



Director's Update

Jim Zacchini, Executive Director



Hello Everyone,

I hope everyone is savoring their well-deserved break from kids running the halls and are getting in as much relaxation as possible these waning days of summer. How is it August???

We are busy finalizing an action-packed program for our ***FY25 Summer Convening on August 6th*** and look forward to seeing as many of your smiling faces as possible. As this is virtual, please forward the agenda and Zoom link to any staff, board, or community stakeholders. We'll open the day with important nuts and bolts sessions which will help support the year ahead. We will then be joined by [Amy Junge, Director of Teacher-Powered Schools](#), as

she presents *"Powering" High-Quality Charter Schools: Teacher-Powered Schools Framework*; also joining us will be [Dr. Steve Rippe](#), [Hope Survey Director](#), as he presents *"Powering" High-Quality Charter Schools: Building Dynamic and Inclusive School Culture*. We believe you will find this day's presentations relevant and enlightening so please come one come all!

Finally, please take a few moments to explore our school spotlight on LIFE Prep. In the words of Director Leah Jones, they are coming off one of their *"best years ever!"* Given Life Prep's 25+ years serving students in St. Paul's Eastside, that is music to our collective ears!!

I hope you have a wonderful new school year, and never forget, the Guild is proud to be here supporting you in all you do. With gratitude, -- Jim

MN Guild Bulletin Board



SAVE the DATE

FY25 Annual Summer Convening - August 6, 2024 Time: 9 am to 2 pm

Please Note:

Quarterly Billing Dates FY25

These are the dates to watch your email for your quarterly invoice from the MN Guild for your quarterly authorizer fees.

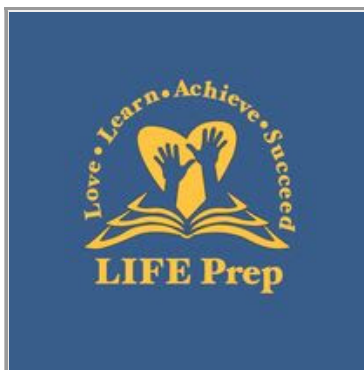
Q1: August 15, 2024

Q2: November 15, 2024

Q3: February 15, 2025

Q4: May 15, 2025





This month the MN Guild is proud to spotlight Life Prep School.

LIFE Prep School, a school where every student succeeds. Our name says it all, LIFE stands for Learning in a Family Environment. Here, every student feels welcome and knows they are important as they set their own path to learning. LIFE Prep also means every student is prepared to move forward into their future. Students center their learning around 21st Century skills. Students learn collaboration, digital literacy and citizenship, critical thinking, and problem-solving skills designed to prepare them to thrive in

VISION & MISSION

LIFE Prep ignites a desire to achieve and inspires students' hope for a bright future.

Students develop self-confidence through their accomplishments and are empowered to pursue their dreams. We provide encouragement and a foundation for perseverance; preparing students to thrive as individuals on a successful life path.

LIFE Prep puts students first. Our success in closing the achievement gap comes from a commitment to academic accomplishment through the delivery of a rigorous curriculum. The inclusive multicultural community is a safe place to learn and overcome adversity. Learning In a Family Environment empowers students to create their own path

These CORE VALUES Guide Life Prep

LOVE

Students find a love for learning at LIFE Prep by taking pride in their academics and finding their self-confidence to continue their love for learning in the future.

LEARN

Student academics are top priority at LIFE Prep. Students are able to learn in many different settings from hands-on to technology based, our students are prepared to learn in many different ways

ACHIEVE

Students achieve a high level of academics by the drive of wanting to learn in a safe, caring, respectful, and responsible environment

SUCCEED

Students succeed inside the classroom, as well as outside the classroom; preparing the students for the future and to create their own path

Academic achievement is at the heart of LIFE Prep School. Every student's education is guided by an Individual Learning Plan. These plans are designed to build on strengths and support learning areas focused on each student's needs. Each plan is created for your student in mind and includes progress updates throughout the year. All LIFE Prep School students receive free 1:1 tutoring in reading and math, both during the school day and families can request tutors through out City Connects Program. Minnesota Math and Reading Corp supports student achievement with daily small group instruction. LIFE Prep School also has Title 1 reading services to support student learning. At LIFE Prep

School, we know how integrating arts, music and movement into our day creates well-rounded and well prepared learners and leaders. Students participate in art or music and physical education each day! Instruction in the arts and movement help children develop language skills, social skills, decision making, inventiveness and community and cultural connections. LIFE Prep School takes pride in our strong culture of diversity and inclusion. All students find a welcoming, safe “home” for learning and developing lasting relationships.

