St. Paul City School Board Meeting
Tuesday, November 17, 2026 5:00 PM Central

Media Center (some members of the Board may attend virtually)
215 University Ave W
St. Paul, MN 55103

Amy Barber:	Present
Lori Byersdorfer:	Present
Michelle Higgins:	Present
Ashia Miller:	Present
Karla Romero:	Present
Kayla Swanson:	Absent
Sheila Williams Ridge:	Present

Present: 6, Absent: 1.

1. Call to Order
2. Public Comments
3. Declaration of Conflict of Interest
4. Approval of Meeting Agenda
5. Approval of Consent Agenda
    - 5.A. October Meeting Minutes Approval
    - 5.B. Check Register Supplemental Information
    - 5.C. Human Resources Activity
6. FY26 Audit Presentation
7. October Financial Report
8. Quarterly Investment Reporting
9. IQS Goal Updates
10. Policy 613 Graduation Requirements
11. Policy 614 Charter School Testing Plan and Procedure
12. Policy 621 Literacy and the READ Act
13. SEW Update
14. Academic Excellence Update
15. Director's Report
16. Board Member Old & New Business
17. Adjourn

St. Paul City School Board Meeting
Tuesday, October 20, 2026 5:00 PM Central

Media Center (some members of the Board may attend virtually)
215 University Ave W
St. Paul, MN 55103

Amy Barber:	Present
Lori Byersdorfer:	Present
Michelle Higgins:	Present
Ashia Miller:	Present
Karla Romero:	Present
Kayla Swanson:	Absent
Sheila Williams Ridge:	Present

Present: 6, Absent: 1.

1. Call to Order
The meeting was called to order at 5:04pm

2. Public Comments
None

3. Declaration of Conflict of Interest
None

4. Approval of Meeting Agenda
I move to adopt the agenda as presented. This motion, made by Ashia Miller and seconded by Karla Romero, Carried.
Kayla Swanson: Absent, Amy Barber: Yea, Lori Byersdorfer: Yea, Michelle Higgins: Yea, Ashia Miller: Yea, Karla Romero: Yea, Sheila Williams Ridge: Yea
Yea: 6, Nay: 0, Absent: 1
I move to amend the agenda by [state the proposed change to the agenda. This motion, made by Ashia Miller and seconded by Karla Romero, Carried.
Kayla Swanson: Absent, Amy Barber: Yea, Lori Byersdorfer: Yea, Michelle Higgins: Yea, Ashia Miller: Yea, Karla Romero: Yea, Sheila Williams Ridge: Yea
Yea: 6, Nay: 0, Absent: 1

5. Approval of Consent Agenda

5.A. Approval of September Meeting Minutes
Board Chair: If there is no objection, the consent agenda will be adopted (If no one objects, it's considered approved without a formal vote). This motion, made by Lori Byersdorfer and seconded by Sheila Williams Ridge, Carried.
Kayla Swanson: Absent, Amy Barber: Yea, Lori Byersdorfer: Yea, Michelle Higgins: Yea, Ashia Miller: Yea, Karla Romero: Yea, Sheila Williams Ridge: Yea
Yea: 6, Nay: 0, Absent: 1

5.B. Check Register Supplemental Information

5.C. Human Resources Activity

6. September Financial Report
Budget ADM is at 606, actual number is closer to 612.
Page 1 clarification CDARS expiration is 9/23/2027 (not 2028).

Unreserved fund balance is healthy. Revenues/Expenditures are on track at 25%.

ADSIS revenue- reserve $200,000 in anticipation that full reimbursement may not be allotted. Dialing back on gen ed teacher's ADSIS FTE.

7. Records Retention Schedule Adoption
Motion to approve the Resolution Adopting the Minnesota School District General Records Retention Schedule No. 00-43 in its entirety. This motion, made by Amy Barber and seconded by Karla Romero, Carried.
Kayla Swanson: Absent, Amy Barber: Yea, Lori Byersdorfer: Yea, Michelle Higgins: Yea, Ashia Miller: Yea, Karla Romero: Yea, Sheila Williams Ridge: Yea
Yea: 6, Nay: 0, Absent: 1
SPCS internal working document used to make decisions about getting rid of records, using district general records document as a guide.
MHS needs documentation of the policy.

8. 8/16 Whole Student Strategic Plan Update
Shina Massey reported 9/23 & 10/8 eye clinic was open and 18 students were seen, 12 were given glasses. 10 students on the waiting list to still be seen.

Potluck was a success, worked to build community.

Open Cities Clinic can be utilized without parents present (signed consent). Need more families to utilize services.

9. Finance and Operations Strategic Plan Update
Key strengths: staff growth and retention on the operations team.

All SPCS will be evaluated at least once over the course of the year. Evaluation process and documents will be shared soon.
Enrollment is up from last year at this time. Still looking at data to establish SPCS as the neighborhood school for families in a 2mile radius.
$300,000 goal is on track to being met.

10. Director's Report

11. Board Assessment Review and Goal Setting

12. Board Member Old & New Business

AI usage and AI generated art discussion.

13. Adjourn
Motion to adjourn the meeting at 6:32PM. This motion, made by Sheila Williams Ridge and seconded by Karla Romero, Carried.
Kayla Swanson: Absent, Amy Barber: Yea, Lori Byersdorfer: Yea, Michelle Higgins: Yea, Ashia Miller: Yea, Karla Romero: Yea, Sheila Williams Ridge: Yea
Yea: 6, Nay: 0, Absent: 1

St Paul City School
St. Paul, MN
District 4029

Supplemental Information

October 2026

CREATIVE PLANNING

St. Paul City School #4029

Receipt Listing Report with Detail by Deposit

Deposit	Co	Bank	Batch	Rct No	Receipt Type	St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3784	4029	UB	CR102(														
FY27 TWAIN 10.19.26				3813	Credit	A	10/19/26		Check	1	TWAIN Investment Interest						
							4029 R 01 005 000		000	000 092	Interest Income					27,383.49	0.00
															Receipt Total:	$27,383.49	$0.00
															Deposit Total:	**$27,383.49**	**$0.00**
3785	4029	UB	CR102(														
FY27 Deposit 10.26.26				3814	Credit	A	10/26/26		Check	1	Miscellaneous						
							4029 R 01 005 000		000	000 096	Donation					10,000.00	0.00
							4029 B 01 131 000				Skyward Refund					14,970.59	0.00
															Receipt Total:	$24,970.59	$0.00
															Deposit Total:	**$24,970.59**	**$0.00**
3786	4029	UB	CR102(														
FY27 Deposit 10.14.26				3815	Credit	A	10/14/26		Check	1	Miscellaneous						
							4029 R 01 005 000		000	372 071	Med Assist Fr Dept of HS					265.87	0.00
							4029 E 01 005 605		000	000 560	Xerox Refund					311.24	0.00
							4029 B 01 215 013				Colonial Life Refund					1,508.92	0.00
							4029 E 01 010 203		000	000 369	University of MN Refund					547.69	0.00
															Receipt Total:	$2,633.72	$0.00
															Deposit Total:	**$2,633.72**	**$0.00**
3787	4029	UB	CR102(														
FY27 IDEAS 10.15.26				3816	Credit	A	10/15/26		Check	1	Miscellaneous						
							4029 R 01 005 000		000	000 211	FY27 General Education Aid					385,543.32	0.00
							4029 R 01 005 000		000	740 360	FY27 SPED					69,979.07	0.00
															Receipt Total:	$455,522.39	$0.00
															Deposit Total:	**$455,522.39**	**$0.00**
3788	4029	UB	CR102(														
FY27 SERVS 10.22.26				3817	Credit	A	10/22/26		Check	1	ELSA Pathways II Grant						
							4029 R 04 005 000		000	337 300	Early Learning Scholarship					6,525.00	0.00
															Receipt Total:	$6,525.00	$0.00
															Deposit Total:	**$6,525.00**	**$0.00**
															Report Total:	$517,035.19	$0.00

St. Paul City School #4029

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3780 4029	SACT	CR102(														
FY27 Deposit 10.14.26			3809	Credit	A	10/14/26		Check	1	Miscellaneous						
						4029 R 01 005 000 000 000 619				Vending Machine Sales					139.00	0.00
														Receipt Total:	$139.00	$0.00
														Deposit Total:	**$139.00**	**$0.00**
														Report Total:	$139.00	$0.00

St. Paul City School #4029

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		1023		TRA		Wire
			B 01 215 006	TRA		$32,750.75
PO#:		Voucher #:	36417	Invoice	Invoice No: S2027060	10/1/2026
						Paid Amt: $32,750.75
						Check Amount: $32,750.75
UB		1024		PERA		Wire
			B 01 215 007	PERA		$12,408.59
PO#:		Voucher #:	36416	Invoice	Invoice No: S2027060	10/1/2026
						Paid Amt: $12,408.59
						Check Amount: $12,408.59
UB		1448		Associated Bank		Wire
			B 01 215 017	HSA		$2,827.08
			B 01 215 017	HSA		($50.00)
PO#:		Voucher #:	36413	Invoice	Invoice No: S2027060	10/1/2026
						Paid Amt: $2,777.08
						Check Amount: $2,777.08
UB		1748		Department of the Treasury		Wire
			B 01 215 002	Federal Withholding		$16,753.82
			B 01 215 005	FICA		$38,993.00
PO#:		Voucher #:	36418	Invoice	Invoice No: S2027060	10/1/2026
						Paid Amt: $55,746.82
						Check Amount: $55,746.82
UB		2207		Minnesota Dept. of Revenue		Wire
			B 01 215 003	State Withholding		$10,610.28
PO#:		Voucher #:	36414	Invoice	Invoice No: S2027060	10/1/2026
						Paid Amt: $10,610.28
						Check Amount: $10,610.28
UB		2391		MidAtlantic		Wire
			B 01 215 011	TSA		$5,709.14
PO#:		Voucher #:	36412	Invoice	Invoice No: S2027060	10/1/2026
						Paid Amt: $5,709.14
						Check Amount: $5,709.14
UB		2668		Empower		Wire
			B 01 215 011	TSA		$277.00
PO#:		Voucher #:	36415	Invoice	Invoice No: S2027060	10/1/2026
						Paid Amt: $277.00
						Check Amount: $277.00
UB		2856		Stenger & Stenger, PC		Wire
			B 01 215 014	Garnishment/Levy		$181.90
PO#:		Voucher #:	36335	Invoice	Invoice No: S2027050	10/1/2026
						Paid Amt: $181.90
			B 01 215 014	Garnishment/Levy		$181.90
PO#:		Voucher #:	36411	Credit	Invoice No: S2027060	10/1/2026
						Paid Amt: ($181.90)
						Check Amount: $0.00

St. Paul City School #4029

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		1008		Orkin Inc.		BP
			E 01 005 810 000 000 350	FY27 Monthly Pest Services ACCT 28454334	$208.27	
PO#:	Voucher #:	36452	Invoice	Invoice No: 303909105	10/6/2026	Paid Amt: $208.27
						Check Amount: $208.27
UB		1020		Xcel Energy		BP
			E 01 005 810 000 000 330	FY27 Electric Services 51-0013890543-7 8.13	$8,912.68	
PO#:	Voucher #:	36465	Invoice	Invoice No: 996168392	10/6/2026	Paid Amt: $8,912.68
						Check Amount: $8,912.68
UB		1040		Region V Computer Services		BP
			E 01 005 108 000 000 405	FY27 2nd Quarter Membership Fee	$2,447.25	
PO#:	Voucher #:	36444	Invoice	Invoice No: 19112	10/6/2026	Paid Amt: $2,447.25
						Check Amount: $2,447.25
UB		1041		Sherwin Williams		BP
			E 01 005 810 000 000 401	Paint Supplies	$328.38	
PO#:	Voucher #:	36462	Invoice	Invoice No: 6252-9	10/6/2026	Paid Amt: $328.38
						Check Amount: $328.38
UB		1041		Sherwin Williams		BP
			E 01 005 810 000 000 401	Paint Supplies	$242.16	
PO#:	Voucher #:	36464	Invoice	Invoice No: 6497-0	10/6/2026	Paid Amt: $242.16
						Check Amount: $242.16
UB		1041		Sherwin Williams		BP
			E 01 005 810 000 000 401	Paint Supplies	$244.24	
PO#:	Voucher #:	36463	Invoice	Invoice No: 6338-6	10/6/2026	Paid Amt: $244.24
						Check Amount: $244.24
UB		1042		SPRWS		BP
			E 01 005 810 000 000 330	Water Services	$911.23	
PO#:	Voucher #:	36439	Invoice	Invoice No: 9/21/2026	10/6/2026	Paid Amt: $911.23
						Check Amount: $911.23
UB		1084		Pitney Bowes Global Financial Services LLC		BP
			E 01 005 605 000 000 580	FY27 Postage Machine Lease Contract 00409	$248.40	
PO#:	Voucher #:	36453	Invoice	Invoice No: 3108112089	10/6/2026	Paid Amt: $248.40
						Check Amount: $248.40
UB		1773		iLeontech		BP
			E 01 005 108 000 000 315	FY27 Monthy Services	$792.00	
PO#:	Voucher #:	36445	Invoice	Invoice No: 194	10/6/2026	Paid Amt: $792.00
						Check Amount: $792.00

St. Paul City School #4029

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		1851		McGraw Hill School Education		BP
			E 01 010 203 000 000 460	FY27 ES Books	$1,186.59	
PO#:		Voucher #: 36441	Invoice	Invoice No: 141588965001	10/6/2026	Paid Amt: $1,186.59
						Check Amount: $1,186.59
UB		1851		McGraw Hill School Education		BP
			E 01 010 203 000 000 460	FY27 ES Math Books	$328.86	
PO#:		Voucher #: 36442	Invoice	Invoice No: 141652379001	10/6/2026	Paid Amt: $328.86
						Check Amount: $328.86
UB		1972		Teaching Strategies, LLC		BP
			E 01 010 630 000 000 406	Creative Curriculum Cloud Nov 26 - Nov 27	$2,870.00	
PO#:		Voucher #: 36495	Invoice	Invoice No: Q-363784	10/6/2026	Paid Amt: $2,870.00
						Check Amount: $2,870.00
UB		2157		Xcel Energy		BP
			E 01 005 810 000 000 330	FY26 Natural Gas Services 8.28 - 9.29	$402.23	
PO#:		Voucher #: 36466	Invoice	Invoice No: 997214998	10/6/2026	Paid Amt: $402.23
						Check Amount: $402.23
UB		2255		The McDowell Agency, LLC		BP
			E 01 005 105 000 000 305	FY27 Background Verification Fees	$204.80	
PO#:		Voucher #: 36443	Invoice	Invoice No: 171662	10/6/2026	Paid Amt: $204.80
						Check Amount: $204.80
UB		2264		Creative Planning Business Services		BP
			E 01 005 113 000 000 305	Financial management and accounting service	$6,443.00	
			E 01 005 113 000 000 305	PR: Termed Staff 9.09, Supp Fee 9.17	$500.00	
PO#:		Voucher #: 36440	Invoice	Invoice No: 1294351	10/6/2026	Paid Amt: $6,943.00
						Check Amount: $6,943.00
UB		2303		Kraus-Anderson		BP
			E 01 005 117 000 000 305	FY27 Virtual HR Installment -November 2026	$850.00	
PO#:		Voucher #: 36459	Invoice	Invoice No: 58282	10/6/2026	Paid Amt: $850.00
						Check Amount: $850.00
UB		2313		Winco Landscape		BP
			E 01 005 810 000 000 520	FY27 Fencing and Playground Project	$3,075.49	
PO#:		Voucher #: 36451	Invoice	Invoice No: 27259	10/6/2026	Paid Amt: $3,075.49
						Check Amount: $3,075.49

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		**2313**		**Winco Landscape**		**BP**
			E 01 005 810 000 000 520	FY27 Playground Renovation	$8,945.80	
PO#:	**Voucher #:**	**36450**	Invoice	**Invoice No:** 27258	**10/6/2026**	**Paid Amt: $8,945.80**
						Check Amount: $8,945.80
UB		**2351**		**Healthiest You**		**BP**
			B 01 215 023	Health Benefits	$1,377.80	
PO#:	**Voucher #:**	**36446**	Invoice	**Invoice No:** 2026107150562	**10/6/2026**	**Paid Amt: $1,377.80**
						Check Amount: $1,377.80
UB		**2394**		**Cintas**		**BP**
			E 01 005 810 000 000 335	Mat Rental	$325.89	
PO#:	**Voucher #:**	**36454**	Invoice	**Invoice No:** 4282972068	**10/6/2026**	**Paid Amt: $325.89**
						Check Amount: $325.89
UB		**2408**		**Staples**		**BP**
			E 01 005 810 000 000 401	FY27 Building supplies	$105.70	
PO#:	**Voucher #:**	**36461**	Invoice	**Invoice No:** 6075300966	**10/6/2026**	**Paid Amt: $105.70**
						Check Amount: $105.70
UB		**2408**		**Staples**		**BP**
			E 01 005 810 000 000 401	FY27 Building supplies	$195.96	
PO#:	**Voucher #:**	**36460**	Invoice	**Invoice No:** 6074609624	**10/6/2026**	**Paid Amt: $195.96**
						Check Amount: $195.96
UB		**2759**		**PK Property Services LLC**		**BP**
			E 01 005 810 000 000 401	FY27 Building Supplies	$829.70	
PO#:	**Voucher #:**	**36455**	Invoice	**Invoice No:** 43186	**10/6/2026**	**Paid Amt: $829.70**
						Check Amount: $829.70
UB		**2759**		**PK Property Services LLC**		**BP**
			E 01 005 810 000 000 350	FY27 Carpet/Rug and Stairwell Cleaning	$3,300.00	
PO#:	**Voucher #:**	**36456**	Invoice	**Invoice No:** 43286	**10/6/2026**	**Paid Amt: $3,300.00**
						Check Amount: $3,300.00
UB		**2803**		**Cannon Financial Services Inc**		**BP**
			E 01 005 112 000 000 305	Late Fee	$26.00	
			E 01 005 605 000 000 560	Contract Charge	$4,083.81	
			E 01 005 112 000 000 305	Supply/Freight/Install	$70.00	
			E 01 005 112 000 000 305	Insurance Charge	$171.18	
PO#:	**Voucher #:**	**36457**	Invoice	**Invoice No:** 43985229	**10/6/2026**	**Paid Amt: $4,350.99**
						Check Amount: $4,350.99

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date		Pmt Type	
UB		2891		NOVA Education Consultants			BP	
			E 01 010 420 000 740 305	Strand, Krista, Due Process Specialist, 3.25 hr		$390.00		
			E 01 010 420 000 740 305	Heidi Dettmann, Due Process Specialist, 25.5		$3,060.00		
			E 01 010 412 000 740 394	Brendean Ruis, ECSE Specialist, 38.75 hrs@$		$4,650.00		
PO#:		Voucher #: 36458	Invoice	Invoice No: 4977	10/6/2026		Paid Amt:	$8,100.00
							Check Amount:	$8,100.00
UB		2893		Soliant			BP	
			E 01 020 407 000 740 307	Jacobs, Nicole , SPED Teacher, 30.50 Hrs @ $		$2,440.00		
PO#:		Voucher #: 36449	Invoice	Invoice No: 21519764	10/6/2026		Paid Amt:	$2,440.00
							Check Amount:	$2,440.00
UB		2893		Soliant			BP	
			E 01 020 407 000 740 307	Jacobs, Nicole , SPED Teacher, 37.50 Hrs @ $		$3,000.00		
PO#:		Voucher #: 36448	Invoice	Invoice No: 21515409	10/6/2026		Paid Amt:	$3,000.00
							Check Amount:	$3,000.00
UB		2899		Lexia Learning Systems, LLC			BP	
			E 01 010 203 000 000 406	Subscription Renewal 10/01 - 09/30		$8,188.00		
PO#:		Voucher #: 36467	Invoice	Invoice No: CI-00992253	10/6/2026		Paid Amt:	$8,188.00
							Check Amount:	$8,188.00
UB		2900		Zen Educate Inc.			BP	
			E 01 010 420 000 740 307	Her, Kevin, SPED Para, 27 Hrs @ $30.69/hr		$828.63		
PO#:		Voucher #: 36492	Invoice	Invoice No: INV-42850-G	10/6/2026		Paid Amt:	$828.63
							Check Amount:	$828.63
UB		2900		Zen Educate Inc.			BP	
			E 01 010 420 000 740 307	Hutchingson, Sisi, SPED Para, 32 Hrs @ $30.9		$991.04		
PO#:		Voucher #: 36493	Invoice	Invoice No: INV-42850-H	10/6/2026		Paid Amt:	$991.04
							Check Amount:	$991.04
UB		2900		Zen Educate Inc.			BP	
			E 01 030 420 000 740 307	Nixon, Ny'eela, SPED Para, 6.75 Hrs @ $30.6		$207.16		
PO#:		Voucher #: 36468	Invoice	Invoice No: INV-40233-A	10/6/2026		Paid Amt:	$207.16
							Check Amount:	$207.16
UB		2900		Zen Educate Inc.			BP	
			E 01 010 420 000 740 307	Purnell, Retrina, SPED Para, 33.75 Hrs @ $32		$1,084.05		
PO#:		Voucher #: 36490	Invoice	Invoice No: INV-42850-E	10/6/2026		Paid Amt:	$1,084.05
							Check Amount:	$1,084.05
UB		2900		Zen Educate Inc.			BP	
			E 01 030 420 000 740 307	Hendon-Adams, Jackson, SPED Para, 13.5 Hr		$418.10		

St. Paul City School #4029

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		2900		Zen Educate Inc.		BP
			E 01 030 420 000 740 307	Hendon-Adams, Jackson, SPED Para, 12.5 Hr	$383.63	
PO#:	Voucher #:	36470	Invoice	Invoice No: INV-41434-B	10/6/2026	Paid Amt: $801.73
						Check Amount: $801.73
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Her, Kevin, SPED Para, 27 Hrs @ $30.69/HR	$828.63	
PO#:	Voucher #:	36471	Invoice	Invoice No: INV-41434-C	10/6/2026	Paid Amt: $828.63
						Check Amount: $828.63
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Hutchinson, Sisi, SPED Para, 26.5 Hrs @ $30.	$813.29	
PO#:	Voucher #:	36472	Invoice	Invoice No: INV-41434-D	10/6/2026	Paid Amt: $813.29
						Check Amount: $813.29
UB		2900		Zen Educate Inc.		BP
			E 01 030 420 000 740 307	Pugh, Evan, SPED Para, 6.75 Hrs @ $30.97/H	$209.05	
PO#:	Voucher #:	36473	Invoice	Invoice No: INV-41434-E	10/6/2026	Paid Amt: $209.05
						Check Amount: $209.05
UB		2900		Zen Educate Inc.		BP
			E 01 020 420 000 740 307	Ross, Maya, SPED Para, 27 Hrs @ $30.69/HR	$828.63	
PO#:	Voucher #:	36474	Invoice	Invoice No: INV-41434-F	10/6/2026	Paid Amt: $828.63
						Check Amount: $828.63
UB		2900		Zen Educate Inc.		BP
			E 01 030 420 000 740 307	Lee, Alaya, SPED Para, 13.5 Hrs @ $30.97/HR	$418.10	
PO#:	Voucher #:	36475	Invoice	Invoice No: INV-41434-G	10/6/2026	Paid Amt: $418.10
						Check Amount: $418.10
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Hutchinson, Sisi, SPED Para, 27 Hrs @ $30.6	$828.63	
PO#:	Voucher #:	36482	Invoice	Invoice No: INV-42142-F	10/6/2026	Paid Amt: $828.63
						Check Amount: $828.63
UB		2900		Zen Educate Inc.		BP
			E 01 030 420 000 740 307	Pope, Deja, SPED Para, 19.97 Hrs @ $30.97/I	$618.47	
PO#:	Voucher #:	36477	Invoice	Invoice No: INV-42142-A	10/6/2026	Paid Amt: $618.47
						Check Amount: $618.47
UB		2900		Zen Educate Inc.		BP
			E 01 030 420 000 740 307	Nixon, Ny'eela, SPED Para, 34.5 Hrs @ $30.6	$1,058.81	
PO#:	Voucher #:	36478	Invoice	Invoice No: INV-42142-B	10/6/2026	Paid Amt: $1,058.81
						Check Amount: $1,058.81

