



## Full-Service Community School Plan – FY22

School District Name: Brooklyn Center Independent School District 286

School Building Name: Early College Academy

### Instructions

The Full-Service Community School Leadership Team at each school site must develop a Full-Service Community School Plan detailing the steps the Full-Service Community School Leadership Team will take to implement full-service community school programming. You may use this form, which includes all of the required elements of a Full-Service Community School Plan, or you may create your own plan that includes the required elements.

### School Leadership Team

A school site must establish a full-service community school leadership team responsible for developing school-specific programming goals, assessing program needs, and overseeing the process of implementing expanded programming. The full-service community school leadership team must meet the following requirements:

- Have at least 12 members where at least 30 percent of the members are parents, guardians, or students; and 30 percent of the members are educators at the school site; and the team must include the school principal, the full-service community school site coordinator, and representatives from partner organizations.
- Meet at least monthly and maintain meeting agenda, attendance, and minutes.
- Oversee the [Comprehensive Needs Assessment](#) and the creation of a [Full-Service Community School plan](#).
- Align full-service community school planning with Title 1 School Improvement and Worlds Best Workforce plans.
- Make the list of Full-Service Community School Leadership Team members, the Full-Service Community School plan, and the site Community School Coordinator available to the public at the school site and the school website.
- Have ongoing responsibility for monitoring the development and implementation of full-service community school plan, operations, and programming at the school site.
- Gather and review participation, services, programs, and resources, impacts/outcomes (including qualitative and quantitative), and participant satisfaction data and analysis.
- Issue data-based decisions and recommendations to the school on a regular basis.
- Contribute to the Annual Report (form will be provided) to the Minnesota Department of Education at the end of each year of the grant award period.

**1. Please provide a list of Full-Service Community School leadership team members and their role on the team (family, student, community member, partner organization, educator, principal, full-service community school site coordinator, etc.)**

Yazmin Guzman Gonzalez, FSCS Site Coordinator, Early College Academy  
Michael Miller, Principal, Early College Academy  
Andrea Saunders, Assistant Principal, Early College Academy  
Karima Dixon, Family Liaison, BCCS  
Albert McGee, Plus Coordinator, Early College Academy  
Madeline Anderson-Sarno, Health Resource Center, BCCS  
Seth Ryan, Director of Community Engagement, BCCS  
Gabrielle Saygbe, Get Ready/Special Education Teacher, Early College Academy  
Pierre Jones, Restorative Practices Specialist, Early College Academy  
Renee Starr, Community Schools Manager, BCCS  
Armando Oster, City of Brooklyn Center  
Christina Jones, City of Brooklyn Center  
Talia Giarusso, School Therapist at the ECA, The Family Partnership  
Carissa Stevens, Annex Teen Clinic  
Yaya Cochran, InTENTions

**2. Please describe how the district, school, or contracted organization will ensure the consistent operation of the full-service community school leadership team and ongoing monitoring of the development and implementation of the full-service community school operations and programming at the school site.**

Brooklyn Center Community Schools has implemented the FSCS model for 12 years and during this time has earned buy-in from internal and external leaders throughout the district. Just this past summer, the BCCS leadership team met and determined a set of intentions for the school year including to live through the pillars of the community schools model.

In addition, in August 2020, the BCCS school board unanimously voted to update and approve the district's community schools policy, the purpose of which is to support the sustained commitment of the school district to community schools. Specific statements within the policy include:

*A. It is the school district's policy to provide an education for every student that addresses the defined initiative for Brooklyn Center as a Community Schools District: "By uniting community, Brooklyn Center Community Schools (BCCS) strives to support the academic, social, and emotional development of students and families, empowering them to become caring and responsible citizens in the world".*

*B. The school district supports the Community Schools model as defined by the National Center for Community Schools and the Coalition for Community Schools.*

*C. The school district supports the four pillars of the Community Schools model for Brooklyn Center Community Schools.*

- *First pillar: Integrated student supports*
- *Second Pillar: Expanded and Enriched Learning Time and Opportunities*
- *Third Pillar: Active Family and Community Engagement*
- *Fourth Pillar: Collaborative Leadership and Practices*

*D. This policy applies to all employees of ISD #286.*

*E. The name Independent School District #286, Brooklyn Center, shall remain the legal name of the district. For publication, advertising and program development purposes the name, Brooklyn Center Community Schools shall be used. Building names will not change.*

*F. Brooklyn Center Schools, its buildings and other property are public property. In order for a Community Schools District to be successful, it is important to allow for sharing of district resources where feasible, as our schools are the hub of the community.*

In regard to day-to-day operations, BCCS employs a Community Schools Manager who oversees FSCS service and program delivery throughout the district. BCCS also employs a Director of Community Engagement who works to ensure the district's FSCS model is implemented with fidelity.