Thank you Life Prep School for all you do...





MN Guild Partners & Resources

Leading the way to excellence



Educator Edition

Reminder: Changing to a Culturally Responsive Observation Framework

The teacher development and evaluation (TDE) statute has changed, impacting all Minnesota school districts and charter schools. The updated statute requires instructional frameworks to embed [culturally responsive methodologies](#) by school year 2025–26. If your oversight team is wondering where to begin, this session will offer a block of time to begin planning on how to shift your district's current instructional observation process to incorporate culturally responsive methodologies. This session is intended to begin the process that your team can take back to your learning community and complete.

Teams will:

- Gain an understanding of what defines culturally responsive methodologies and how it aligns to [Minnesota Professional Educator Licensing and Standards Board \(PELSB\) 2023 Standards of Effective Practice](#).
- Examine how culturally responsive methodologies are incorporated into professional development, coaching, and evaluation.
- Identify areas of the rubric that need alignment to culturally responsive methodologies.
- Plan out next action steps.

Intended Audience: Teacher development and evaluation (TDE) and Q Comp oversight teams including but not limited to superintendents, principals, peer observers and teachers.

Note: The entire team is not required to attend, a smaller group may attend and then share with the entire team at a later date.

Materials to bring: Instructional Observation Framework

Workshop Location Options: [Register for the virtual Changing to Culturally Responsive Observation Framework session on August 13, 9:30- 11 a.m.](#)

Instructions for virtual session:

1. Select one person from the team to register. Breakout sessions will be assigned by teams assembling in one space.
2. Gather as a team in a common workspace on the day of workshop (i.e., board room, meeting room, classroom with projector/sound).
 1. Focus of this workshop is for teams to plan together and this will be more effective if teams are present together in a common space.
3. Log-on as a team.
4. If the team is unable to gather together to participate in the virtual session, please contact us to discuss the best way to allow the team to participate two weeks prior to the workshop date.

[Register for the Changing to Culturally Responsive Observation Framework Mankato session on August 14, 9:30 a.m.-12:30 p.m.](#) Each individual planning to attend should register independently to ensure enough materials are available for the session.

If you have questions about these sessions, please email the TDE/Q Comp team at mde.q-comp@state.mn.us.

Legislative Report Update

The Minnesota Department of Education (MDE) collects data on a variety of topics. Select the data reporting topic you are interested in to open that page. You will find an overview of the data collection process for that topic, along with user guides or help documents, if applicable.

A link to the data collection system is also provided on the description page. Most systems require a login and password. Contact information for each system can be found on the lower left side of each page.

[Minnesota District and Charter Data Reporting Calendar](#) - 7/1/24

- List of reporting and data entry periods of importance to districts and schools from **July 1, 2024 – June 30, 2025**, including a brief description of each.

The Minnesota Department of Education prepares reports for the Legislature, as required by statute, to inform lawmakers and the public about department programs, detail research studies conducted by the department on education issues, or use as an accountability tool for programs for which the commissioner has oversight.

In most cases, reports are due to the Legislature in the fiscal year following the activity; for instance, a report completed in fiscal year 2025 includes data from the 2023-24 school year. Contact information is included in each report.

[Legislative Reports Due during Fiscal Year 2025](#)

The following reports have been posted since the last bulletin:

Fiscal Year 2025

- [Annual Report on Learning Year Programs](#) – 7/2/24
Summary data on graduation rates, students meeting benchmarks and the success that learning year program providers experience.
- [2025 Innovation Research Zone Exemptions](#) – 6/28/24

Learn more on the [Legislative Reports webpage](#).



Welcome to the Minnesota READ Act

The goal of the Minnesota READ Act is 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.

K-5 Literacy Curricula Resource Materials Update Webinar

The Minnesota Department of Education (MDE) in collaboration with the University of Minnesota, Center for Applied Research and Educational Improvement (CAREI) completed a review and reconsideration of submitted K-5 Literacy Curricula as required by the Minnesota READ Act. Join us **Friday, August 2, 10:30-11:15 a.m.**, to hear updates regarding curricula aligned to evidence-based structured literacy practices and a walk-through of the refined rating system.