St. Paul City School #4029

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Purnell, Retrina, SPED Para, 33.75 Hrs @ $32	$1,084.05	
PO#:		Voucher #:	36479	Invoice	Invoice No: INV-42142-C	10/6/2026	Paid Amt: $1,084.05
							Check Amount: $1,084.05
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Hendon-Adams, Jackson, SPED Para, 27.5 Hr	$851.68	
PO#:		Voucher #:	36480	Invoice	Invoice No: INV-42142-D	10/6/2026	Paid Amt: $851.68
							Check Amount: $851.68
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Her, Kevin, SPED Para, 33.75 Hrs @ $30.69/h	$1,035.79	
PO#:		Voucher #:	36481	Invoice	Invoice No: INV-42142-E	10/6/2026	Paid Amt: $1,035.79
							Check Amount: $1,035.79
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Thoams, Justin, SPED Para, 2 Hrs @ $31.51/h	$63.02	
PO#:		Voucher #:	36476	Invoice	Invoice No: INV-42142-1	10/6/2026	Paid Amt: $63.02
							Check Amount: $63.02
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Thompson, Christopher, SPED Para, 20.25 Hr	$627.14	
PO#:		Voucher #:	36483	Invoice	Invoice No: INV-42142-G	10/6/2026	Paid Amt: $627.14
							Check Amount: $627.14
UB		2900		Zen Educate Inc.		BP
			E 01 020 420 000 740 307	Ross, Maya, SPED Para, 33.75 Hrs @ $30.69	$1,035.79	
PO#:		Voucher #:	36484	Invoice	Invoice No: INV-42142-H	10/6/2026	Paid Amt: $1,035.79
							Check Amount: $1,035.79
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Thompson, Christopher, SPED Para, 6.75 Hrs	$209.05	
PO#:		Voucher #:	36485	Invoice	Invoice No: INV-42850-1	10/6/2026	Paid Amt: $209.05
							Check Amount: $209.05
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Pope, Deja, SPED Para, 6.75 Hrs @ $30.97/h	$209.05	
PO#:		Voucher #:	36486	Invoice	Invoice No: INV-42850-A	10/6/2026	Paid Amt: $209.05
							Check Amount: $209.05
UB		2900		Zen Educate Inc.		BP
			E 01 030 420 000 740 307	Nixon, Ny'eela, SPED Para, 34.5 Hrs @ $30.6	$1,058.81	
PO#:		Voucher #:	36487	Invoice	Invoice No: INV-42850-B	10/6/2026	Paid Amt: $1,058.81
							Check Amount: $1,058.81

St. Paul City School #4029

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		**2900**		**Zen Educate Inc.**		**BP**
			E 01 010 203 000 000 305	Ahmed, Ayah, GenEd Para, 1 Day @ $272.24/	$272.24	
PO#:	**Voucher #:**	**36488**	Invoice	**Invoice No:** INV-42850-C	**10/6/2026**	**Paid Amt: $272.24**
						Check Amount: $272.24
UB		**2900**		**Zen Educate Inc.**		**BP**
			E 01 010 203 000 000 305	Heath, Madeleine, GenEd Para, 1 Day @ $22	$225.79	
PO#:	**Voucher #:**	**36489**	Invoice	**Invoice No:** INV-42850-D	**10/6/2026**	**Paid Amt: $225.79**
						Check Amount: $225.79
UB		**2900**		**Zen Educate Inc.**		**BP**
			E 01 030 420 000 740 307	Nixon, Ny'eela, SPED Para, 20.25 Hrs @ $30.	$621.47	
PO#:	**Voucher #:**	**36469**	Invoice	**Invoice No:** INV-41434-A	**10/6/2026**	**Paid Amt: $621.47**
						Check Amount: $621.47
UB		**2900**		**Zen Educate Inc.**		**BP**
			E 01 020 420 000 740 307	Ross, Maya, SPED Para, 20.25 Hrs @ $30.69/	$621.47	
PO#:	**Voucher #:**	**36494**	Invoice	**Invoice No:** INV-42850-J	**10/6/2026**	**Paid Amt: $621.47**
						Check Amount: $621.47
UB		**2900**		**Zen Educate Inc.**		**BP**
			E 01 010 420 000 740 307	Hendon-Adams, Jackson, SPED Para, 26 Hrs	$805.22	
PO#:	**Voucher #:**	**36491**	Invoice	**Invoice No:** INV-42850-F	**10/6/2026**	**Paid Amt: $805.22**
						Check Amount: $805.22
UB		**2956**		**Reno Mothes**		**BP**
			E 01 010 420 000 419 366	Travel Time	$300.00	
			E 01 010 404 000 740 394	DAPE ES Services	$250.00	
PO#:	**Voucher #:**	**36496**	Invoice	**Invoice No:** SPCS-0002	**10/6/2026**	**Paid Amt: $550.00**
						Check Amount: $550.00
UB		**2959**		**Noah Palmatier**		**BP**
			E 04 005 590 400 000 305	Fy27 Ref Fee - FSCS Grant	$105.00	
PO#:	**Voucher #:**	**36436**	Invoice	**Invoice No:** 09.08.26	**10/6/2026**	**Paid Amt: $105.00**
						Check Amount: $105.00
UB		**2960**		**Ngote Agborenow**		**BP**
			E 04 005 590 400 000 305	FY27 Ref Fee - FSCS Grant	$90.00	
PO#:	**Voucher #:**	**36437**	Invoice	**Invoice No:** 09.17.26	**10/6/2026**	**Paid Amt: $90.00**
						Check Amount: $90.00

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		2961		James Kallestad		BP
			E 04 005 590 400 000 305	FY27 Ref Fee - FSCS Grant		$90.00
PO#:		Voucher #:	36438	Invoice	Invoice No: 09.17.26	10/6/2026
						Paid Amt: $90.00
						Check Amount: $90.00
UB		2962		Success by Design Inc		BP
			E 01 010 203 000 000 430	Economy Planners		$973.69
PO#:		Voucher #:	36447	Invoice	Invoice No: 208908	10/6/2026
						Paid Amt: $973.69
						Check Amount: $973.69
UB		1023		TRA		Wire
			B 01 215 006	TRA		$32,763.05
PO#:		Voucher #:	36504	Invoice	Invoice No: S2027070	10/16/2026
						Paid Amt: $32,763.05
						Check Amount: $32,763.05
UB		1024		PERA		Wire
			B 01 215 007	PERA		$14,311.61
PO#:		Voucher #:	36503	Invoice	Invoice No: S2027070	10/16/2026
						Paid Amt: $14,311.61
						Check Amount: $14,311.61
UB		1448		Associated Bank		Wire
			B 01 215 017	HSA		$2,602.08
			B 01 215 017	HSA		($50.00)
PO#:		Voucher #:	36500	Invoice	Invoice No: S2027070	10/16/2026
						Paid Amt: $2,552.08
						Check Amount: $2,552.08
UB		1748		Department of the Treasury		Wire
			B 01 215 002	Federal Withholding		$18,053.67
			B 01 215 005	FICA		$41,293.04
PO#:		Voucher #:	36505	Invoice	Invoice No: S2027070	10/16/2026
						Paid Amt: $59,346.71
						Check Amount: $59,346.71
UB		2207		Minnesota Dept. of Revenue		Wire
			B 01 215 003	State Withholding		$11,372.54
PO#:		Voucher #:	36501	Invoice	Invoice No: S2027070	10/16/2026
						Paid Amt: $11,372.54
						Check Amount: $11,372.54
UB		2391		MidAtlantic		Wire
			B 01 215 011	TSA		$5,709.14
PO#:		Voucher #:	36499	Invoice	Invoice No: S2027070	10/16/2026
						Paid Amt: $5,709.14
						Check Amount: $5,709.14

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		**2668**		**Empower**		**Wire**
			B 01 215 011	TSA	$277.00	
PO#:	**Voucher #:**	**36502**	Invoice	**Invoice No:** S2027070	**10/16/2026**	**Paid Amt: $277.00**
						Check Amount: $277.00
UB		**1033**		**MEDICA**		**Wire**
			B 01 215 010	FY27 Health Benefits September 2026	$51,921.05	
PO#:	**Voucher #:**	**36520**	Invoice	**Invoice No:** 10.22.26	**10/31/2026**	**Paid Amt: $51,921.05**
						Check Amount: $51,921.05
UB		**1852**		**Selective Insurance Company of America**		**Wire**
			E 01 005 940 000 000 340	Commercial Insurance	$2,181.00	
PO#:	**Voucher #:**	**36515**	Invoice	**Invoice No:** 10.15.26	**10/31/2026**	**Paid Amt: $2,181.00**
						Check Amount: $2,181.00
UB		**1863**		**Sunrise Bank**		**Wire**
			E 01 005 112 000 000 305	Service Charges	$25.00	
PO#:	**Voucher #:**	**36514**	Invoice	**Invoice No:** 10.13.26	**10/31/2026**	**Paid Amt: $25.00**
						Check Amount: $25.00
UB		**1863**		**Sunrise Bank**		**Wire**
			E 01 005 920 000 000 730	Loan 6217	$23,537.74	
			E 01 005 920 000 000 740	interest loan 6217	$29,774.26	
PO#:	**Voucher #:**	**36521**	Invoice	**Invoice No:** 10.20.26	**10/31/2026**	**Paid Amt: $53,312.00**
						Check Amount: $53,312.00
UB		**1863**		**Sunrise Bank**		**Wire**
			E 01 005 920 000 000 730	Loan 6218	$2,116.95	
			E 01 005 920 000 000 740	interest loan 6218	$2,678.05	
PO#:	**Voucher #:**	**36522**	Invoice	**Invoice No:** 10.20.26	**10/31/2026**	**Paid Amt: $4,795.00**
						Check Amount: $4,795.00
UB		**2426**		**Principal Life Insurance Company**		**Wire**
			B 01 215 009	Dental	$3,209.16	
			B 01 215 021	Visin	$699.66	
PO#:	**Voucher #:**	**36523**	Invoice	**Invoice No:** 10.19.26	**10/31/2026**	**Paid Amt: $3,908.82**
						Check Amount: $3,908.82
UB		**2459**		**Iron Mountain**		**Wire**
			E 01 005 110 000 000 305	Document Shredding Services	$225.00	
PO#:	**Voucher #:**	**36518**	Invoice	**Invoice No:** 10.21.26	**10/31/2026**	**Paid Amt: $225.00**
						Check Amount: $225.00

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		**2594**		**COBRA**		**Wire**
			E 01 005 115 000 000 305	COBRA Fee		$312.00
PO#:		**Voucher #:**	**36517** Invoice	**Invoice No:** 10.20.26	**10/31/2026**	**Paid Amt: $312.00**
						Check Amount: $312.00
UB		**2676**		**Charter School Property II**		**Wire**
			E 01 005 850 000 348 570	Rent		$73,730.00
PO#:		**Voucher #:**	**36519** Invoice	**Invoice No:** 10.05.26	**10/31/2026**	**Paid Amt: $73,730.00**
						Check Amount: $73,730.00
UB		**2886**		**Markel Insurance**		**Wire**
			E 01 005 105 000 000 270	Workers Comp		$2,970.00
PO#:		**Voucher #:**	**36516** Invoice	**Invoice No:** 10.02.26	**10/31/2026**	**Paid Amt: $2,970.00**
						Check Amount: $2,970.00
UB		**1023**		**TRA**		**Wire**
			B 01 215 006	TRA		$33,181.40
PO#:		**Voucher #:**	**36512** Invoice	**Invoice No:** S2027080	**10/30/2026**	**Paid Amt: $33,181.40**
						Check Amount: $33,181.40
UB		**1024**		**PERA**		**Wire**
			B 01 215 007	PERA		$14,642.25
PO#:		**Voucher #:**	**36511** Invoice	**Invoice No:** S2027080	**10/30/2026**	**Paid Amt: $14,642.25**
						Check Amount: $14,642.25
UB		**1448**		**Associated Bank**		**Wire**
			B 01 215 017	HSA		$2,602.08
			B 01 215 017	HSA		$150.00
PO#:		**Voucher #:**	**36508** Invoice	**Invoice No:** S2027080	**10/30/2026**	**Paid Amt: $2,752.08**
						Check Amount: $2,752.08
UB		**1748**		**Department of the Treasury**		**Wire**
			B 01 215 002	Federal Withholding		$18,412.49
			B 01 215 005	FICA		$42,083.24
PO#:		**Voucher #:**	**36513** Invoice	**Invoice No:** S2027080	**10/30/2026**	**Paid Amt: $60,495.73**
						Check Amount: $60,495.73
UB		**2207**		**Minnesota Dept. of Revenue**		**Wire**
			B 01 215 003	State Withholding		$11,651.98
PO#:		**Voucher #:**	**36509** Invoice	**Invoice No:** S2027080	**10/30/2026**	**Paid Amt: $11,651.98**
						Check Amount: $11,651.98

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		2391		MidAtlantic		Wire
			B 01 215 011	TSA	$5,709.14	
PO#:	Voucher #:	36507	Invoice	Invoice No: S2027080	10/30/2026	Paid Amt: $5,709.14
						Check Amount: $5,709.14
UB		2668		Empower		Wire
			B 01 215 011	TSA	$277.00	
PO#:	Voucher #:	36510	Invoice	Invoice No: S2027080	10/30/2026	Paid Amt: $277.00
						Check Amount: $277.00
UB		1008		Orkin Inc.		BP
			E 01 005 810 000 000 350	FY27 Monthly Pest Services ACCT 28454334	$208.27	
PO#:	Voucher #:	36534	Invoice	Invoice No: 305381326	10/21/2026	Paid Amt: $208.27
						Check Amount: $208.27
UB		1040		Region V Computer Services		BP
			E 01 005 108 000 000 405	FY27 Time Tracker Billing	$769.00	
PO#:	Voucher #:	36526	Invoice	Invoice No: 19226	10/21/2026	Paid Amt: $769.00
						Check Amount: $769.00
UB		1097		Houghton Mifflin Company		BP
			E 01 010 203 000 000 460	Math in Focus 3G	$37.63	
PO#:	Voucher #:	36552	Invoice	Invoice No: 956601460	10/21/2026	Paid Amt: $37.63
						Check Amount: $37.63
UB		1437		Walters Recycling & Refuse Inc		BP
			E 01 005 810 000 000 330	FY27 Trash Services October	$1,765.44	
PO#:	Voucher #:	36524	Invoice	Invoice No: 10078815	10/21/2026	Paid Amt: $1,765.44
						Check Amount: $1,765.44
UB		1553		Saddleback Educational Inc.		BP
			E 01 010 203 000 000 430	FY27 Books	$57.30	
PO#:	Voucher #:	36571	Invoice	Invoice No: INV21567	10/21/2026	Paid Amt: $57.30
						Check Amount: $57.30
UB		1773		iLeontech		BP
			E 01 005 108 000 000 315	FY27 Monthly Services	$848.19	
PO#:	Voucher #:	36527	Invoice	Invoice No: 198	10/21/2026	Paid Amt: $848.19
						Check Amount: $848.19
UB		2313		Winco Landscape		BP
			E 01 005 810 000 000 350	FY27 September Lawn Care	$448.00	
PO#:	Voucher #:	36533	Invoice	Invoice No: 27314	10/21/2026	Paid Amt: $448.00
						Check Amount: $448.00

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		**2330**		**Pediatric Psych Services**		**BP**
			E 01 010 420 000 740 394	Nelson, Rebecca, Psych, Primary School	$1,350.00	
			E 01 010 420 000 740 394	Nelson, Rebecca, Psych, All	$540.00	
			E 01 020 420 000 740 394	Nelson, Rebecca, Psych, Middle School	$330.00	
			E 01 010 420 000 419 366	SPED Travel Psych	$60.00	
			E 01 030 420 000 740 394	Nelson, Rebecca, Psych, High School	$30.00	
PO#:		**Voucher #:**	**36525** Invoice	**Invoice No:** 1117	**10/21/2026**	**Paid Amt: $2,310.00**
						Check Amount: $2,310.00
UB		**2352**		**MetLife Small Business Center**		**BP**
			B 01 215 016	Hospital	$222.25	
			B 01 215 020	Legal	$288.00	
			B 01 215 016	Critical Illness	$158.55	
			B 01 215 025	MNPFL	$950.13	
			B 01 215 013	Core	$2,301.30	
			B 01 215 020	ID Fraud	$206.00	
			B 01 215 016	Accident	$302.05	
			B 01 215 025	MNPML	$3,200.45	
PO#:		**Voucher #:**	**36550** Invoice	**Invoice No:** 9.1.26	**10/21/2026**	**Paid Amt: $7,628.73**
						Check Amount: $7,628.73
UB		**2394**		**Cintas**		**BP**
			E 01 005 810 000 000 335	Mat Rental	$325.89	
PO#:		**Voucher #:**	**36536** Invoice	**Invoice No:** 4284498523	**10/21/2026**	**Paid Amt: $325.89**
						Check Amount: $325.89
UB		**2408**		**Staples**		**BP**
			E 01 005 810 000 000 401	FY27 Building supplies	$943.30	
PO#:		**Voucher #:**	**36545** Invoice	**Invoice No:** 6076684070	**10/21/2026**	**Paid Amt: $943.30**
						Check Amount: $943.30
UB		**2408**		**Staples**		**BP**
			E 01 005 810 000 000 401	FY27 Building supplies	$650.78	
PO#:		**Voucher #:**	**36544** Invoice	**Invoice No:** 6076211237	**10/21/2026**	**Paid Amt: $650.78**
						Check Amount: $650.78
UB		**2408**		**Staples**		**BP**
			E 01 005 110 000 000 401	Paper	$943.30	
PO#:		**Voucher #:**	**36546** Invoice	**Invoice No:** 6076684071	**10/21/2026**	**Paid Amt: $943.30**
						Check Amount: $943.30

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date		Pmt Type	
UB		2490		League of Minnesota Cities			BP	
			E	01 005 850 000 000 570	FY27 Parking Lease -September 2026	$1,015.75		
PO#:		Voucher #:	36540	Invoice	Invoice No: 456642	10/21/2026	Paid Amt:	$1,015.75
							Check Amount:	$1,015.75
UB		2559		UHL Company			BP	
			E	01 005 810 000 000 350	Camera Service Call 7.07.26	$350.00		
PO#:		Voucher #:	36549	Invoice	Invoice No: 86773	10/21/2026	Paid Amt:	$350.00
							Check Amount:	$350.00
UB		2696		Harris St Paul Inc			BP	
			E	01 005 810 000 000 350	FY27 MONTHLY PREVENTATIVE MAINTENA	$1,543.00		
PO#:		Voucher #:	36573	Invoice	Invoice No: SR000131145	10/21/2026	Paid Amt:	$1,543.00
							Check Amount:	$1,543.00
UB		2759		PK Property Services LLC			BP	
			E	01 005 810 000 000 350	FY27 Monthly Cleaning Services September	$4,484.00		
PO#:		Voucher #:	36539	Invoice	Invoice No: 43365	10/21/2026	Paid Amt:	$4,484.00
							Check Amount:	$4,484.00
UB		2759		PK Property Services LLC			BP	
			E	01 005 810 000 000 350	FY27 Monthly Cleaning Services	$8,580.00		
PO#:		Voucher #:	36537	Invoice	Invoice No: 43230	10/21/2026	Paid Amt:	$8,580.00
							Check Amount:	$8,580.00
UB		2759		PK Property Services LLC			BP	
			E	01 005 810 000 000 401	Maintenance Supplies	$952.51		
PO#:		Voucher #:	36538	Invoice	Invoice No: 43318	10/21/2026	Paid Amt:	$952.51
							Check Amount:	$952.51
UB		2818		Escape Fire Protection Inc			BP	
			E	01 005 810 000 000 350	ANNUAL Extinguisher INSPECTION. 10.02.26	$240.00		
PO#:		Voucher #:	36572	Invoice	Invoice No: PF-022393	10/21/2026	Paid Amt:	$240.00
							Check Amount:	$240.00
UB		2891		NOVA Education Consultants			BP	
			E	01 010 420 000 740 305	Strand, Krista, Due Process Specialist, 16.75H	$2,010.00		
PO#:		Voucher #:	36541	Invoice	Invoice No: 5048	10/21/2026	Paid Amt:	$2,010.00
							Check Amount:	$2,010.00
UB		2891		NOVA Education Consultants			BP	
			E	01 010 420 000 740 305	Dettmann, Heidi, Due Process Specialist, 15.5	$1,860.00		
PO#:		Voucher #:	36542	Invoice	Invoice No: 5049	10/21/2026	Paid Amt:	$1,860.00
							Check Amount:	$1,860.00

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		2891		NOVA Education Consultants		BP
			E 01 010 412 000 740 394	Ruis, Brendean, ECSE Specialist, 36 Hrs @ $	$4,320.00	
PO#:	Voucher #:	36543	Invoice	Invoice No: 5050	10/21/2026	Paid Amt: $4,320.00
						Check Amount: $4,320.00
UB		2893		Soliant		BP
			E 01 020 407 000 740 307	Jacobs, Nicole , SPED Teacher, 30 Hrs @ $80	$2,400.00	
PO#:	Voucher #:	36529	Invoice	Invoice No: 21510638	10/21/2026	Paid Amt: $2,400.00
						Check Amount: $2,400.00
UB		2893		Soliant		BP
			E 01 020 407 000 740 307	Jacobs, Nicole , SPED Teacher, 33.34 Hrs @ $	$2,667.20	
PO#:	Voucher #:	36530	Invoice	Invoice No: 21524374	10/21/2026	Paid Amt: $2,667.20
						Check Amount: $2,667.20
UB		2900		Zen Educate Inc.		BP
			E 01 020 420 000 740 307	Ross, Maya, MS (6-8) SPED Para, 27 HRs @	$828.63	
PO#:	Voucher #:	36567	Invoice	Invoice No: INV-43573-P	10/21/2026	Paid Amt: $828.63
						Check Amount: $828.63
UB		2900		Zen Educate Inc.		BP
			E 01 020 420 000 740 307	Mohamed, Abdikani, HS/MS SPED Para, 13.5	$418.10	
PO#:	Voucher #:	36568	Invoice	Invoice No: INV-43573-Q	10/21/2026	Paid Amt: $418.10
						Check Amount: $418.10
UB		2900		Zen Educate Inc.		BP
			E 01 010 203 000 000 305	GenEd Subs- MS (6-8) General Cover English	$249.02	
PO#:	Voucher #:	36569	Invoice	Invoice No: INV-43573-R	10/21/2026	Paid Amt: $249.02
						Check Amount: $249.02
UB		2900		Zen Educate Inc.		BP
			E 01 020 420 000 740 307	Hutchinson, SIsi, Level 1, level 2, SPED Para,	$1,022.01	
PO#:	Voucher #:	36553	Invoice	Invoice No: INV-43573-0	10/21/2026	Paid Amt: $1,022.01
						Check Amount: $1,022.01
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Hendon-Adams, Jackon, EL SPED Para, 32.7	$1,014.27	
PO#:	Voucher #:	36565	Invoice	Invoice No: INV-43573-M	10/21/2026	Paid Amt: $1,014.27
						Check Amount: $1,014.27
UB		2900		Zen Educate Inc.		BP
			E 01 010 203 000 000 305	GenEd Subs- 6th-8th Math Teacher	$251.43	
PO#:	Voucher #:	36554	Invoice	Invoice No: INV-43573-1	10/21/2026	Paid Amt: $251.43
						Check Amount: $251.43

