY

The principal is responsible for the fiscal management of all funds included within their school allocations. Principals can access their school budget and year-to-date expenditure report at any time in PeopleSoft. This report shows a school's budget line-by-line and identifies any accounts that are in deficit. This report is designed to help principals and other school personnel balance and track their school budgets and actual expenditures in an accurate and timely manner.

Principals should review this report at least once per month. This will assist with the management and monitoring of each expense area. The financial stability of a school is reflected in the management of resources, expenditure trends, transfer of funds, accuracy of records and overall judgment in the general management of all school allocation funds.

It is the responsibility of the principal to conclude the year with the school allocations having a positive ending balance. A negative ending balance in the overall school allocation budget may result in a corresponding decrease to the following year's allocation. Therefore, no expenditures should be made in excess of the current budget, and staff hired must correspond to the approved budgeted positions. Any exceptions to this must first be reviewed and approved by the Executive Chief of Schools and Learning and the Finance Department.

STUDENT FIRST ALLOCATIONS

Allocations to schools are based on what is needed to provide promised services to our students and community. Allocations are not based on revenue generated by the school but rather are based on school enrollment, student needs, and contractual obligations/ratios. Often, funding provided for a program by the State of Minnesota or the federal government does not fully cover the services required. Perhaps the best examples of this are in the areas of special education and English Language Services, areas in which federal and state funds do not meet the required services for SPPS students.

Student Attributes

Student-based formulas rely on a range of attributes depending on the allocation. These attributes include, but are not limited to:

- Grade Level
- Incoming Performance
- Concentration of Poverty
- English Language Learners
- Special Education
- 504s

Baseline Allocation

A summary of allocations to schools can be found in the following tables. These allocations ensure all schools have the resources they need to operate effectively.

Figure 1: Allocations Based on Ratio

The following table summarizes allocations to schools based on a ratio of staff to students. More information about these staffing categories can be found in the Allocation Guideline section.

Classroom Teachers	Teacher:Student Ratio Allocation	
	High Poverty School	Low Poverty School
Pre-Kindergarten Teacher	1:20	1:20
Kindergarten Teacher	1:24	1:26
Grades 1-3 Teacher	1:25	1:27
Grades 4-5 Teacher	1:28	1:29
Grades 6-8 Teacher	1:30	1:32
Grades 9-12 at 6-12 school	1:32	1:34
Grades 9-12 Teacher	1:32	1:34
Staff	Staff:Student Ratio Allocation	
MLL Teacher	1:52 weighted MLL students	
Intervention Specialist	Elementary: 1/school Secondary: 1:300	

Figure 2: Funding Allocations to Schools

The following table summarizes funding allocations to schools.

Funding	PreK-5	PreK-8	6-8	6-12	9-12	ALC	Speciali zed
Extra Curricular (per school)	\$25,000	\$33,000		\$110,000		\$100,000	\$0
Supplies	\$175 per student						
iPad Accessories	\$5 per student	\$7.50 per student					

PROJECTED ENROLLMENT

Projected student enrollments greatly inform school allocations. SPPS projects enrollment by grade at the district and school levels. Some allocations are adjusted in October depending on preliminary fall enrollments.

For FY26, the projected enrollment in SPPS is 32,609 students in grades K-12 and ECSE. In addition, SPPS has allocated space for 1,490 students in Pre-K, for a total of 34,099 students in grades PreK-12. Districtwide projected enrollment tends to be the most accurate projection because it is based on a larger population, which makes the estimate more stable. Relatedly, school-level projected enrollments have more variability due to smaller student populations at the school level.

Figure 3: Projected Enrollment Factors

Projected enrollments are informed by a number of factors.

Based on:	Not Influenced by:
Enrollment trends (anomalies that are a one-year instance are taken into consideration)	Enrollment goals or strategies
Current enrollment reality and existing data	Class size limits
Physical limitations of the building	
Birth rates	
Retention rates	
Migration (movement into and out of the district)	
Transition grade (5th and 8th grade) trends at major feeder schools	

SCHOOL COMMUNITY INFORMATION

Budget decisions are guided by the [community priorities](#) gathered from over 6,000 students, staff and parents/guardians earlier this school year. These priorities include increasing a sense of belonging and safety in our school communities, ensuring students are respected and reflected in their curriculum and classrooms, and prioritizing literacy instruction. Survey results also showed strong support for arts and music, mental health support, required course offerings, building upkeep, college and career readiness, and language and culture programs. In the spring, principals host information sessions for their school communities to provide them with information about site-specific allocations.

Allocation Guidelines

STAFFING ALLOCATIONS

Staffing allocation information provides detailed guardrails to principals regarding the allocations of staff to schools. These are requirements that must be followed. To ensure SPPS is meeting federal, state and contractual requirements, only items identified as “flexible” can be reallocated.

Achievement and Integration

The purpose of Minnesota’s Achievement and Integration (A&I) program is to promote racial and economic integration, increase student achievement, expand equitable educational opportunities, and reduce academic disparities among students from diverse racial, ethnic, and economic backgrounds.

Saint Paul Public Schools (SPPS) qualifies for A&I funding because the district’s enrollment of protected-class students exceeds 20 percent when compared with adjacent districts. In addition, individual SPPS schools are eligible when their enrollment of protected-class students exceeds 20 percent relative to the district as a whole.