Register for webinar by visiting the [READ Act Curricula Resources webpage](#).

Professional Development Off to a Fast Start

Minnesota has more than 32,000 educators registered for literacy professional development as part of the Minnesota READ Act statute. Providing teachers and reading instructional support staff with training on evidence-based reading instruction is a core outcome of the READ Act.

An update to READ Act 2.0 extends the deadline to complete professional development for Phase 1 educators* to July 1, 2026. Any district or charter school participating in two years of LETRS training, getting started this fall will be important in order to complete the training by July 1, 2026. Extensions will still be considered for extenuating circumstances when needed.

Phase 1 Professional Development Registration will pause October 2024 and will reopen February 2025.

Training options for Phase 2 educators* are being reviewed and are scheduled to be open for enrollment starting in February 2025.

Note: Educators who have completed professional development will need to share their certificate of completion with their district's or charter school's literacy lead/coordinator. Districts, charter schools, and tribal schools will report literacy training completions on their annual Local Literacy Plan submission.

*Visit the [READ Act Professional Development webpage](#) for definitions of Phase 1 and 2 educators.

Launch of Statewide System to Support Districts and Charter Schools



COMPASS is the statewide system through which all districts, charter organizations, and Tribal schools may receive evidence-based support. COMPASS offers professional development opportunities with various levels of support and includes a variety of resources, evidence-based practices and facilitated guidance in formats that work best for schools.

The COMPASS Statewide System of Support, inclusive of the Minnesota READ Act-funded Regional Literacy Network, establishes a team of specialists at each of the nine Regional Service Cooperatives who will work in close collaboration with MDE. These specialists will offer expertise in the areas of Minnesota Multi-Tiered System of Support (MnMTSS);

literacy; math; school climate and culture; equitable access to high quality learning environments; and culturally responsive instructional leadership.

The Regional Literacy Network consists of Literacy Leads and Coaches in each of the regions who will provide the following:

- ongoing training and coaching based in structured literacy
- support with comprehensive literacy reform efforts based on structured literacy including supports for district and site level leadership teams; literacy data collection and analysis; and curriculum selection
- supports for the planning, implementation, and evaluation of Local Literacy Plan

More information will be coming to your district or charter school regarding this support.

READ Act Literacy Aid Webinar

Minnesota READ Act Literacy Aid was approved by State legislature this last spring as part of the READ Act 2.0 updates. This aid is for districts and charter schools for evidence-based literacy support. The MDE Literacy and Finance units will be providing an informational webinar on the use of READ Act Literacy Aid.

[Register for READ Act Literacy Aid webinar, Thurs., Aug. 29, 2024, 11-11:45 a.m.](#)

About the Minnesota READ Act

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals. The READ Act replaces Read Well by Third Grade (RWB TG) and is in effect as of July 1, 2023.

Read the full legislation, [Minnesota Session Law, Chapter 55, Article 3, READ ACT](#). Updated information from READ Act 2.0 can be accessed under [Minnesota Statutes 2023, section 120B.12](#).

Please share and subscribe to receive program updates.



USDA Summer Meals Program Provides Nutritious, Free Meals Across Minnesota

The Minnesota Department of Education is proud to support the 206 schools and community organizations that will provide meals and snacks at about 836 meal sites across Minnesota this summer.

For families who depend on school meals to nourish their children during the school year, the United States Department of Agriculture (USDA) Summer Food Service Program helps close the nutrition gap and supports academic achievement by providing access to healthy meals so students can return to school in the fall ready to learn.

The Summer Food Service Program (SFSP) is a federal nutrition program funded by the USDA and administered by the Minnesota Department of Education. Eligible participants include children ages 18, and under or those over 18 with mental or physical disabilities who participate in school programs. Most sites can offer up to two meals per child per day between breakfast, lunch, snack and supper.

“The school and community sites participating in the Summer Food Service Program support children and families by providing nutritious meals and snacks to those who need them during the summer when schools aren't in session,” said Education Commissioner Willie Jett. “Thank you to all the provider sites that help families meet the basic needs of our students over the summer months when they don't have access to free school breakfast and lunch through the Free School Meals for Kids Program.”