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Her, Kevin, SPED Para 33.75 hrs @ $30.97/Hr	$1,045.24	
PO#:		Voucher #: 36566	Invoice	Invoice No: INV-43573-N	10/21/2026	Paid Amt: $1,045.24
						Check Amount: $1,045.24
UB		2900		Zen Educate Inc.		BP
			E 01 010 203 000 000 305	GenEd Subs- Elem Teacher	$544.48	
PO#:		Voucher #: 36555	Invoice	Invoice No: INV-43573-A	10/21/2026	Paid Amt: $544.48
						Check Amount: $544.48
UB		2900		Zen Educate Inc.		BP
			E 01 010 201 000 000 305	GenEd Subs- PreK Para	$193.59	
PO#:		Voucher #: 36556	Invoice	Invoice No: INV-43573-B	10/21/2026	Paid Amt: $193.59
						Check Amount: $193.59
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Ross, Maya, Elem SPED Para, 20 HRs @ $30	$619.40	
PO#:		Voucher #: 36557	Invoice	Invoice No: INV-43573-C	10/21/2026	Paid Amt: $619.40
						Check Amount: $619.40
UB		2900		Zen Educate Inc.		BP
			E 01 010 203 000 000 305	GenEd Subs- 5th Gr Teacher	$747.06	
PO#:		Voucher #: 36562	Invoice	Invoice No: INV-43573-J	10/21/2026	Paid Amt: $747.06
						Check Amount: $747.06
UB		2900		Zen Educate Inc.		BP
			E 01 010 203 000 000 305	GenEd Subs- MS(6-8) Math Teacher	$521.26	
PO#:		Voucher #: 36558	Invoice	Invoice No: INV-43573-D	10/21/2026	Paid Amt: $521.26
						Check Amount: $521.26
UB		2900		Zen Educate Inc.		BP
			E 01 010 203 000 000 305	GenEd Subs- Computer Science Teacher	$218.05	
PO#:		Voucher #: 36559	Invoice	Invoice No: INV-43573-F	10/21/2026	Paid Amt: $218.05
						Check Amount: $218.05
UB		2900		Zen Educate Inc.		BP
			E 01 030 420 000 740 307	Nixon, Ny'eela, HS (9-12) SPED Para, 34.5 HF	$1,058.81	
PO#:		Voucher #: 36560	Invoice	Invoice No: INV-43573-G	10/21/2026	Paid Amt: $1,058.81
						Check Amount: $1,058.81
UB		2900		Zen Educate Inc.		BP
			E 01 010 203 000 000 305	GenEd Subs- 6th 7th 8th Grade Level 1 Teach	$498.04	
PO#:		Voucher #: 36561	Invoice	Invoice No: INV-43573-H	10/21/2026	Paid Amt: $498.04
						Check Amount: $498.04

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
UB		2900		Zen Educate Inc.		BP
			E 01 030 420 000 740 307	Purneil, Retrina, HS (9-12) MS (6-8) SPED Pa	$1,084.05	
PO#:		Voucher #:	36563 Invoice	Invoice No: INV-43573-K	10/21/2026	Paid Amt: $1,084.05
						Check Amount: $1,084.05
UB		2900		Zen Educate Inc.		BP
			E 01 010 420 000 740 307	Sharma, Issac, SPED Para 6.75hrs @ $30.97/	$209.05	
PO#:		Voucher #:	36564 Invoice	Invoice No: INV-43573-L	10/21/2026	Paid Amt: $209.05
						Check Amount: $209.05
UB		2909		Triump Educational Consulting		BP
			E 01 030 405 000 740 394	Caven,Janet, Sped Services, 2.75 Hrs @ 120	$330.00	
PO#:		Voucher #:	36547 Invoice	Invoice No: 6373-JC	10/21/2026	Paid Amt: $330.00
						Check Amount: $330.00
UB		2954		Center for Responsive Schools, Inc		BP
			E 01 005 640 000 316 366	FY27 PD Classroom Workshop 10.27	$259.00	
PO#:		Voucher #:	36570 Invoice	Invoice No: INV103090	10/21/2026	Paid Amt: $259.00
						Check Amount: $259.00
UB		2964		David Kroonblawd		BP
			E 04 005 590 400 000 305	FY27 Varsity Soccer Ref- FSCS	$90.00	
PO#:		Voucher #:	36551 Invoice	Invoice No: 9.17.26	10/21/2026	Paid Amt: $90.00
						Check Amount: $90.00
UB		2965		Done Right Food Services		BP
			E 02 005 770 000 701 490	Bagged Lunch	$179.60	
			E 02 005 770 000 701 490	Special Diet Lunch	$10.58	
			E 02 005 770 000 705 490	SD Breakfast	$19.95	
			E 02 005 770 000 701 495	Lactose Milk	$26.73	
			E 02 005 770 000 701 490	FY27 Commodities- Sept 2026	($3,971.35)	
			E 02 005 770 000 701 490	Lunch	$26,718.12	
			E 02 005 770 000 701 490	Lunch PreK	$1,930.50	
			E 02 005 770 000 705 490	Bagged Breakfast	$8,817.51	
			E 02 005 770 000 705 490	Breakfast	$3,487.50	
PO#:		Voucher #:	36548 Invoice	Invoice No: 7155	10/21/2026	Paid Amt: $37,219.14
						Check Amount: $37,219.14
UB		2966		Metro Volleyball Officials Association		BP
			E 04 005 590 400 000 305	FY27 Girls Volleyball Officials	$300.00	
PO#:		Voucher #:	36535 Invoice	Invoice No: 3519	10/21/2026	Paid Amt: $300.00
						Check Amount: $300.00

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date		Pmt Type
UB		**2967**		**All State Communications LLC**										**BP**
			E	01	005	810	000	000	350	FY27 Provide and inseall 4 replacement batte			$748.51	
PO#:		**Voucher #:**	**36531**	Invoice		**Invoice No:**	26713			**10/21/2026**			**Paid Amt:**	**$748.51**
													Check Amount:	**$748.51**
UB		**2967**		**All State Communications LLC**										**BP**
			E	01	005	810	000	000	350	FY27 Fire Alarm Inspection			$1,350.00	
PO#:		**Voucher #:**	**36532**	Invoice		**Invoice No:**	26788			**10/21/2026**			**Paid Amt:**	**$1,350.00**
													Check Amount:	**$1,350.00**
UB		**2968**		**Nicole Kiernan**										**BP**
			E	01	005	640	000	316	366	FY27 CPR/First Aid Training			$850.00	
PO#:		**Voucher #:**	**36528**	Invoice		**Invoice No:**	2			**10/21/2026**			**Paid Amt:**	**$850.00**
													Check Amount:	**$850.00**
UB		**2884**		**Divvy**										**Wire**
			E	01	005	108	000	000	405	10/15/26 Ptcfast-Conference Scheduling Softw			$60.00	
			E	01	005	810	000	000	401	10/14/26 Amazon-metal detector wand			$22.99	
			E	01	010	420	000	372	433	10/14/26 Imse-supplemental instructional mate			$908.31	
			E	01	005	110	000	000	401	10/13/26 Amazon-Dry erasers			$12.63	
			E	01	010	203	000	000	430	10/13/26 Amazon-books			$137.28	
			E	01	030	211	000	000	401	10/13/26 Amazon-Dry erase white board			$45.59	
			E	01	005	810	000	000	401	10/13/26 Amazon-Digital clock			$31.98	
			E	01	010	420	000	372	433	10/13/26 Amazon-Counting play money			$16.65	
			E	01	005	810	000	000	401	10/12/26 Amazon-Wooden tone dinger			$19.98	
			E	01	005	810	000	000	401	10/11/26 Amazon-Program Door Remote Fob A			$182.99	
			E	01	010	203	000	000	430	10/10/26 Ventris Learning-set of curriculum for			$295.63	
			E	01	005	105	000	000	305	10/09/26 Language Line Inc-Interpreter Servic			$19.75	
			E	01	005	810	000	000	401	10/09/26 Maglocks.com-Vape smoke detectors			$711.63	
			E	01	010	298	000	000	401	10/09/26 Sports-Jerseys and shorts for sports			$4,081.00	
			E	01	005	810	000	000	401	10/09/26 Amazon-Wire buffet holder stands			$59.03	
			E	01	005	605	000	000	401	10/09/26 Robolink-CoDrone EDU Set of 4 Mot			$46.57	
			E	01	005	110	000	000	455	10/09/26 Amazon-Staff Laptops			$1,823.60	
			E	01	005	105	000	000	350	10/08/26 Language Line Inc-Interpreter			$63.20	
			E	01	005	105	000	000	350	10/08/26 Language Line Inc-Interpreter Servic			$47.40	
			E	01	010	605	000	000	401	10/08/26 Amazon-Astro color paper			$36.89	
			E	01	005	760	000	720	350	10/07/26 Valvoline-Van Oil Change			$139.82	
			E	01	005	110	000	000	405	10/07/26 Microsoft-Microsoft Office Subscriptic			$96.39	
			E	01	005	810	000	000	401	10/07/26 Amazon-Pocket door lock			$48.50	
			E	01	005	810	000	000	401	10/07/26 Amazon-Pocket Door Frame			$154.45	

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor							Pmt/Void Date		Pmt Type
UB		**2884**		**Divvy**									**Wire**
			E	01	005	107	000	000	305		10/06/26	Pioneer Press Adv-Advertisement for	$209.28
			E	01	005	105	000	000	350		10/04/26	Language Line Inc-interpreting	$39.50
			E	01	005	110	000	000	401		10/03/26	Dynavox Systems-Board maker onlin	$199.00
			E	01	005	110	000	000	401		10/03/26	Foc Palau Musica Catala-	$22.91
			E	01	005	810	000	000	401		10/03/26	Ferguson Plumbing Supplies-Plumbi	$141.41
			E	01	005	110	000	000	401		10/02/26	Amazon-Empty book for journaling	$147.93
			E	01	010	203	000	000	401		10/02/26	Amazon-Step stool for kids	$19.98
			E	01	005	420	000	419	433		10/02/26	Minnesota Administ-Finance academ	$149.00
			E	01	005	420	000	419	433		10/02/26	Minnesota Administ-Finance Academ	$55.00
			E	01	005	105	000	000	350		10/01/26	Language Line Inc-Interpreter	$71.10
			E	01	005	105	000	000	350		10/01/26	Language Line Inc-Interpreter	$31.60
			E	01	005	107	000	000	305		10/01/26	Google Ads-Advertising	$332.53
			E	01	010	203	000	000	430		10/01/26	Amazon-place value math white boar	$22.89
			E	01	005	110	000	000	401		09/28/26	Amazon-Tape, dry erase markers,	$90.77
			E	01	005	110	000	000	455		09/27/26	Amazon-Projector light bulbs	$191.97
			E	01	005	810	000	000	401		09/26/26	Amazon-SEW Department budget	$71.36
			E	01	010	203	000	000	460		09/26/26	Learning-Textbook/Workbooks	$99.99
			E	01	010	203	000	000	460		09/26/26	Ventris Learning-Teachers manual	$1,440.50
			E	01	010	203	000	000	460		09/25/26	Amazon-Math tool box book	$27.86
			E	01	005	760	000	000	440		09/25/26	Circle K-Fuel for van	$76.62
			E	01	005	810	000	000	401		09/24/26	Amazon-SEW Department budget	$32.43
			E	01	010	420	000	372	401		09/23/26	Pearson Education-Visual perception	$1,717.28
			E	01	010	203	000	000	430		09/23/26	Amazon-Book order	$90.25
			E	01	010	420	000	372	433		09/23/26	Saddleback Educational-SPED book	($29.01)
			E	01	010	203	000	000	401		09/23/26	Amazon-Play dough, ribbons	$44.69
			E	01	010	203	000	000	430		09/22/26	Amazon-Book order	$33.60
			E	01	010	203	000	000	430		09/22/26	Amazon-Childrens book	$9.21
			E	01	010	420	000	372	433		09/21/26	Amazon-Book order	$21.80
			E	01	010	420	000	372	433		09/21/26	Amazon-overtime book, a powerful m	$83.20
			E	01	010	420	000	372	433		09/20/26	Amazon-light covers, sensory fidgets	$236.57
			E	01	010	420	000	372	433		09/20/26	Amazon-books	$13.36
			E	01	010	420	000	372	433		09/20/26	Amazon-Outrunning darkness book	$11.57
			E	01	005	110	000	000	401		09/19/26	Amazon-Hanging file folders	$46.52
			E	01	005	810	000	000	401		09/19/26	Menards-Facility supply	$29.65
			E	01	010	420	000	372	433		09/19/26	Orca Book Publishers-Book order	$179.00
			E	01	005	810	000	000	401		09/19/26	A Lock Service-Re-key lock cores	$54.00

St. Paul City School #4029

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor							Pmt/Void Date		Pmt Type		
UB		**2884**		**Divvy**									**Wire**		
			E	01	010	420	000	372	433		09/19/26 Amazon-books	$21.80			
			E	01	010	420	000	372	433		09/18/26 Saddleback Educational-Book order	$434.00			
			E	01	010	420	000	372	433		09/18/26 Everway-News2you annual subscript	$280.99			
			E	01	010	203	000	000	490		09/17/26 Amazon-Swedish fish and animal cra	$53.91			
			E	01	005	110	000	000	320		09/17/26 T-Mobile-Staff Cell Phones	$70.34			
			E	01	010	203	000	000	490		09/17/26 Amazon-wolves plushes and snack c	$74.94			
			E	01	010	203	000	000	430		09/17/26 Amazon-Soccer balls, jump ropes, dc	$305.36			
			E	01	010	203	000	000	430		09/16/26 Data Recognition Corpo-Pre las engli	$166.90			
			E	01	010	203	000	000	430		09/16/26 Amazon-Jump rope, flag football sup	$45.48			
			E	01	010	203	000	000	401		09/16/26 Amazon-Amplifier for teachers	$95.40			
			E	01	005	810	000	000	401		09/16/26 Menards-Facility supply	$130.68			
			E	01	010	203	000	000	401		09/15/26 Amazon-Timers	$49.98			
			E	01	005	760	000	000	440		09/15/26 Circle K-Gas for vans	$52.92			
PO#:		**Voucher #:**		**36574**	Invoice		**Invoice No:**	10.15.26			**10/15/2026**		**Paid Amt:**	**$16,860.28**	
														Check Amount:	**$16,860.28**
														Report Total:	**$775,989.85**

St. Paul City School #4029

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 10/01/2026-10/31/2026 Period: 202704-202704 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
SACT		**1690**		**Costco Membership**		**Wire**		
			E 01 005 110 000 000 490	Food		$468.37		
PO#:		**Voucher #:**	**36578** Invoice	**Invoice No:** 10.14.26	**10/31/2026**		**Paid Amt:**	**$468.37**
							Check Amount:	**$468.37**
SACT		**1863**		**Sunrise Bank**		**Wire**		
			E 01 005 112 000 000 305	Inactivity Fee		$5.00		
PO#:		**Voucher #:**	**36580** Invoice	**Invoice No:** 10.30.26	**10/31/2026**		**Paid Amt:**	**$5.00**
							Check Amount:	**$5.00**
SACT		**2477**		**Cub Foods**		**Wire**		
			E 01 005 110 000 000 490	Food		$54.43		
PO#:		**Voucher #:**	**36579** Invoice	**Invoice No:** 10.29.26	**10/31/2026**		**Paid Amt:**	**$54.43**
							Check Amount:	**$54.43**
							Report Total:	**$527.80**

St. Paul City School #4029
Journal Entry Listing

JE Cd	Period	Date	St	Src	Ref	Description	Detail Desc	L	Fd	Org	Pro	Crs	Fin	O/S	Account Description	Debit Amount	Credit Amount
11041	202703	09/30/2026	P	JE	Sweeps	September 2026 ICS Sweeps	ICS Sweeps Net	B	01	101	000				Sunrise Bank - Checking	0.00	325,810.90
							ICS Sweeps Net	B	01	101	005				Promontory Demand ACCO	325,810.90	0.00
																$325,810.90	$325,810.90
11067	202703	09/23/2026	P	JE		9.23 Transfer ICS to CDARS	9.23 26 Weeks Transfer	B	01	101	005				Promontory Demand ACCO	0.00	600,000.00
							9.23 52 Weeks Transfer	B	01	101	005				Promontory Demand ACCO	0.00	400,000.00
							9.23 26 Weeks Transfer	B	01	104	000				Investments	600,000.00	0.00
							9.23 52 Weeks Transfer	B	01	104	000				Investments	400,000.00	0.00
																$1,000,000.00	$1,000,000.00
11070	202703	09/15/2026	P	JE		FIN 314 correction	DIVVY - 09.15.26	E	01	005	640	000	314	366	Trav/Conv/Conference	0.00	504.00
							DIVVY - 09.15.26	E	01	005	640	000	314	366	Trav/Conv/Conference	0.00	410.00
							Indigo Education inv#21708	E	01	005	640	640	314	366	Trav/Conv/Conference	0.00	75.00
							DIVVY - 09.15.26	E	01	010	640	000	316	366	Trav/Conv/Conference	504.00	0.00
							DIVVY - 09.15.26	E	01	010	640	000	316	366	Trav/Conv/Conference	410.00	0.00
							Indigo Education inv#21708	E	01	010	640	000	316	366	Trav/Conv/Conference	75.00	0.00
																$989.00	$989.00
11072	202703	09/30/2026	P	JE		FIN 314 correction	DIVVY - 09.15.26	E	01	005	640	000	314	366	Trav/Conv/Conference	504.00	0.00
							DIVVY - 09.15.26	E	01	005	640	000	314	366	Trav/Conv/Conference	410.00	0.00
							Indigo Education inv#21708	E	01	005	640	640	314	366	Trav/Conv/Conference	75.00	0.00
							DIVVY - 09.15.26	E	01	010	640	000	316	366	Trav/Conv/Conference	0.00	504.00
							DIVVY - 09.15.26	E	01	010	640	000	316	366	Trav/Conv/Conference	0.00	410.00
							Indigo Education inv#21708	E	01	010	640	000	316	366	Trav/Conv/Conference	0.00	75.00
																$989.00	$989.00
11073	202612	06/30/2026	P	JE		FIN 314 correction	DIVVY - 09.15.26	E	01	005	640	000	000	366	Trav/Conv/Conference	504.00	0.00
							DIVVY - 09.15.26	E	01	005	640	000	000	366	Trav/Conv/Conference	410.00	0.00
							Indigo Education inv#21708	E	01	005	640	000	000	366	Trav/Conv/Conference	75.00	0.00
							DIVVY - 09.15.26	E	01	005	640	000	314	366	Trav/Conv/Conference	0.00	504.00
							DIVVY - 09.15.26	E	01	005	640	000	314	366	Trav/Conv/Conference	0.00	410.00
							Indigo Education inv#21708	E	01	005	640	640	314	366	Trav/Conv/Conference	0.00	75.00
																$989.00	$989.00
11076	202703	09/30/2026	P	JE		Stronger Connections - Overa	Tavaris Clinton	E	01	005	605	000	000	144	N-Lic Instr Sup Pers	5,116.23	0.00
							Tavaris Clinton	E	01	005	605	000	000	210	Fica/Medicare - Asst Prin	303.72	0.00
							Tavaris Clinton	E	01	005	605	000	000	214	Pera	383.69	0.00
							Tavaris Clinton	E	01	005	605	000	000	219	MNPFMLA	22.54	0.00
							Tavaris Clinton	E	01	005	605	000	000	220	Health Insurance - Asst Prin	1,568.04	0.00
							Tavaris Clinton	E	01	005	605	000	000	230	Life Insurance - Asst Princ	1.53	0.00
							Tavaris Clinton	E	01	005	605	000	000	235	Dental Insurance - Asst Prin	26.91	0.00
							Tavaris Clinton	E	01	005	605	000	000	240	Long Term Disability Insuran	23.29	0.00

JE Cd	Period	Date	St	Src	Ref	Description	Detail Desc	L	Fd	Org	Pro	Crs	Fin	O/S	Account Description	Debit Amount	Credit Amount
11076	202703	09/30/2026	P	JE		Stronger Connections - Overaç	Tavaris Clinton	E	01	010	216	000	401	144	N-Lic Instr Sup Pers	444.89	0.00
							Tavaris Clinton	E	01	010	216	000	401	210	Title I - Fringe Benefits (Fror	26.41	0.00
							Tavaris Clinton	E	01	010	216	000	401	214	Title I - PERA	33.36	0.00
							Tavaris Clinton	E	01	010	216	000	401	219	MNPFMLA	1.96	0.00
							Tavaris Clinton	E	01	010	216	000	401	220	Title I-Med Ins	136.35	0.00
							Tavaris Clinton	E	01	010	216	000	401	230	Life Insurance	0.15	0.00
							Tavaris Clinton	E	01	010	216	000	401	235	Dental Insurance	2.34	0.00
							Tavaris Clinton	E	01	010	216	000	401	240	Long Term Disability Insuran	2.03	0.00
							Tavaris Clinton	E	01	010	219	401	499	144	N-Lic Instr Sup Pers	0.00	5,561.12
							Tavaris Clinton	E	01	010	219	401	499	210	Fica/Medicare	0.00	330.14
							Tavaris Clinton	E	01	010	219	401	499	214	Pera	0.00	417.06
							Tavaris Clinton	E	01	010	219	401	499	219	MNPFMLA	0.00	24.50
							Tavaris Clinton	E	01	010	219	401	499	220	Health Insurance	0.00	1,704.39
							Tavaris Clinton	E	01	010	219	401	499	230	Life Insurance	0.00	1.67
							Tavaris Clinton	E	01	010	219	401	499	235	Dental Insurance	0.00	29.25
							Tavaris Clinton	E	01	010	219	401	499	240	Long Term Disability Insuran	0.00	25.31
																$8,093.44	$8,093.44
11077	202703	09/30/2026	P	JE		Additional T.Clinton to SC	Additional T.Clinton to SC	E	01	005	605	000	000	144	N-Lic Instr Sup Pers	0.00	718.71
							Additional T.Clinton to SC	E	01	010	219	401	499	144	N-Lic Instr Sup Pers	718.71	0.00
																$718.71	$718.71
11078	202703	09/30/2026	P	JE		Stronger Connections Correcti	SC receivable correction	B	01	122	000				Due Fm Fed.-Mdcfl	0.00	718.70
							SC receivable correction	R	01	005	000	999	499	400	Federal Aids & Grant	718.70	0.00
																$718.70	$718.70
11086	202612	10/27/2026	P	JE		Principal on Loan 1362 Direct	Adjustment per Bank	E	50	005	920	000	000	730	Loans Redemption	0.00	1,804.00
							Adjustment per Bank	E	50	005	920	000	000	740	Loan Interest	1,804.00	0.00
																$1,804.00	$1,804.00
11088	202612	10/28/2026	P	JE		adjust principal to match bank	Loan x6217 FY26 principal	E	01	005	920	000	000	730	Loans Redemption	0.00	7,115.00
							Loan x6218 FY26 principal	E	01	005	920	000	000	730	Loans Redemption	0.00	641.00
							Loan x6217 PY principal	E	01	005	920	000	000	730	Loans Redemption	0.00	5,848.00
							Loan x6218 PY principal	E	01	005	920	000	000	730	Loans Redemption	0.00	526.00
							Loan x6217 FY26 principal	E	01	005	920	000	000	740	Loan Interest	7,115.00	0.00
							Loan x6218 FY26 principal	E	01	005	920	000	000	740	Loan Interest	641.00	0.00
							Loan x6217 PY principal	E	01	005	920	000	000	740	Loan Interest	5,848.00	0.00
							Loan x6218 PY principal	E	01	005	920	000	000	740	Loan Interest	526.00	0.00
																$14,130.00	$14,130.00
11090	202701	07/31/2026	P	JE		FY27 July Loan Corrections	Principal Loan 6217	E	01	005	920	000	000	730	Loans Redemption	2,074.84	0.00
							Principal Loan 6218	E	01	005	920	000	000	730	Loans Redemption	186.80	0.00

