

HOS Report  
6/17/20

Authorizer update

The revised application has been submitted. WAPS has not yet received feedback from MDE.

Lease Aid Application

All required docs have been put in the shared folder-everyone needs to sign a Certification, Part 3 doc. The 2 Board members on the BMS Building Corp Board will have the bottom circle filled in.

Read Well by Third Grade

The plan is in the consent agenda folder-we have to submit this annually to receive Literacy Aid-this year they will be using an average of the previous 3 years as a formula.

Board Training

New Board members are expected to complete the 3 trainings within 6 months, or at least have a plan to do so in a reasonable time if that cannot be made to happen. Here is the current list, and courses that Board members have not been able to complete are going to be offered again in October according to MACS.

As it turns out, the courses were filled. Therefore MACS will offer them again in 2-3 months according to Eugene P.

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### JUNE BOARD TRAININGS

A reminder that MACS is virtually offering all three basic Board Training Courses in the month of June:

- **Course 100: Welcome to the World of Charter School Governance:** Wednesday, June 17, prerequisite assignment issued June 10.
    - **DEADLINE TO REGISTER IS WEDNESDAY, JUNE 10**
  - **Course 200: Charter School Finance:** Friday, June 12 - Monday, June 22
    - **DEADLINE TO REGISTER IS MONDAY, JUNE 8**
  - **Course 300: Employment in Charter Schools:** Wednesday, June 24
    - **DEADLINE TO REGISTER IS MONDAY, JUNE 22**
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School Options for SY 20-21

MDE published this in an email on June 4th (discuss stakeholder feedback format):

Since the beginning of Distance Learning in March, the Minnesota Department of Education (MDE) has honed and modified the recommended guidance to better meet the academic, social-emotional, and mental health needs of our students. MDE also developed and released summer learning guidance that

included a hybrid model option in addition to distance learning. As we consider options for the system and structure for the 2020-21 school year, we can use what we learned from the distance learning model and what we are learning in the hybrid model to ensure that our students continue to receive a high-quality education and our staff have what they need to support their students.

As we partner with the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine what model of delivery will be the in the best interest of the health and safety of our students, we know that fall planning is already underway in your districts and schools, and guidance from MDE is needed.

We would like to share what is coming over the next few weeks from MDE to help better support you in your contingency planning. A full timeline is at the end of this section. Most immediately, during the week of June 15, 2020, we will be releasing to you guidelines to help shape your contingency planning, including planning for three different scenarios for the 2020-21 school year. School districts and charter schools should use forthcoming guidance to plan for all three scenarios:

- Return all students to school buildings following the most current CDC and MDH guidelines.
- Return students to school buildings implementing a hybrid model following the most current CDC and MDH guidelines.
- No students return to school buildings. Implement a distance learning model.

***This situation is fluid and decisions will continue to be reviewed in the best interest of public health, and specifically the health and safety of our school communities. As the situation evolves, decisions may change. That is why we are urging all school districts and charter schools to prepare for each of the three scenarios.***

In partnership with MDH and the Governor's Office we plan to announce a decision for which model of educational delivery will be in the best interest of the health and safety of our students, school staff, and school communities for the 2020-21 school year by the week of July 27, 2020.

As we are monitoring the public health situation and working on our decision for the fall, MDE will not be working in a silo. We will continue to gather feedback and input from students, families, educators, and school staff because we know we cannot do this alone. Starting next week, we will be working in partnership with the Minnesota/Wisconsin Comprehensive Center to conduct focus groups. If you are interested in participating in those focus groups, reach out to your member organizations for more information.

**Current timeline:**

- Week of June 15
  - Release public health parameters of the three models for schools to consider while contingency planning for the 2020-21 school year.
- Week of July 27
  - MDE and MDH share determination on the educational delivery model will be in the best interest of the health and safety of our students, school staff, and school communities for the 2020-21 school year.

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## PPP Loan

Brenda and I will be using the 8 week window, as opposed to the new options of extending it for a much longer time frame. The goal is to get it forgiven quickly, and code it as revenue to the 19-20 budget. Our 8 week forgiveness period ends July 2nd. The SBA still has not ruled on whether or not Charter School's will retain eligibility.

## RFP Procedure

In speaking with the Director at MACS, he suggested that with the school security work to be done, as well as other needs, that I draft a policy or procedure that is to be followed (see Office of the State Auditor doc in the folder: page 4-1 and RFP HOS Procedure).