Find summer meal sites near you by using these resources:

- Download the Free Meals for Kids app in the [Apple App Store](#) and the [Google Play Store](#) or visit the [Summer Eats Minnesota](#) website. This mobile app shows Minnesota kids where they can find no-cost meals this summer.
- Visit the [Summer Meal Site Locator](#) tool released by the USDA Food and Nutrition Service.
- Call the 2-1-1 Hotline, or, from your mobile phone in the Twin Cities metro area, call 651-291-0211. In greater Minnesota, call 1-800-543-7709, or TTY at 651-291-8440.
- Call the [Minnesota Food Help Line](#) at 1-888-711-1141 or visit the [Hunger Solutions](#) website and fill out a form reporting your food needs. The Help Line hours are Monday – Friday 10 a.m. to 5 p.m.
- Text "food" to 304-304. For Spanish, text "comida" to 304-304.
- View the [SFSP Participation Report](#) to find a list of all Summer Food sites.
- To learn more, please visit the [Summer Food Service Program website](#) or contact [MDE Food and Nutrition Services](#) (mde.fns@state.mn.us), or call at 651-582-8526 or 1-800-366-8922 (toll-free).

Each section contains updates relevant to those nutrition programs. You can jump to the section you're interested in by clicking the link.

- [All Nutrition Programs](#)
- [School Nutrition Programs \(SNP\)](#)

All Nutrition Programs

Faith-Based Organization Final Rule

The U.S. Department of Agriculture (USDA) and eight other Federal agencies recently published a final rule titled, [Partnerships With Faith-Based and Neighborhood Organizations](#), which went into effect on July 2, 2024. The new rule applies to faith-based organizations participating in any Child Nutrition Program and contains new requirements local operators must provide to beneficiaries and potential beneficiaries in writing. This written notice must be provided to beneficiaries prior to program enrollment or receiving services, when possible. For more information on implementation, please review the [Notice to Beneficiaries and prospective Beneficiaries](#).

School Nutrition Programs (SNP)

2024–25 Statewide Attendance Factor

The statewide attendance factor for School Year (SY) 2024–25 is 91.47%. Schools have the option of using either the state or their local attendance factor for monthly attendance-adjusted edit checks.

Confidentiality and Disclosure of Student Meal Eligibility Status

Households must provide consent to share their student meal eligibility information with anyone outside federal or state education and nutrition programs. Any local education program—such as athletics, afterschool care, standardized testing or other programs that offer a reduced or waived fee to households qualifying for meal benefits—requires consent specific to that program.

The consent statement must be in writing. It may be obtained at the time of application or at a later time. It must enable parents, guardians or adult participants to limit consent to only those programs with which they wish to share information. For example, the consent statement could use a check-off system under which the applicant would check

or initial a box to indicate they want to have information disclosed to determine eligibility for benefits from a certain program.

Additional requirements can be found on Page 91 of the [USDA Eligibility Manual for School Meals. Confidentiality and disclosure templates](#) and the [Confidentiality and Disclosure Essentials training video](#) are available on the Minnesota Department of Education (MDE) website.

Counting and Claiming Meals by Eligibility Category Requirements

Schools not operating the Community Eligibility Provision must count and claim meals by student name and their meal eligibility (free, reduced-price and paid) category.

The [2024–25 Application for Educational Benefits](#) must be made available to households to complete. The letter sent to households to notify them of the results should clearly identify their determined meal eligibility benefit level and that meals are provided at no charge, regardless of benefit level. Use this [template household notification letter](#).

Not all directly certified students qualify for free meals. Some will qualify for reduced-price meals via Medicaid. Be sure to read the detailed direct certification reports to assign the correct benefit level. Use the household notification letter templates found on MDE's [Direct Certification webpage](#).

If you use template notification letters from your Point of Service (POS) system, ensure they contain the correct and required information

Direct Certification Webinar and Training Resources

Visit the MDE Calendar to register for the [Addressing Common Direct Certification Mistakes webinar](#) scheduled for Tuesday, **August 20**, at 2 p.m. Avoid direct certification mistakes and perfect your direct certification processes this school year. This session will focus on recent updates, unique situations and commonly missed steps.