St. Paul City School #4029
Journal Entry Listing

JE Cd	Period	Date	St	Src	Ref	Description	Detail Desc	L	Fd	Org	Pro	Crs	Fin	O/S	Account Description	Debit Amount	Credit Amount
11090	202701	07/31/2026	P	JE		FY27 July Loan Corrections	Interest Loan 6217	E	01	005	920	000	000	740	Loan Interest	0.00	2,074.84
							Interest Loan 6218	E	01	005	920	000	000	740	Loan Interest	0.00	186.80
							Principal Loan 6219	E	50	005	920	000	000	730	Loans Redemption	6,268.77	0.00
							Interest Loan 6219	E	50	005	920	000	000	740	Loan Interest	0.00	6,268.77
																$8,530.41	$8,530.41
11091	202702	08/31/2026	P	JE		FY27 August Loan Corrections	Principal Loan 6217	E	01	005	920	000	000	730	Loans Redemption	0.00	1,017.38
							Principal Loan 6218	E	01	005	920	000	000	730	Loans Redemption	0.00	91.67
							Interest Loan 6217	E	01	005	920	000	000	740	Loan Interest	1,017.38	0.00
							Interest Loan 6218	E	01	005	920	000	000	740	Loan Interest	91.67	0.00
							Principal Loan 6219	E	50	005	920	000	000	730	Loans Redemption	4,591.40	0.00
							Interest Loan 6219	E	50	005	920	000	000	740	Loan Interest	0.00	4,591.40
																$5,700.45	$5,700.45
11092	202703	09/30/2026	P	JE		FY27 Sept Loan Corrections	Principal Loan 6217	E	01	005	920	000	000	730	Loans Redemption	0.00	2,046.84
							Principal Loan 6218	E	01	005	920	000	000	730	Loans Redemption	0.00	184.61
							Interest Loan 6217	E	01	005	920	000	000	740	Loan Interest	2,046.84	0.00
							Interest Loan 6218	E	01	005	920	000	000	740	Loan Interest	184.61	0.00
							Principal Loan 6219	E	50	005	920	000	000	730	Loans Redemption	4,606.71	0.00
							Interest Loan 6219	E	50	005	920	000	000	740	Loan Interest	0.00	4,606.71
																$6,838.16	$6,838.16
11102	202704	10/31/2026	P	JE	Sweeps	October 2026 ICS Sweeps Ne	ICS Sweeps Net	B	01	101	000				Sunrise Bank - Checking	330,654.37	0.00
							ICS Sweeps Net	B	01	101	005				Promontory Demand ACCO	0.00	330,654.37
																$330,654.37	$330,654.37

New Hire					
Location	First Name	Last Name	Hire Date	Job Title	
Elementary	Enola	Davis	11/2/2026	SPED Paraprofessional	
Elementary	Andrea	Powell	11/2/2026	SPED Paraprofessional	
Middle School	Jose Tony	Avila-Tovalin	11/5/2026	SPED Paraprofessional	

Resignations				
Location	First Name	Last Name	End Date	Job Title
District	Sabina	Bonholdt	10/19/2026	School Social Worker
District	Versha	Donaby	10/30/2026	In-House Substitute

Termination				
Location	First Name	Last Name	End Date	Job Title

2025 – 2026 Financial Statement Audit

St. Paul City School, Charter School No. 4029



Introduction

- Audit Results
- General Fund Results
- Other Governmental Funds
- Key Performance Indicators



Audit Results

Auditor's Opinion

unmodified opinion

Minnesota Legal Compliance

No instances of noncompliance

Single Audit Draft Report

No instances of noncompliance

AUDIT RESULTS

Current Year Findings

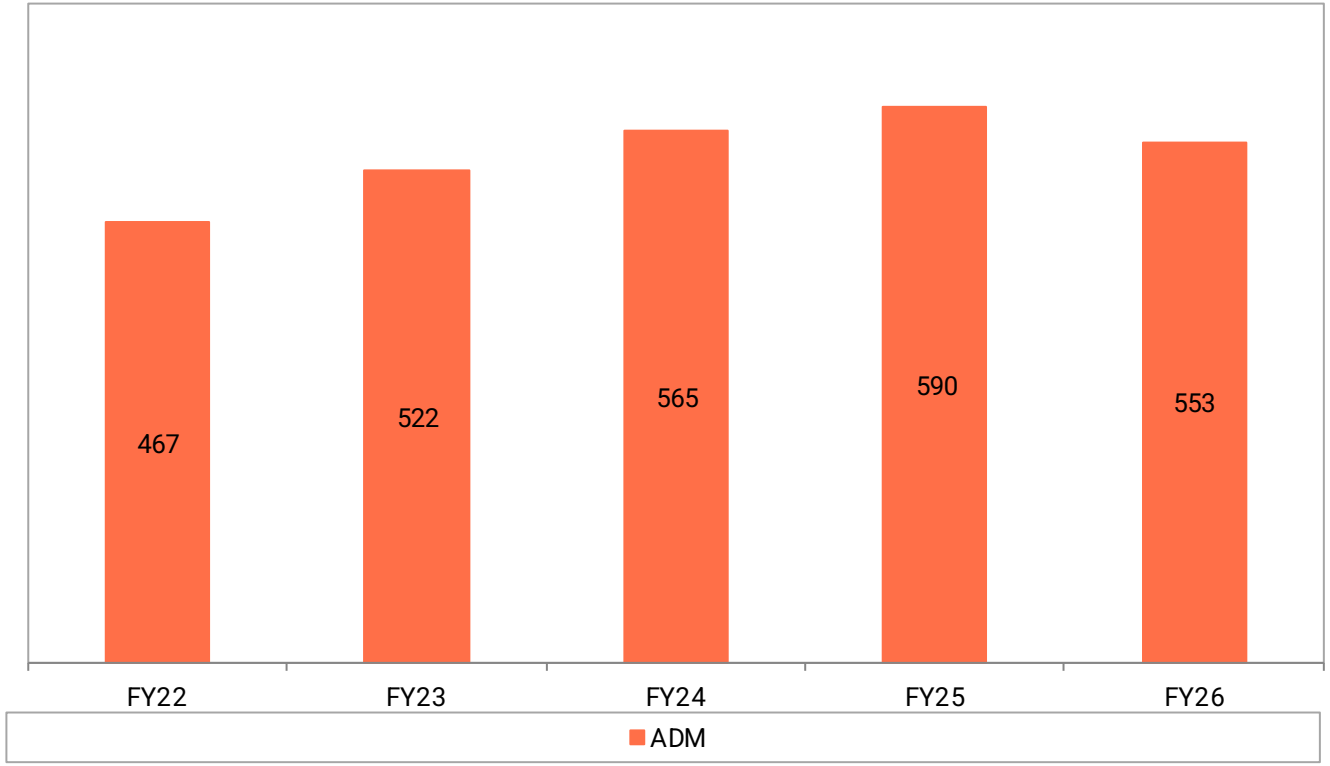
- None

AUDIT RESULTS

Prior Year Findings

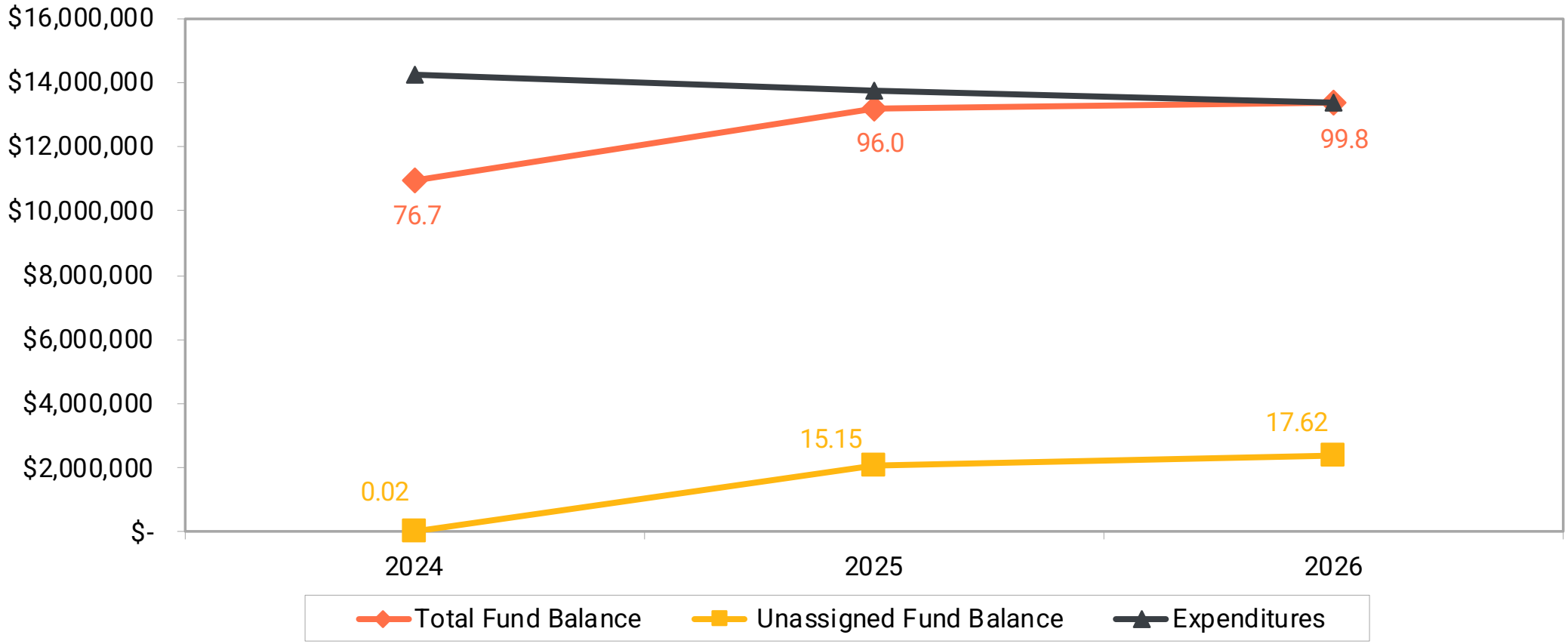
- Late payment of invoices
  MN Legal Compliance
- Material Audit Adjustments
  Internal Control Finding

Average Daily Membership



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General Fund Balances



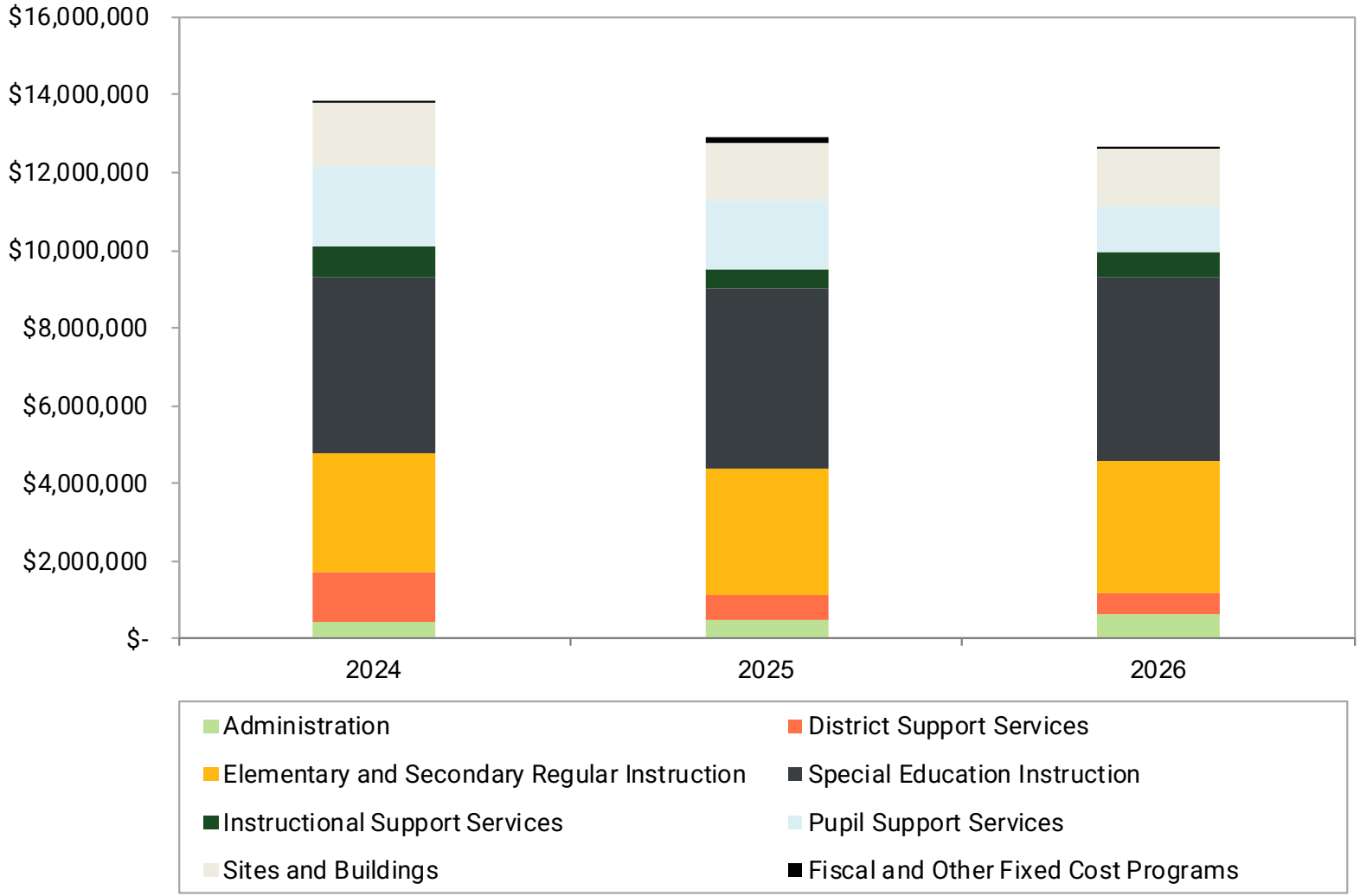
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General Fund Budget to Actual

	Final Budgeted Amounts	Actual Amounts	Variance With Final Budget
Revenues	$ 14,190,076	$ 13,611,997	$ (578,079)
Expenditures	13,862,267	13,402,242	460,025
Net Change in Fund Balances	327,809	209,755	(118,054)
Fund Balances, July 1	13,170,043	13,170,043	-
Fund Balances, June 30	$ 13,497,852	$ 13,379,798	$ (118,054)

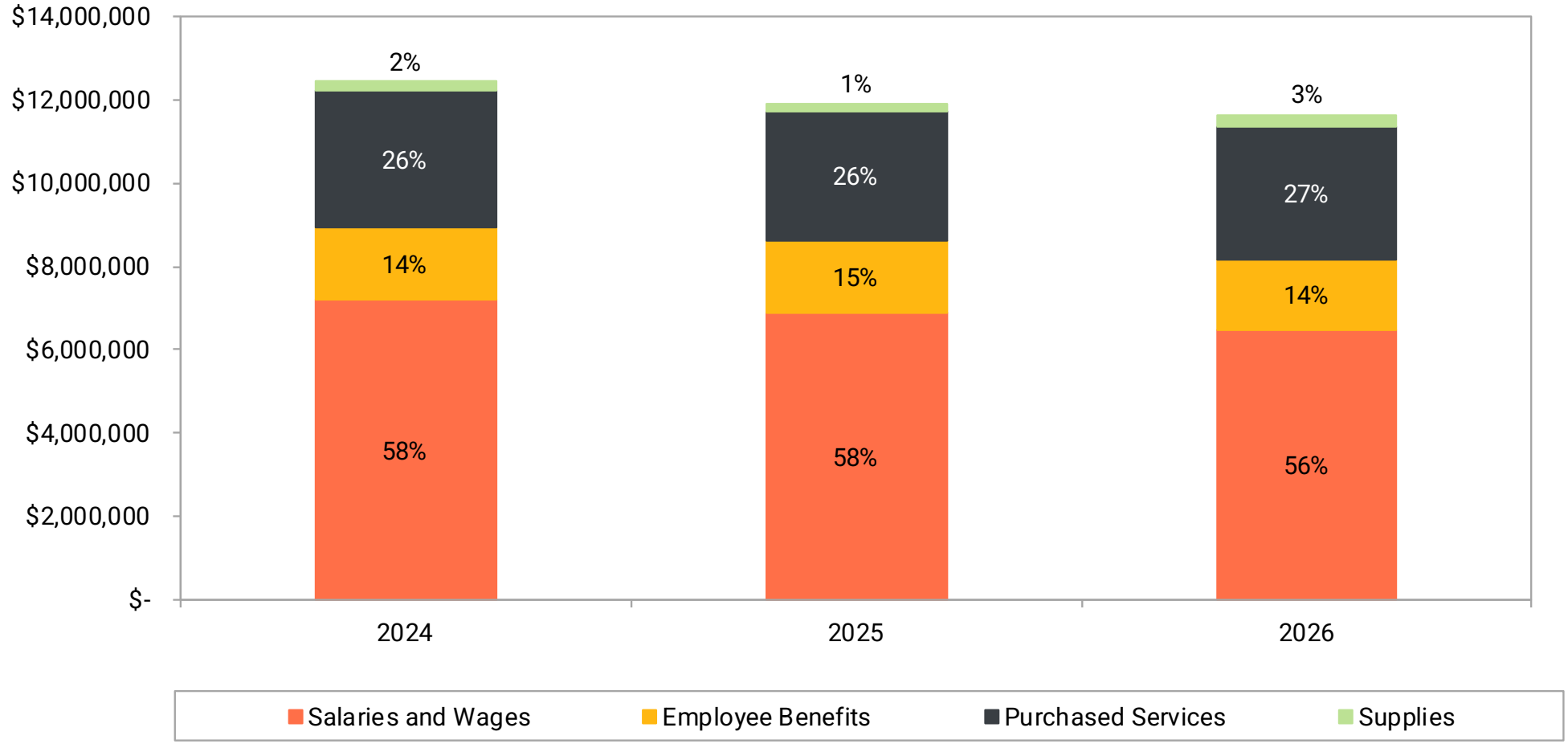
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Operating Funds Expenditures

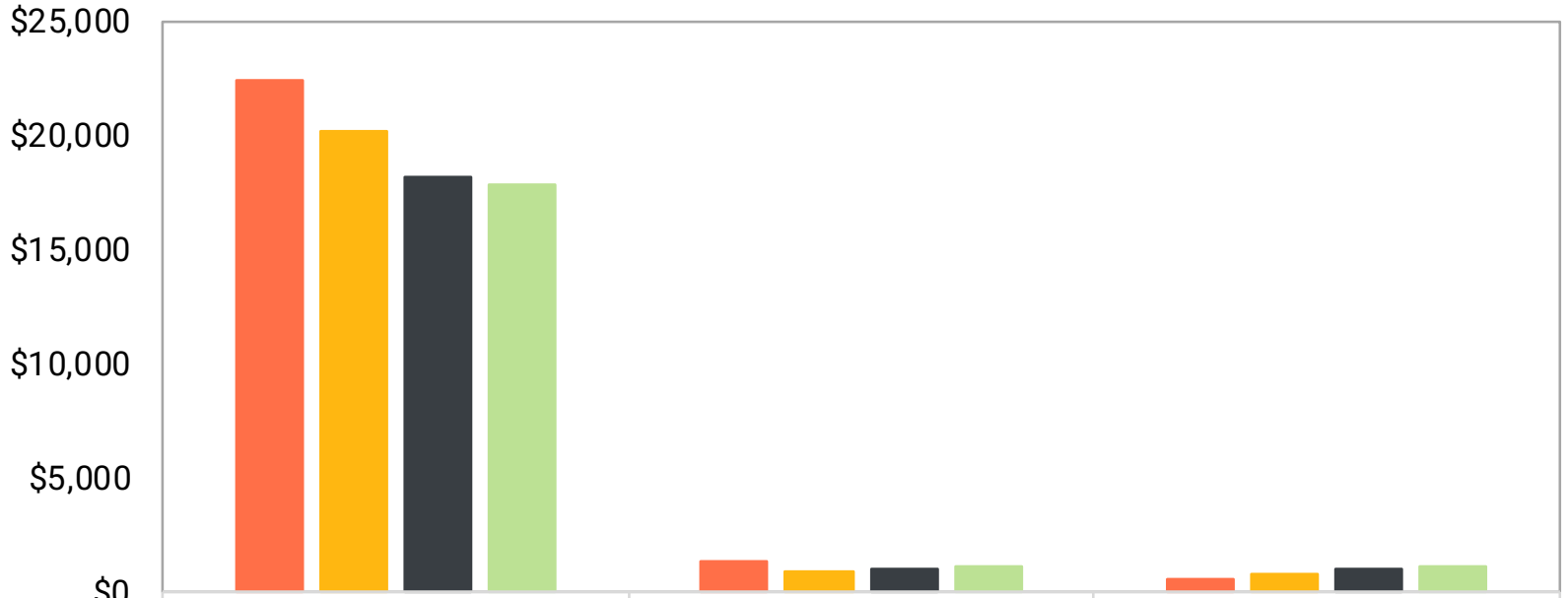


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General Fund Expenditures by Object Code

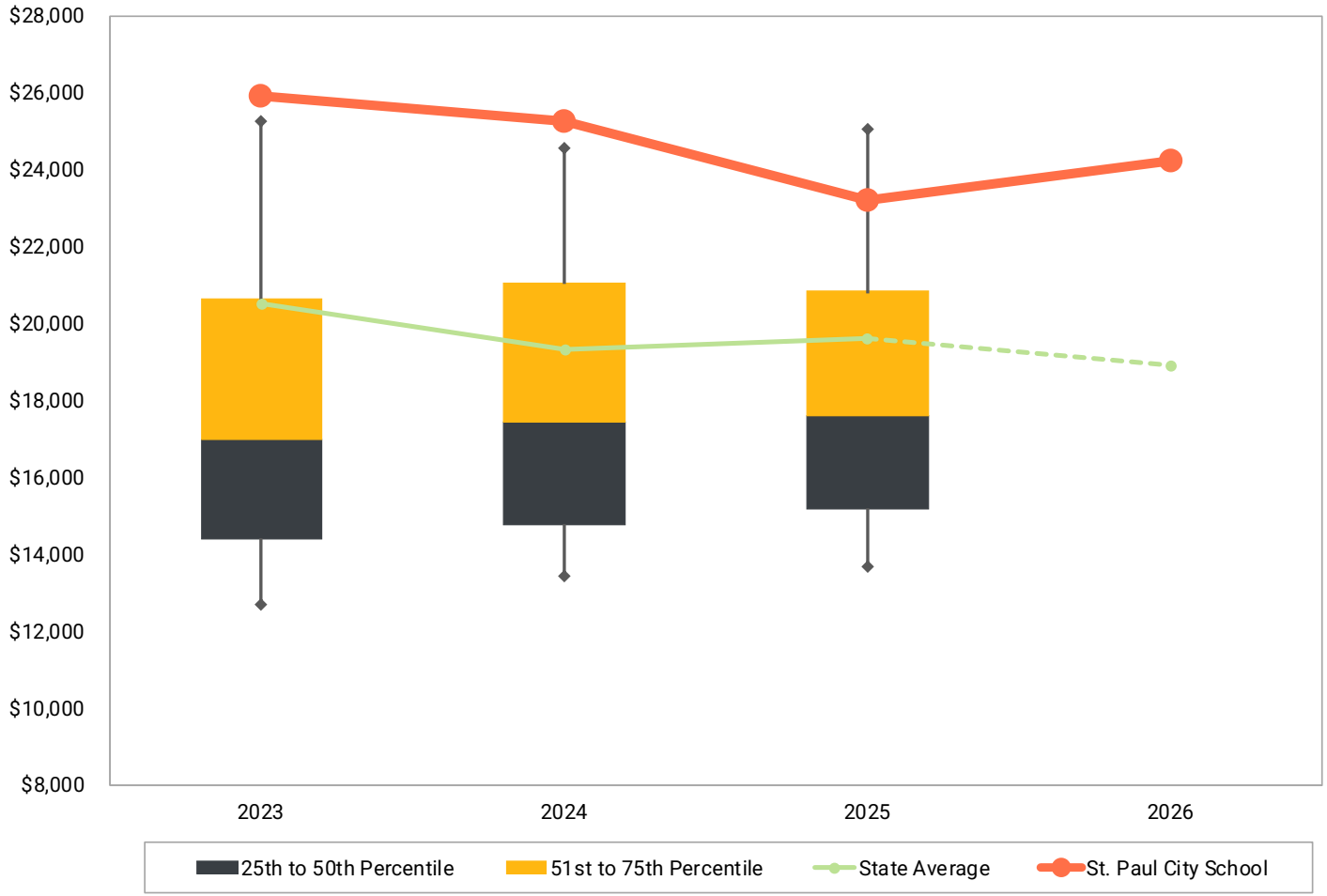


General Fund Revenues per ADM



	State Sources	Federal Sources	Local Sources
2026 St. Paul City School	$22,434	$1,319	$599
2025 St. Paul City School	$20,220	$861	$801
2025 Region 11*	$18,193	$996	$1,039
2024 Statewide Average*	$17,880	$1,158	$1,140

