



### Director's Update

Jim Zacchini, Executive Director



Hello School Leaders,

It's that time of year again. The sunshine warms up the classrooms and the promise of summer is felt throughout the community. This is an exciting time for students and teachers, a time of celebration for graduates and also a time to reflect on all the memories that were created during the year. My hope is that you take pride in your role as a school

leader and the contributions you've made to students' lives. I hope you celebrate the myriad impacts your learning communities have engendered and enjoy the summer for all it is worth.

Looking forward, please save the date of August 6, 2024 for the Guild's 3rd Annual Summer Convening. This year, we are planning to host the event virtually. If you can't attend in real-time, don't fret, as we'll be recording the event as a resource for future viewing/reference. Stay tuned for additional details in the weeks ahead!

Wishing you all the best, Jim ~



*Phoenix Academy*  
OF ART & SCIENCE

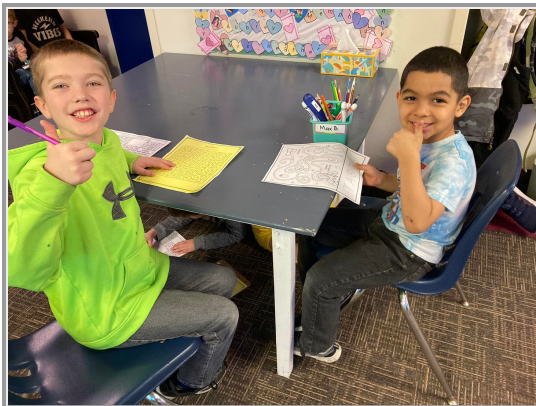
The MN Guild is proud to spotlight Phoenix Academy of Art & Science this month.

The Phoenix Academy of Art and Science school program has been developed on research-backed foundational teaching and learning practices with the intent of offering a curriculum that is more experiential and personally appealing to students.

Phoenix Academy is a comprehensive tuition-free public K-8 school offering a rigorous academic program while integrating the visual and performing arts. Phoenix Academy is a unique learning environment with smaller classrooms, lower student to teacher ratios, and a hands-on approach to teaching and learning.

The Phoenix Academy of Art & Science creates a safe, engaging, positive and hands-on learning environment of core academics including the valuable instruction of the arts and sciences. By building on the foundation of supportive relationships among school staff, students, families, and communities, each student's needs are met at their individual level socially and academically. We strive to promote happy and confident students who develop a love of learning.

*Thank you Phoenix Academy of Art & Science for all you do...*





## MN Guild Partners & Resources

Leading the way to excellence



ACRONYM OF THE MONTH: **PESLB**

Professional Educator Standards and Licensing Board (PESLB) as the new designated statewide job board for Minnesota. This transition provides public school employers with a new channel to attract job seekers.



**The Summer Food Service Program (SFSP)** is designed to fill the nutrition gap during the summer months and make sure children can get the nutritious meals they need to achieve.

- [SFSP USDA Memos](#)
- [SFSP Regulations and Policies](#)

- [SFSP Key Tasks and Recordkeeping Requirements](#)
- [SFSP USDA Handbooks](#)
- [Nondiscrimination Statement](#)

#### Quick Links

- [Summer Food Service Program Fact Sheet - Hmong; Somali; Spanish](#)
- [Summer Meal Options for Schools](#)
- [SFSP Reimbursement Rates](#)
- [Adult Meal Pricing Guidance](#)
- [Meal Count Form - Daily](#)
- [Meal Count Form - Weekly](#)
- [Special Diet Statement](#)
- [Summer Food Service Program Open Site Poster Request](#)

Looking for a meal site? Use these resources to find an SFSP site near you:

- Download the Free Meals for Kids app provided by [Hunger Impact Partners](#) to your phone or device.
- Call the 211 Hotline. From a cell phone – Twin Cities Metro Area: 651-291-0211, Greater Minnesota: 1-800-543-7709, TTY: 651-291-8440.
- Call the Minnesota Food HelpLine at 1-888-711-1151, available from Monday through Friday, 10 a.m.-5 p.m., Central Time.
- Text USDA to texting service. Text Summer Meals to 914-342-7744. Spanish speakers, text Verano to 914-342-7744.
- **Governor Walz Signs Education, Children, and Families Bill into Law**



Governor Walz also signed the education, children, and families bill into law. The legislation funds a program to help families purchase healthy food for school-aged children during the summer months, increases the number of pre-k seats in the state, establishes a Child Protection Advisory Council to improve Minnesota's child protection system, and includes grant funding to expand access to child care in Minnesota.