With regard to the I.T. support RfP that I submitted for public bid (this is the only legal way that an Authorizer can bid on it) I will be receiving an Affidavit of Publication to demonstrate that it was indeed made public:

*Charter school law that allows a charter school to purchase services from an authorizer under certain conditions and stipulations:*

### ***Subd. 2.Limits on charter school agreements.***

***(a) A school must disclose to the commissioner any potential contract, lease, or purchase of service from an authorizer. The contract, lease, or purchase must be accepted through an open bidding process and be separate from the charter contract. The school must document the open bidding process. An authorizer must not enter into a contract to provide management and financial services to a school it authorizes, unless the school documents receiving at least two competitive bids.***

***(b) An authorizer must not condition granting or renewing a charter on:***

***(1) the charter school being required to contract, lease, or purchase services from the authorizer; or***

***(2) the bargaining unit status of school employees.***

## Montessori training-figure out how to make work-pay upfront again

This is a discussion that we need to have again. It is not working well enough to pay retroactively.

## School Culture

Last month we discussed school culture. I had already done some groundwork with Sarah Fecht. After a conversation with Dan Kirk I have decided to pursue that work once again.

The initial goal is to make a roadmap for successful growth of the school culture-focus on internal/staff. Then we will break out tasks and work out the who and when of implementation. Much will depend on the guidelines in place for the fall. This will ultimately be a Professional Development process.

#### Resilient Winona/grant/Trauma Informed Practices

I am working with Resilient Winona, and they are pursuing grants in the area of Trauma Informed practices-another area of focus that the staff here should be doing professional development around. Dan Kirk gave me a good contact at WSU, and that contact is being brought into the conversation around applying for a grant to delivery these trainings to local schools.

#### Restorative Practices

The other staff development piece that I would like to pursue. This requires a 4-5 day training. We cannot currently pay for this one, but it is my goal to set it up so that we can next summer. It would include several ongoing PD sessions beyond the initial one.

#### Job Descriptions

Progress is being made. Drafts have been sent to the staff that do the jobs, and adjustments are being made. The HR director at WAPS offered feedback as well, and her suggestions have been implemented. I hope to have them complete and ready for Board approval by the July meeting.

#### Insurance

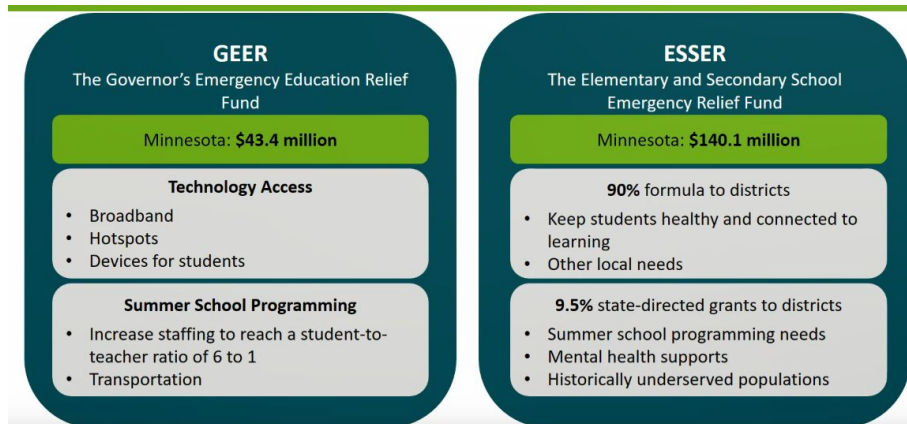
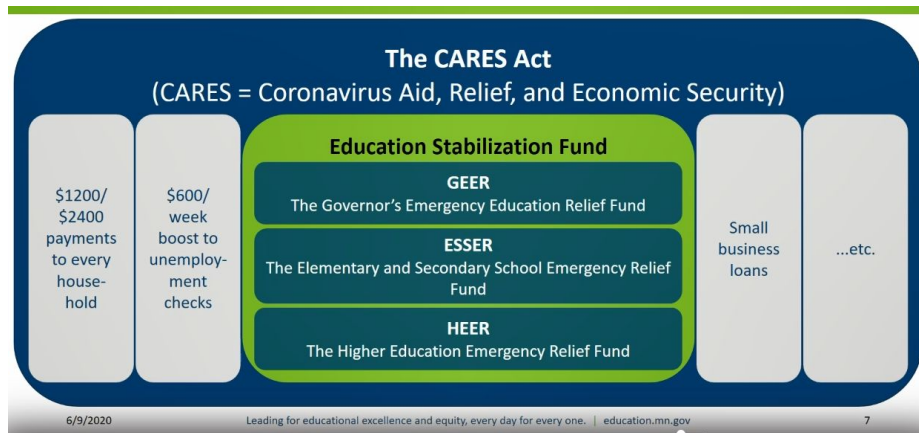
WA group (formerly Winona Agency) provides our insurance. I am renewing a three year contract with them. Their service is excellent, and are always easily contacted and responsive. They now send a Certificate of Insurance to our Authorizer on an annual basis. They have also confirmed that our coverage meets the requirements of law, and our upcoming authorizer contract.