SPPS’s A&I plan will cover the 2026–27 through 2028–29 school years. School-related strategies within the plan include:

- **Language Immersion Programs (Elementary and Middle School):** Funding will support full-time equivalent (FTE) staff who provide instruction and program support for language immersion programming.
- **AVID and Freshman Focus (Grades 9–12):** Selected high schools will receive funding to support FTE positions that implement AVID and Freshman Focus programming. Any alternative use of these resources must receive approval prior to April 2, 2026. [Form here](#)
- **Support for Racially Identified Schools:** Additional staffing and resources will be provided to three racially identified schools.
- **American Indian Studies:** Dedicated FTE positions will support American Indian Studies. These positions will be allocated to schools using the Indian Education program code (198), rather than through individual school budgets.

Achievement and Integration funds will be used to support specific FTE positions. Meetings will be scheduled with schools to review allocations and implementation details.

Alternative Delivery of Specialized Instructional Services (ADSIS)

Alternative Delivery of Specialized Instructional Services (ADSIS) is provided through a grant from state special education aid. The purpose t is to provide instruction to assist students who need additional reading support to succeed in the general education environment. The goal is to reduce the number of inappropriate

referrals to special education by providing proactive instructional support. Current ADSIS positions are now in their second funding year.

Alternative Learning Center (ALC) Staffing (Teachers)

- Staffing recommendations are to provide a consistent base package for all schools, with some flexibility to provide options to support specific schools and programs.
 - The ALC base package is designed around staffing an 8/2 schedule with a class size of 28 students.
 - Flexibility is a hallmark of ALC programming, so designing FTEs to fit programming is important. Based on student enrollment, ALCs were provided FTEs for ALC programming. These positions can be used for instruction and/or support programming such as adding to the base package FTE (e.g. increasing the base 1.5 ELA FTE to 2.0 ELA, adding EL teachers). Principals will work with their Assistant Superintendent on how to allocate these FTEs for their program.
 - Advisory class is required for all students.
 - Job-Embedded Professional Learning Communities are supported.
- Some of the [High School guidance](#) points are relevant for ALC sites, including many linked resources.
- Please contact adam.kunz@spps.org or amy.steele@spps.org with questions.

Clerk

Required Clerks

- **12-Month Clerk:** All 6-12 and 9-12 schools receive one 12-month clerk, which is required.
- **11-Month Clerk:** All PreK-5, PreK-8, dual campuses and 6-8 grade schools receive one 11-month clerk, which is required.
- **Clerk 4:** High schools are allocated an 11-month registrar, staffed as a Clerk 4, which is required. The intent of this position is to support the counseling office and to transcribe records. The Office of College and Career Readiness will support the onboarding of these positions.
 - Please contact carita.green@spps.org with questions.

Flexible Additional Clerks

- **Attendance Clerk:** All PreK-8, 6-8, 6-12 and comprehensive 9-12 schools receive one attendance clerk.
- **10-Month Clerk:**
 - PreK-5 and Dual Campus Schools:
 - If student records requests² in SY2025-2026 are over 13% and the school has a projected enrollment above 200 students, one additional 10-month clerk will be allocated.
 - If student records requests are 13% or less in SY2025-2026 or projected enrollment is 200 students or less, 0.5 FTE 10-month clerk will be allocated.
 - PreK-8, 6-8 6-12 and 9-12 Schools:
 - For every 400 students, each school receives one additional clerk beyond the 12-month clerk/11-month clerk. One of these clerks is the Clerk 4 at the high schools. One of these clerks is the attendance clerk. Any additional allocations are considered additional 10-month clerks and are flexible.

² The percent of students leaving and enrolling in a school during the school year

- Any clerks outside of the 12-month/11-month and the Clerk 4 are flexible and can be reallocated as desired.
- K-8 schools with a projected enrollment below 150 students and 9-12 schools with a projected enrollment under 200 students are not allocated additional clerks.

Please contact your Assistant Superintendent with any questions.

Figure 4: Clerk Allocation Examples

	High School	Middle School	Elementary School
Enrollment	1,250	1,000	500, 13% mobility
Required Clerk Allocation	1.0 FTE 12-Month Clerk	1.0 FTE 11-Month Clerk	1.0 FTE 11-Month Clerk
	1.0 FTE Clerk 4		
Flexible Clerk Allocation	1.0 FTE Attendance Clerk	1.0 FTE Attendance Clerk	
	1.0 FTE Additional 10 -Month Clerk		0.5 FTE Additional 10-Month Clerk

Please contact your Assistant Superintendent with questions.

Career and Technical Education (CTE) Work-Based Learning (WBL)

Career and Technical Education (CTE)

Career and Technical Education positions are in the areas of Agriculture, Business, Family & Consumer Science, Education, Communications & Technology, Construction, Manufacturing, Medical, Automotive/Transportation, and Work-Based Learning. Postings and/or re-assignments must be approved by the Office of College and Career Readiness' Career Pathways Supervisor, Anna Morawiecki, to ensure aligned planning, licensure path, and support.