Beyond direct staff support, BCCS coordinates a district-level full-service community school (collective impact) leadership team. This team will guide the vision, policy, resource alignment, implementation, oversight, and goal setting for district-wide full-service community school programming, services, and resources. The team will include representatives from the district including staff, school leaders, students and family members as well as community leaders and system-level partners. The group will meet at least quarterly and will maintain meeting agendas, attendance, and minutes.

BCCS also operates a full-service community school leadership team for the Early College Academy. This team is responsible for developing school-specific programming goals, assessing program needs, and overseeing the process of implementing expanded programming. The team aims to have at least 12 members with at least 30 percent being parents, guardians, or students. The team will include the school principal, the full-service community schools coordinator, school staff, and representatives from partner organizations. The team will meet at least monthly and will maintain meeting agendas, attendance, and minutes. The team will oversee the comprehensive needs assessment process and the full-service community school plan.

To ensure the regular participation of students and parents/guardians in the BCCS full-service community school leadership teams, the district will offer a stipend of \$20/hr.

**3. Please describe how the school will inform parents and community members of the school leadership team meetings, agendas, meeting minutes, and annual reports.**

All leadership team meeting details, agendas, minutes, and annual reports will be posted on the community schools page of the BCCS website. In addition, they will be distributed by email. The times and locations of all leadership team meetings will be posted on the district calendar, which is available on the BCCS website.

## **Community Stakeholders**

**1. Please describe how the leadership team will ensure and document meaningful and sustained community engagement and collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers.**

BCCS will ensure meaningful and sustained community engagement and collaboration between the school and community stakeholders by seeking broad representation on the site-based and district leadership teams. This teams will include internal staff and also students, parents/guardians, and

representatives of local non-profits, units of local government, and more. This participation will be documented in attendance logs.

BCCS will also solicit community engagement during the comprehensive needs assessment process and as part of ongoing participatory action research conducted within the district. Such engagement will be documented in the comprehensive needs assessment report. In addition, BCCS will compile annual evaluation and reports to assess and summarize overall community engagement and collaboration.

**2. Please describe the plan for establishing and maintaining partnerships with institutions, such as universities, hospitals, museums, or not-for-profit community organizations to further the development and implementation of community school programming.**

To improve service delivery at the ECA, BCCS aims to strengthen partnerships with the Annex Teen Clinic, the Family Partnership, and Park Nicollet Foundation. This work will increase health and wellness services for ECA students. BCCS has secured partnership agreements with each of these organizations that will lead to increased support and services during the 2023/2024 school year and beyond.

## Services and Programming

**1. Please describe each of the full-service community school programs that you will offer. For each program, please include the following:**

- **Goal 1:** Please provide at least one goal for each program that you will offer. The goal(s) must be measurable and aligned with the District's World's Best Workforce goals and in clear response to the community needs assessment and asset mapping. Describe the prioritized goal and targeted audience, with details that are specific, measurable, attainable, relevant, and time bound (SMART).
- **Activity 1:** Describe the activity (program, service, resource). Indicate how this activity is aligned to priorities identified through your comprehensive needs assessment and asset mapping. Describe how this activity will increase equitable practices in your organization. Provide details regarding the location(s), time(s), and frequency of the activity.
- **Impact and Evaluation 1:** Describe expected impact for targeted audience. Indicate the data you will track to determine progress toward intended goals.
- **Access 1:** Describe your communication and outreach methods to students, families, and community members and how you will ensure your communication methods are inclusive and culturally appropriate. Indicate how you will ensure students and families from identified groups will gain access to this program/service/resource.
- **Milestones, timelines, and responsible parties, partners, etc. 1:** Describe relevant milestones that will need to be met in order for the activity to address needs. Indicate timelines and responsible entities and persons/positions for each component/milestone of the activity (helpful when provided in table format).

Health Services – BCCS will provide a range of health and wellness services to students at the ECA. These will include dental, vision, mental health, and physical health services.