For an overview of the direct certification process, [review the Direct Certification training](#) and/or the [Direct Certification Handbook – Public Schools](#) prior to attending the webinar.

Meal Pattern Updates and Flexibilities

USDA's "Child Nutrition Programs: Meal Patterns Consistent with the 2020–2025 Dietary Guidelines for Americans" took effect on July 1, 2024, and is being phased in over the next several years. Required changes to the school meal patterns will not begin until SY 2025–26 and will be phased in through SY 2027–28. There is flexibility to adopt some requirements in the 2024–25 school year. This is outlined in [USDA's Implementation Timeline for Updated Nutrition Requirements in School Meals](#).

School Food Authorities can read the final rule, view the webinar recording and slides and see other related resources on the [USDA Nutrition Standards Update webpage](#).

Team Nutrition Recording Trainings Available

MDE, in collaboration with Alliance for a Healthier Generation, developed two trainings on the topics of family and youth engagement. The trainings were funded by the U.S. Department of Agriculture (USDA) Team Nutrition Training grant funds. The trainings may be shared with staff who assist with Local Wellness Policy efforts.

- [The Collaborative Partnership: Family Engagement Best Practices](#) (38 minutes)
- [Engaging Youth Voice in Nutrition Programming](#) (42 minutes)

Additionally, the resources shared in the trainings can be viewed on the [Alliance for a Healthier Generation Resources webpage](#).

Updated Training Guide: Reducing Added Sugars at School Breakfast

USDA released an updated training guide for school nutrition professionals which provides information on:

- How to determine added sugars in foods and drinks.

- Menu planning tips.
- New added sugars limits.
- Tips for reducing added sugars in recipes.
- Talking with families and caregivers.

[View the guide in English](#) or [Spanish](#).



On Wednesday, Governor Walz signed the African American Family Preservation Act. The legislation makes modifications to child welfare provisions to promote the stability and security of African American and over-represented children in the child welfare system, and it ends the pattern of disproportionate removal from their families.

"Disparities in our child welfare system have persisted for too long. I was proud to sign the African American Family Preservation Act into law, preventing further harm. Prioritizing the well-being of our children today will pay off for generations to come," said Governor Walz.

"Family separation is the most traumatic event that can happen to a child, and Black children are removed from their homes at disproportionate rates," said Lieutenant Governor Flanagan. **"The African American Family Preservation Act will keep families together, strengthening the well-being of children in Minnesota."**



MN ASSOCIATION OF CHARTER SCHOOLS –NEW LAW PRIMER 2024

– (MN Statutes 124E)

[NEW: CHARTER SCHOOL PURPOSES](#) 124E.01 subd.1

[CELL PHONE POLICY](#) – (MN Statutes 121A.73) NEW: CELL PHONE POLICY REQUIRED Schools must adopt a policy on: • Students' possession and use of cellphones in schools • By March 15, 2025

AUTHORIZERS – (MN STATUTES 124E.05) [NEW: AUTHORIZERS ROLE, RESPONSIBILITIES](#) 124E.05

[FOUR DAY SCHOOL WEEK](#) – (MN Statute 124D.12-27) NEW: FLEXIBLE LEARNING SCHEDULES 124D.12

[PROCUREMENT POLICY REQUIREMENT](#) – (MN STATUTES 124E.26) NEW: PROCUREMENT POLICY REQUIRED FOR ALL STATE FUNDS

[READ ACT 2.0](#) - (MN Statutes 120B.118 to 120B.124) READ ACT 2.0 builds off of the sweeping literacy instructional changes from last year, titled the READ Act (for a summary of the original law, please see here).



The MN Guild would like to introduce Dr. Steve Rippe to those of you that have not had the pleasure of meeting him yet. Dr. Rippe is the Director of The Hope Survey works for Talent Enthusiasts. He has worked with a few of our schools and we wanted to share this introduction and also share what Steven can do for you and your schools.

Our Approach

We meet you where you're at to ensure that its your version of success that we're working toward. All of our efforts are dedicated to you safely reaching your future as the most proficient, credible, and confident person or community you can be.

It is planning for when things will get tough, not if, that sustains our growth and success. No matter how successful you've been, change will still sometimes knock you sideways.

Value means that together we are designing plans, reinforcing skills, and building relationships that get you back on your feet and accelerating into what's next for your organization.