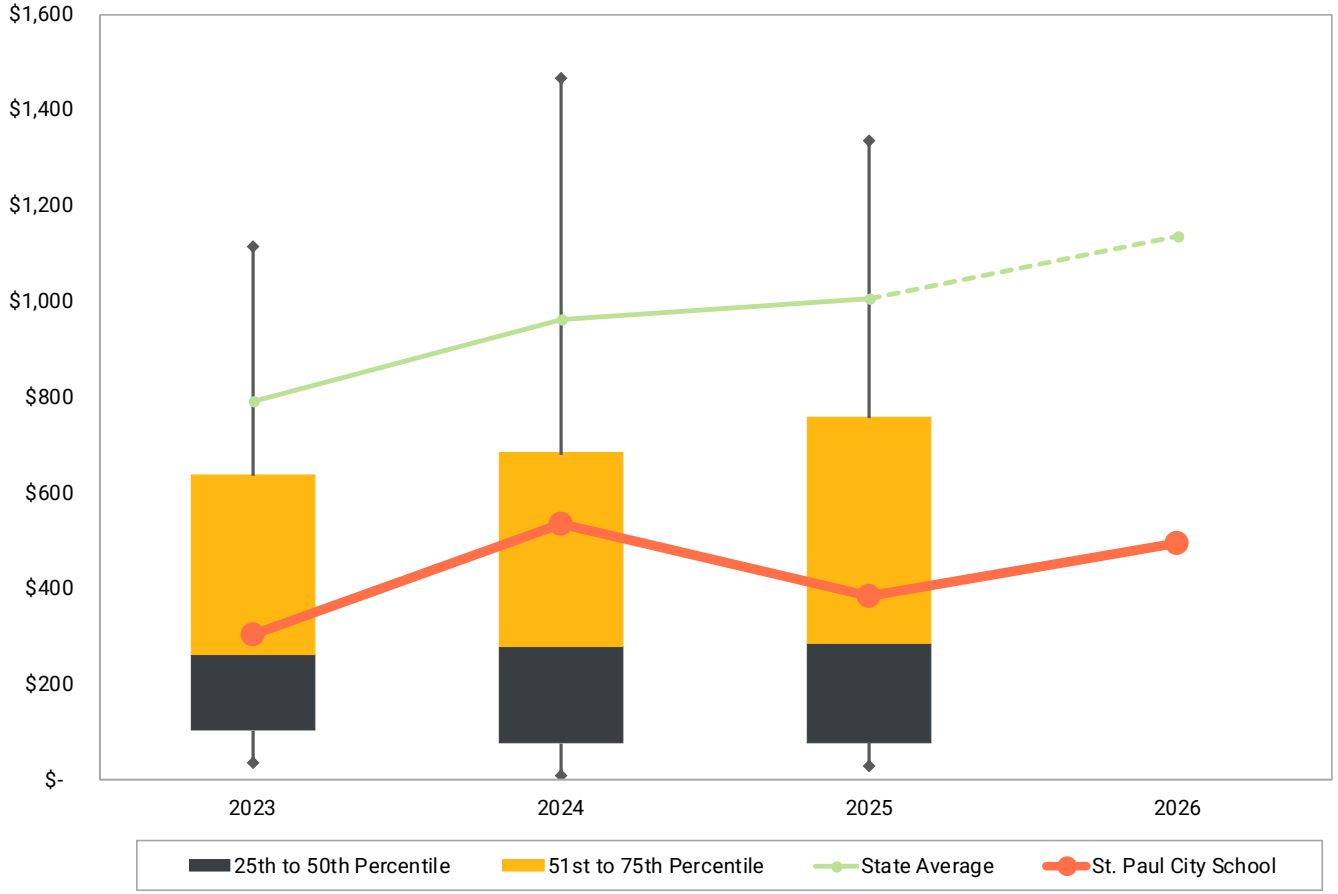
General Fund Expenditures per ADM



Food Service Fund Budget to Actual

	Final Budgeted Amount	Actual Amount	Variance with Final Budget
Revenues	$ 509,174	$ 497,213	$ (11,961)
Expenditures	519,282	496,618	22,664
Net Change in Fund Balances	(10,108)	595	10,703
Fund Balances, July 1	30,366	30,366	-
Fund Balances, June 30	$ 20,258	$ 30,961	$ 10,703

Community Service Fund Expenditures per ADM



* Percentile data and state average obtained from School District Profile reports published by the MDE

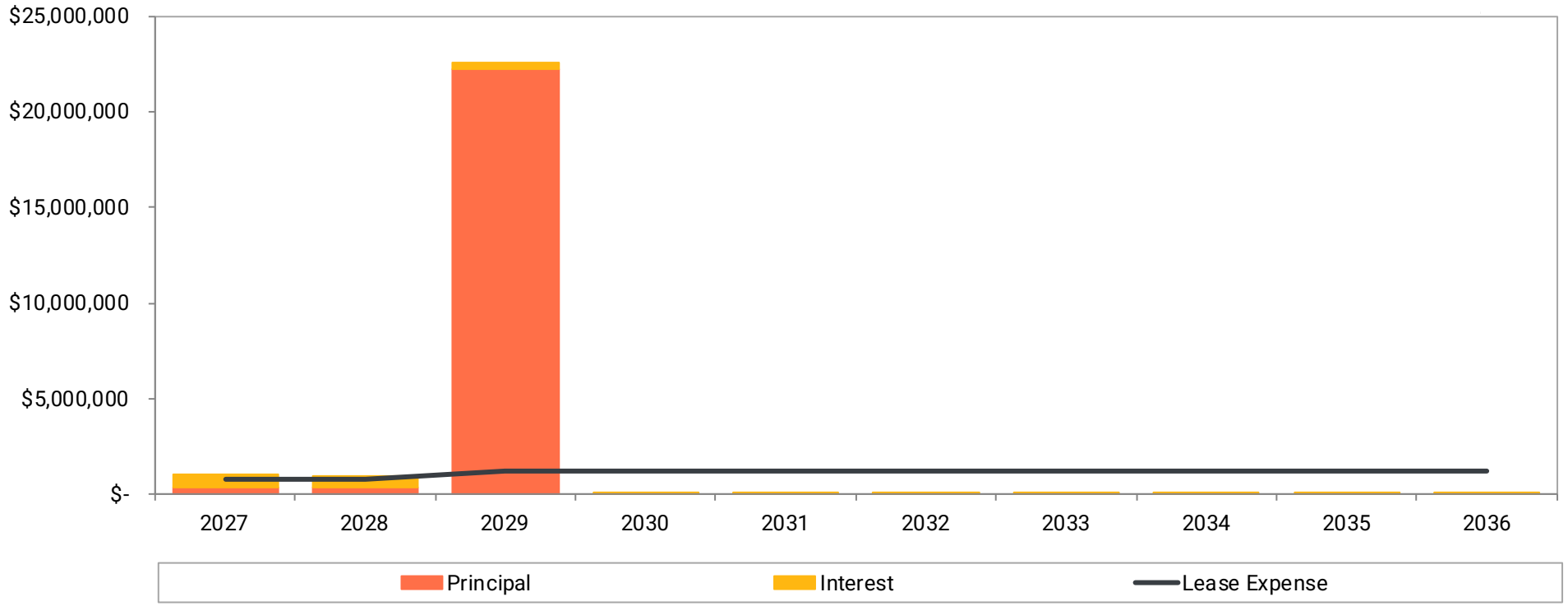
Community Service Fund Budget to Actual

	Final Budgeted Amount	Actual Amount	Variance with Final Budget
Revenues	$ 285,900	$ 251,407	$ (34,493)
Expenditures	285,900	273,874	12,026
Net Change in Fund Balances	-	(22,467)	(22,467)
Fund Balances, July 1	52,868	52,868	-
Fund Balances, June 30	$ 52,868	$ 30,401	$ (22,467)

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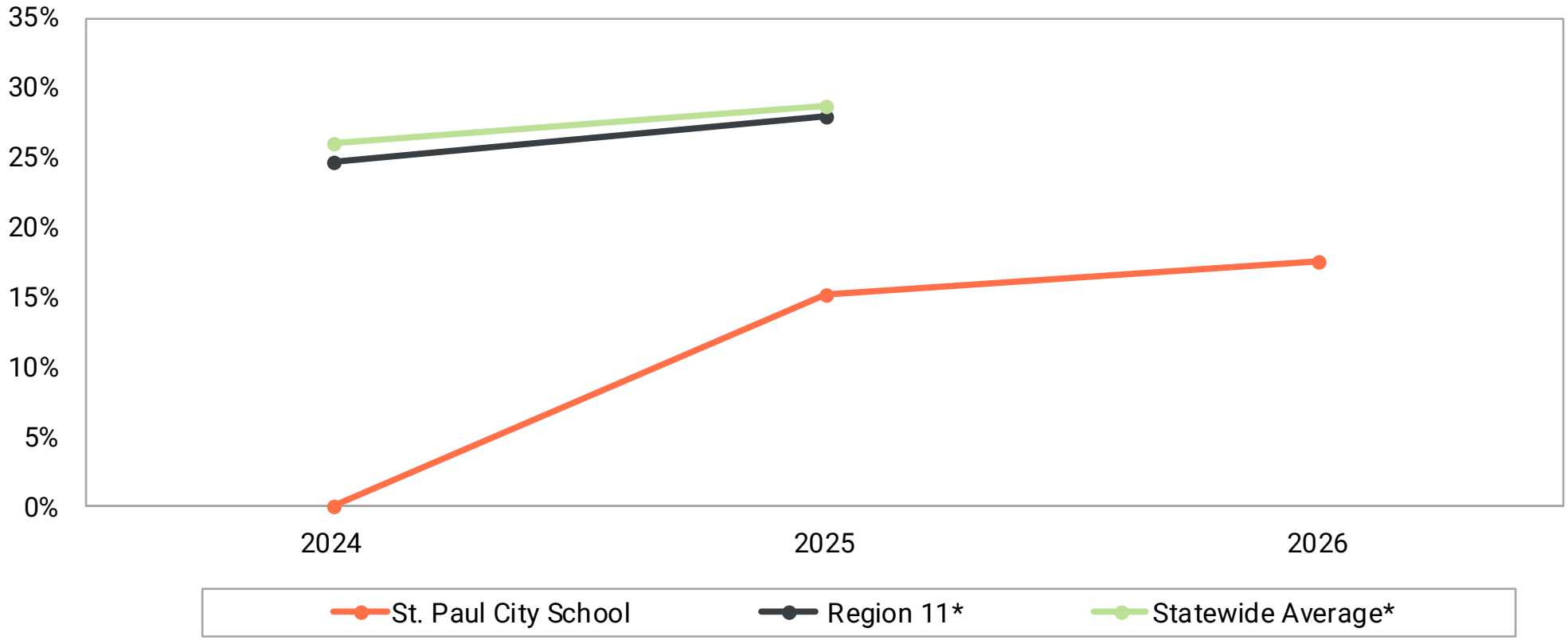
Building Company Fund

	Fund Balances June 30,		
	2026	2025	Change
Building Company	$ (885,923)	$ (1,131,759)	$ 245,836

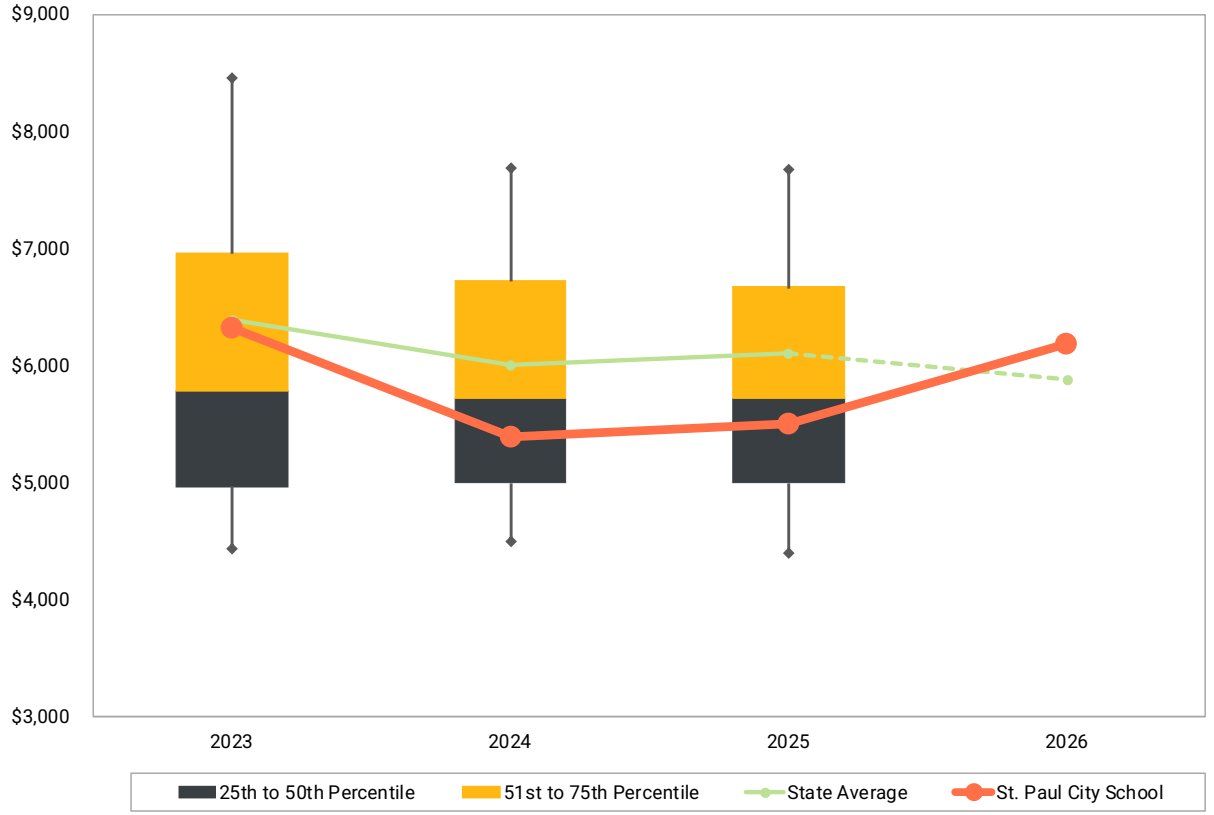


KEY PERFORMANCE INDICATORS

General Fund Balances as a Percentage of Expenditures



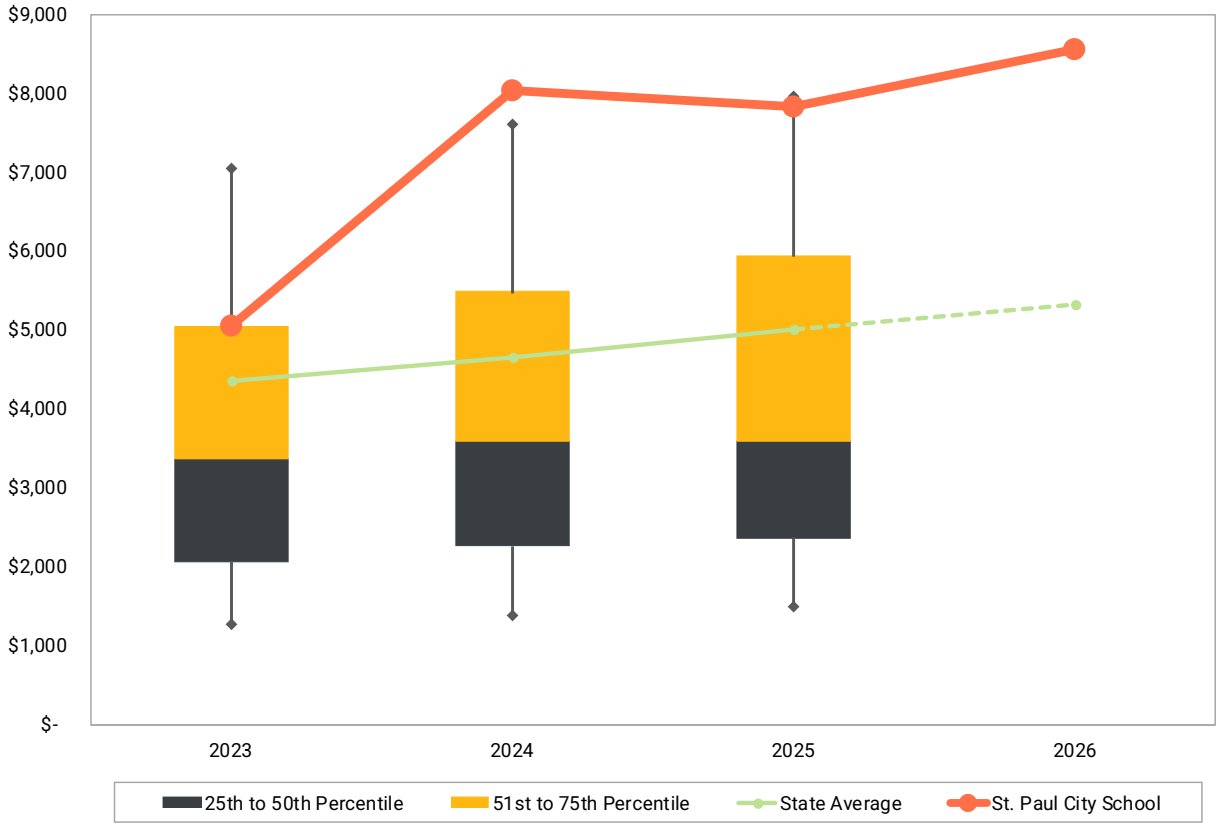
Elementary and Secondary Regular Instruction per ADM



* Percentile data and state average obtained from School District Profile reports published by the MDE

KEY PERFORMANCE INDICATORS

Special Education Expenditures per ADM



* Percentile data and state average obtained from School District Profile reports published by the MDE

Your Abdo Team



Andrew
BERG
CPA - Partner



Luke
VOGT
Supervisor



Adam
OWENS
CPA - Manager



Alex
WITTWER
Associate



Brandon
BORTNEM
Associate



Executive Governance Summary

St. Paul City School, Charter School No. 4029

Saint Paul, Minnesota

For the year ended June 30, 2026

Abdo
Lighting the path forward

5201 Eden Avenue, Ste 250
Edina, MN 55436
P 952.835.9090

100 Warren Street, Ste 600
Mankato, MN 56001
P 507.625.2727

14500 N Northsight Blvd, Ste 321
Scottsdale, AZ 85260
P 480.864.5579

October 29, 2026

Management and Members of the School Board
St. Paul City School
Charter School No. 4029
Saint Paul, Minnesota

We have audited the financial statements of the governmental activities, the major fund and the aggregate remaining fund information of St. Paul City School, (the Charter School), St. Paul, Minnesota, as of and for the year ended June 30, 2026. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 18, 2026. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, and noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the Charter School's compliance with those requirements. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Charter School are described in Note 1 to the financial statements. The School changed accounting policies during the year ended June 30, 2026 related to financial reporting model improvements (GASB 103). We noted no transactions entered into by the Charter School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements include depreciation on capital assets, receivables from the Department of Education, and the Charter School's net pension liabilities related to its proportionate share of TRA and PERA pensions.

- Management's estimate of depreciation is based on estimated useful lives of the assets. Depreciation is calculated using the straight-line method.

- Management estimates a portion of the receivable from the Department of Education on student numbers and past expenditures.

- Management's estimate of its pension liability is based on several factors including, but not limited to, anticipated investment return rate, retirement age for active employees, life expectancy, salary increases, and form of annuity payment upon retirement. We evaluated the key factors and assumptions used to develop this estimate in determining that it is reasonable in relation to the schedules taken as a whole.

- Management's estimates of its lease liability and intangible right to use assets are based on several factors including, but not limited to, a discount rate based on the Charter School's estimated incremental borrowing rate.

We evaluated the key factors and assumptions used to develop depreciation and the state receivable in determining that it is reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representations letter dated October 29, 2026.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Charter School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the Charter School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to the required supplementary information (RSI) (Management's Discussion and Analysis, the Schedules of Employer's Share of the Net Pension Liability and the Schedule of Changes in Net Pension Liability)and General Fund budgetary comparison Schedule, which is information that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information (individual fund financial statements and schedules), which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We were not engaged to report on the introductory section, which accompanies the financial statements but is not RSI. We did not audit or perform other procedures on this other information and we do not express an opinion or provide any assurance on it.

Future Accounting Standard Changes

The following Governmental Accounting Standards Board (GASB) Statements have been issued and may have an impact on future School financial statements:

GASB Statement No. 105 – *Subsequent Events* *Effective: 06/30/2027*

Further information on upcoming GASB pronouncements.

* * * *

Restriction on Use

This communication is intended solely for the information and use of the Members of the School Board, management and the Minnesota Department of Education, and is not intended to be and should not be used by anyone other than these specified parties.

Our audit would not necessarily disclose all weaknesses in the system because it was based on selected tests of the accounting records and related data. The comments and recommendations in the report are purely constructive in nature, and should be read in this context.

If you have any questions or wish to discuss any of the items contained in this letter, please feel free to contact us at your convenience. We wish to thank you for the opportunity to be of service and for the courtesy and cooperation extended to us by your staff.



Abdo
Minneapolis, Minnesota
October 29, 2026

St Paul City School
St. Paul, MN
District 4029

Financial Report

October 2026

CREATIVE PLANNING

St. Paul City School
Saint Paul, Minnesota

Financial Report

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Statement of Revenues and Expenditures	Page 6
Cash Flow Projection	Page 11

Supplemental Information – See Separate Document

St. Paul City School
Financial Report
Executive Summary

Summary of Key Financial Indicators

Weighted Average Daily Membership (WADM) Overview –

Budget	606
Actual	608
MDE	618

The board approved budget projects a year end surplus of $291,964. This month leadership would like to present a working budget which represents known changes that have happened so far this year. The working budget surplus is projected to be $286,801. This result would bring our ending operating fund balance to $2,774,563, or 19.7% of total expenditures.

As of month-end, 33.3% of the year was complete.

Revenues received at the end of the reporting period were 30.7% of the budgeted amount.

Expenditures disbursed at the end of the reporting period were 21.7% of the budgeted amount.

Loan Covenants	Projected	Required
Days Cash on Hand	49	n/a
Days Cash on Hand w/ receivable	79	30
Debt Service Coverage Ratio	2.07	1.15

Investments Balance	$600,000	$400,000
Interest Rate	3.83%	4.07%
Date of Expiration	3/23/2027	9/23/2027

Assets

Cash Balance as of the reporting period is $1,278,993 in the checking account.

Accounts Receivable balance is currently $0 and has been paid in full.

Due from Building Company represents amounts that St. Paul City School has paid for on behalf of the ABC which will be reimbursed as allowed.

Prior year state aid receivable is currently showing an overpayment of $(175,820) which we expect to be recovered on a future payment.