Required exploratory course offerings at Central, Como, Harding, Highland, Humboldt, Johnson, and Washington are:

- C40620x Introduction to Medical Careers
- T43151x PLTW Computer Essentials **OR** T432021 PLTW Engineering Essentials (preferably both)
- C40221% Exploring Education and Social Justice
- B40610x Intro to Business
- Career Seminar

Work-Based Learning (WBL)

- 1.0 Work-Based Learning Coordinator for the seven largest high schools (Central, Como, Harding, Highland, Humboldt (OWL), Johnson, and Washington).
- Work-Based Learning Coordinator expectations:
 - Teacher of record for the asynchronous, online Career Seminar Portfolio

- Optional choice for schools: teach 1 seat-based section of Career Seminar per semester during an A day (Hours 1,2,3, or 4 only)
- The rest of a WBL teacher's schedule should remain open to allow time to:
 - plan work-based learning opportunities
 - engage with students
 - attend workshops at district offices
 - track Career Seminar Portfolio students
 - build and maintain industry partnerships
- WBL teachers will have a district Professional Learning Community (PLC).
- Other sites that have a Work-based Learning teacher are welcomed and encouraged to join the district PLC. Please contact anna.morawiecki@spps.org with further questions.

Elementary Staffing (Teachers)

Grade-Level Classroom Teachers

- Elementary Grade Level Classroom Teachers are allocated based on projected enrollments with the following class sizes:

Figure 5: Elementary Student Ratio Allocation

Teacher allocation based on projected enrollments.

Classroom Teachers	Teacher:Student Ratio Allocation	
	High Poverty School	Low Poverty School
Pre-Kindergarten Teacher	1:20	1:20
Kindergarten Teacher	1:24	1:26
Grades 1-3 Teacher	1:25	1:27
Grades 4-5 Teacher	1:28	1:29

- Based upon projected enrollment, classroom FTEs are allocated to schools to ensure no composite sections (grade splits) were created for grades K-1.
 - If you need to choose which two grades to build a composite, the recommendation is to do so at the highest two grades. Curriculum materials will be allocated based on this recommendation, so if you chose a different composite, you will need to purchase materials to accommodate.

Elementary Specialists

Elementary specialists are allocated using a formula of .2 FTE times the number of classroom sections (PreK-5) and then rounded up to the **next half** FTE in order to meet standards.

All elementary schools must have a science specialist. Hiring Physical Education, Music, Art, Social Studies, and Health Specialists is determined by the principal in collaboration with the Assistant Superintendent.

Following budget meetings, elementary principals will submit a [form](#) for the Division of Schools and Learning. This form will identify hired Specialists and outline the school's plan for teaching, assessing, and documenting progress for PE, Music, Art, Social Studies, and Health standards.

IB World Schools must offer a World Language.

Additional specialist options include Indigenous and world languages, technology, dance, theater, media specialists, or can be reallocated as desired, assuming contractual requirements of prep are met, and are done in .5 to 1.0 FTE increments.

Principals have the option of partnering with another elementary school to share elementary specialists in order to provide more specialist content to their students. For example, School A has a music specialist as their third specialist. School B hires an art specialist as its third specialist. At the end of Semester 1, the art specialist moves to School A and the music specialist moves to School B.

Please contact your Assistant Superintendent with questions.

Health and Wellness

All Health and Wellness staff are hired into a pool and may be reassigned by Health and Wellness Administrators to cover either short-term or long-term absences based on their credentials, experience, and skill set. Staffing allocations may change throughout the year based on the health and safety needs of students. For student safety, priority will be given to staffing LSN FTEs over HA FTEs when possible.

Licensed School Nurses

- The FTE allocation of Licensed School Nurses to schools is based on a variety of factors, including: total enrollment by site; the number of students in special education and the number of students with Nursing on their IEPs; and students' chronic and complex health, language, and socioeconomic needs. Health and Wellness actively seeks bilingual Licensed School Nurses when possible to support the diverse needs of our students.

Health Assistants (HAs)

- Health Assistants (HA) work under the direction and delegation of a Licensed School Nurse. HAs can be nurses themselves (i.e. Registered Nurse or Licensed Practical Nurse) or can be unlicensed assistive personnel (i.e., first aid and CPR trained). Some schools may receive Health Assistant time in combination with a Licensed School Nurse, and the time varies greatly and is based in part on the collective assignment with the Licensed School Nurse. Health and Wellness actively seeks bilingual Health Assistants when possible to support the diverse needs of our students. A full-time HA is .94 FTE (37.5 hours a week).

Formulas for Health and Wellness allocations can be found [here](#).

Please contact rebecca.schmidt@spps.org with further questions.

High School Staffing (Teachers)