#### CARES Act (GEER/ESSER) updates

The Coronavirus Aid, Relief, and Economic Security (CARES) Act includes an Education Stabilization Fund, which in turn contains two major sources of funding for schools: the Governor's Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. This page is a source of information about the status of both programs in Minnesota.

This is one time money. The usage window is March 13, 2020-September 2022. The first amendment window is through 11/30/20, and the application deadline is May 1, 2021. There is an application and budget doc to be uploaded into SERVS for each as they will both have their own FIN codes.

- ESSER funds are **not** subject to any supplement-not-supplant rules.



Organization Name	GEER	ESSER Formula (90%)	ESSER Grants (9.5%)	Total Funding
Benton-Sterns Ed. District	\$4,133	\$0	\$22,941	\$27,075
BERTHA-HEWITT PUBLIC SCHOOL DIST.	\$13,270	\$157,674	\$0	\$170,945
BEST ACADEMY	\$30,790	\$254,557	\$0	\$285,348
BIG LAKE PUBLIC SCHOOL DISTRICT	\$34,614	\$196,623	\$27,441	\$258,679
Birch Grove Community School	\$362	\$0	\$10,000	\$10,362
BIRD ISLAND-OLIVIA-LAKE LILLIAN	\$9,581	\$102,136	\$0	\$111,717
BLACKDUCK PUBLIC SCHOOL DISTRICT	\$13,927	\$190,712	\$0	\$204,639
BLOOMING PRAIRIE PUBLIC SCHOOL DIST	\$34,056	\$102,540	\$0	\$136,596
BLOOMINGTON PUBLIC SCHOOL DISTRICT	\$244,024	\$1,300,594	\$236,332	\$1,780,950
BLUE EARTH AREA PUBLIC SCHOOL	\$17,815	\$193,133	\$0	\$210,948
BLUESKY CHARTER SCHOOL	\$7,833	\$39,234	\$9,171	\$56,239
<b>BLUFFVIEW MONTESSORI</b>	<b>\$2,026</b>	<b>\$17,933</b>	<b>\$0</b>	<b>\$19,959</b>

#### GEER usage:

- Broadband, Devices, Hotspots
- Summer school staff increase to reduce ratios to 1-6, transportation

#### ESSER usage:

- These funds can be used very broadly. While the amounts are based on Title I, Part A of the ESEA, the allowable uses of the funds extend well beyond what Title I, Part A allows. Specifically, using the language from the statute, ESSER funds can be spent on any of twelve different uses (emphasis added):

- **Any activity authorized by the ESEA of 1965**, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act; **the Individuals with Disabilities Education Act; the Adult Education and Family Literacy Act; the Carl D. Perkins Career and Technical Education Act of 2006; or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.**
- Coordination of preparedness and response efforts with state, local, tribal, and territorial public health departments, and other relevant agencies, to **improve coordinated responses** among such entities **to prevent, prepare for, and respond to coronavirus.**
- Providing principals and other school leaders with the **resources necessary to address the needs of their individual schools.**
- Activities to address **the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth**, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to **improve preparedness and response efforts.**
- Training and professional development for staff of the local educational agency **on sanitation and minimizing the spread of infectious diseases.**
- Purchasing **supplies to sanitize and clean the facilities** of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for:
  - How to provide meals to eligible students.
  - How to provide technology for online learning to all students.
  - How to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act.
- How to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.
- Purchasing **educational technology** (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing **mental health services and supports.**
- Planning and implementing activities related to **summer learning and supplemental afterschool programs**, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Other activities that are necessary to **maintain the operation of and continuity of services** in local educational agencies and **continuing to employ existing staff** of the local educational agency.