Goal 1: Bring the availability and accessibility of health services for ECA students into alignment with those available at the elementary and secondary schools in BCCS. This goal is in direct cohesion with BCCS's 2021-2022 World's Best Workforce priorities to: 1) To guide the creation and implementation of equitable practices, policies, and procedures; 2) Live and operate through the pillars of community

schools; and 3) Become a community where humanity thrives. The goal responds to needs identified in comprehensive needs assessments because it will increase the availability of health and wellness services, enabling ECA students to improve attendance and achieve greater academic success. The targeted audience is ECA students.

Activity 1.1: Contract with Children’s Dental Services and begin offering dental exams, cleanings, fillings, etc, at the ECA.			
Alignment with comprehensive needs assessment	Aligned with themes in the 2019 Morris Leatherman parent survey as well as ongoing conversations with students and families.		
How will increase equitable practices	Increased dental services will be provided free of charge and will help close gap between needs and availability/accessibility of support.		
Location, time, frequency	Location is ECA. Time is 8 am to 5 pm once per month.		
Expected impact/data	Increased dental services will help students address dental issues and/or pain, strengthening their ability to participate in and benefit from school-based learning and activities. Data will be based around usage of the services, attendance data, and participant surveys.		
Communication and outreach	All staff will be equipped with the knowledge about this service and the ability to refer students. Communication and outreach to students and families will be made available in written form through newsletters, the district website, and information sheets. This information will be made available in multiple languages.		
Other	Milestone	Responsible Party	Timeline
	Partner Alignment and MOU	CS Coordinator, CDS	January/February
	Develop Schedule and Implement	CS Coordinator, CDS	January/February and then ongoing
	Communication	CS Coordinator School Social Worker All ECA Staff	Ongoing, starting in February
	Evaluation	CS Coordinator	Annually
Activity 1.2: Purchase the needed equipment and begin contracting with the M Health Fairview Clinic and Minnesota Lions Children’s Eye Clinic to provide on-site eye exams and services at the ECA.			
Alignment with comprehensive needs assessment	Aligned with themes in the 2019 Morris Leatherman parent survey as well as ongoing conversations with students and families.		
How will increase equitable practices	Increased eye exams and services will be provided free of charge and will help close gap between needs and availability/accessibility of support.		
Location, time, frequency	Location is ECA. 1 pm to 5 pm. Twice per month.		
Expected impact/data	Increased eye exams and services will help students address eyesight issues, strengthening their ability to participate in and benefit from school-based learning and activities. Data will be based around usage of the services, attendance data, and participant surveys.		
Communication and outreach	All staff will be equipped with the knowledge about this service and the ability to refer students. Communication and outreach to students and families will be		

	made available in written form through newsletters, the district website, and information sheets. This information will be made available in multiple languages.		
Other	Milestone	Responsible Party	Timeline
	Partner Alignment and MOU	CS Coordinator, M Health, Minnesota Lions Children’s Eye Clinic	January/February
	Develop Schedule and Implement	CS Coordinator, M Health, Minnesota Lions Children’s Eye Clinic	January/February and then ongoing
	Communication	CS Coordinator School Social Worker All ECA Staff	Ongoing, starting in February
	Evaluation	CS Coordinator	Annually
Activity 1.3: Partner with Annex Teen Clinic to provide sexual health education and clinical services at the ECA.			
Alignment with comprehensive needs assessment	Aligned with themes in the 2019 Morris Leatherman parent survey as well as ongoing conversations with students and families.		
How will increase equitable practices	Increased sexual health education and clinical services will be provided free of charge and will help close gap between needs and availability/accessibility of support.		
Location, time, frequency	Location is ECA. 8 am to 4 pm. Monthly and on an as-needed basis.		
Expected impact/data	Increased sexual health education and clinical services will help students address concerns and challenges, strengthening their ability to participate in and benefit from school-based learning and activities. Data will be based around usage of the services, attendance data, and participant surveys.		
Communication and outreach	All staff will be equipped with the knowledge about this service and the ability to refer students. Communication and outreach to students and families will be made available in written form through newsletters, the district website, and information sheets. This information will be made available in multiple languages.		
Other	Milestone	Responsible Party	Timeline
	Partner Alignment and MOU	CS Coordinator, Annex Teen Clinic	January/February
	Develop Schedule and Implement	CS Coordinator Annex Teen Clinic	January/February and then ongoing
	Communication	CS Coordinator School Social Worker All ECA Staff	Ongoing, starting in February
	Evaluation	CS Coordinator	Annually
Activity 1.4: Partner with the Park Nicollet Foundation to increase primary care and clinical services at the ECA.			