Value means replacing unhealthy fear with space for your creativity to thrive.

It is the great ideas of you and your clients and colleagues that are going to propel us through the next challenge. Our non-proprietary tools and methodologies will allow for the communication and collaboration needed for innovation to flourish.

Value means understanding and believing in your own unique combination of superpowers.

Our strengths coaches will ensure that you and your team are experientially aligning the right activities with the right talents, increasing the likelihood that you'll be at your best every day.

Leverage our expertise

Our Team provides you with more than 30 years of wisdom in working with all manner of organizations, from sole proprietorships, to the Fortune 100, to social communities, and at all stages of your lifecycle.

Our Results are time-tested and verifiable. Measurably and meaningfully enhancing your success is our common goal.

Whether you're an individual or a team of motivated colleagues, you need to see your path and what you need to progress:

- Self-guided and coached experiences in Gallup's CliftonStrengths®, Kolbe®, DISC® and other targeted assessments
- Quickly and clearly defined roles, paths to proficiency, and personalized development
- Ways to pay and recognize human contributions that encourage trust and taking ownership, while still delivering results

CLEAR YOUR PATHWAYS

EMPOWER YOU and YOUR PEOPLE

When you have the authority, accountability, and resources to act, you'll never feel helpless or overmatched:

- Experiential, in-person and virtual workshops to test your assumptions about how you and your fellow colleagues work together
- Simple, easy to use tools to ensure that you and your people aren't detached from whatever EOS, Agile, SMART, or Lean approach you choose to employ
- Talent-based processes that ensure you're not simply teaching to the test, but rather gaining a clear understanding of what's driving your success



The Challenge

The industrial-era, one-size-fits-all model of school, where students sit silently in rows of desks and teachers mostly lecture, works okay for some. But it doesn't equitably serve *each and every* student, nor adequately prepare them for a changing 21st century world.

The Opportunity

Imagine if learning were more [student-centered](#). Imagine if it [equitably](#) honored each student's unique assets, interests, identities, and aspirations—and was designed with students' ideas and voices at the table. Picture each student:

- Getting the personalized support they need to master key academic concepts, fill in gaps in knowledge, and boldly shape their own educational journey;
- Learning not just within the school day and walls, but solving real-world problems through internships, mentorships, and community service;
- Developing a deep sense of who they are, and seeing their cultures, backgrounds, and identities represented and celebrated in school.

[Student-Centered Learning Designs](#)



NEW STATE REQUIREMENTS FOR BOARD TRAINING

See below for our summation of changes, but, first, a few you need to know...

Minnesota State-Mandated Requirements for Charter School Board Training

As of August 1, 2024 new board members must complete state-mandated training before being seated as a new board member on July 1st.

LEARN MORE

The following Charter Source webinars need to be certified by quiz completion and submitted to school leadership:

- New Board Member Basics
- Practices of High-Performing Boards
- Open Meeting Law Deep Dive
- Top Pitfalls of Open Meeting Law
- Enhanced Data Privacy Practices Law

New board members are to complete the following additional sessions within 12 months of being seated. Board members are automatically ineligible to continue to serve if the above is not completed.

- Charter School Budget Basics
- Understanding Charter School Financial
- Charter School Employment Law
- Managing Grievances Effectively and Efficiently
- Role of the Board in Academic Oversight
- Understanding Student Data – MCA
- Understanding Student Data – NWEA MAP

BOARD TRAINING

REMINDER:
BOARD TRAINING IS DUE
BY THE END OF THE YEAR.

GET YOUR CEU CREDITS
WITH CHARTERSOURCE
MORE INFORMATION BELOW

[REGISTER HERE](#)



**sharemy
lesson**

Mental Health Awareness

When it comes to our children and students, the importance of mental health cannot be overstated. This collection of mental health awareness resources has been carefully curated for educators and parents with the goal of providing valuable tools and strategies to better understand and support the emotional well-being of young people. As we navigate the complexities of today's world, it is crucial to prioritize mental health in order to foster resilience, empathy, and emotional intelligence among our children. The resources included in this collection address various topics, such as stress management, self-esteem building, mental health coping mechanisms and professional learning webinars. [Learn More](#)

COLLECTION

Racial Literacy for Grades 6-12

Fostering an understanding of racial literacy is essential for building inclusive and anti-racist learning environments. This curated collection of more than 100 resources can help.