- Staffing recommendations are to provide a consistent base package for all schools, with some flexibility as options to support specific schools and programs. This reflects our belief that all high school students deserve an education that prepares them for careers, college, and positive outcomes after graduation.
- Discrete shifts within FTE allocations are possible based on school program needs and **require** Assistant Superintendent approval.
- Specific details based on this allocation:
 - Core FTEs support the rigorous academic core curriculum aligned to MN state standards
 - Suggested staffing based on reduction from average class sizes by **-4** at 9-12 schools and **-4** at 6-12 schools (per contract)
 - Low-enrolled courses (below 15) are not supported by this model
 - There is flexibility within categories (e.g. 1 section of Freshman Focus taught by AVID FTE), but overall staffing should meet the guidelines
 - Job Embedded Professional Learning Communities are supported
 - Special programs such as EL, AP, IB, and Aerospace will have separate funding allocations in addition to the base package.
 - Districtwide Virtual Courses (DVCs) are funded as separate allocations. Staffing is tied to this.
 - This allocation supports AVID programming to enhance schoolwide implementation of academic support strategies
 - This allocation supports Career Pathways
 - Advisory class is required for all students
- Helpful Resources
 - Meeting MDE & SPPS course requirements: [SPPS Guidelines for Graduation Requirements SY23-24+](#)
 - [SPPS High School Fully Funded Model Check List](#)
 - [AVID Scheduling Guidance](#)
 - The majority of AVID FTEs are funded by Achievement and Integration, not out of the general fund.
 - Freshmen Focus FTE and [Study Hall - Specific requirements and guidance](#)
 - [Overview of Electives](#)
 - [Structure & Expectations for Districtwide PLCs](#)

Figure 6: Sample Teacher Schedule for 8/2 Block

8/2 block assumes 79 minutes per class period.

“A” Day		“B” Day	
1	Class (79 min)	5	Class (79 min)
2	Class (79 min)	6	PLC (45 min) PREP (34 min)
3	Class (79 min and 25 min lunch)	7	Class (79 min and 25 min lunch)
	Advisory (30 min)		Advisory (30 min)
4	PREP (79 min)	8	Class (79 min)

Please contact your Assistant Superintendent with further questions.

Intervention Specialists

- Allocations are as required by the Saint Paul Federation of Educators (SPFE) contract, which is currently a minimum of one per elementary school and 1:300 staff-to-student ratio for secondary schools.
- Please contact your Assistant Superintendent with further questions.

Leadership

Principals

- One principal per school, with some exceptions at dual campus schools:
 - Crossroads Montessori and Science: 1 principal total
 - SPPS Online Elementary, Middle and High School: 1 principal total
 - Gordon Parks and AGAPE: 1 principal total

Assistant Principals (APs)

- PreK-5 schools can have a maximum of one AP if they meet the appropriate criteria for the priority areas of enrollment and special education concentrations.
- PreK-8 schools can have a maximum of two APs if they meet the appropriate criteria for the priority area of enrollment.
- 6-8 schools can have a maximum of three APs if they meet the appropriate criteria for the priority areas of enrollment and high-poverty sites.
- 6-12 and 9-12 schools can have a maximum of four APs if they meet the appropriate criteria for the priority area of enrollment.
- Please contact your Assistant Superintendent with further questions.

Library Services

Library Media Specialist

- All PreK-8, 6-8, 6-12, and 9-12 (except those without a physical library and/or under 300 students) schools receive a 1.0 FTE licensed library media specialist.
- In addition to managing the library space and providing access to a professionally curated collection of books and online resources, Licensed Library Media Specialists [provide instruction](#) to students on library skills, information/media literacy, research skills, digital citizenship, and creative inquiry. They collaborate with classroom teachers to deliver instruction to students.
- Provide remote support to 1-2 elementary library assistants, approving library acquisitions according to state statute and district policy.
- Library Media Specialists may not be assigned duties that fall outside of their [job description](#).

Library Teacher Aide (TA)/Educational Assistant (EA)

- All PreK-5 schools receive a .88 FTE teacher aide (TA). .88 FTE is a full-time teacher aide (35 hours per week, plus 30-minute unpaid lunch daily). This position must staff the library on a regular schedule

and can provide additional support throughout the school outside of that schedule, including covering Pre-K TA preps.

- The Library Assistant position should be held by one person.
- To best support student literacy development, libraries are open during the entire school day.

[Expectations for Library Services](#) must be met:

- Provide all classrooms/students with at least weekly access to check out and return library books
- Students may take library books home, make their own reading choices, and be allowed to check out multiple books each visit.
- Library Assistants keep the physical library materials organized
- Library Assistants promote online library resources and eBooks
- Library Assistants maintain an accurate library inventory

All schools must follow the [SPPS library services model](#), including allowing time for monthly training of Library TAs. A meeting schedule will be shared in August. PreK-5 Library TAs will receive library direction from the Library Services Supervisor and their assigned secondary library media specialist.

Schools may choose to fund additional Library Media Specialists, Library EAs, or Library TAs with their discretionary funding allocation.

Please contact Dawn French with questions.

Middle School Staffing (Teachers)

- SPPS is committed to providing a successful middle school model that supports students during a key transition time in their lives. We believe our young adolescents deserve a middle school experience that is developmentally responsive, challenging, empowering and equitable.
- Please refer to the [Middle School Model Checklist](#) to support budgeting and scheduling. The core elements of a middle school in SPPS include:
 - Core FTEs support the rigorous academic core curriculum aligned to MN state standards
 - Suggested staffing based on reduction from average class sizes by -4 at 6-8 schools and -4 at 6-12 schools (per contract)
 - Foundations is an advisory course that creates a safe and respectful school climate
 - A Reader's Workshop and separate Writer's Workshop for 6th-grade students
 - Job-Embedded Professional Learning Communities
 - Access to the following electives by 8th grade:
 - Indigenous/World Language (IWL) (one year each, not all students take it). Recommended to take in 7th and 8th grade since 6th grade has a double literacy block.
 - Visual and Performing Arts (one semester of each)
 - Physical Education (one semester)
 - Health (one semester)
 - Additional Electives
- Helpful Resources:
 - [6-8 Course Requirements](#)
 - [Middle School Course Requirements \(Family Facing Document\)](#)
 - [Scheduling Recommendations for Middle Schools](#)
 - [AVID Scheduling Guidance](#)

