

SAINT PAUL  
PUBLIC SCHOOLS

# SCHOOL ALLOCATION GUIDELINES

FISCAL YEAR  
2025

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**Saint Paul**  
PUBLIC SCHOOLS

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# What Are School Allocation Guidelines?

The School Allocation Guidelines are provided by the Division of Schools and Learning, 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 Division of Schools and Learning uses 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 Division of Schools and Learning works 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 helps leaders to communicate this rationale and guidance to the broader SPPS community.

## FISCAL YEAR 2025 (FY25)

SPPS seeks to execute a budget process that concludes with a balanced budget for FY25 which aligns with our strategic plan ([SPPS Achieves](#)) 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](#).. This work is especially important now because of the ending of COVID relief funding (ESSER/ARP) and the impact this will have on district budget decisions. As a result, we want to be sure the FY25 budget process is managed with integrity and is clear to all stakeholders.<sup>1</sup>

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<sup>1</sup> SPPS FY25 Budget

<https://www.spps.org/about/departments/business-financial-affairs/budgetadministration2/budget-fy25>

# 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. For example, for the FY24 school year, state funding provided an additional \$415,758 for student support aid for mental health. While these new funds are helpful, they did not cover the \$27.8 million that SPPS budgeted for school counselors and social workers in FY24.

## 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.

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 6-12 Teacher	1:32	1:34
Staff	Staff:Student Ratio Allocation	
MLL Teacher	1:52 MLL students	
Counselor	1:250 Districtwide Ratio	
Intervention Specialist	Elementary: 1/school Secondary: 1:300	

Figure 2: Allocations Based on Grade Level

The following table summarizes staffing allocations to schools that are based on grade levels served.

Position	Pre-K-5	PreK-8	6-8	6-12	9-12	ALC	Specialized
Principal	.33-1	1	.33-1	1	.34-1	1	1
Assistant Principal	0-1	1-2	0-3	1-3	.34-4	0-1	1
Clerk - 12 Months	0	0	0	1	1	1	0-1
Clerk - 11 Months	1	1	1	0	0	0	0-1
Attendance Clerk (can reallocate)	0	1	1	1	1	1	0
Addl Clerk - 10 Months (can reallocate)	.5-1	0-1	0-1	0	0-1	0	0
Clerk 4 - Registrar	0	0	0	.33-1	1	.25	.33
Gen Ed Social Worker	.2-.8	.2-.8	.2-1.0	.2-2.0	.2-2.0	.1-.5	.2-4.0
Librarian	0	0-1	0-1	0-1	0-1	0	0
Library/Floating TA	0-1	0	0	0	0	0	0
Nurse	.2-1	1	.1-1	.8-1	.2-1	.2-1	.4-1
Health Assistant	.19-.94	.56-.94	.19-.94	.19-.94	.56-.94	0-.38	0-.94
WINN Teacher	.5-1	1-2	.5-1	0-1	0	0	0

Figure 3: Funding Allocations to Schools

The following table summarizes funding allocations to schools.

Funding	PreK-5	PreK-8	6-8	6-12	9-12	ALC	Specialized
Extra Curricular	\$25,000 per school		\$33,000	\$110,000 per school		\$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 FY25, the projected enrollment in SPPS is 31,142 students in grades K-12 and ECSE. In addition, SPPS has allocated space for 1,490 students in Pre-K, for a total of 32,632 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 4: 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

To inform our budgets this year, we gathered feedback from staff, students and families about what they value in education through [community engagement sessions](#) and surveys throughout 2023. More information about this process can be found at [spps.org/budget](#). 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 Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students’ diverse racial, ethnic, and economic backgrounds.”<sup>2</sup> SPPS is eligible for this funding based on an enrollment of protected-class students that is greater than 20% relative to adjacent districts. Additionally, SPPS schools that have an enrollment of protected-class students that is greater than 20% relative to the rest of the district are eligible. [SPPS’s A&I three-year plan](#) was approved by the School Board Chair in March 2023 and remains in place through June 2026.

- Cultural Specialist FTE: Allocations for Cultural Specialists are to provide American Indian Studies programming.
- Immersion Magnet: Allocations for Immersion Magnet Schools are to support the immersion experience or academic support. This allocation should not be used for classroom teachers.
- Racially Identifiable School Plan: FTEs for Racially Identifiable Schools
- Teacher FTE: Allocations for Language and Culture Teacher FTEs to support American Indian Studies programming.
- AVID: Allocations for grades 9-12 AVID teachers.