Current year state aid receivable represents an estimated year-to-date amount for the 10% holdback.

Federal Aids receivable from last year has been received in full. There was a minor prior year adjustment for Stronger Connections as shown on the income statement.

Current year federal aids receivable balance of $155,095 represents grant expenditures for which reimbursements have yet to be received.

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St. Paul City School
Financial Report
Executive Summary

Liabilities

Salaries and wages payable has been paid in full.

Accounts Payable balance is currently $0.

Payroll deductions and contributions represents amounts owed to staff which are part of a future payroll.

Salaries and benefits summer accrual is the estimated amount owed to staff for summer payments after June 30th as part of their current year contracts.

Other Updates

Our FY26 audit is complete.

Supplemental Information (see separate attachments)

A separate report is provided showing operations details along with the payment register, receipts posted and journal entry transactions recorded during the month.

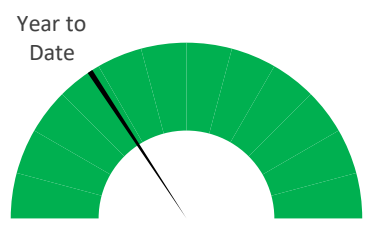
Please contact Jenny Abbs at *jenny.abbs@creativeplanning.com* or 952-563-6835 should you have questions related to the financial report.

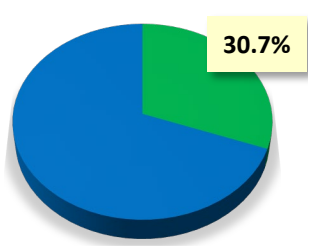
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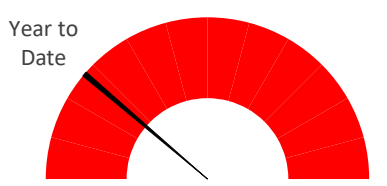
St. Paul City School
St. Paul, MN
Financial Reports Dashboard
October 31, 2026

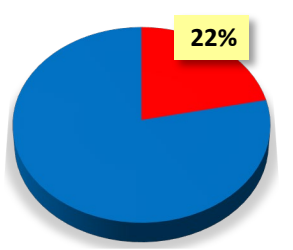
Financial Summary - Budgeted Amounts and Year to Date Activity

Resources to Operate Programs (Revenues):				*Funds Used to Provide Programs and Services (Expenditures):*				*Excess / Deficit*
Budget	$	14,356,568		**Budget**	$	14,069,767		$286,801
Year to Date	$	4,406,311	30.7%	**Year to Date**	$	3,050,199	21.7%	$1,356,111



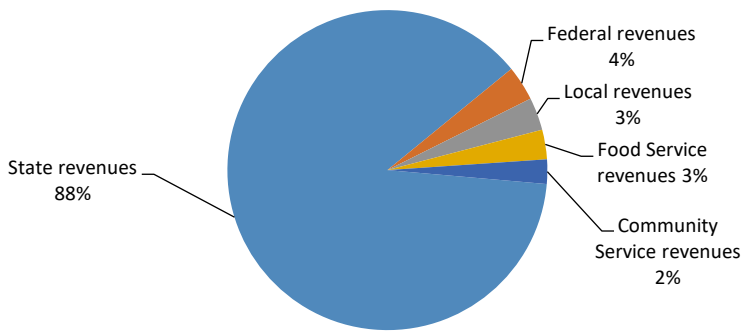




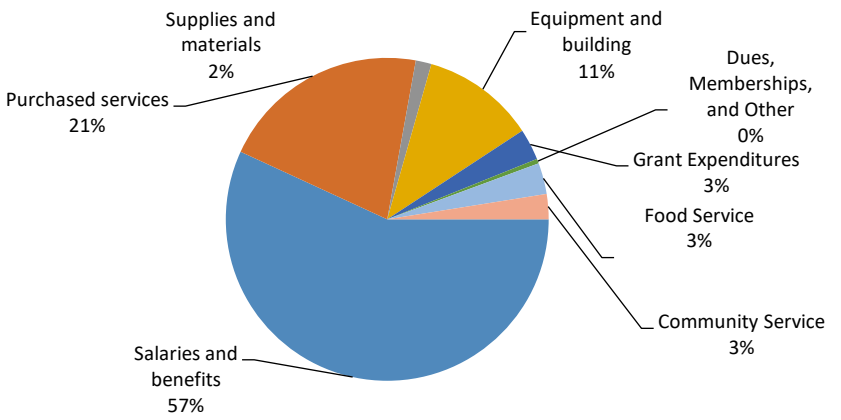


Budgets for the Year

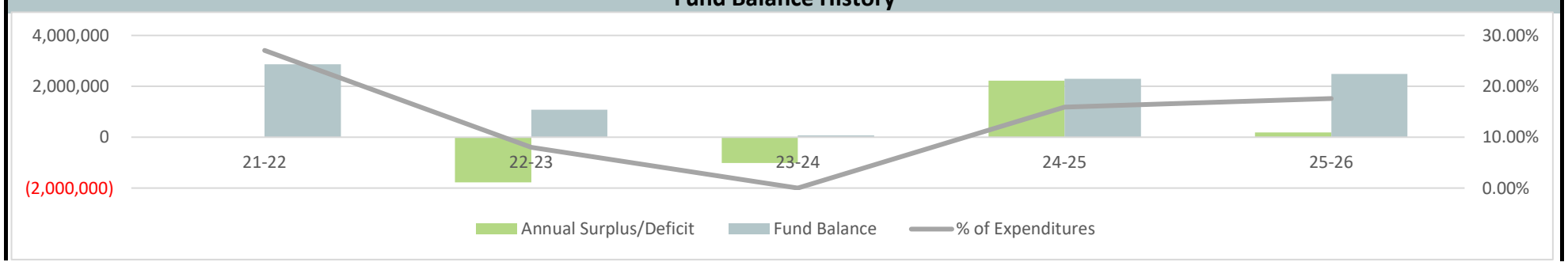
Where funds will come from to operate the school:



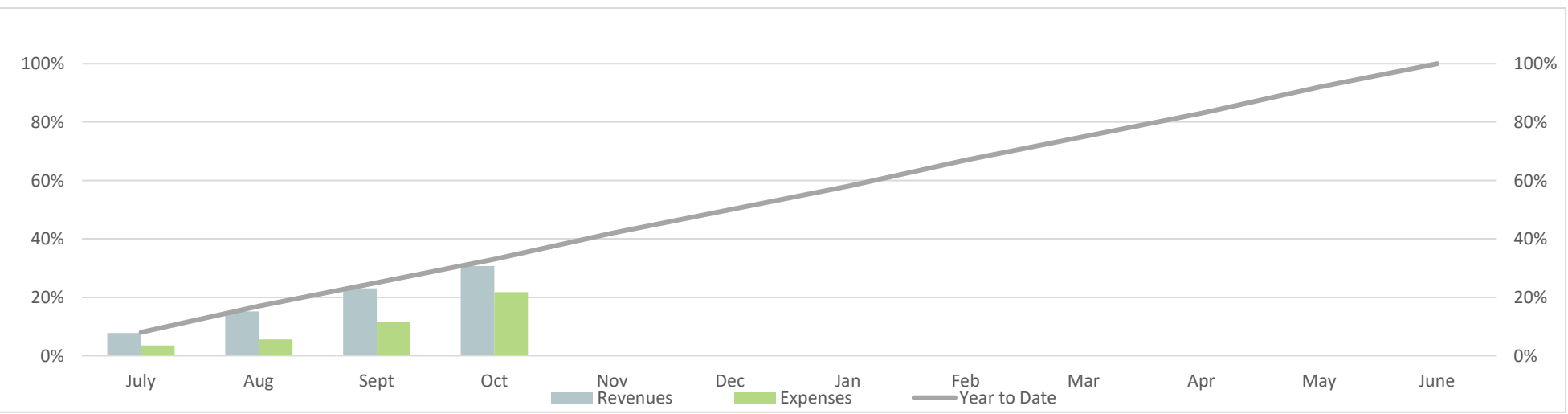
How the money is budgeted to be spent:



Fund Balance History



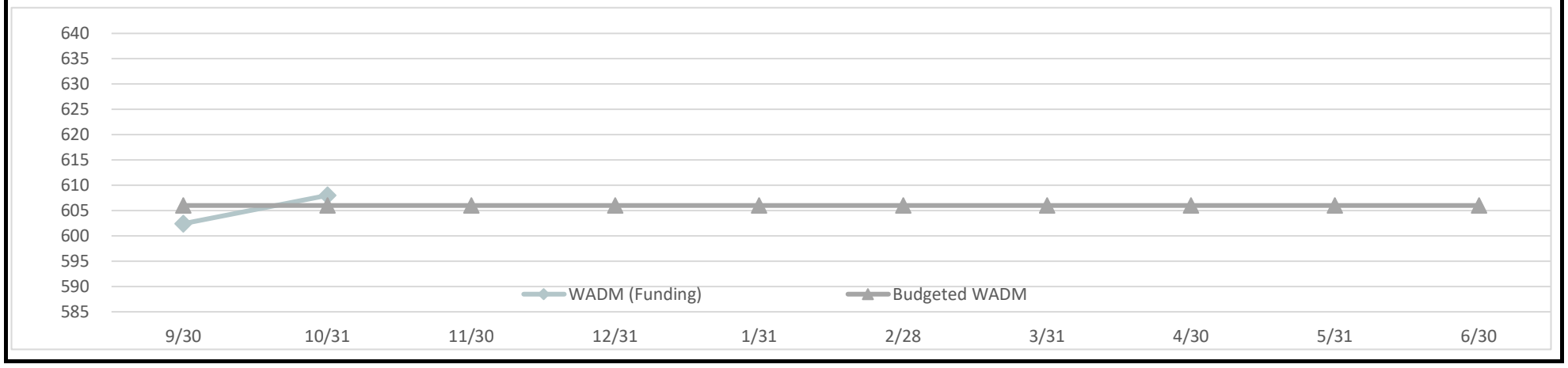
Current Year Financial Trend



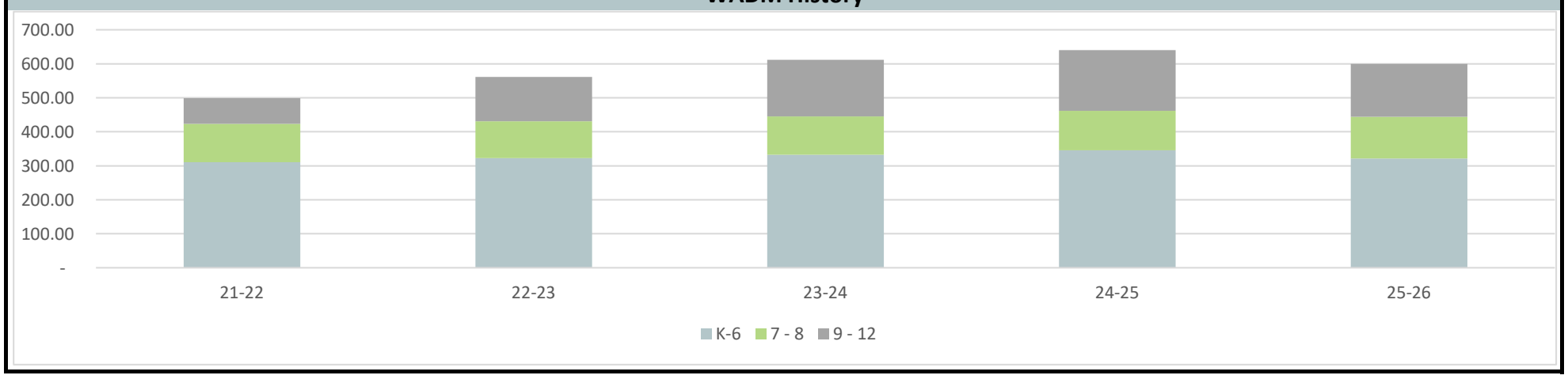
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St. Paul City School
St. Paul, MN
Financial Reports Dashboard
October 31, 2026

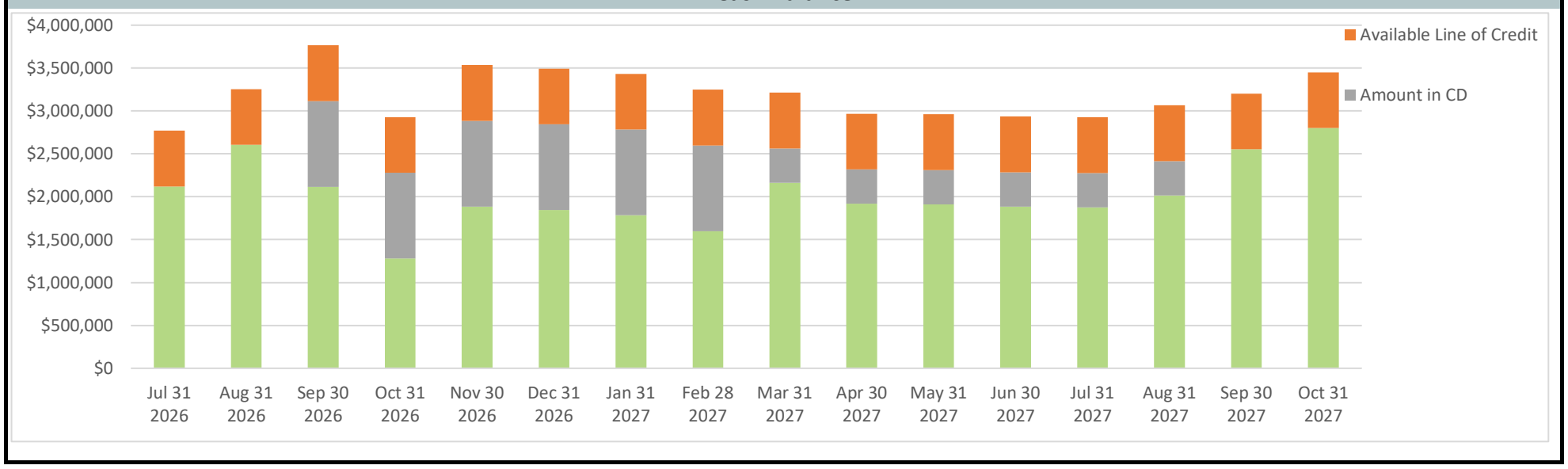
Current Year WADM Summary



WADM History



Cash Balance



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St. Paul City School
St. Paul, MN
Balance Sheet
October 31, 2026

	Audited Balance June 30, 2026	Ending Balance
Assets		
Current assets		
101-000 Checking and ICS at Sunrise Bank	$ 2,544,566	$ 1,278,993
104-000 CDARS at Sunrise Bank	-	1,000,000
115 Short term accounts receivable	38,277	-
118 Due from building company	882,037	882,037
118-100 Due from Other Funds	69,119	-
121 State aids receivable (prior year)	489,534	(175,820)
Current year state 10% holdback (estimate)	-	890,038
122 Federal aids receivable (prior year)	160,904	-
Current year federal receivable (estimate)		155,299
125 Due from other Gov't	5,273	-
131 Prepaid expenses and deposits	35,766	0
Total All Assets	$ 4,225,476	$ 4,030,548
Liabilities and Fund Balance		
Current liabilities		
201 Salaries and wages payable	734,239	-
205 Due to other funds	69,119	-
206 Accounts payable	356,016	-
215 Payroll deductions and contributions (owed)	578,339	13,649
Salaries and Benefits summer accrual (estimate)		173,026
230 Unearned revenue	-	-
Total current liabilities	1,737,714	186,675
Fund balance		
Beginning Unreserved Fund Balance	2,458,857	2,458,857
Year to Date Net Income		1,356,111
Ending Unreserved Fund Balance	2,458,857	3,814,968
Reserved for Q-Comp	28,905	28,905
Total fund balance	2,487,762	3,843,873
Total liabilities and fund balance	$ 4,225,476	$ 4,030,548

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St. Paul City School
St. Paul, MN
Statement of Revenues and Expenditures
October 31, 2026

33.3%

	FY 2027 Approved Budget	FY 2027 Working Budget	FY 2027 YTD Budget	Year to Date Activity	Variance over (under)	Percent of Budget
WADM	606	606	618	608		100.3%
Total All Funds						
Revenues						
State revenues	$ 12,446,000	$ 12,592,570	$ 4,197,523	$ 4,098,935	$ (98,588)	32.6%
Federal revenues	469,458	506,798	168,933	158,469	(10,464)	31.3%
Local revenues	458,935	474,435	158,145	142,308	(15,837)	30.0%
Food Service revenues	524,449	428,749	142,916	-	(142,916)	0.0%
Community Service revenues	287,830	354,016	95,943	6,598	(89,345)	1.9%
Total Revenues	**$ 14,186,672**	**$ 14,356,568**	**$ 4,728,891**	**$ 4,406,311**	**$ (322,580)**	**30.7%**
check	14,186,672	14,356,568		4,406,311		
Expenditures						
Salaries	$ 6,265,795	$ 6,329,470	$ 2,109,823	$ 1,328,709	(781,114)	21.0%
Benefits	1,660,713	1,672,345	557,448	410,759	(146,689)	24.6%
Purchased services	2,941,461	2,949,624	983,208	362,241	(620,967)	12.3%
Supplies and materials	206,500	221,900	73,967	129,746	55,779	58.5%
Equipment and building	1,602,039	1,597,039	532,346	539,369	7,023	33.8%
Grant Expenditures	330,359	441,062	147,021	131,314	(15,706)	29.8%
Dues, Memberships, and Other	65,150	65,150	21,717	16,963	(4,754)	26.0%
Food Service	534,861	439,161	178,287	38,354	(139,933)	8.7%
Community Service	287,830	354,016	95,943	92,744	(3,200)	26.2%
Total Expenditures	**$ 13,894,708**	**$ 14,069,767**	**$ 4,631,569**	**$ 3,050,199**	**$ (1,581,370)**	**21.7%**
check	13,894,708	14,069,767		3,050,199		
Net income - All Funds	$ 291,964	$ 286,801		$ 1,356,111		
Beginning Fund Balance, All Funds Operating	**$ 2,487,762**	**$ 2,487,762**				
Ending Fund Balance, All Funds Operating	**$ 2,779,726**	**$ 2,774,563**				
Operating Fund Balance % of Expenditures	20.0%	19.7%				

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St. Paul City School
St. Paul, MN
Statement of Revenues and Expenditures
October 31, 2026

33.3%

	FY 2027 Approved Budget	FY 2027 Working Budget	FY 2027 YTD Budget	Year to Date Activity	Variance over (under)	Percent of Budget
General Fund - 01						
Revenues						
State revenues						
211 General education aid	$ 7,362,738	$ 7,497,538	$ 2,499,179	$ 2,662,110	$ 162,931	35.5%
201 Endowment aid	32,638	44,571	14,857	22,285	7,428	50.0%
360 Special education & ADSIS aid	4,015,691	3,916,414	1,305,471	524,289	(781,182)	13.4%
335 Q-comp aid	142,849	152,214	50,738	-	(50,738)	0.0%
348 Building lease aid	796,284	796,284	265,428	-	(265,428)	0.0%
312 Literacy Incentive	17,887	17,887	5,962	-	(5,962)	0.0%
369 Hourly Worker UI Compensation	-	-	-	-	-	0.0%
373 Student support aid	20,000	20,000	6,667	-	(6,667)	0.0%
343 School library aid	10,000	10,000	3,333	-	(3,333)	0.0%
314 Para Training	-	-	-	-	-	0.0%
370 Other state aid (ACT/SAT)	-	-	-	931	931	0.0%
370 Cybersecurity Grant	-	-	-		-	0.0%
CRS 402 Grow your own grant	47,913	47,913	15,971	-	(15,971)	0.0%
CRS 404 MTSS Grant	-	89,749	29,916			0.0%
Prior Year Adjustments			-	(719)	(719)	NA
Estimated 10% state holdback amount				890,038		NA
Total State Revenues	**12,446,000**	**12,592,570**	**4,197,523**	**4,098,935**	**(98,588)**	**32.6%**
Federal revenues						
401,414,417,442 Title	$ 330,395	$ 349,003	$ 116,334	$ 81,017	$ (35,318)	23.2%
419, 420, 429 Federal Special Education	117,225	117,225	39,075	61,167	22,092	52.2%
699 E-rate revenues	21,838	27,616	9,205	3,169	(6,036)	11.5%
CRS 401 Stronger Connections	-	12,954	4,318	13,116	8,798	101.3%
Total Federal Revenues	**469,458**	**506,798**	**168,933**	**158,469**	**(10,464)**	**31.3%**
Local revenues						
092 Interest TWAIN	$ 109,534	$ 109,534	$ 36,511	54,767	$ 18,256	50.0%
092 Interest Earnings	30,000	45,000	15,000	15,842	842	35.2%
099 Misc Rev and FIN 372 MA Billing	16,000	16,000	5,333	6,700	1,366	41.9%
096 Donations and Grants	12,500	13,000	4,333	15,000	10,667	115.4%
099 Facility Reimbursement	290,901	290,901	96,967	50,000	(46,967)	17.2%
Total local revenues	**458,935**	**474,435**	**158,145**	**142,308**	**(15,837)**	**30.0%**
Total Revenues	**$ 13,374,393**	**$ 13,573,803**	**$ 4,458,131**	**$ 4,399,713**	**$ (58,418)**	**32.4%**

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St. Paul City School
St. Paul, MN
Statement of Revenues and Expenditures
October 31, 2026

33.3%

	FY 2027 Approved Budget	FY 2027 Working Budget	FY 2027 YTD Budget	Year to Date Activity	Variance over (under)	Percent of Budget
Expenditures						
100 Salaries and wages	$ 3,482,125	$ 3,436,576	$ 1,145,525	$ 736,118	$ (409,407)	21.4%
200 Employee benefits	922,763	910,693	303,564	218,689	(84,875)	24.0%
Projected salaries and benefits payable			-	93,511		
Total Salaries and Benefits	4,404,888	4,347,268	1,449,089	1,048,318	(400,771)	24.1%
FIN 335 Q-comp expenditures	156,144	164,144	54,715	20,759	(33,956)	12.7%
305,311,315,358 Contracted services	289,710	289,710	96,570	73,698	(22,872)	25.4%
320 Communication services	26,000	26,000	8,667	3,894	(4,773)	15.0%
329 Postage	2,000	2,000	667	392	(275)	19.6%
330 Utilities	150,469	150,469	50,156	32,593	(17,564)	21.7%
340 Property and liability insurance	86,463	61,660	20,553	37,521	16,967	60.9%
350 Repairs and maintenance	220,823	220,823	73,608	72,107	(1,500)	32.7%
360 Transportation	659,071	683,560	227,853	12,875	(214,978)	1.9%
520 Capital Improvements	10,000	10,000	3,333	12,021	8,688	120.2%
366 Staff development and staff training	30,000	30,000	10,000	29,361	19,361	97.9%
369 Student field trips	5,000	5,000	1,667	(548)	(2,214)	-11.0%
335, 560, 580 Rentals and operating leases	72,000	72,000	24,000	21,227	(2,773)	29.5%
401, 440 Non-instructional supplies & materials	55,000	55,000	18,333	23,982	5,649	43.6%
406 Instructional Software	30,000	30,000	10,000	21,321	11,321	71.1%
405 Non-Instructional Software	35,000	40,000	13,333	33,903	20,570	84.8%
430 Instructional Supply	15,000	15,000	5,000	4,936	(64)	32.9%
456, 455, 465 Tech Supplies	10,000	20,000	6,667	2,016	(4,651)	10.1%
460 Textbooks & Workbooks	50,000	50,000	16,667	36,990	20,323	74.0%
461 Standardized Test	8,500	8,500	2,833	5,184	2,351	61.0%
470 Library/Media supplies	-	-	-	30	30	0.0%
490 Food	3,000	3,000	1,000	1,384	384	46.1%
530 Furniture and other equipment	10,000	5,000	1,667	-	(1,667)	0.0%
570 Building Lease	884,760	884,760	294,920	294,920	0	33.3%
730 Principal - Source Loan	296,844	296,844	98,948	97,683	(1,265)	32.9%
110-740 Interest - Source Loan	400,435	400,435	133,478	134,745	1,267	33.7%
920-740 Interest - Line of Credit	-	-	-	-	-	0.0%
820 Dues and Membership Fees	45,150	45,150	15,050	7,963	(7,087)	17.6%
899 Misc Expenses and Indirect Costs	20,000	20,000	6,667	-	(6,667)	0.0%