-
- [On Track Literacy Scheduling and Staffing Guidelines](#)
 - All FTE allocated from DAE must be used for On Track Literacy staffing. Allocations are based on the projected number of students in grades 7-8 meeting [On Track Eligibility and Placement Criteria](#).
 - At least 20 students per section must be enrolled.
- Keep in mind:
 - Middle school staffing allocations are based on projected enrollment, school size (small schools = less than 200), and class size caps.
 - Based upon the total, some schools will receive a staffing round-up (e.g. Total FTEs = 21.31; Rounded up Total FTEs = 22).

Figure 7: Sample Teacher Schedule for 8/2 Block

8/2 block assumes 79 minutes per class period.

“A” Day		“B” Day	
1	Class (79 min)	5	Class (79 min)
2	Class (79 min)	6	PLC (45 min) PREP (34 min)
3	Class (79 min and 25 min lunch)	7	Class (79 min and 25 min lunch)
	Foundations (30 min)		Foundations (30 min)
4	PREP (79 min)	8	Class (79 min)

Please contact your Assistant Superintendent with further questions.

Multilingual Learning (MLL) Staffing

St. Paul Public Schools is home to over 7,000 students who qualify for English Learner services. These services supplement, but do not supplant tier 1 instruction and focus on language development in the four domains of reading, writing, speaking and listening.

Staffing Procedures:

- **Vacancies:** Please notify Sarah Schmidt de Carranza in OMLL for any vacancies you may have due to retirements, resignations, and/or leaves of absence for EL teachers, LCD EL teachers, and Bilingual EA staff. The Office of Multilingual Learning (OMLL) will post the positions for you.
- **Candidate Pools:** OMLL is conducting interviews for the EL and LCD teacher pools for external candidates. **New for 2026-27 is a pool for Bilingual EA candidates.** OMLL interviews and assesses the oral language proficiency of Bilingual EA candidates **for consideration for the EA pool.**
- **Bilingual Educational Assistant (EA) Staffing:** Bilingual EAs are allocated across the district based on the total number of students who speak that language at each school relative to the representation of the language in the existing Bilingual EA employee group. Please note that these are academic support positions expected to provide direct supports in classrooms. Bilingual EA Staffing is static, meaning that the number of EAs in the system does not change,

but allocations to sites may change based on changes in enrollment and demographics systemwide.

- A full-time EA is .94 FTE (37.5 hours a week).
- Bilingual EA staff assigned full-time to elementary schools with Voluntary Pre-K (VPK) programming will be assigned one hour per day to the VPK program. Bilingual EA staff allocated half-time to an elementary school with VPK programming will be assigned 30 minutes per day to the VPK program.
- **If a site has been allocated a part-time EA and the principal would like to use building funds to pay for the remaining FTE, please contact sarah.schmidt@spps.org to discuss the request.**
- **EL and LCD Teacher Staffing:** EL and LCD teacher staffing will adhere to contract language of the weighted staffing ratio of 52:1. Any position changes from EL to LCD teacher in an allocation will be communicated by Sarah Schmidt de Carranza. **New for the 2026-27 school year is that EL teacher allocation will be calculated at the 52:1 ratio and allocated on 0.2, 0.4, 0.6, 0.8 and 1.0 increments..**
 - **Fall Adjustments:** Based on the October 1st counts each year, staffing may be adjusted to meet the needs of students across the system. Adjustments may happen at any site regardless of programmatic focus, age of program, or other factors.
- EL teachers and Bilingual EAs are expected to deliver services qualifying students **in accordance with the EL service models** for each grade. Implementation of these service models is an expectation and not optional. Please see the accompanying documents for further information. Please note that EL teachers may not be assigned elective classes to teach.
 -
- **Secondary Sites with Language Academy Programming:** OMLL staff will connect with you as you develop your master schedule to assist you in ensuring that all requirements for English Learner service delivery are met. Additional communications will come via the Principals Playbook.

Pre-Kindergarten (Pre-K) Staffing

- Administrators should use the [Pre-K Schedule](#) to build their school-level plan.
- Pre-K classrooms must have one teacher and one paraprofessional in the classroom at all times. Pre-K classrooms have a maximum of 20 students.
 - Additional allocation for lunch and breaks is included in the teaching assistant staffing FTE. A full-time TA is .88 FTE (7 hours a day). All Pre-K TAs are considered TA1.
- Specialists who support Pre-K do not need to have a Pre-K license. Work with your HR staffing specialist for guidance. Pre-K students should have access to all of the elementary specialists within your school.
- Work with Dr. Lori Erickson for guidance.