Please contact [stacey.gray-akyea@spps.org](mailto:stacey.gray-akyea@spps.org) with further questions.

### Alternative Delivery of Specialized Instructional Services (ADSIS)

Alternative Delivery of Specialized Instructional Services (ADSIS) is provided through a grant from state special education aid and has been approved by MDE for FY24 and FY25. The purpose of the grant is to provide instruction to assist students who need additional academic or behavioral 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.

- For literacy, 7 ADSIS-funded teachers are to serve grades 3-8.
  - They will use SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) materials. The teacher will receive ongoing professional development and coaching and will be required to keep a service hour spreadsheet and complete a mid-year and end-of-year report.
  - Please contact [susan.braithwaite@spps.org](mailto:susan.braithwaite@spps.org) with questions.
- For behavior, ADSIS funds 2 licensed staff members that serve grades 1-5.

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<sup>2</sup> MDE, Achievement and Integration Program.  
[education.mn.gov/mde/dse/acint/](https://education.mn.gov/mde/dse/acint/)

- They use Zones of Regulation, SSIS CoLab Tier 2 Intervention Program, Check-In/Check-Out and Class Pass as Evidenced Based Practices. These staff receive PD and coaching from the district PBIS Coordinator.
- Please contact [kathy.lombardi@spps.org](mailto:kathy.lombardi@spps.org) with questions.

## 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 a 7-period day 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](mailto:adam.kunz@spps.org) or [amy.steele@spps.org](mailto: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 new positions.
  - Please contact [carita.green@spps.org](mailto:carita.green@spps.org) with questions.

### Flexible Additional Clerks

- **Attendance Clerk:** All PreK-8, 6-8, 6-12 and 9-12 schools receive one attendance clerk.
- **10-Month Clerk:**
  - PreK-5 and Dual Campus Schools:
    - If student population mobility<sup>3</sup> in SY2022-2023 is over 14%, one additional 10-month clerk will be allocated.
    - If student population mobility is 14% or less in SY2022-2023, 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

<sup>3</sup> The percent of students leaving and enrolling in a school during the school year

clerks is the attendance clerk. Any additional allocations are considered additional 10-month clerks and are flexible.

- 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 5: Clerk Allocation Examples

	High School	Middle School	Elementary School
<b>Enrollment</b>	1,250	1,000	500, 13% mobility
<b>Required Clerk Allocation</b>	1.0 FTE 12-Month Clerk	1.0 FTE 11-Month Clerk	1.0 FTE 11-Month Clerk
	1.0 FTE Clerk 4		
<b>Flexible Clerk Allocation</b>	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)

- 1.0 Work-Based Learning Coordinator for the seven largest high schools (Central, Como, Harding, Highland, Humboldt (OWL), Johnson, and Washington) are funded by SPPS Achieves College and Career Paths.
- Career Pathway coordination will be supported by the Office of College and Career Readiness and the school's administration teams.
- 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 (including advisory/foundations, substitute coverage or lunch duties) 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).
- Students at AGAPE, Creative Arts, Gateway, Gordon Parks, and LEAP will have the opportunity to enroll in Career Seminar Portfolio. Schools will work with the District WBL Teacher on Special

Assignment (TOSA) to determine the amount of collaboration with the site-based WBL teacher (if applicable). In addition, Gordon Parks receives 1.0 FTE WBL teacher.

- Please contact [anna.morawiecki@spps.org](mailto: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 6: 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.
- Schoolwide scheduling recommendations:
  - [Math Framework](#)
  - [Literacy Framework](#)

### 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 whole FTE in order to provide well-rounded opportunities for students.
- The purpose of well-rounded education (WRE) is “to provide an enriched curriculum and education experience to all students (MDE).” [Find your school's WRE report here.](#)
- Specialists should be staffed as follows. Curricula are provided by the Office of Teaching and Learning based on this staffing. Work with your Assistant Superintendent if you have any questions.