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St. Paul City School
St. Paul, MN
Statement of Revenues and Expenditures
October 31, 2026

33.3%

	FY 2027 Approved Budget	FY 2027 Working Budget	FY 2027 YTD Budget	Year to Date Activity	Variance over (under)	Percent of Budget
State Special Ed (FIN 740)						
100 Salaries and wages	2,020,028	2,100,284	700,095	334,184	(365,910)	15.9%
200 Employee benefits	535,307	556,575	185,525	96,765	(88,760)	17.4%
Projected salaries and benefits payable			-	58,479		
Total Salaries and Benefits	2,555,335	2,656,859	885,620	489,429	(396,191)	18.4%
305, 307, 394 Contracted services	880,616	880,616	293,539	60,820	(232,719)	6.9%
723-360 Special ed transportation	296,228	302,161	100,720	11,864	(88,856)	3.9%
728-360 Homeless transportation	203,940	208,884	69,628	6,437	(63,191)	3.1%
433 Special ed supplies	-	-	-	-	-	0.0%
ADSIS (PROG 422)						
100 Salaries and wages	515,572	526,118	175,373	73,114	(102,259)	13.9%
200 Employee benefits	136,627	139,421	46,474	26,555	(19,918)	19.1%
Projected salaries and benefits payable			-	21,036		
Total Salaries and Benefits	652,199	665,539	221,846	120,705	(101,141)	18.1%
FIN 372 MA Billing	-	-	-	9,000	9,000	0.0%
FIN 419, 420,425 Federal Special Ed	126,302	126,302	42,101	61,167	19,066	48.4%
Title Expenditures (FIN 401,414,417)						
100 Salaries and wages	248,070	266,493	88,831	63,531	(25,300)	23.8%
200 Employee benefits	66,016	65,656	21,885	17,486	(4,399)	26.6%
300 Contracted services	19,141	16,742	5,581	-	(5,581)	0.0%
400 Title supplies	-	400	133	-	(133)	0.0%
CRS 401 Stronger Connections	-	12,954	4,318	13,116	8,798	101.3%
CRS 402 Grow Your Own	47,913	47,913	15,971	21,608	5,637	45.1%
CRS 404 MTSS Grant	-	89,749	29,916	14,665	(15,251)	16.3%
Subtotal General Fund Expenditures	**$ 13,072,017**	**$ 13,276,590**	**$ 4,357,339**	**$ 2,919,101**	**$ (1,438,238)**	22.0%
910 Transfers to Other funds				-		
Total General Fund Expenditures	**$ 13,072,017**	**$ 13,276,590**	**$ 4,357,339**	**$ 2,919,101**	**$ (1,438,238)**	**22.0%**
Beginning Fund Balance, General Fund Operating	$ 2,426,401	$ 2,426,401				
General fund net income	$ 302,376	$ 297,213		$ 1,480,611		
Ending Fund Balance, General Fund Operating	**$ 2,728,777**	**$ 2,723,614**				

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St. Paul City School
St. Paul, MN
Statement of Revenues and Expenditures
October 31, 2026

33.3%

	FY 2027 Approved Budget	FY 2027 Working Budget	FY 2027 YTD Budget	Year to Date Activity	Variance over (under)	Percent of Budget
Food Services Fund - 02						
Revenues						
State revenues	$ 52,445	$ 42,875	$ 14,292	-	(14,292)	0.0%
Federal revenues	472,004	385,874	128,625	-	(128,625)	0.0%
Sale of lunches and other local revenues	-	-	-	-	-	0.0%
Commodities	-	-	-	-	-	0.0%
Subtotal Revenues, Food Service Fund	**$ 524,449**	**$ 428,749**	**$ 142,916**	**$ -**	**$ (142,916)**	0.0%
Transfer In for Operations from Gen Fund	-	-	-	-		
Total Revenues, Food Service Fund	**$ 524,449**	**$ 428,749**	**$ 142,916**	**$ -**	**$ (142,916)**	**0.0%**
Expenditures						
305,401 Contracted Services and Supplies	$ 8,441	$ 8,442	$ 2,814	$ -	(2,814)	0.0%
491, Commodities	-	-	-	-	-	0.0%
490,495 Food and Milk	524,450	428,749	142,916	37,219	(105,697)	8.7%
820 Dues and memberships	1,970	1,970	657	1,135	478	57.6%
Total Expenditures, Food Service Fund	**$ 534,861**	**$ 439,161**	**$ 178,287**	**$ 38,354**	**$ (139,933)**	**8.7%**
Beginning Fund Balance, Food Service Fund	$ 30,960	$ 30,960				
Food Service fund net income	$ (10,412)	$ (10,412)		$ (38,354)		
Ending Fund Balance, Food Service Fund	**$ 20,548**	**$ 20,548**				
Community Services Fund - 04						
Revenues						
FIN 337 Pathway II Scholarships	$ 65,251	$ 65,251	$ 21,750	$ 6,525	$ (15,225)	10.0%
CRS 400 Full Service Community Grant	222,579	288,765	96,255	-	(96,255)	0.0%
PreK Screening - MDE State Aid	-	-	-	73	73	0.0%
Subtotal Revenues, Community Service Fund	**$ 287,830**	**$ 354,016**	**$ 95,943**	**$ 6,598**	**$ (89,345)**	1.9%
Transfer In for Operations from Gen Fund	-	-		-		
Total Revenues, Community Service Fund	**$ 287,830**	**$ 354,016**	**$ 95,943**	**$ 6,598**	**$ (89,345)**	**1.9%**
Expenditures						
100 Salaries	$ 205,056	$ 257,981	$ 85,994	$ 67,825	$ (18,168)	26.3%
200 Benefits	52,375	58,190	19,397	18,073	(1,324)	31.1%
300 Contracted Services	16,930	21,664	7,221	2,920	(4,301)	13.5%
400 Supplies and Materials	13,469	16,181	5,394	3,926	(1,468)	24.3%
Total Expenditures, Community Service Fund	**$ 287,830**	**$ 354,016**	**$ 95,943**	**$ 92,744**	**$ (3,200)**	**26.2%**
Beginning Fund Balance, Community Service Fund	$ 30,401	$ 30,401				
Community Service Fund Net Income	$ -	$ -		$ (86,146)		
Ending Fund Balance, Community Service Fund	**$ 30,401**	**$ 30,401**				

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St. Paul City School

Cash Flow Projection Summary
2026-2027 School Year

Period Ending	Cash Inflows (Revenues)							Cash Outflows (Expenditures)				Month End Cash Balance	Line of Credit Available	Line of Credit Owed (Payable)
	State Aid Payments	Federal Aid Payments	Local Revenues	Food Service	CSP II Payment	Prior Year Receivables	Total Receipts	Payroll Expenditures (Net Pay)	Other Expenditures	Transfer to/from CDARS	Total Expenditures			
												$ 2,544,566	*$ 650,000*	*$ -*
Jul 31 2026	923,129		44,467	-		138,626	1,106,222	570,265	959,985		1,530,249	2,120,539	*650,000*	-
Aug 31 2026	916,429		3,926	-	50,000	268,728	1,239,083	166,786	587,764		754,550	2,605,071	*650,000*	-
Sep 30 2026	913,677		15,878	-		454,951	1,384,506	338,636	535,554	1,000,000	1,874,190	2,115,387	*650,000*	-
Oct 31 2026	455,522	6,525	55,127	-		-	517,174	581,124	772,445		1,353,568	1,278,993	*650,000*	-
Nov 30 2026	1,365,000	85,266	7,750	42,875	80,000	220,000	1,800,891	354,639	840,012		1,194,651	1,885,232	*650,000*	-
Dec 31 2026	977,994	85,266	7,750	42,875	40,000	-	1,153,884	354,639	840,012		1,194,651	1,844,466	*650,000*	-
Jan 31 2027	977,994	85,266	27,383	42,875		-	1,133,518	354,639	840,012		1,194,651	1,783,332	*650,000*	-
Feb 28 2027	977,994	85,266	10,506	42,875	70,000	(175,820)	1,010,820	354,639	840,012		1,194,651	1,599,501	*650,000*	-
Mar 31 2027	977,994	85,266	10,506	42,875	40,901		1,157,541	354,639	840,012	(600,000)	594,651	2,162,391	*650,000*	-
Apr 30 2027	977,994	85,266	27,383	42,875	30,000	(212,497)	951,021	354,639	840,012		1,194,651	1,918,761	*650,000*	-
May 31 2027	977,994	85,266	2,067	42,875	80,000		1,188,201	354,639	840,012		1,194,651	1,912,311	*650,000*	-
Jun 30 2027	977,994	85,266	2,067	42,875	60,000		1,168,201	354,639	840,012		1,194,651	1,885,861	*650,000*	-
Budget Estimate	11,333,313	688,651	183,534	342,999	290,901	693,988	13,533,386	4,493,924	9,575,843	400,000	14,469,767			
ABC payments					160,000		160,000							
Vendor refunds			31,275											
Add't over ADM	86,400													
SPED Proration														
	11,419,713		214,809		450,901									
Totals	**11,419,713**	**688,651**	**214,809**	**342,999**	**450,901**	**693,988**	**13,811,061**	**4,493,924**	**9,575,843**	**400,000**	**14,469,767**			

(0)

Assumptions:

State Aid Payments: 90% of total Fund 01 state revenue per budget
Federal Aid Payments: 80% of total Fund 01 federal revenue per budget + 80% of total Fund 04 revenue per budget
Local Revenues: 100% of total Fund 01 local revenue per budget less Facility reimbursement amount
Food Service Revenues: 80% of total Fund 02 revenue per budget
CSP II Payments: Amount provided by TenSquare (Facility Reimbursement amount per budget)
Prior Year Receivables: Short term accounts receivable + state aids receivable + federal aids receivable per estimated 6/30/26 balance sheet
Payroll Expenditures: 71% of Gen. Ed., Special Ed., ADSIS, and Title salaries per budget
Other Expenditures: Total expenditures all funds per budget; less Payroll Expenditures per Cash Flow

This cash flow projection is to be used only to show that if we follow our working budget for the year that we will not encounter cash flow issues and that we will be able to maintain normal operations. It is not meant to be used to accurately predict what expenditures will be incurred in the short-term. Due to the manner in which MDE regulates the funding, abrupt changes may occur in the amounts of the payments. However, the total amount of the state aids should be reasonable given a stable budget.

St. Paul City School

Cash Flow Projection Summary
2027-2028 School Year

Period Ending	Cash Inflows (Revenues)							Cash Outflows (Expenditures)				Month End Cash Balance	Line of Credit Available	Line of Credit Owed (Payable)
	State Aid Payments	Federal Aid Payments	Local Revenues	Food Service	CSP II Payment	Prior Year Receivables	Total Receipts	Payroll Expenditures (Net Pay)	Other Expenditures	Transfer to/from CDARS	Total Expenditures			
												$ 1,885,861	*$ 650,000*	*$ -*
Jul 31 2027	964,951		41,161	-		147,496	1,153,608	369,488	793,292		1,162,780	1,876,689	*650,000*	-
Aug 31 2027	964,951		41,161	-	-	294,992	1,301,104	369,488	793,292		1,162,780	2,015,014	*650,000*	-
Sep 30 2027	964,951		41,161	-		294,992	1,301,104	369,488	793,292	(400,000)	762,780	2,553,339	*650,000*	-
Oct 31 2027	964,951	69,707	41,161	39,254		294,992	1,410,066	369,488	793,292		1,162,780	2,800,625	*650,000*	-

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REPORTING REQUIREMENTS

A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly rep that shall include data on investment instruments being held as well as any narra necessary for clarification.

B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfo terms of investment securities, maturities, risk characteristics, and other featu report shall summarize changes in investment instruments and asset allocation str approved by the investment officer for an OPEB trust in the most recent quarter. T report shall explain the quarter's total investment return and compare the return budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any ar policy concern and suggested or planned revisions of investment strategies. Copie the report shall be provided to the charter school's auditor.

C. Within ninety (90) days after the end of each fiscal year of the charter schoo investment officer shall prepare and submit to the school board a comprehensive a report on the investment program and investment activity of the charter school for fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.

D. If necessary, the investment officer shall establish systems and procedures to with applicable federal laws and regulations governing the investment of bond pro and funds in a debt service account for a bond issue. The record keeping system sh be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purp

Monthly Transaction Report

St. Paul City School Cash Management

Daily Transactions

Transactions:	Type		Amount	Interest Rate
9/23/2026	6 Month CDAR	$	600,000	3.83%
9/23/2026	1 Year CDAR	$	400,000	4.07%

Monthly Transactions

Transactions:	Type		Amount	Interest Rate
Sep-26	6 Month CDAR	$	600,000	3.83%
Sep-26	1 Year CDAR	$	400,000	4.07%

Monthly Report

St. Paul City School Cash Management

Rates as of 9/21/2026

Investment Returns	**Balance**	**ICS Account**	**CDARS**
Rate - 6 months		3.35%	3.83%
Rate - 12 months		3.35%	4.07%
Investments			
Excess Cash - 6 Months	$ 600,000		$ 22,980
Excess Cash - 12 Months	$ 400,000		$ 16,280
Liquidity Cash	$ 600,000	$ 20,100	
Temporary Liquidity Cash (50% for year)	$ 678,993	$ 11,373	$ -
Total Estimated Interest		$ 31,473	$ 39,260

Narrative:

As of October 31, 2026, St. Paul City School has $600,000 in a 6 month CDAR ac
Banks paying 3.83% interest. This investment will mature in March 2027. St.
also has $400,000 invested in a one-year CDAR account with Sunrise Banks at 4.
This investment will mature in September, 2027. St. Paul City School's remai
$1,278,993 is held in its ICS account that is earning 3.35% interest.

Insured accounts. The estimated interest earnings for St. Paul City School is
year.

#########
Total
$ 70,733

CDAR Investments

	6 months	1 Year
Sep	$ 600,000	$ 400,000
Oct	1	1
Nov	2	2
Dec	3	3
Jan	4	4
Feb	5	5
Mar	$ 611,490	6
Apr	ICS	7
May	ICS	8
Jun	ICS	9
Jul	ICS	10
Aug	ICS	11
Sep	$ 621,732	$ 416,280

ccount at Sunrise
Paul City School
.07% interest.
ning cash,

$70,733 for the

Quarterly Investment Report Quarter 3 (July-Oct 2026)

Market Conditions:

The market conditions are still driven by inflation fears and high interest rates which should continue to provide good returns on our current investment strategy.

Economic Developments:

investment capital. High energy costs and tariffs continue to fuel inflation and support higher prices.

Anticipated Investment Conditions:

anticipate that inflation concerns and AI investment demand will continue to drive high rates of return on depository accounts.

Quarterly Report

St. Paul City School Cash Management

Rates as of 9/21/2026

Investment Returns	Balance	ICS Account	CDARS	Total
Rate - 6 months		3.35%	3.83%	
Rate - 12 months		3.35%	4.07%	
Investments				
Excess Cash - 6 Months	$ 600,000		$ 22,980	
Excess Cash - 12 Months	$ 400,000		$ 16,280	
Liquidity Cash	$ 600,000	$ 20,100		
Temporary Liquidity Cash (50% for year)	$ 678,993	$ 11,373	$ -	
Total Estimated ANNUAL Interest		$ 31,473	$ 39,260	$ 70,733

Investment Strategy:

St. Paul City School continues to pursue an investment strategy of CDARs and the use of its ICS Account. The high interest rates being paid and the security of these accounts make them a preferred investment. As Of October 31, 2026, St. Paul City School has $600,000 in a 6 month CDAR account at Sunrise Banks paying 3.83% interest. This investment will mature in March 2027. St. Paul City School also has $400,000 invested in a one-year CDAR account with Sunrise Banks at 4.07% interest. This investment will mature in September, 2027. St. Paul City School's remaining cash, $1,278,993 is held in its ICS account that is earning 3.35% interest.

Between the CDAR and ICS accounts, all of St. Paul City School's investments are in FDIC Insured accounts. The estimated interest earnings for St. Paul City School is $70,733 for the year with $45,000 of investment income currently carried in the working budget.

Changes in investment instruments and asset allocation strategy:

There are no changes in investment instruments or allocation strategy.

Areas of policy concern and suggested or planned revisions of investment strategies:

We should reexamine our liquidity requirements this year to assess the impact of forgone interest revenue vs the probability/cost of borrowing money on the LOC.

CDAR Investments

	6 months	**1 Year**
Sep	$ 600,000	$ 400,000
Oct	1	1
Nov	2	2
Dec	3	3
Jan	4	4
Feb	5	5
Mar	$ 611,490	6
Apr	ICS	7
May	ICS	8
Jun	ICS	9
Jul	ICS	10
Aug	ICS	11
Sep	$ 621,732	$ 415,320



STRATEGIC PLAN

St. Paul City School

2026 – 2027

Wolves • PreK–12 • Saint Paul, MN

WHO WE ARE

Our Unique Approach

St. Paul City School is a PreK–12 community that brings together fourteen grades under one unified vision of excellence. As one of the few charter schools in Minnesota to offer a continuous educational journey from preschool through high school graduation, we provide families with a consistent, stable, and supportive environment for their children's entire educational experience. This structure allows us to build long-term relationships, nurture growth year after year, and ensure that students graduate prepared for success in college, career, and life.



At St. Paul City School, we see each student as a whole person — valuing not only their academic potential but also their unique story, strengths, and needs. By combining rigorous education with robust wraparound services, we create a learning community where every child can thrive.

Comprehensive Student Services

Six licensed social workers, along with a full-time on-site therapist provided in partnership with the Wilder Foundation, deliver mental health and social-emotional support.

Basic Needs Support

A fully stocked food pantry and crisis-response financial assistance help families weather challenges and maintain stability.

Family & Community Care

From transportation supports to emergency aid, we work alongside families so no child's learning is interrupted by life's obstacles.

Health & Wellness Resources

Our in-school health clinic, developed with Open Cities Health, ensures students and families can access essential care without barriers.

VISION

SPCS is a safe and inclusive learning environment where every student graduates as a resilient, critical thinker, and compassionate learner.

MISSION

SPCS is a pre-K–12 community school committed to serving the whole student and family through an equity-minded approach. Through rigorous academics, culturally responsive teaching, and a supportive environment, we prepare our students to thrive in college, careers, and life while driving positive change in the world around them.

VALUES

Respect • *Equity* • *Teamwork* • *Accountability* • *Growth Mindset*



8/16 Whole Student

THREE-YEAR VISION *SPCS has removed barriers and expanded access to essential resources beyond the school day — improving stability and well-being through housing, healthcare, food security, and enrichment.*

1. By June 2027, at least 40% of SPCS students and families will access one or more services provided by Open Cities Health.

2. By June 2027, 75% or more of SPCS staff will be able to demonstrate an understanding of supports and resources provided through our 8/16 model, as demonstrated by an end-of-year assessment.



Strategies for Goal One

- Integrate Open Cities into school events, meetings, and classrooms.
- Increase awareness of Open Cities services and how families can access them.

Strategies for Goal Two

- Provide staff training on the 8/16 model and available resources.
- Equip staff to connect students and families with appropriate supports.

Academic Excellence

THREE-YEAR VISION: *SPCS has aligned rigorous academic practices (standards, curriculum, instruction) to prepare all learners to reach their full potential.*

1

GOAL 1

By June 2027, 56% of students in grades 2–12 will demonstrate typical or aggressive growth on the FastBridge aMath assessment from fall to spring, as measured by FastBridge growth reports.

Strategy for Goal One

- Develop collaborative teams that use screening and progress-monitoring data to guide instruction.
- Strengthen Tier 1 math instruction and provide timely, data-based interventions.

2

GOAL 2

By June 2027, 31% of students in grades K–1 will achieve typical or aggressive growth on FastBridge early reading assessments from fall to spring, as measured by FastBridge growth reports.
By June 2027, 67% of students in grades 2–12 will achieve typical or aggressive growth on the FastBridge aReading assessment from fall to spring, as measured by FastBridge growth reports.

Strategy for Goal Two

- Develop collaborative teams that use reading data to guide instruction.
- Strengthen Tier 1 literacy instruction and provide timely interventions.

3

GOAL 3

By June 2027, 100% of students in grades 9–12 will develop, monitor, and quarterly update an individualized Credit Tracker.

Strategy for Goal Three

- Implement AVID, Xello, and the College and Career Readiness sequence.
- Engage students in ongoing career and postsecondary planning.
- Monitor student progress through quarterly Credit Tracker updates.

Social Emotional Wellness

THREE-YEAR VISION *SPCS has cultivated a learning environment where students' social-emotional wellness is systematically supported through evidence-based screening, intervention, and progress monitoring.*

1

GOAL 1

By June 2027, St. Paul City School will scale its schoolwide K–12 SEL program so that at least 60% of classrooms achieve full implementation fidelity, as measured by established thresholds for Wayfinder lesson logs, curriculum walkthrough rubrics, and social-emotional assessment completion.

Strategies for Goal One

- Establish consistent K–12 SEL expectations.
- Use implementation data to monitor fidelity.
- Provide differentiated staff training and support.
- Use coaching to strengthen SEL instruction.

2

GOAL 2

By June 2027, a standardized student wellness monitoring and referral system—including universal screening and tier-appropriate formative and summative assessments—will be used to systematically refer students and inform targeted services across the MTSS framework.

Strategies for Goal Two

- Screen students for social-emotional risk three times annually.
- Use wellness data to identify students needing additional support.
- Implement tiered progress monitoring within MTSS.
- Build staff capacity to use wellness data effectively.

3

GOAL 3

By June 2027, at least 70% of K–12 students will demonstrate measurable growth in one or more Wayfinder social-emotional competency areas from fall to spring as measured by the Waypoints assessment.

Strategies for Goal Three

- Deliver high-quality Tier 1 SEL instruction across grades K-12.
- Strengthen Tier 2 interventions for students requiring additional support.
- Analyze and respond through the established MTSS system to disaggregated data to reduce disparities in SEL growth across student groups.

Finance & Operations

THREE-YEAR VISION: SPCS has achieved operational excellence and financial sustainability by prioritizing students and their community. Through efficient systems, transparent finances, strategic resource management, and diversified funding sources, we have fostered resilience and continuous improvement, ensuring long-term success.

1

GOAL 1

By June 30, 2027, 100% of staff will complete a standardized annual evaluation process.

Strategies for Goal One

- Create evaluation rubrics aligned with employee job descriptions.
- Implement phased deadlines to ensure timely completion.
- Establish leadership accountability for completing evaluations.
- Provide supervisors with training and support.

2

GOAL 2

By June 30, 2027, SPCS will have achieved a 2% increase in WADM from June 30, 2026, with 20% of new enrollments living within a 2-mile radius of the school.

Strategies for Goal Two

- Strengthen recruitment efforts in neighborhoods near the school.
- Improve student and family retention through stronger engagement.
- Use enrollment data to target recruitment efforts.
- Build community partnerships that support enrollment.
- Implement targeted enrollment campaigns throughout the year.
- Make the enrollment process accessible and family-centered.

3

GOAL 3

By June 30, of 2027, SPCS will have achieved a $300,000 net income surplus.

Strategies for Goal Three

- Increase and diversify revenue sources.
- Improve cost efficiency across the organization.
- Strengthen financial management and oversight.
- Increase financial transparency and communication.

IQS Scorecard Goals

Goals scored below 3.0 for the 2025–26 school year

Social Emotional Learning

At least 75% of K–12 students engaged in Behavior/Social Work support for 6+ months with 80%+ attendance will increase 2+ points on two SAEBRS assessments in the same year.