School Counselors

- Secondary allocations are based on the most recent SPFE contract. This requires working towards a ratio of 1 counselor for every 250 students districtwide.
- **School counselor positions at Special Education sites will be discontinued.**
- **Elementary Allocations are based on the following criteria:**
 - * **High Poverty Schools: Under 400 = 1.0 FTE, 400-500 = 1.5 FTE, 500 + = 2.0 FTE**

*** Lower Poverty schools: Under 475 = 1.0 FTE, 475-575 = 1.5 FTE, 575 + = 2.0 FTE**

- Principals can use building funds to hire additional school counselors if desired and available.
- **Staffing Procedures:** Please notify Beth Coleman for any vacancies you may have due to retirements, resignations, and/or leaves of absence. Internal staff who are licensed School Counselors may apply for open positions. Lead School Counselors conduct interviews for the Counselor pool for external candidates. Beth Coleman will provide a list of external candidates to principals with open positions after the Interview and Selection process.
- Please contact beth.coleman@spps.org with any questions.

School Psychologists

- Allocations are based on the most recent SPFE contract. This requires working towards a ratio of 1 school psychologist for every 700 students districtwide.
- Allocations are determined by the Office of Specialized Services and individuals are assigned at the district level.

School Social Workers (SSW) (General Education)

- Allocations are based on the most recent SPFE contract. This requires working towards a ratio of 1 social worker for every 500 students districtwide.
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- Schools have the option to fund additional general education SSW time.
- **Please notify Marisa Priess about any vacancies you may have due to retirements, resignations, and/or leaves of absence. Internal staff who are licensed School Social Workers may apply for open positions. Marisa will conduct interviews for the School Social Worker pool for external candidates. Marisa will provide a list of external candidates to principals with open positions after the Interview and Selection process.**
- Contact marisa.priess@spps.org to make changes to the general education allocation.
- SSWs participate in the interview and selection process, therefore a name will not be attached to the allocation because it could change. Unless notified otherwise, schools will have the same social worker as the prior year. If the SSW allocation is less than .5 FTE, a SSW will be placed by Marisa Priess. She will contact the principal with arrangements after the interview and selection process is over.

Specialized Sites

- Work with your supervisor for further questions.

Special Education Staffing

SPPS is responsible for ensuring that every student receives a Free and Appropriate Public Education (FAPE), regardless of which school the student is attending. Students in some schools cannot receive a higher level of special education service than students with similar needs in other schools. The initial 2026-27 special education teacher, EA, and TA allocations were calculated using caseload parameters based on current student needs, with consideration for projected fall 2026 enrollment if specific changes are known (e.g. adding Setting 3 classroom to a school). **Once fall 2026 student enrollments are created in Infinite Campus later this spring, OSS will update allocations for each school and will communicate with principals if their special education allocations have changed.**

- Schools are responsible for submitting HR requisitions and hiring special education teachers, school social workers and paraprofessionals (EAs and TA2s). The Specialized Services accountant will assist principals with budget codes when posting positions, and supervisors within the Office of Specialized Services will support principals with spring interviewing and hiring of special education teachers and social workers who are hired on an early contract.
- Schools may not use their general education school budget to fund additional special education TA2 positions, as the provision of special education services must be consistent across the district. Principals may only purchase general education TA1 positions, and the assigned duties must fall within the contractual duties of the TA1 general education job description.
 - **NOTE:** Schools may not use their general education budget to buy up TA2s.
- If a principal believes that their special education staffing allocations are insufficient to meet the needs of the students receiving special education services in their school, they should contact their special education supervisor to request a staffing review. This review may include, but is not limited to, a review of staff schedules, review of student schedules and IEPs, and staff interviews.
- Early childhood special education (ECSE) teachers supporting school-based Pre-K settings will now be managed and assigned to schools at the district level based on caseload ratios and student needs. ECSE paraprofessional allocations for these settings will remain at the school level.
- Special education teachers are allocated according to caseload language in the SPFE contract:
 - ECSE half-day and full-day classrooms: 1 teacher, 2 TA2s, 1 EA for every two classrooms
 - ASD/DCD and EBD Fed 3 classrooms: 1 teacher, 2 TAs, 1 EA for every two classrooms
 - Full-time special education TA2s are .88 FTE and special education EAs are .94 FTE.
- If a position was filled by a contracted employee from a staffing agency or through a long-term paraprofessional through the **Kelly Education** Managed Paraprofessional Program, that position needs to be posted and filled with a direct SPPS hire for the 26-27 school year.
- The Office of Specialized Services is reviewing all students with a 1:1 TA, and some 1:1 TAs are not included on school staffing sheets at this time **due to uncertainty about student enrollments for the fall**. If a student in a school has a 1:1 TA and will be returning next year, and that TA allocation is missing on the school spreadsheet, it will be addressed and updated during the spring staffing meeting.
- **Secondary (middle school and high school) DAPE teachers will no longer provide prep coverage or serve as a standalone "specialist" class. Instead, their time is dedicated exclusively to the specific minutes outlined in students' IEPs. To maintain Setting III ASD/DCD teacher prep coverage, please prioritize scheduling students for general education electives with para support. Special Education Supervisors will support Principals in problem solving scheduling needs based on this change.**
- Due to strict funding guidelines and staffing parameters in the teacher's contract related to special education social workers, split funding social workers between general education funding and special education funding need to be minimized. For example, if you are allocated a full FTE special education worker, it needs to be assigned to a full person. If there are unique circumstances, principal need to contact Marisa Priess for consideration of a different allocation.

Figure 8: Special Education Allocations

Based on the caseload language in the SPFE contract.