"From summer school meals and literacy programs, to child care and pre-k, I was proud to sign a package that will strengthen resources for children and families across the state," said Governor Walz. "By investing in key programs, this legislation takes us another step closer to making Minnesota the best state for kids."

"This session, we built on our work to make Minnesota the best state in the country for kids," said Lieutenant Governor Flanagan. "That included signing the education, children, and families bill into law – expanding access to pre-k and affordable child care, improving literacy, and ensuring more kids have access to healthy meals this summer.

**PESLB Transition to MN School Jobs by June 30, 2024 ~ [Minnesota School](#)**

**Jobs** has received official recognition from the Professional Educator Standards and Licensing Board (PESLB) as the new designated statewide job board for Minnesota. This transition provides public school employers with a new channel to attract job seekers. Public schools will be required to use Minnesota School Jobs for any Tier 1 or Out-of-Field Permission posting beginning July 1, 2024. To help with this transition, please [Complete the Employer Account Request Form](#) by June 30 to ensure no disruption to posting positions. You are welcome to read more at the [Minnesota School Jobs website](#).

Additionally, PELSB and Minnesota School Jobs hosted a district information session on using the new job board platform. Please watch the [PELSB Information Session on Statewide Job Board](#) for information.

**Minnesota READ Act Professional Development Requirements Summary Beginning July 1, 2024**

, each district and charter school must provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction that is approved by the Department of Education. Please review the summary below for timelines and a list of educators required to complete one of the approved professional development programs. Minnesota READ Act Professional Development Registration Requests Registration for READ Act literacy professional development will be done through MDE and paid for through READ Act funds. District and charter schools will not pay for READ Act training when participating in this process. Please don't contact the vendor directly.

Registration for Phase 1 educators (see below for definition of Phase 1 educators) is open until October 1, 2024. A district or charter school must provide access to training beginning July 1, 2024.

\*For those districts and charter schools who are choosing LEXIA/LETRS, we acknowledge additional time (beyond the July 2025 completion deadline) will be needed to complete this course and extensions will be provided.

**Registration process:**

1. District or charter school submits contact information for staff responsible for coordinating professional development for literacy educators and support staff. Please email the [Professional Development team](#) with contact information.
2. After MDE updates the contact information, the district or charter school contact will receive an email to complete registration.

3. Once registration is complete, district or charter school contact will be contacted by the requested professional development vendor to schedule training dates.

If you have questions about your district or charter school's professional development registration status, please email the [Professional Development team](#) with questions. Approved Minnesota READ Act-Funded Professional Development Programs CAREIALL: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota)  
OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)  
LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)  
LETRS, LETRS for Administrators, and LETRS for Early Childhood Educators  
The Minnesota READ Act Legislative Professional Development Requirement  
Professional development for Phase 1 educators\* (completed by July 1, 2025):

- Participate in one of the MDE approved programs
- Submit certificate of completion with a passing score of 80% to district or charter school

Professional development requirements for Phase 2 educators\*\* (completed by July 1, 2027):

Registration for Phase 2 educators will occur February–October, 2025.

- For grades 6–12 additional professional development options have not yet been approved. Details coming soon.

Professional Development Timeline \*Phase 1: Required staff to be completed by July 1, 2025. Districts and charters are required to provide access to professional development for Phase 1 educators by July 1, 2024, and can register for Professional Development February–October 2024.

- PreK Classroom Educators – PreK educators include Voluntary Pre-Kindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness
- K–3 Classroom Educator (including ESL instructors who are responsible for reading instruction)
- Grades K–12 Reading Intervention Educators
- Grades K–12 Special Education Educators responsible for reading instruction
- Grades PreK–5 Curriculum Directors
- Grades PreK–5 Instructional support staff who provide reading support. (Additional guidance and information on training options will be available in Spring, 2024. Districts may choose to delay registration of Instructional Support Staff until more information is released.)
- Employees who select literacy instructional materials for grades PreK–5
- 4th and 5th grade (6th grade depending on the structure of your elementary school) classroom educators may be included in Phase 1, as literacy data indicates the need for foundational reading skill instruction in these grades

**\*\*Phase 2: Required staff (all other educators responsible for reading instruction) to be completed by July 1, 2027**

Registration for Phase 2 staff Professional Development will be February–October 2025.