Summer Olympics

Use these lessons and engaging activities to foster students' understanding of the history, values and sportsmanship of the Olympic Games. [Learn More](#)

girls who
code



Coding, Sisterhood, Bravery High school students gain the computer science skills they need to make an impact and prepare for tech careers in our free, virtual Summer Programs. Summer Program participants invest in their future by learning about tech jobs and meeting industry leaders, all while building a supportive community of sisterhood. These Programs offer incredible benefits including professional connections, financial grants, tech support and much more - no previous computer science experience required!!

WHAT ARE GWC SUMMER PROGRAMS?

Girls Who Code offers two Summer Programs:

- A two-week Summer Immersion Program to learn game design in live virtual classrooms
- A six-week Self-Paced Program to explore some of the biggest topics in tech independently

See What Our Community is Creating

Students in our Summer Programs code websites, apps, and video games to address problems facing their communities—from climate change, to cyberbullying, to literacy. [Browse Gallery](#)

Girls are the future of tech

We do more than teach girls to code. We prepare them to thrive and lead in the tech workforce.

Girls Who Code values diversity, equity and inclusion as essential to our mission. We focus our work not only on gender diversity but also on young women who are historically underrepresented in computer science fields.

Clubs Program

Clubs for students to explore coding in a fun & friendly environment.

- Grades 3-12
grouped by grades 3-5 and 6-12
- Beginner to Advanced
- FREE
- 1-2 hours per week
after school or on weekends during the school year

[Get Started](#)

College & Career Programs

Girls Who Code offers a wide range of programs aimed at supporting college-aged students and early career professionals (18-25) in persisting in their computer science education and succeeding in their first internships and jobs.

- College-aged students and early career professionals (18-25)
- Career exploration
- Career and interview readiness
- Leadership development
- Direct hiring pipeline
- FREE

[Get Started](#)

Summer Programs

Virtual summer program for high school students to learn coding and make an impact in their community while preparing for a career in tech.

- Grades 9th-12th
For 2023-24 School Year
- Beginner to Intermediate
- FREE
- Grants available
- Program options to fit students' schedules

[Get Started](#)



ACRONYM OF THE MONTH: MCA & NWEA MAP

- Understanding Student Data – [MCA](#)
- Understanding Student Data – [NWEA MAP](#)



The MN Guild is looking for volunteers to join our board. The only requirements are to have interest in supporting the charter school community, share your time and talents and support our vision and mission. We hold a board meeting on a monthly basis (with exceptions for holidays) in person and virtually. We are looking for individuals with a passion for education and support the philosophy that all children and teachers deserve a positive educational environment and opportunity.

If you are interested, please email Jim Zacchini at jim.zacchini@guildschools.org



As your authorizer we want you to know we are here to support you. If you would like to bounce ideas off someone, or need a sounding board, we are happy to be that person. Please feel free to email us whenever you need additional support, we are here to listen.

Please send an email to one of the addresses listed below:

Jim Zacchini,
MN Guild Executive Director jim.zacchini@guildschools.org

Debbie Weckman,
MN Guild Administrative Assistant debbie.weckman@guildschools.org

Buddy Ferrari,

Thank you and as always, we appreciate all you do.



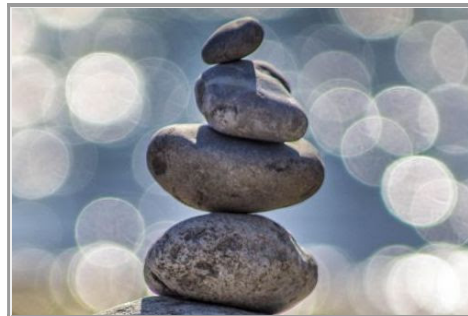
Our Vision:

The Minnesota Guild of Public Charter Schools advances positive educational outcomes for students that leads to success in life.

Our Mission:

The Guild advocates for teacher leadership, professional autonomy, and the creation of innovative schools for student engagement and the ownership of learning. The Guild strives to support students, families, and communities most affected by the achievement gap and low graduation rates.

“If you want
to go fast
go alone.
If you want
to go far
go together.”
-African Proverb



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