Federal Setting	Caseload	Special Ed. Staffing
ECSE 3-6 year olds - self-contained classroom	6-8 students per section	• 1 ECSE teacher • 2 additional special education staff

ECSE 3-6 year olds, teachers providing supports in inclusive or natural settings	12-16 students case managed	• Special education teams may include an ECSE teacher and related services staff. • Para support based on IEP needs
Federal setting I & II elementary	15-19 students case managed	• 1 special education teacher • Para support based on IEP needs**
Federal setting I & II secondary	17-22 students case managed	• 1 special education teacher • Para support based on IEP needs**
Federal setting III - DCD/ASD/DHH+	6-9 students	• 1 special education teacher • 2 additional special education staff • 1 floater special education staff for every 2 classrooms to support breaks, lunches, etc.
Federal setting III - EBD/DHH (self-contained)	8-10 students	• 1 special education teacher • 2 additional special education staff • 1 floater special education staff for every 2 classrooms to support breaks, lunches, etc.

***For Setting 1-2 classrooms at the elementary and secondary level, schools will be allocated Special Education TA2 positions to support student needs. If a school has an existing employee in a Special Education EA1 position that has historically been assigned to Setting 1-2, that will be reviewed on a school-by-school basis during the spring budget meeting with the school principal.*

- Related service staff are **assigned** at a district level based on caseload ratios in the teacher contract and are adjusted if student enrollment changes (i.e. speech/language pathologists, occupational therapists, school psychologists, physical therapy, itinerant DHH and vision). **Allocations for related service providers will be communicated to principals later this spring and into the summer.**

Figure 9: Related Services Ratios

Based on caseload ratios in the SPFE contract, adjusted for enrollment.

Title	Number of students per 1.0 FTE - Elementary	Number of students per 1.0 FTE - Secondary
Speech Language Pathologist	35-40	41-45
Occupational Therapist	35-45	40-50
Physical Therapist	35-45	40-50
Sped School Social Worker	35-40	40-45

- Special education TOSAs, including special education coaches, are assigned at the district level.
- **Buildings are responsible to pay supplemental pay for special education staff to comply with contractual requirements.**

- Teachers who are required to attend child study and student assistance team (SAT) meetings that go beyond the four principal-directed before/after school meetings in a month shall be compensated at the “Loss of Preparation Time” rate.
- Teaching assistants must be paid their hourly rate when attending professional development on non-duty days. Schools pay for attendance at school professional development. Professional development offered by the Office of Specialized Services will be paid for through Special Education.

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Teachers

SIPPS teachers are allocated to grades 3-8 based on the literacy needs of students.

- [Elementary SPPS Guidelines for SIPPS 3-5](#)
 - [SIPPS 3-5 Job Description](#)
- [Middle School Guidelines for SIPPS 6-8](#)
 - [WINN SIPPS Middle School Scheduling 26-27](#)
 - [SIPPS 6-8 Job Description](#)

FUNDING ALLOCATIONS

Carryover

For FY25 carryover, schools can carry over unused funds to the next school year. There will be no approvals for additional amounts exceeding these limits.

Figure 10: Carryover Allowances by Grade Level

	PreK-5	Dual	PreK-8	6-8	6-12	9-12
Carryover from FY26	\$10,000		\$15,000		\$25,000	

Please consult with your Assistant Superintendent with questions.

Schedule C-2 Extracurricular Non-Athletic (Extra Duty) Allocations

Each school receives a lump sum allocation to cover Schedule C-2 extracurricular non-athletic stipends. Refer to [Schedule C-2 \(pp. 99-103\)](#) for expectations regarding Schedule C extra duty funds.

Figure 11: Schedule C-2 Extracurricular Non-Athletic Allocation

	PreK-5	PreK-8	6-8	6-12	9-12	ALC	Special ized
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FY27 Allocation by school, including benefits	\$25,000	\$33,000	\$110,000	\$100,00	
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Please consult with your Assistant Superintendent with questions.

iPad Accessories

- Allocations:
 - PreK-5 and dual campuses: \$5 per pupil for iPad accessories
 - PreK-8, 6-8, 6-12, and 9-12 sites: \$7.50 per pupil for iPad accessories
- Funds should be managed such that schools can cover all costs for missing cords and chargers, including those not returned at the end of the school year.
- Schools cannot require reimbursement for lost/damaged iPad accessories. Review [Restitution Guidelines here](#).
- Please contact your Assistant Superintendent with further questions.

Program Costs (Other)

- **Aerospace Costs:** Farnsworth Lower, Farnsworth Upper and Johnson receive \$150,000 each to maintain flight simulator labs, maintain aerospace curriculum and a program lead.
- **AP Costs (exams & training):** Allocations are specific to each school and based on previous 3 years of AP expenses. **AP coordinators receive a stipend in addition to this allocation.** More information about [AP Exams and Reimbursement from MDE](#).
- **IB Costs (exams & training):** Allocations are specific to each school and based on previous IB expenses. More information about [IB Exams and Reimbursement from MDE](#).
- **IB FTE:** For each IB Programme in a school, 0.5 IB Coordinator FTE is allocated to cover the grades in the program.
- **Expeditionary Learning:** Open World Learning receives \$40,000 to maintain the Expeditionary Learning model.
- **Hmong Dual Language Program (PreK-5):** Txuj Ci Lower and Upper receive \$4620 per Hmong Dual Language Teacher, per [Schedule C-2](#).
- **Pool EA:** Cherokee Heights receives a 1.0 FTE EA to staff the pool to ensure maintenance of safety.

