



## BCS FSCS Site Leadership Team Agenda

### Agenda

**Purpose and Function:** develop school-specific community schools programming goals, assess program needs, and oversee the process of implementing expanded programming.

**Norms:** Use [Restorative Language](#), ask questions for understanding, monitor [restorative conversation checklist](#)

### Responsibilities:

- 1) 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.
- 2) Meet at least monthly and maintain meeting agenda, attendance, and minutes.
- 3) Oversee the Comprehensive Needs Assessment and the creation of a Full-Service Community School plan.
- 4) Align full-service community school planning with Title 1 School improvement and World's Best Workforce plans.
- 5) 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 on the school website.
- 6) Have ongoing responsibility for monitoring the development and implementation of full-service community school strategy, the site's FSCS plan, budgets, operations, and programming at the school site.
- 7) Gather and review participation, services, programs, and resources, budgets, schedules, policies, impacts/outcomes (including qualitative and quantitative), and participant satisfaction data and analysis.
- 8) Issue data-based decisions and recommendations to the school on a regular basis. 9) 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.

**FSCS Leadership Team Members:**

BCE	Team Leader: Site Coordinator Team members: Early Learning Manager, BCE building administrator, Family Liaisons,
BCS	Team Leader: Site Coordinator Team members: BCE building administrator, Family Liaisons
5910	Team Leader: Site Coordinator Team members: Alternative Programs administrator, Childcare Supervisor, Family Liaisons

**FSCS Leadership Meeting Schedule:** Monthly

**Communication:**

**Data used and Team Evaluation:**

Meeting Agendas:

Meeting Agendas:

[January](#)

[April](#)

**Date:** January

**Members Present:**

**Members Absent:**

**Roles Assigned:**

Facilitator:

Notetaker:

Timekeeper:

Other:

**Purpose or goal for this meeting:** develop common understanding of the purpose and function of the FCSC Site Leadership Team, begin planning for the development of a FCSC plan.

AGENDA ITEM	TYPE	DECISION LEVEL	TIME ALLOCATED
Welcome and intros	Discussion ▾	None ▾	
Team overview and purpose - Renee	Update ▾	None ▾	
Data plan for FCSC plan development and family engagement planning	Discussion ▾	This team now ▾  Friday afternoons Add: Joe Kane  Invite families and students as needed  Data to bring for next time:  Comprehensive needs assessment data	

		<p>Component on the wheel of support with most urgent need for support:</p> <ul style="list-style-type: none"><li>● Powerful student and family engagement<ul style="list-style-type: none"><li>○ Data on direct comms from classroom instruction</li><li>○ Difference in attendance, performance, and five domains of engagement</li><li>○ After school survey data</li><li>○ Attendance for LEAP participants</li><li>○ Understanding the welcoming process for new to district families<ul style="list-style-type: none"><li>■ How can we be welcoming?</li><li>■ What's the ongoing process to reach out and reconnect with info (questions like what do you want to know more about?)</li></ul></li><li>○ Culture of belonging safety of care</li></ul></li></ul>	
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		<ul style="list-style-type: none"> <li>● Rigorous Community Classroom Instruction <ul style="list-style-type: none"> <li>○ Lessons that the after school staff can teach school day teachers</li> </ul> </li> <li>● Shared Vision</li> <li>● Expanded and Enriched Learning Opportunities</li> </ul>	
Rigorous Community Classroom Instruction	Update ▾	Lessons that the after school staff can teach school day teachers	

**Summary of work accomplished today and discussion:**

<b>Decisions made today:</b>	<b>Communication Action Steps (What information needs to be communicated out, who will communicate and when?)</b>

<b>Follow-up Needed/Parking Lot:</b>	
<b>Data or Resources Needed for Next Meeting:</b>	

<b>Date of Next Meeting:</b>	
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**Date:** Apr 4, 2025

**Members Present:** Josh, Renee, Amina, Sani, Alex, Toni, Savannah, Kerry

**Members Absent:**


**Roles Assigned:**

Facilitator: Renee

Notetaker: Alex

Timekeeper:

Other:

AGENDA ITEM	TYPE	DECISION LEVEL	Notes
Review of team purpose and goals this year	Update ▾	None ▾	<a href="https://learningpolicyinstitute.org/media/3935/download?inline&amp;file=CSF_Visual_Framework_Essentials_Community_School.pdf">https://learningpolicyinstitute.org/media/3935/download?inline&amp;file=CSF_Visual_Framework_Essentials_Community_School.pdf</a>  Family Engagement Planning timeline
Data review: Powerful student and family engagement	Update ▾	None ▾	 BCCS Comprehensive Needs Assessment - Renee, Amina -Conducted one assessment for all STEP, LEAP, Sports -Spaces for mental health -Additional opportunities whole families for SEL -Affordable extracurriculars -More hours of operation for after school -Parent education

			<p>Data on direct comms from classroom instruction - Josh</p> <p>Difference in attendance, performance, and five domains of engagement for academics, enrichment, LEAP - Josh</p> <p>-Find comparisons with attendance and performance between in school and out of school. Compulsory and non compulsory data</p> <p>After school student survey data - Toni</p> <p><a href="#">Attendance for LEAP participants</a> - Renee</p> <p>-Not huge attendance difference</p> <p>-For K-5, survey classroom teachers (engagement improved throughout the year or not)</p> <p>-Harder for middle/ high school students with multiple teachers</p> <p>-Pull smaller groups of students who are showing up in orange categories on Panorama</p> <p>-LEAP needs to be in Panorama</p> <p>-Seeing growth in attendance and participants</p> <p>-Compare non LEAP kids and LEAP kids and see difference</p> <p>-Measure kids from 6th to 9th grade</p>
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			<p>-Can impact from kids who come 3 times in a year</p> <p><a href="#">Understanding the welcoming process for new to district families</a> - Renee and Sani</p> <p>-Process right now, enrollment application includes info about FRR, community schools process, resources</p> <p>-Apply and enroll and then orientation</p> <p>-Jodi thinks people are overwhelmed when enrolling</p> <p>-HRC consent forms in enrolling, great</p> <p>-At BCE, sit down with each family that enrolls and walks them through the process once child is enroll</p> <p>-Welcome liaison idea, more sustainable</p> <p>-Ideas of teaching kids how to use chromebook, studentvue, tardy process, ID card, Canvas, process for parents, family meetings at other sites (replicating BCE at BCS)</p>
<p>Family Engagement Data Collection</p>	<p>Update ▾</p>	<p>None ▾</p>	<p>Sani</p> <p>-MN FACE Model (7 modules) basing template off of</p> <p>-Focusing on sustaining high trust and relations and amplifying parents voices</p> <p><b>Focusing on Sustaining High Trust:</b></p> <p>What ways are we building trust and relationships currently with families and students?</p>