Alignment with comprehensive needs assessment	Aligned with themes in the 2019 Morris Leatherman parent survey as well as ongoing conversations with students and families.		
How will increase equitable practices	Increased primary care and clinical services will be provided free of charge and will help close gap between needs and availability/accessibility of support.		
Location, time, frequency	Location is ECA. 11 am to 1 pm. Weekly.		
Expected impact/data	Increased primary care and clinical services will help students address illness and other physical health concerns, strengthening their ability to participate in and benefit from school-based learning and activities. Data will be based around usage of the services, attendance data, and participant surveys.		
Communication and outreach	All staff will be equipped with the knowledge about this service and the ability to refer students. Communication and outreach to students and families will be made available in written form through newsletters, the district website, and information sheets. This information will be made available in multiple languages.		
Other	Milestone	Responsible Party	Timeline
	Partner Alignment and MOU	CS Coordinator Park Nicollet Foundation	January/February
	Develop Schedule and Implement	CS Coordinator Park Nicollet Foundation	January/February and then ongoing
	Communication	CS Coordinator School Social Worker All ECA Staff	Ongoing, starting in February
	Evaluation	CS Coordinator	Annually
Activity 1.5: Partner with the Family Partnership to increase mental health therapy at the ECA.			
Alignment with comprehensive needs assessment	Direct alignment with themes captured during the Youth to Youth Survey in 2020.		
How will increase equitable practices	Increased mental health services will be provided to students free of charge and will help close gap between needs and availability/accessibility of support.		
Location, time, frequency	Location is the ECA, 40 hours per week, availability of therapy appointments that work within student schedules.		
Expected impact/data	Increased mental health therapy and services will help students address trauma and emotional challenges, strengthening their ability to participate in and benefit from school-based learning and activities. Data will be based around usage of the services, attendance data, participant surveys, and number of risk assessments conducted.		
Communication and outreach	All staff will be equipped with the knowledge about this service and the ability to refer students. Communication and outreach to students and families will be made available in written form through newsletters, the district website, and information sheets. This information will be made available in multiple languages.		
Other	Milestone	Responsible Party	Timeline
	Partner Alignment and MOU	Mental Health Coordinator, Contractors, Partners	January/February

	Develop Schedule and Implement	Mental Health Coordinator Contractors, Partners	January/February and then ongoing
	Communication	Mental Health Coordinator Community Schools Site Coordinators School Social Worker All ECA Staff	Ongoing, starting in February
	Evaluation	Mental Health Coordinator Community Schools Site Coordinator	Annually

Family Resource Room – BCCS will establish a Family Resource Room at the ECA to help students and families meet their basic needs. This room will act as a place for students and families to obtain information about available services and programs, to receive direct support, to obtain referrals, and to learn about the variety of basic supports available to them.

Goal 1: Bring the availability and accessibility of integrated support for ECA students and their families into alignment with those available at the elementary and secondary schools in BCCS. This goal is in direct cohesion with BCCS’s 2021-2022 World’s Best Workforce priorities to: 1) To guide the creation and implementation of equitable practices, policies, and procedures; 2) Live and operate through the pillars of community schools; and 3) Become a community where humanity thrives. The goal responds to needs identified in comprehensive needs assessments because it will increase the availability of integrated support, enabling ECA students to improve attendance and achieve greater academic success. The targeted audience is ECA students and their families.

Activity 1.1: Establish and operate a Family Resource Room at the ECA.	
Alignment with comprehensive needs assessment	Direct alignment with themes captured in the Morris Leatherman parent survey in 2019 and the 2019 Minnesota Student Survey. Both indicate that a high percentage of students and families don’t feel they receive the support they need to be successful.
How will increase equitable practices	Increased information and basic support will help students and families obtain the assistance they need, better enabling them to achieve success in school and/or other areas of their lives.
Location, time, frequency	Location is ECA. The Family Resource Room will be open during regular school hours. It will also be available after school hours by appointment.
Expected impact/data	The expected impact is that students and families at ECA will become more aware of the basic services and support available to them, will access those services and support more frequently, and will be better equipped for overall success. Services will include hunger relief, clothing, energy assistance, referral to shelter, and more. In addition, increased numbers of students and families will feel connected to and supported by the school community. Data will include tracking of visits to the Family Resource Room, services/programs provided, improved attendance, and participant surveys.