Figure 7: Elementary Specialist Order of Staffing

Number of Specialists	Order of Staffing
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1	1. Science
2	1. Science 2. Physical Education
3	1. Science 2. Physical Education 3. Music or Art
4	1. Science 2. Physical Education 3. Music or Art 4. Music or Art recommended (School Choice IF principal can demonstrate plan for WRE)
5-6	1. Science 2. Physical Education 3. Music 4. Art 5. School Choice 6. School Choice
IB Schools	1. Science 2. Physical Education 3. Language 4. Music or Art

- Specialists listed as “School Choice” are flexible and can be used toward 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 are expected to demonstrate a plan for Well-Rounded Education. When specialists aren’t in the rotation, classroom teachers will support delivery of the standards using resources provided by the Office of Teaching and Learning.
  - [Well-Rounded Education Guidance](#)
  - [Health and Social Studies Scope and Sequence](#)
- 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 their 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

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

### Licensed School Nurses

- The allocation of Licensed School Nurses (LSN) is based on the following factors:

- Total enrollment by school
- Special education student enrollment (in particular those with nursing on the IEP)
- Chronic health needs
- Language needs
- Overall assignment of the LSN

## Health Assistants (HAs)

- Health Assistants (HA) work under the direction and delegation of a Licensed School Nurse. HAs can be nurses themselves (e.g. Registered Nurse or Licensed Practical Nurse) or can be unlicensed assistive personnel (e.g. first aid and CPR trained only).
- HA staffing varies greatly from building to building and is based partly on the needs of the school (e.g. special education numbers, English language learners, chronic health conditions, health procedures or tasks) and partly on the collective assignment of the Licensed School Nurse.
  - Some schools may receive HA time in combination with a Licensed School Nurse.
- A full-time HA is .94 FTE (37.5 hours a week).
- The Health and Wellness Department actively seeks bilingual HAs when possible to support the diverse needs of our students.

Please contact [rebecca.schmidt@spps.org](mailto: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 Assistant Superintendent approval.
- Specific points around changes and investments for SY24-25 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 (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 supported
  - Special programs such as EL, AP, IB, Aerospace and 3DE 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.
  - Support of AVID programs, to enhance schoolwide implementation of academic support strategies
  - This allocation supports Career Pathways and AVID programs and classes
  - Advisory class is required for all students
- Helpful Resources
  - Meeting MDE & SPPS course requirements: [SPPS Guidelines for Graduation Requirements SY23-24](#)
  - [AVID Scheduling Guidance](#)

- AVID is funded by Achievement and Integration, not out of the general fund.
- Academic Support FTE and [Study Hall - Specific requirements and guidance](#)
- [Overview of Electives](#)
- [Structure & Expectations for PLCs](#)

Figure 8: 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.
- According to the SPFE contract, intervention specialists have the most regular direct contact with students. They provide Tier 2 and 3 behavioral support and support re-entry into the classroom by assisting students in assessing their behavior.
- 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
  - Paul and Sheila Wellstone Biosmart and Immersion: 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 175 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.
- 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.
- To best support student literacy development, libraries are open during the entire school day. When that is not feasible, Library Services recommends a minimum allocation of one hour per day for every 100 students. Expectations for Library Services must be met:
  - Provide at least weekly access to check out and return library books
  - Keep the physical library materials organized
  - Promote online library resources and eBooks
  - Maintain an accurate library inventory
- Ensure the guidance for the roles of [Library EAs and Library TAs](#) is followed.

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 Library Services TOSA. Library TAs in PreK-4 buildings that are part of a PreK-8 campus program will receive library direction from the Library Media Specialist assigned to the Upper Campus.

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

Please contact the Office of Teaching and Learning 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
  - Foundations as 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 libraries (staffed by a licensed Library Media Specialist)
  - Access to the following electives by 8th grade:
    - Indigenous/World Language (IWL) (one year each, not all students take it)  
Recommended in 7th and 8th grade since 6th grade has a double literacy block.
    - Visual and Performing Arts (one semester of each)
    - Health and Physical Education (one semester of each)
    - Tech/CTE (half a semester each)
- Helpful Resources:
  - [6-8 Course Requirements](#)
  - [Scheduling Recommendations for Middle Schools](#)
  - [AVID Scheduling Guidance](#)
    - AVID is funded by Achievement and Integration, not out of the general fund.
  - [On Track Reading Scheduling Guidelines](#)
  - [On Track Reading Student Placement Criteria](#)
- Keep in mind:
  - Middle school staffing allocations are based on projected enrollment, school size (small schools = less than 200), class size caps, and type of schedule.
  - A 7-period day is more expensive than a block schedule, other variables being equal
  - In your budget toolkit, under the category of Middle School Staffing, FTE allocations to schools are actual FTEs (e.g., 5.67 FTEs). Based upon the total, some schools will receive a staffing round-up (e.g. Total FTEs = 21.31; Rounded up Total FTEs = 22).
  - On Track is not funded by the general fund. On Track FTE must be used for On Track courses.