		<ul style="list-style-type: none"><li>-Consistent and transparent communication (including families in high level priority)</li><li>-Teaching communicates with families a lot</li><li>-New TalkingPoints</li><li>-Each teachers have their own system for communication, is that ok? (do we need consistent along the teachers)</li><li>-Interested to hear from families, what they want and is it easy to follow on different platforms</li><li>-Clarifying on how we expect communications</li></ul> <p>What are interpersonal things you all do to meet with parents?</p> <ul style="list-style-type: none"><li>-Calling both positive and negative behaviors; calling parents to make sure always on the same page; build relationships with parents; started at conferences; present to connect with parents</li><li>-We don't do a lot of regular communication, always calling to talk about situations, not about everyday conversations that families want</li><li>-How can we support you as the family and the student to be successful? (more personal and making a great environment for the student)</li><li>-Opportunity for more conversations, staff attending things outside of their domains (athletics, plays)</li><li>-Followthrough is huge, starts the trust</li></ul>
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		<ul style="list-style-type: none"><li>-Climate, when staff do show up for students at after school stuff, it fills their bucket, organic opportunities to build relationships with families</li><li>-Staff wellness and community wellness; building relationships with community, showing up</li></ul> <p>What are some ways you want to see/ expand relationships with parents?</p> <ul style="list-style-type: none"><li>-Counter the passive revolution, significantly tip the balance with in person communication; going away from emails and passive conversations</li><li>-It's hard to do the less efficient ways</li><li>-Finding ways for parents to show up to events during the school day</li></ul> <p>What are volunteer opportunities you have for parents to do during the school day?</p> <ul style="list-style-type: none"><li>-See more parents from BCE, seem more eager</li><li>-Need an event to pull parents in yet</li><li>-Parents are going to show up, usually negative events, need it for positive events</li><li>-Keep parents connected</li><li>-Teachers are doing things during the school day all the time, have opportunities to highlight students, bring parents in to see their kids (academic achievement)</li><li>-Grade level takes one time a year for parents to come and see their kids and celebrate them</li></ul>
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		<ul style="list-style-type: none"><li>-3-4 opportunities every week</li><li>-College trips and field trip; field day (opportunities for parents)</li><li>-We have enough people, but let's invite parents to come with us</li><li>-We have to campaign, more intentional (personal phone calls)</li><li>-Emphasizing to parents how important this time is in their lives (need support during this time in their lives)</li></ul> <p><b>Amplifying parents voice:</b></p> <p>How do you all collect information from parents currently (feedback, concerns)?</p> <ul style="list-style-type: none"><li>-parent focus groups for Playbook (happens in February)</li><li>-One time a year, strategic planning, disconnected from the day to day</li><li>-Not sure if we are asking for parent feedback; not asking for general feedback (what's going well? what do you see?)</li><li>-Passive surveys (How well are you receiving communications?)</li><li>-Sunday night chats (how to do ParentVue)</li><li>-Not themed feedback, reactionary</li><li>-Calling and doing one on one interviews with parents; learn lots about what we do and what they need (staying connected); most effective way</li><li>-Personal invites over the phone</li><li>-meeting monthly for DPAC but dismantled in hopes of getting families to participate in this meeting (30%</li></ul>
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			<p>should be parents, guardians or students for these meetings)</p> <ul style="list-style-type: none"> <li>-Families want to know everything, physical presence/ verbal presence (How we do that, next steps)</li> </ul> <p>Do we think staff are equipped properly to engage with families?</p> <ul style="list-style-type: none"> <li>-For LEAP, Savannah does most talk unless it's heavy than Toni does</li> <li>-Sending positive things home so parents don't think every call is negative</li> <li>-Staff are equipped and given reminders on how to</li> <li>-Sometimes it's own insecurities</li> <li>-Tools and support are there</li> <li>-Relative based on factors, cultural element, social interactions outside of classroom</li> <li>-Josh encourages to engage in a conversation before something happens to learn how to</li> <li>-Lots of younger staff at middle school</li> </ul>
Rigorous Community Classroom Instruction	Update ▾		Lessons that the after school staff can teach school day teachers

**Summary of work accomplished today:**

This meeting's primary focus was on Family Engagement at BCS. Using the MN FACE Model, we're aiming to build high trust and amplify parents' voices. Key priorities include ensuring regular, transparent communication between teachers and families, with a push for consistency across communication methods. We are also gathering feedback from families on their preferred communication platforms. Staff are encouraged to engage with parents both for positive and negative matters, attending events outside the classroom to build stronger relationships. There is a shift

towards in-person interactions instead of passive communication like emails. The overall goal is to strengthen relationships with parents and ensure they are active partners in their children's education.

**Action steps:**

- Volunteer opps - meeting to better understand opps that Sani can support
- Centaur friends data, gap on enrollment into in the building
- CS team supporting fam invited into building
- Keep talking about leap and classroom engagement in FSCS leadership team meetings

**Communication to Site Leadership Team:**

**Other Communication:**

**Parking Lot:**

**For next meeting:**

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