Strategies

Establish consistent SEL expectations across grades
Improve use of SEL data
Strengthen coordination between classroom & support systems

Evidence

SEL assessment data
Student belonging surveys
Behavior and engagement data
Documentation of SEL supports

Curriculum

The school curriculum aligns with its mission and primary program purpose and is implemented with fidelity.

Strategies

Establish curriculum implementation expectations
Provide professional learning and support
Monitor curriculum use

Evidence

Walkthrough data
PLC documentation
Walkthrough data

Standards

Applicable state, local, and national standards are intentionally aligned and embedded into the curriculum of the school.

Strategies

Increase staff understanding of standards
Review priority standards
Improve standards-based planning & assessment
Align curriculum maps and assessment
Use PLCs to review student learning

Evidence

Curriculum maps
Assessments alignment reviews
Student learning data

Teacher Satisfaction

Teacher satisfaction with both the school's culture and professional development is greater than or equal to 80%.

Strategies

Increase staff feedback opportunities
Improve professional development alignment
Strengthen communication systems
Adjust supports based on feedback

Evidence

Staff survey results
PD feedback
Retention data

IQS Scorecard Goals

Goals scored below 3.0 for the 2025–26 school year

MCA Math Proficiency

3rd–8th grade students meeting MDE criteria and Partially Meet/Meet/Exceed on State Math Assessments will increase 8+ percentile points — or reach 35%+.

Strategies

Strengthen standards-aligned math instruction
Improve use of assessment data
Strengthen Tier 1 math instruction
Provide targeted math interventions (Tier 2/3)

Evidence

MCA math proficiency results
Classroom assessment data
Intervention monitoring data
Student work samples

Math Growth

At least 65% of 2nd–12th grade students will achieve Typical or Aggressive Normed Growth (40th+ percentile) on Fastbridge aMath from fall to spring.

Strategies

Strengthen standards-aligned math instruction
Strengthen Tier 1 math instruction
Collaborative professional learning on math

Evidence

FastBridge & MCA math data
Student progress monitoring data
% of students demonstrating growth

MCA Reading Proficiency

3rd–8th grade students meeting MDE criteria and Partially Meet/Meet/Exceed on State Reading Assessments will increase 8+ percentile points — or reach 45%+.

Strategies

Increase consistency of literacy instruction
Strengthen MTSS process for intervention
Use FastBridge Data to adjust instruction
Increase access to Tier 2 interventions

Evidence

MCA Reading proficiency results.

Equity in Achievement

Proportionality of behavior referrals for Black students vs. their share of the student population will be under 5% over-representation — or referrals will drop 30%+.

Strategies

Improve consistency of behavior referral practices
Strengthen teacher-family communication
Implement PBIS with fidelity
Use MTSS to identify and address disparities

Evidence

Disaggregated student data
Reduction in identified gaps

IQS Scorecard Goals

Goals scored below 3.0 for the 2025–26 school year

21st Century Skills

By year end, at least 70% of 6th–8th grade students will score 80%+ on the SPCS Media Literacy Assessment.

Strategies

Strengthen explicit media literacy instruction
Implement CCR strategies with fidelity at secondary level
Strengthen connection to ELA and Social Studies

Evidence

Score on the Assessment

College & Career Readiness

At least 80% of students in grades 9–12 will demonstrate clear understanding of two+ college or career pathways aligned with their interest inventory.

Strategies

Implement CCR sessions with fidelity
Improve use of Xello
Ensure CCR sequence is implemented

Evidence

Xello usage reports
Credit attainment reports
Student knowledge of pathways

Graduation Rate

At least 75% of students will graduate within four years.

Strategies

Improve early identification of students
Track credit attainment on individual student trackers
Engage families when students are not on track.

Evidence

Graduation rate

Policy Manual

Board policies have been established in accordance with MN 124E.07 and other applicable statute. All policies are posted on the school website. The Board has established a process for the regular review of its policies.

This goal has been completed.

Leadership & School Board Areas of Growth

IQS Scorecard Goals

Goals scored below 3.0 for the 2025–26 school year

Mission & Program Model

Program model reflects the mission and is consistently implemented with the model described in Section 2.1 of the charter contract, including amendments.

Strategies

Clarify essential elements of the SPCS program model.
Align implementation with the mission and charter contract.
Monitor implementation of the program model.

Evidence

Program model documentation
Implementation/walkthrough data
Review of mission-aligned outcomes

Board Training

All Board Members have completed training as required in MN 124E.07 and a summary is provided in the charter school's annual report. The Board has a development plan to support training for new and ongoing members.

This goal is complete (the summary has been added to the Annual Report).

Board Self-Evaluation

The Board implements a performance-based evaluation process to assess its performance annually and uses the results to inform board member training and/or improvements to governance processes or procedures.

Strategies

Complete an annual Board self-evaluation.
Review results as part of Board development.
Use results to identify training and governance improvements.

Evidence

Annual Board self-evaluation
Board mtg/retreat documentation
Identified training actions

Statutory Purpose

The school is actively achieving the statutory purposes it seeks to fulfill. The school is monitoring its progress and achievement of statutory purposes and includes a progress update in the charter school's annual report.

Strategies

Review charter purposes annually
Include progress in Board reports

Evidence

Program outcomes
Progress report in Annual Report

Finance & Operations Areas of Growth

IQS Scorecard Goals

Goals scored below 3.0 for the 2025–26 school year

Payroll Management

All payroll and state/federal taxes, pensions, insurance, etc. are paid accurately and on time.

Strategies
Maintain systems and oversight to ensure accurate, timely payroll and required payments.

Evidence
Payroll and payment records.

Audit

The audit report is filed on time with the MDE and does not identify any internal control findings or single audit findings. Prior-year audit findings have been resolved and do not reappear.

Strategies
Correct prior-year findings and strengthen related internal controls.

Evidence
Annual Audit

Educator Licensure & Assignments

All certified staff are licensed appropriately for their assignment(s). At least 75% of teachers hold a Tier 3/4 license or the school has a plan to reach full licensure; under 25% of staff have Out-of-Field permissions.

Strategies
Strengthen recruitment of Tier 3 and Tier 4 licensed teachers.

Evidence
Teacher licensures

Transportation

A system of transportation is in place and meets all requirements established in MN 124E.15. Annually, a survey of student and/or parent satisfaction determines the system's effectiveness.

Strategies
Implement a transportation survey for families.

Evidence
Survey completion/results

State & Federal Laws

State and federal laws — special education, ESL, student discipline, discrimination, and school nutrition — are being followed, with no major violations, or minor violations corrected immediately.

Strategies
Ensure all special education due process requirements are being met.
Ensure that all state mandated reporting is completed on time.

Evidence
Absence of violations

IQS SCORECARD GOALS | BOARD PROGRESS UPDATE

November 2026

The IQS Scorecard includes a broad range of goals and performance measures. Our strategic plan addresses the areas where we did not meet expectations last year. Of the goals on our plan and highlighted below, we have either already met or are confident that we are on track to meet 13 of 21. Several others remain works in progress, with outcomes not yet determined.

GOALS MET

- Policy Manual
- Board Training
- Board Self-Evaluation
- Audit

ON TRACK TO MEET

- College & Career Readiness
- Curriculum
- Standards
- Mission & Program Model
- Statutory Purpose
- Payroll Management
- Transportation
- State & Federal Laws

WORK IN PROGRESS | OUTCOME NOT YET DETERMINED

- Social Emotional Learning
- MCA Math Proficiency, Math Growth & MCA Reading Proficiency
- Equity in Achievement
- 21st Century Skills / Media Literacy

AREAS NEEDING IMPROVEMENT

- Teacher Satisfaction: Initial staff survey completed. Results identified opportunities to improve professional development, communication, and staff support. We are using this feedback to guide improvements throughout the year.
- Graduation Rate: The goal will be difficult to meet. Credit and graduation tracking have improved, allowing us to better identify students who are off track and provide support.
- Educator Licensure & Assignments: Efforts continue, but meeting the licensure target will be challenging.

613 GRADUATION REQUIREMENTS

The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the charter school.

II. GENERAL STATEMENT OF POLICY

The policy of the charter school is that all students must demonstrate, as determined by the charter school, their satisfactory completion of the credit requirements and their understanding of academic standards. The charter school must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the charter school.

B. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. CHARTER SCHOOL ASSESSMENT COORDINATOR

The Director of Teaching & Learning shall serve as the Charter School Assessment Coordinator and oversee test administration and procedures.

V. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and

writing, to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124F.08, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the charter school, the following high school level credits for graduation:

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;

2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life

science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;

4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

5. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts;

6. Credit sufficient to satisfy state standards in health and physical education content areas, as specified in the school's graduation requirements.

7. A minimum of seven elective credits.

8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

~~B~~. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Section VI.A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill a science credit requirement under Section VI.A.3, above, if the credit meets the applicable state academic standards in earth and space science, life science, chemistry, or physics, as approved by the charter school. Students must satisfy all applicable science standards required for graduation.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Section VI.A.2 or Section VI.A.5, above.

4. A computer science credit may fulfill a mathematics credit requirement under Section VI.A.2, above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Section VI.A.2 or Section VI.A.3, above, if the credit meets the state academic standards in mathematics or science.

6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. Charter School Standards, Health (K-12);

2. Charter School Standards, Career and Technical Education (K-12); and

3. Charter School Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed periodically. A charter school must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or charter schools may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the Executive Director.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum,

Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (Charter School Mission Statement)
MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (Charter School Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (Charter School System Accountability)

Adopted: November 17,2026

Revised:

MSBA/MASA Model Policy 614 Charter
Orig. 1997 (as ISD Policy)
Orig. 2022 (as Charter Policy)
Rev. 2024

614 CHARTER SCHOOL TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth St. Paul City School's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of St. Paul City School is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF CHARTER SCHOOL PERSONNEL REGARDING TEST ADMINISTRATION

A. Executive Director

The Executive Director may delegate the following responsibilities to appropriate school personnel while retaining overall responsibility for compliance.

1. Responsibilities before testing.

   a. Designate a charter school assessment coordinator and technology coordinator.

   b. The executive director, or a designee who has been authorized to be the identified official with authority by the charter school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.

   c. Annually review and recertify staff who have access to MDE secure systems.

   d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   e. Establish a culture of academic integrity.

   f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.

   g. Ensure student information is current and accurate.

   h. Ensure that a current charter school test security procedure is in place and that all relevant staff have been provided school training on test administration and test security.

   i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

   j. Confirm the charter school assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

   k. Confirm the charter school assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

l. Confirm that the charter school website contains the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

a. Confirm the charter school assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.

b. Verify with the charter school assessment coordinator that all test security issues have been reported to MDE and are being addressed.

c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

d. Confirm the charter school assessment coordinator has finalized the charter school's assessment information prior to the close of Post-test Editing in Test WES.

e. Confirm the charter school assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.

f. Discuss assessment results with the charter school assessment coordinator and school administrators.

B. Charter School Assessment Coordinator

1. Responsibilities before testing.

a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

(1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.

d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

f. Establish charter school testing schedule within the testing windows specified by the MDE and service providers.

g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials when necessary; preparing

procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the charter school.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have the opportunity to become familiar with test format, item types, and tools prior to test administration.

i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

   a. Implement test administration and test security policies and procedures.

   b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.

   d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

   e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

   f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

   g. Maintain security of test content and test materials.

      (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

      (2) Organize secure test materials for online administrations and keep them secure.

      (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

      (4) Identify need for additional test materials to charter school's assessment coordinator.

      (5) Provide MTAS student data collection forms if necessary.

      (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

(7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

   a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that charter school procedures are followed.

   b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.

   c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

   d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

   e. Report testing irregularities to charter school's assessment coordinator using the *Test Administration Report*.

      [NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

   f. Report security breaches to the charter school's assessment coordinator as soon as possible.

3. Responsibilities after testing.

   a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

   b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

   c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

   d. Return secure test materials as outlined in applicable manuals and resources.

   e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

   f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that the charter school is prepared for online test administration and provide technical support to staff.

2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend charter school training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.

8. Confirm site readiness.

9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.

   a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   b. Attend trainings related to test administration and security.

   c. Complete required training course(s) for tests administering.

   d. Be knowledgeable about how to contact the charter school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.

   e. Be knowledgeable regarding student accommodations.

   f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).

   a. Before test.

      (1) Receive and maintain security of test materials.

      (2) Verify that all test materials are received.

      (3) Ensure a proper number of computers/devices or paper accommodated test materials are present.

      (4) Verify student testing tickets and appropriate allowable materials.

      (5) Assign numbered test books to individual students.

      (6) Complete information as directed.

      (7) Record extra test materials.

   b. During the test.

      (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

      (2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in the testing room and remain attentive during the entire test session. Practice active monitoring by circulating throughout the room during testing.

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to the charter school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After the test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

(1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the charter school or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report and unusual circumstances to the charter school or school assessment coordinator.

c. After the test.

(1) Keep materials secure.

(2) Return all materials.

(3) Return objects and manipulatives to classroom.

(4) Enter MTAS scores online or return data collection forms to the charter school or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in school during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

c. Work with charter school assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by charter school administration.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

B. Students will be informed of the following:

1. The importance of test security;

2. Expectation that students will keep test content secure;

3. Expectation that students will act with honesty and integrity during test administration;

4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

   If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the charter school must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The charter school shall maintain documentation of test administration, test security, staff training, and other required records in accordance with applicable MDE requirements and the school's records retention procedures.

VI. RETALIATION PROHIBITED

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under Minnesota Statutes, section 120B.30 is protected under section 181.932, governing disclosure of information by employees.

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for

Mathematics)
Minn. Rules Parts 3501.082 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (Charter School System Accountability)
Minnesota PearsonAccess Next Resources and Forms:
http://minnesota.pearsonaccessnext.com/policies-and-procedures/

621 LITERACY AND THE READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The charter school recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a charter school as a literacy lead, is not required to complete the approved training before August 30, 2025.

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A charter school literacy lead must support the charter school's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one charter school, jointly by two or more charter schools, or may provide services to charter schools through a partnership with the regional service cooperatives or another charter school.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement

framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "expressive language" or "receptive language" includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The charter school must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE .

B. The charter school must identify any screener it uses in the charter school's annual

literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and must give the parent of each student who is not reading at or above grade level timely information about:

1. the student's reading proficiency as measured by a screener approved by MDE;

2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. For students enrolled in dual language immersion programs, the charter school must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the charter school must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

E. The charter school may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs. must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.

B. The charter school must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;

2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;

4. if no screener is available in the partner language, the charter school must identify how students' reading proficiency is assessed and how the charter school determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the charter school for kindergarten through grade 3 students.

D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level, must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

E. Reading screeners in English, and in the predominant languages of charter school students where practicable, must identify and evaluate students' areas of academic need related to literacy. The charter school also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The charter school must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

F. The charter school must include in its local literacy plan a summary of the charter school's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:

1. a summary of the charter school's efforts to screen for characteristics of reading difficulties, including dyslexia;

2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

A. For each student identified under the screening identification process, the charter school shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The charter school must implement progress monitoring, as defined in Minnesota

Statutes, section 120B.119, for a student not reading at grade level.

C. The charter school must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the charter school purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

D. If a student does not read at or above grade level by the end of the current school year, the charter school must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. Charter school intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The charter school must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The charter school must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The charter school must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;

3. a description of how schools in the charter school will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or

modifying the reading strategy in order to obtain measurable reading progress;

4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level and, if applicable, the charter school plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;

7. a statement of whether the charter school has adopted an MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:

   a. students in kindergarten through grade 3;

   b. students who demonstrate characteristics of dyslexia; and

   c. students in grades 4 to 12 who are identified as not reading at grade level.

9. the number of teachers and other staff that have completed training approved by the department.

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and

13. beginning on December 31, 2025, for a district with a dual language immersion program:

    a. the program's partner language;

    b. grade levels included in the program;

    c. the language used to screen students' foundational reading skills;

    d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

    e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.

B. Annually by June 15, the charter school must post its literacy plan on the official charter school website and submit it to the Commissioner using the template developed by the Commissioner.

C. The charter school must use a streamlined template developed by the Commissioner

for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. The charter school must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;

4. curriculum directors;

5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;

6. employees who select literacy instructional materials for a charter school; and

7. teachers holding English as a second language teaching licenses.

B. The charter school must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

1. teachers who provide foundational reading instruction to students in grades 4 to 12;

2. teachers who provide instruction to students in a state-approved alternative program; and

3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a charter school an extension to these deadlines.

C. By August 30, 2025, the charter school must employ or contract with a literacy lead or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The charter school literacy lead must collaborate with charter school administrators and staff to support the charter school's implementation of requirements under the Read Act.

D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or

2. a training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

A. The charter school must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The charter school shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the charter school for the identified students;

3. licensed teachers employed by the charter school have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The charter school must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The charter school must use its literacy aid to meet the requirements and goals adopted in the charter school’s local literacy plan.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None



Board of Directors

District Leader Update

November 2026

Executive Director

Give to the Max - Supporting SPCS Families

We are excited to launch our Give to the Max campaign to support SPCS families facing financial emergencies. Through our MAGIC Foundation, we provide immediate assistance while connecting families with longer-term resources.

So far in 2026, we've provided:

- Rent & Mortgage Assistance: $17,200 to 43 families
- Food Shelf Support: $16,700 to help feed 184 families
- Utilities Relief: $2,000 to 5 families
- Other Emergency Assistance: $1,000+ for storage, birth certificates, and legal fees

Our Fundraising Goal: **$25,000**

100% of donations go directly to families in need.

How You Can Help:

- Share our campaign with friends, family, and community members.
- Donate if you are able.

Give to the Max Campaign | MAGIC Foundation Donations

Executive Director

Professional Development Day

On Monday, our staff participated in a full day of professional development focused on strengthening our practices. We focused on literacy instruction, social emotional wellness, and PBIS.

The day also included opportunities to connect as colleagues, enjoy some homemade pizza, and have a little fun together!





Executive Director

Come Visit SPCS!



Board members are always welcome to visit our school!

We encourage Board members to spend time in our classrooms, meet our students and staff, and see the teaching, learning, and school improvement work happening every day.

Whether you'd like a general school tour, an opportunity to observe classrooms, or a visit focused on a particular grade level or program, I would be happy to arrange it.

Just let me know!

26-27 Student Enrollment

Since the last snapshot in October

- Increased student totals by 5
  - Which include 12 new students enrolled in the past month
- The team is working hard to enroll another 14 students that applied recently but have not finished the application process.
- WADM is forecasted at somewhere around 614 WADM

Grade	Returning Confirmed	New Confirmed	Confirmed Student Totals	Returning Unconfirmed	New Unconfirmed	Confirmed + Unconfirmed Students
Pre-K	0	35	35	0	1	36
KG	23	22	45	0	1	45
1st	27	9	36	0	1	38
2nd	37	12	49	0	0	50
3rd	40	11	51	0	0	51
4th	37	8	45	0	1	47
5th	37	11	48	0	1	48
6th	28	11	39	0	1	41
7th	40	8	48	0	2	51
8th	42	7	49	0	2	49
9th	35	11	46	0	3	48
10th	19	5	24	0	1	26
11th	22	11	33	0	0	33
12th	37	4	41	0	0	41
PS Total	201	101	309	0	5	315
MS Total	110	23	136	0	5	141
HS Total	113	29	144	0	4	148
District Total	424	165	589	0	14	604

8/16 Whole Student

Wolves Clinic

We are very thankful for the partnership with Open Cities and the clinic at our school. Unfortunately, the use rate for students, families, and staff has been too low to sustain two days per week. They have now moved to one day per week. We will keep working on getting more patients.

Open Cities will host an Eye Clinic this week at St. Paul City School.

Elementary School

Conferences are coming! We are structuring elementary conferences around goal setting specific to math, literacy, and HOWL.

5th graders went on a STEM field trip to US Bank Stadium. The classes were complemented by the hosts and facilitators for their good behavior. Way to HOWL, 5th grade!

We introduced HOWL Bucks this week and kids are fired up to earn them! What kids can redeem their bucks for will evolve but first up is using their ticket to vote for a name for our school Wolf mascot!

Secondary School

- We are officially up and running with SPCS Credit Recovery class through Northern Star Online! We currently have 17 juniors and seniors enrolled and taking steps toward getting back on track with their credits and staying on pace for graduation.
- On October 21, our 6th-grade middle school students took a field trip to Historic Fort Snelling! Students had the opportunity to explore Minnesota's history, learn about the people and events that shaped our state, and experience history beyond the classroom.
- We have an exciting opportunity to partner with the Minnesota State Capitol to connect our Social Studies classrooms with behind-the-scenes learning experiences, including Capitol tours and potential internship opportunities for our high school students.

Special Education

Responding to Enrollment Growth and Student Needs

- Responding to a high number of new students enrolling at SPCS, requiring ongoing adjustments to staffing, schedules, services, and student supports.
- Managing a particularly high volume of special education evaluations, with the evaluation team working to complete assessments and meet required timelines.
- Anticipating an increase in the number of students receiving special education services as several initial evaluations are nearing completion.
- Expanding supplemental instructional resources, including new special education-specific curriculum and materials to better support specialized instruction across grade levels and programs.
- Continuing Ukeru implementation, with a focus on trauma-informed approaches to preventing and responding to student crises.
- Continuing to strengthen due process compliance and systems that support timely evaluations, IEP development, and service delivery.

Social Emotional Wellness

Fall social emotional wellness data was collected from students and teachers to inform annual baselines to measure growth, identify students at risk who should be considered for interventions, and add concrete information to referrals and planning for student plans.

SEW team members are actively using this data to identify students for intervention services and to inform service plan with new and continuing students.

Secondary Teachers engaged in a collaboration session on our Nov. 9 PD to identify successful SEL practices to duplicate across classrooms, challenges that need support or resources, and solutions-focused discussion to tackle challenges across the school.

Teaching & Learning

- By June 2027, 56% of students in grades 2–12 will demonstrate typical or aggressive growth on the FastBridge aMath assessment from fall to spring, as measured by FastBridge growth reports.
- By June 2027, 31% of students in grades K–1 will achieve typical or aggressive growth on FastBridge early reading assessments from fall to spring, as measured by FastBridge growth reports.
- By June 2027, 67% of students in grades 2–12 will achieve typical or aggressive growth on the FastBridge aReading assessment from fall to spring, as measured by FastBridge growth reports.

- 92% of students screened on Math and Reading this Fall
- Results show that we have many students who need additional support but we are seeing some bright spots of growth as well
- Priorities:
  - UFLI/Word Origins-Foundational Skill Curriculum
  - Co-Teaching ELA with ML and Classroom Teachers
  - New Math in Focus K-3
  - AVID-Focused Note Taking
  - WIN Time K-12
  - MTSS Framework and Leadership

Finance & Operations

- Staff Evaluations: Annual performance review process is now underway for all department employees.
- Family Engagement & Access: Supporting parent-teacher conferences, community events (Donuts with Dads, cooking classes), and expanding language translation via Propio Telephonic Interpreting.
- Technology Deployment: Procuring and deploying student Chromebooks, staff laptops, and updated hardware.
- Finance & Compliance: Executing discretionary expense audits and updating departmental recordkeeping.
- Nutrition Services: Overseeing staff meal operations and launching refreshed secondary school salad bars.

Wolf Events Coming Up



- November 16th - No School, Conferences (3pm-7pm)
- November 17th - No School, Conferences (8am-4pm)
- November 18th - Donuts with Dads (7:50 - 8:20am)
- November 18th - Eye Clinic (8:30-12:00)
- November 19th - Cooking Class using the SPCS Food Shelf (4:30pm-6:30pm)
- November 26th - No School, Fall Break
- November 27th - No School, Fall Break
- December 17th - Bingo Night (4:30pm -7:00pm)
- January 9th - Movie Night (4:30pm - 7:00 pm)

Thank you for your service!