- Grades 4–12 Classroom Educators responsible for reading instruction/ teaching the MN ELA Standards
- Grades 4–12 Educators who work with English learners (Licensed ELL teachers)
- Grades K– Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68
- Grades 6–12 Instructional support staff who provide reading support
- Grades 6–12 Curriculum Directors
- Employees who select literacy instructional materials for Grades 6–12

Educators who have previously taken 3rd Edition LETRS or CORE training, before READ Act training was offered, do not need a waiver or to retake training.

### **Changing to a Culturally Responsive Observation Framework**

The teacher development and evaluation (TDE) statute has changed impacting all Minnesota school districts and charter schools. Now what? Where do we start? 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 you 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: TDE and Q Comp oversight teams including but not limited to superintendents, principals, peer observers, 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.

Location: Minnesota Department of Education, [400 NE Stinson Blvd., Minneapolis](#)

Materials to bring: Teacher Observation Framework

[Register for the June 13, 8:30-11:30 a.m. session](#)

[Register for the June 13, 12:30-3:30 p.m. session](#)

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

 AFT | Share My Lesson



## About This Collection [Share My Lesson](#)

In May we celebrate [National Physical Fitness & Sports Month](#), but it is also important to incorporate physical exercise and a nutritious diet into our daily lives not only during the month of May but all year long. Share My Lesson has curated a collection of resources and free lesson plans that will help educators and parents teach students about living healthy and active lives.



### Autonomy and Shared Power ~ The Challenge

Too many schools, districts, and states are organized as rigid hierarchies. Decisions are made “from above.” Educators can’t do what they know would work best. Students, families, and communities feel shut out, like they have no say.

### The Opportunity

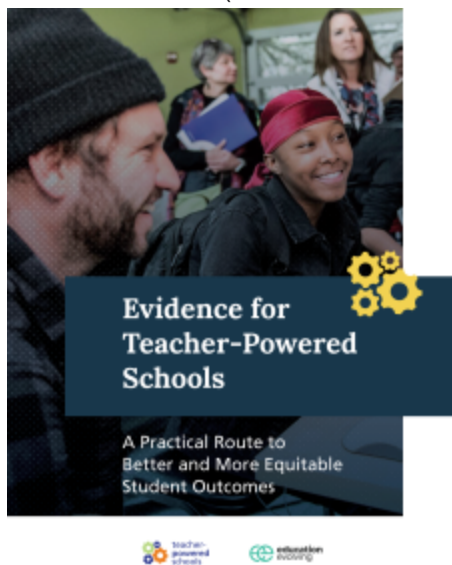
Imagine if decisions were made closer to students—by educator teams collaboratively designing and running schools, sharing power with students and families. Imagine policy creating not mandates, but space and opportunity for communities to lead change.



### Our Work

We support educators collaboratively leading schools and sharing power with their school communities. And we advocate for policies that don't tell schools and teachers what to do and how—but rather grant them true autonomy in exchange for being accountable for results.

Much of our work in this issue area takes place through our national [Teacher-Powered Schools](#) initiative (which has its own standalone website). Resources:



[REPORT](#) • By [Amy Junge](#), [Lars Esdal](#)

[Evidence for Teacher-Powered Schools: A Practical Route to Better and More Equitable Student Outcomes](#)

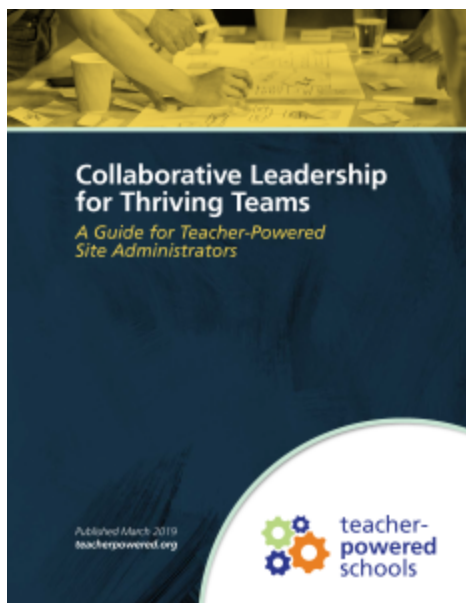
[This paper makes the case to grow the teacher-powered movement through a review of academic research and a deep dive on several teacher-powered schools.](#)



[REPORT](#) • By [Amy Junge](#)

[Teacher-Powered Practices: How Teacher Teams Collaboratively Lead and Create Student-Centered Schools](#)

[How innovative teachers are radically changing the ways schools are designed and run. Explores common leadership practices, structures, and processes teacher-powered teams design and use daily.](#)