Please contact your Assistant Superintendent with further questions.

## Multilingual Learning (MLL) Staffing

- **Staffing Procedures:** Please notify Sarah Schmidt de Carranza and Lydia Rodriguez 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. Office of Multilingual Learning (OMLL) will post the positions for you. Internal staff who have an English as a Second Language (ESL) license may apply for positions. OMLL is conducting interviews for the EL pool for external candidates. OMLL also interviews and assesses the oral language proficiency of Bilingual EA candidates. LCD teachers will also be interviewed through OMLL and placed accordingly. Principals will be notified directly by Sarah Schmidt de Carranza if an EL position at the site will be posted as an LCD EL teaching position.
- **Bilingual Educational Assistants (EAs):** 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 there may be changes in the EA allocations from year to year as demographics change across the system.
  - A full time EA is .94 FTE (37.5 hours a week).

- **New for 2024-25:** 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.
- **English Learner (EL) Teachers:** EL teachers (both EL and EL-LCD) continue to be allocated in accordance with the weighted ratio in the SPFE teacher contract.
- If a Principal has been allocated a part-time EA and would like to use building funds to pay for the remaining FTE, please contact [sarah.schmidt@spps.org](mailto:sarah.schmidt@spps.org) to discuss your request.
- Please note that while individual schools may experience a reduction in teacher or EA allocations, overall there will not be cuts across the system, and there will not be layoffs.
- The purpose of EL staffing is to provide EL students with supplementary services they are entitled to under the law in order to help them accelerate their language development to access core curriculum. This is done by assigning teachers and Bilingual EA staff 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.
  - [EL Service Model Elementary K-5 \(2023-24\)](#)
  - [EL Service Model Elementary Immersion Programs](#)
  - [EL Service Model Secondary 6-12 \(2023-24\)](#)
  - [Master Schedule Guidance - EL Courses \(01/17/24\)](#)
  - [Master Schedule Guidance - How To Campus](#)
  - [Bilingual EA Guide \(8/2023\).docx](#)

## 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 your Assistant Superintendent for guidance.

## School Counselors

- Allocations are based on the most recent SPFE contract. This requires working towards a ratio of 1 counselor for every 250 students districtwide.
- High schools with the greatest amount of 504 case management are rounded up.
- Principals can use building funds to hire additional school counselors if desired and available.
- Please contact [beth.coleman@spps.org](mailto:beth.coleman@spps.org) with any questions.

## School Social Workers (SSW) (General Education)

- Allocations are based on school enrollment (ratios were established by school level). There may be an additional Title I social work allocation, which is determined by a standard ratio multiplied by the number

of students who qualify for Educational Benefits. The differences from last year may be due to fewer submitted Educational Benefits forms, fewer students who qualify for Educational Benefits, and/or fewer students enrolled.

- Schools have the option to fund additional general education SSW time.
- Contact [michelle.keleny@spps.org](mailto:michelle.keleny@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 Michelle Keleny. 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.

- **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 school budget to fund additional special education positions, as the provision of special education services must be consistent across the district. Principals may, however, use general education funds/positions to support students receiving special education services, as all students with disabilities are also considered general education students. However, these positions must be coded to general education.
- 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.

Figure 9: Special Education Allocations

*Based on the caseload language in the SPFE contract.*

Federal Setting	Caseload	Special Ed. Staffing
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ECSE 3-6 year olds - self-contained classroom	6-8 students per classroom	<ul style="list-style-type: none"> <li>1 ECSE Teacher</li> <li>2 additional special education staff</li> </ul>
ECSE 3-6 year olds, teachers providing supports in inclusive or natural settings	12-16 students case managed	<ul style="list-style-type: none"> <li>Special education teams may include an ECSE teacher and related services staff.</li> <li>Para support based on IEP needs</li> </ul>
Federal Setting I & II Elementary	17-19 students case managed	<ul style="list-style-type: none"> <li>1 Special Education Teacher</li> <li>Para support based on IEP needs</li> </ul>
Federal Setting I & II Secondary	18-22 students case managed	<ul style="list-style-type: none"> <li>1 Special Education Teacher</li> <li>Para support based on IEP needs</li> </ul>
Federal Setting III - DCD/ASD/DHH+	6-9 students	<ul style="list-style-type: none"> <li>1 Special Education Teacher</li> <li>2 additional special education staff</li> <li>1 floater special education staff for every 2 classrooms to support breaks, lunches, etc.</li> </ul>
Federal Setting III - EBD/DHH (self-contained)	8-10 students	<ul style="list-style-type: none"> <li>1 Special Education Teacher</li> <li>2 additional special education staff</li> <li>1 floater special education staff for every 2 classrooms to support breaks, lunches, etc.</li> </ul>

- Related service staff are **assigned** at a district level based on caseload ratios in the teacher contract and are adjusted if student enrollment changes. (Speech/Language Pathologists, Occupational Therapists, School Psychologists, Physical Therapy, Itinerant DHH and Vision).