Communication and outreach	All staff will be equipped with the knowledge about the Family Resource Room and the ability to refer students. Communication and outreach to students and families will be made available in written form through newsletters, the district website, and information sheets. This information will be made available in multiple languages.		
Other	Milestone	Responsible Party	Timeline
	Hire CS Coordinator	Director of Community Engagement, CS Manager	December/January
	Set up space and order supplies for Family Resource Room	Director of Community Engagement, CS Manager, CS Coordinator	January/February
	Operate Family Resource Room and provide services and support to students and families	CS Coordinator	Beginning in February/March and ongoing after that
	Communication	CS Coordinator	Beginning in February/March and ongoing after that
	Evaluation	CS Coordinator	Annually

Family and Community Engagement – BCCS will establish an ongoing family and community engagement plan and program for the ECA.

Goal 1: Increase the quantity and quality of family and community engagement with ECA students and staff. This goal is in direct cohesion with BCCS’s 2021-2022 World’s Best Workforce priorities to: 1) To be transparent about our journey toward our mission, vision, and core values; 2) Actively communicate and share our leadership practices and growth; 3) Become a community where humanity thrives; and 4) Live and operate through the pillars of community schools. The goal responds to needs identified in comprehensive needs assessments because it will increase connections between families, community members, and the ECA. The targeted audience is family members of ECA students, partners, and general community members.

Activity 1.1: Establish and begin implementing an ongoing family and community engagement plan that increases the quantity and quality of connections between ECA students, family members, and community members.	
Alignment with comprehensive needs assessment	Direct alignment with themes captured in the Morris Leatherman parent survey in 2019 and the 2019 Minnesota Student Survey. Both indicate that a high percentage of students and families feel a lack of connection to the ECA and BCCS communities.
How will increase equitable practices	This work will help to right-size ECA voice within the BCCS community as a whole. Because it has always been a smaller school, it has often been an after-thought in regard to services and programming. The emphasis on improving family and community engagement for ECA will increase transparency, will support information sharing, will expand awareness of mission, vision, and core

	values, will generate support and empathy, and will improve the presence of family and community voice within school operations. This will have the effect of leveling understanding, grounding expectations, and establishing shared values, all of which will help to make ECA policies, procedures, and practices more equitable over time.		
Location, time, frequency	Location is ECA. Time and frequency of family and community engagement will be ongoing.		
Expected impact/data	It's expected that the impact of increased family and community engagement will be improved performance for students as well as ECA itself. Data will include academic performance, graduation rates, attendance data, and more.		
Communication and outreach	Communication and outreach to families and community members will be made available in written form through newsletters, the district website, and flyers. This information will be made available in multiple languages.		
Other	Milestone	Responsible Party	Timeline
	Develop Family and Community Engagement Plan	Director of Community Engagement, CS Manager, CS Coordinator	March/April
	Site-Based Leadership Team is meeting monthly with representation from students, families, partners, and community members	Director of Community Engagement, CS Manager, CS Coordinator	January/February and ongoing after that
	District-Wide Leadership Team is meeting quarterly with representation from students, families, partners, and community members	Director of Community Engagement, CS Manager	January/February and ongoing after that
	Conduct a new comprehensive needs assessment	Director of Community Engagement, CS Manager, CS Coordinator, Brooklyn Bridge Alliance for Youth, Leadership Teams	Mid 2022
	Implement Family and Community Engagement Plan (to include events, celebratory opportunities, outdoor recreation such as basketball, etc)	Director of Community Engagement, CS Manager, CS Coordinator	Beginning in spring 2022 and then ongoing

	Communication	CS Coordinator	Beginning in spring 2022 and then ongoing
	Evaluation	CS Coordinator	Annually

Expanded and Enriched Learning Time and Opportunities – BCCS will establish and operate high-quality out-of-school time programming for the ECA.

Goal 1:

Activity 1.1: Offer high-quality out-of-school time opportunities based off student interest.			
Alignment with comprehensive needs assessment	BCCS received the 21 <sup>st</sup> Century Community Learning Center grant in 2017. At that time, significant need for improvement in academic performance as well as social and emotional growth was identified.		
How will increase equitable practices	Expanded and enriched learning time and opportunities are a pillar of the community schools model. By leveraging resources to provide additional learning opportunities to students outside of the school day, students and staff will have time to connect, explore identity, future goals, and specific content areas of their choice. Addressing unique needs of ECA students will increase positive outcomes and therefore equity.		
Location, time, frequency	Historically, ECA students have had life responsibilities, schedules, and or desires that have limited their participation in our of school time (OST) activities. The site coordinator will have to determine the needs and desires of ECA students to design appropriate OST activities		
Expected impact/data	<p>Increase in high-quality, well-rounded education opportunities that help students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society (i.e. creating quality OST experiences)</p> <p>Increase in participants’ educational and social benefits from well-rounded education opportunities (i.e. students’ abilities to succeed in school)</p> <p>Increase in participants’ sense of belonging and community</p> <p>All participants have at least one trusted adult before or after school</p> <p>Increase in participants’ confidence in their ability to be successful in school</p> <p>Increase in participants’ health and wellbeing</p>		
Communication and outreach	Communication and outreach to families and community members will be made available in written form through newsletters, the district website, and flyers as well as through word of mouth on site at the ECA. This information will be made available in multiple languages.		
Other	Milestone	Responsible Party	Timeline
	Student survey to determine offerings	ECA FSCS Leadership Team	October, 2022