[REPORT](#) • By [Amy Junge](#)

[Collaborative Leadership for Thriving Teams: A Guide for Teacher-Powered Site Administrators](#)

[A guide with reflection questions, conversation starters, and tips and tricks from expert teacher-powered administrators.](#)



### **WEEKLY LEGISLATIVE SESSION UPDATES**

Join us for Weekly Legislative Session Updates on **Friday mornings at 9:00 am via ZOOM**. The update sessions will **be 15 minutes or less** in length. **Please reach out to [Genevieve](#) if you need the link.**

### **HOUSE AND SENATE EDUCATION POLICY COMMITTEE ACTION:**

The Senate and House joint Conference Committee finalized their work on Tuesday. They will return to officially move the final product after nonpartisan staff includes all agreed to language changes. Some of the compromises and updates include:

- MDE reporting standardized tests: Maintain current timeline, except in years when English Language Learner testing standards change, then the Department will have until December.
- Language access plans: Prior to the 2025-26 school year, districts and charter schools must adopt at a public-school board meeting a language plan that outlines how they will communicate with families whose first language is not English, including how they will use interpreters.
- Charter school leader board membership: Changes to allow school leaders to serve on multiple boards in ex-officio capacity under certain conditions.
- Child removal from class policy: Encourages schools to adopt a policy on parental notification for unscheduled student removal from class, in consultation with child abuse prevention experts to incorporate best practices into the school policy.

Once the Conference Committee report is finalized and passed by the committee, the Senate and House will vote on the floors to send the identical bills to the Governor.

**\*\*NEW LAW PRIMERS / INFO SESSIONS: MACS will be sending out new law primers and holding information sessions for all the new changes impacting chartered public schools once the legislative session is concluded.\*\***

### **HOUSE AND SENATE EDUCATION FINANCE COMMITTEE ACTION:**

On Tuesday, the Education Finance Omnibus bill passed off of the floor after four hours of debate, along party lines, 68-61. It would appropriate \$43 million in supplemental public education funding in fiscal year 2025. The bill allocates a significant portion of the budget target to the Read Act teacher and substitute compensation stipends and expanding voluntary prekindergarten seats. It also includes:

- Attendance improvement pilot (9 school districts) and chronic absenteeism working group
- Paid stipends for student teaching
- Requires statewide health standards by 2026
- Special education apprenticeship programs in intermediates

The bill was amended on the floor to include technical changes to the Read Act provisions and also the addition of an inspector general role within MDE, a bill introduced late and heard in the committee after the omnibus bill mark-up. There was a lot of discussion from Republicans about the number of mandates passed last year as well as concerns about the culturally inclusive requirements for the Read Act curriculum development and approvals.

The Senate will take up their Education Finance Omnibus bill and the Conference Committee will then commence.

**Stay tuned, as MACS will be continuing to advocate for the Safety Aid one-time funding provision found in the Senate version (\$3 million, ~\$44 per student) but not the House. We encourage all stakeholders to reference our active ACTION ALERT and connect with their legislators to advocate for its inclusion in the final bill.** Reach out to our team with any questions.

### **JUNETEENTH STATE HOLIDAY**

This year Minnesota will celebrate Juneteenth as a State holiday for the second time on June 19, 2024. Juneteenth recognizes the historical pronouncement of the abolition of slavery on June 19, 1865. This holiday is now defined in [Minnesota Session Laws 2023 Chapter 5](#), which makes clear that **schools cannot hold classes or programs, school board meetings, athletic practices and competitions, and other school-associated events.**

***"Unleashing Education from Convention" is more than the MACS motto, it is a reminder of our purpose, our goals, and it serves as a clarion Call To Action.***

### **Google Classroom Submission Tips by Buddy Ferrari**

July is fast approaching, and you will soon be seeing the FY25 submission requirements added to your Google Classroom task list. An updated master list of all the FY25

submissions will be sent out in the coming weeks, which mirrors the current list for the most part but includes a couple of changes that will be noted. Now is a great time to get caught up on any outstanding submissions from FY24, before the new ones are added!

Thanks!  
--Buddy



Google Classroom



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](mailto: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](mailto:jim.zacchini@guildschools.org)

Debbie Weckman,

MN Guild Administrative Assistant

[debbie.weckman@guildschools.org](mailto:debbie.weckman@guildschools.org)

Buddy Ferrari,

MN Guild Project Tech

[buddy.ferrari@guildschools.org](mailto:buddy.ferrari@guildschools.org)

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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<https://www.guildschools.org>

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