Figure 10: 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

- A small materials allocation for special education will be provided to each building in the fall based on special education student enrollment.
- Special education TOSAs, including Special Education Coaches, are assigned at the district level.
- Special education supervisors will provide additional details including correct job titles and budget codes for requisitions.
- 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.

## What I Need Now (WINN) Teachers

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

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

## FUNDING ALLOCATIONS

### Carryover

For FY24 carryover, schools can carry over unused funds to the next school year. There will be no approvals for additional amounts exceeding these limits.

Figure 11: Carryover Allowances by Grade Level

	PreK-5	Dual	PreK-8	6-8	6-12	9-12
Carryover from FY24	\$20,000		\$30,000		\$50,000	

Please consult with your Assistant Superintendent with questions.

### Extracurricular

Each school receives a lump sum allocation to cover program extracurricular stipends. Refer to [Schedule C](#) for expectations regarding extracurricular funds. Please note that Schedule C for 2023-2025 will be updated on the website this spring, and the Base Unit is updated to \$420.

Figure 12: Extracurricular Program Stipends Allocation

	PreK-5	Dual	PreK-8	6-8	6-12	9-12	ALC	Specialized
FY25 Allocation by school, including benefits	\$25,000 per school			\$33,000	\$110,000 per school		\$0	

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](#).
- The new math curriculum has a built-in digital program that directly ties to the daily lessons. Beginning with SY23-24, schools must discontinue funding the following digital subscriptions with iPad Accessories funding:
  - Any paid K-12 math digital subscriptions, including:
    - Desmos
    - IXL
    - STMath
  - Any paid K-12 literacy digital subscriptions, including:
    - RAZkids Plus
  - MobyMax
  - Prodigy
  - Freckle
  - TeachersPayTeachers
  - Canva
  - Paid screen recording tools (e.g. Screencastify, etc.)
  - A full list of district-funded digital tools will be shared this spring.
- 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):** Based on SY23-24 costs as a starting point, refer to [AP exam reimbursement information](#) for SY24-25 submissions for reimbursement.
- **IB Costs (exams & training):** Based on SY23-24 costs as a starting point, refer to [SY23-24 IB exam and training reimbursements from MDE](#) for SY24-25 submissions for reimbursement.
- **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.

- **Year Round:** Crossroads Montessori and Crossroads Science receive \$20,000 for additional costs associated with year-round education.

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 their free and reduced lunch (Educational Benefits) count, as of October 1, 2023, fall enrollment data. Schools qualify for Title I funding if their free and reduced lunch percentage is 48% or greater.
- FY25 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.
- Discretionary is the amount of Title I resources *after* the deductions are removed for the counselor and/or social worker FTE and must be tied to your School Continuous Improvement Plan (SCIP) strategies and must follow Title I guidelines.
- Further information and guidelines for Title I are provided in [Title I Budget Process & Program Guide FY: 2025](#).
- Please contact [anne.mclnerney@spps.org](mailto:anne.mclnerney@spps.org) with further questions.

## ADDITIONAL INFORMATION

### Flexible Funding

To prevent duplication of services and to ensure alignment with the implementation of curriculum and key strategies, additional discretionary funds and flexible funding cannot be used for:

- Learning Leads
- The following digital learning tools:
  - IXL
  - MobyMax
  - Prodigy
  - ST Math
  - Freckle
  - TeachersPayTeachers
  - Canva
  - Additional Paid Screen Recording Tools (Screencastify, etc.)
  - Accelerated Reader
  - Read 180

### Food

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

## School Improvement

Our [school improvement plan](#) has been updated with MDE. For SY24-25, all CSI and TSI schools will be supported by a school improvement specialist.

## Additional Teacher Aides

Full-time teacher aides are .88 FTEs. When buying additional TAs, budget accordingly.



# Appendix A: 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