	Design and implement multiple offerings based on student interest	CS Coordinator	October 2022 – May 2023
	Communication	CS Coordinator	Beginning in October 2022 and then ongoing
	Evaluation	CS Coordinator	Annually

**2. Please detail how the school will ensure that all full-service community school programs comply with the district nondiscrimination policy.**

Recently, many of BCCS’s aspirations and values around race and justice were collaboratively defined and captured during a district-wide rebrand process. This work occurred during the summer and fall of 2020 and – while not begun because of it – the work was quickened as a result of George Floyd’s murder by a Minneapolis policeman in June 2020. The ensuing riots and racial tensions in the Twin Cities also underscored the importance of a rebrand.

Today, BCCS’s tagline is: We Stand Front and Center. Its stated mission is: To become a justice-centered school community that fuels the unique genius of each student. The district’s new vision statement declares that: 1) BCCS endeavors to be a collective that demonstrates passion, pride, and perseverance; 2) BCCS will fiercely lead the way in justice-centered education, striving against the permanence of racism and oppressive systems while embracing a future where our diversity fuels learning; and 3) With every breath in our bodies, every ounce of influence we possess, and through every challenge, we will stand front and center with the young people we love and serve.

Beyond the importance and impact of the rebrand process, BCCS also began undertaking work in summer 2020 to conduct a full audit of all policies, practices, and procedures, using a racial equity lens. This work was a direct outcome of George Floyd’s murder and the resulting riots. More importantly, it was a direct response to the fact that many of BCCS’s students and families were feeling unsafe within the community.

BCCS approached the work by gathering district leadership and creating four taskforces including: 1) Serving, Empowering, and Investing, 2) Prioritizing Equitable Outcomes Through Accountability, 3) Pride and Belonging, and 4) Creating a District Equity Framework. Students, parents, and community members have contributed to the work of all four taskforces in a variety of ways, and while the work of each taskforce is still ongoing, the BCCS school board signed a formal resolution related to this work on October 12, 2020. The purpose statement from the resolution reads:

*School Board Stance on Anti-Oppression and Anti-Racism in Brooklyn Center Community Schools – Brooklyn Center Community Schools is committed to anti-racist and anti-oppressive policies, practices, and procedures throughout the entire organization. We honor that, because of the permanence of racism, a district free from oppression is not attainable. Anti-oppressive and anti-racist practices cannot be an end goal, they must be guideposts that allow us to consistently reflect on how our practices are contributing to the communal empowerment and health of Brooklyn*

*Center. Our statement honors that we will be in a constant struggle with the entrenchment of oppressive systems that enable white supremacy while we orient towards a justice-centered school district that holds the fact that racism is not independent of other forms of oppression. These guideposts will be used by our district as practical and theoretical analytics for our material practices and policies. Everything we do must be directly shaped from these beliefs – anything less is inherently oppressive.*

In terms of building a foundation that lifts up racial equity work, both the rebrand process and analysis of policies, practices, and procedures have been powerful initiatives within BCCS over the past year and a half. Already, they've led to the hiring of both a full-time equity coordinator and a full-time equity teacher (in the elementary school). In addition, this work – while occurring from a systems level and marketing standpoint – has begun to affect the tone within BCCS. Whether sitting in meetings, walking through school halls, or listening in during classroom time, one can pick up on a steadily growing sentiment, one that quietly but resolutely declares: "We're in this together."

To ensure all full-service community school programming is rooted in anti-racism and non-discrimination, the ECA Community Schools Manager will conduct an annual audit. This work will be guided and overseen the by the district-wide Full-Service Community Schools Leadership Team as well as the site-based leadership team for the ECA. The audit will serve to identify any policies, procedures, or activities that require modification and will lay out the stakeholders and timeline required to implement those improvements expeditiously.