Please contact your Assistant Superintendent with further questions.

Supplies

- Each school is allocated \$175 per pupil for supplies and materials.

Please contact your Assistant Superintendent with further questions.

Title I

- Schools are allocated Title I funding based on the Direct Certification and Educational Benefits count, as of October 1, 2025, fall enrollment data. Schools qualify for Title I funding if their Education Benefit eligibility percentage is **45% or greater**.
- FY27 Title I Family Engagement Allocation is 1% of the overall preliminary Title I allocation to our public schools and is allocated to schools on a per-pupil funding amount.

- Schools can exceed the Family Engagement allocation using the Title I allocation, but **MUST** allocate the minimum amount. The Budget Toolkit will then show red in Family Engagement, but a remaining balance in Title I. The two totals should equal \$0.
- Discretionary is the amount of Title I resources *after* the deductions are removed for the counselor and social worker FTE (based on enrollment) and must be tied to the School Continuous Improvement Plan (SCIP) strategies and must follow Title I guidelines.
- **All Principals are required to sign and initial Schoolwide Plan form provided by MDE which acknowledges how Title I funds are expended at the school.**
- Title I Narrative should be completed indicating how the specific staff will support the SCIP.
- **All Title purchases including food, services and contracts, must be approved by Title I Director before purchase.**
- Title I Crate required submission in April.
 - Provide the documentation of budget conversations with families related to the use of funds received for family engagement.
- The Office of Federal Programs will fund Lyft rides for Family Engagement activities and background checks for family volunteers.
- Principals in Title I buildings will complete a Schoolwide Plan during budget meetings which requires a signature and initials to acknowledge compliance of Title I requirements
- Further information and guidelines for Title I are provided in [Title I Budget Process & Program Guide FY: 2026](#).
- Please contact anne.mclnerney@spps.org with further questions.

ADDITIONAL INFORMATION

Food

Please review the [Food Purchase Regulations](#) when budgeting for food.

New Schools and Programs

New schools and programs require a level of flexibility to support their growth as they build. They require additional costs for startup, including supplies and materials, curriculum, equipment, and professional development.

New schools and programs will open one grade at a time, beginning with the earliest grade.

School Improvement

Our school improvement plan is approved by the Minnesota Department of Education (MDE) annually. SPPS is in the process of updating our school improvement plan with MDE. Allocations will follow based on approval of the plan. Please contact craig.anderson@spps.org with questions.

Additional Teacher Aides

Full-time teacher aides are .88 FTEs. When buying additional TAs, budget accordingly. **General Education TAs are TA1s only. TA2s are only for special education.**

Appendix A: Grant Funded FTEs

-  FY27 Grants that will fund FTEs and supplemental pay

Appendix B: Acronym Reference Guide

- [Education Acronym Reference Guide](#)
- ADSIS: Alternative Delivery of Specialized Instructional Services
- ALC: Area Learning Center
- AP: Advanced Placement
- ASD: Autism Spectrum Disorder
- Asst: Assistant
- Ave: Average
- AVID: Achievement Via Individual Determination
- CES: Critical Ethnic Studies
- CSI: Comprehensive Support and Improvement
- CTE: Career and Technology Education
- DAPE: Developmental Adapted Physical Education
- DCD: Developmentally Cognitively Delayed
- DVC: Districtwide Virtual Courses
- EA: Educational Assistant
- EBD: Emotional/Behavioral Disorders
- ECSE: Early Childhood Special Education
- EL: English Learner
- ELA: English Language Arts
- ELEM: Elementary
- ELL: English Language Learning
- ESL: English as a Second Language
- Fed: Federal
- FTE: Full Time Equivalent
- FY: Fiscal Year
- Gen Ed: General Education
- HA: Health Assistants
- IB: International Baccalaureate
- IEP: Individualized Education Plan
- IWL: Indigenous World Languages
- JEPD: Job Embedded Professional Development
- K or KG: Kindergarten
- LCD: Latino Consent Decree
- LSN: Licensed School Nurse
- MDE: Minnesota Department of Education
- MLL: Multilingual Learning
- OMLL: Office of Multilingual Learning
- OT: Occupational Therapist
- PD: Professional Development

- Phy Ed: Physical Education
- PLC: Professional Learning Community
- Pre-K: Pre-Kindergarten
- Prep: Teacher Preparation
- Psych: School Psychologist
- RIS: Racially Isolated Schools
- Round: FTEs are rounded up
- SCIP: School Continuous Improvement Plan
- SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- SLP: Speech Language Pathologist
- Spec: Specialist
- SPED: Special Education
- SPFE: Saint Paul Federation of Educators
- SPPS: Saint Paul Public Schools
- SSL: School Support Liaison
- SSW: School Social Worker
- SY: School Year
- TA: Teaching Assistant
- Tchr: Teacher
- Tech: Technology
- TOSA: Teacher on Special Assignment
- TSI: Targeted Support and Improvement
- WBL: Work-Based Learning
- WRE: Well-Rounded Education