



District FSCS Leadership Team Agenda

Purpose and Function: The district-level and community-wide collective impact leadership team is responsible for guiding the vision, policy, resource alignment, implementation, oversight, and goal setting for:

1. District-wide full-service community school programming, services, and resources
2. Community Education programs
3. 21st Century Community Learning Centers

Responsibilities:

1. This team shall include representatives from the district; teachers, school leaders, students, and family members from full-service community school sites; community leaders; system-level partners that include representatives from government agencies, relevant labor unions, nonprofit, and other community-based partners; and the full-service community school initiative director.
2. Meet at least quarterly and maintain meeting agenda, attendance, and minutes.
3. Align full-services community school planning (when applicable) Title 1 School Improvement, World's Best Workforce plans, Indian Education, MnMTSS, and other district plans.
4. Where existing, represent the district in local collective impact initiatives (i.e. Cradle to Career Networks, Education Partnership, local children's cabinets, etc.)

Effective District Full-Service Community School Leadership Teams and Initiative Directors also:

- 1) Initiate MOUs (or Project Partnerships Agreements) defining specific agreements, including desired results, between the school and its partners.
- 2) Set priorities and respond to requests for districtwide professional development (for educators, family/parent leaders and community partners) designed to address prioritized needs in the full service community school plan(s).
- 3) Communicate the concept and vision of full-service community schools to all stakeholders within the district, school sites, community, and beyond.
- 4) Institutionalize supportive infrastructures (i.e., sustainable resources, shared governance structures, continuous improvement, data systems, professional learning opportunities, and strategic partnerships, etc.) to drive educational equity, manage change, and ensure continuity.
- 5) Support opportunities to [prepare leaders and team members to implement and sustain the full service community school strategy](#).

FSCS Leadership Team Members: The team is led by the Director of Community Engagement, and Community Schools Manager and includes the Director of Curriculum & Instruction, Director of Special Services, Health Services Manager, Director of Equity, Principal on Special Assignment, community partners, Director of Data & Accountability, YPAR Coordinator, Community Schools Site Coordinators, Family Liaisons

FSCS Leadership Meeting Schedule: Quarterly

Communication: District level FSCS Leadership Team communicates to and receives information from FSCS Site Leadership team meetings, and brings updates to LEADS.

Meeting Agendas:

[October](#)

Date: Oct 23, 2024

Members Present: Ella Paxton, Myko Fuller, Tammy Albers, Keanndra Auld, Stella Sola, Mercedes Charles, Yenestra Harralson, Jakarta Turner, Toni Edwards, Patrick Reese, Armando Oster, Cathy Rude, Yaya Cochran, Karima Dixon, Alex Collins, Renee Starr, Seth Ryan, Sara Davalos Bermudez, Ma'Chauni Chandler, Marit Nordstrom, Kathleen Heider, Elizabeth Coleman, Ama Odoom, Julie Gloege

Members Absent:

Roles Assigned:

Facilitator: Renee Starr, Seth Ryan

Notetaker: Alex Collins

Timekeeper: Alex Collins

Other:

Purpose or goal for this meeting: develop common understanding of the purpose and function of the FSCS District Leadership Team, begin planning for the development of a district-level needs assessment and FRR updates.

AGENDA ITEM	FACILITATOR & DETAILS	TYPE	DECISION LEVEL	TIME ALLOCATED	NOTES
Welcome and intros	Seth	Disc... ▾	None ▾	20 minutes	
Team overview and purpose	Renee	Upd... ▾	None ▾	5 minutes	-transitioning from 4 pillars to 6 concepts
Family Resource Room vision session	Renee Purpose Current reality Brainstorm <ul style="list-style-type: none">How do we want the FRRs to look and feel?What other services should be connected or offered through the FRRs? Solutions <ul style="list-style-type: none">Consistent donationsWho should we connect with for these?	Other ▾	Input ▾	25 minutes	Want the FRR space to look and feel: <ul style="list-style-type: none">-Larger, welcoming, and accessible, with an open and calming atmosphere.-Updated and comfortable, designed to make people feel a sense of belonging, with no stigma or shame for seeking help.-Safe, confidential, and non-judgmental, where individuals feel understood and supported.-Child-friendly, multilingual, and sensitive to the needs of families, especially those not from the US.-Multicultural, with representation and easy communication of needs.-Well-organized and well-stocked, offering a shopping-like experience with bags and carts.-User-friendly, with accessible

				<p>information, not overwhelming, and more visible from the entrance.</p> <ul style="list-style-type: none">-Provides resources, including take-home lists and increased access to computers.-Separate entrance for better accessibility. <p>What other services should be connected or offered through the FRRs:</p> <ul style="list-style-type: none">-Additional support and resources, such as clothing (including shoes, pants, and professional wardrobe options), hygiene items (e.g., deodorant, underwear, toothbrush), and food (pantry and food shelf).-Partnerships with businesses like Target for expanded clothing options and support services.-Helplines for easy access to support via calls or messages, along with rotating specialists in areas like housing, employment, mental health, and household management.-Resource stations, including computer stations, apps, and sign-ups for services.-Knowledgeable staff available to provide information and assistance on-site, with support for diaper changes, job searches, legal help, resumes, and navigating school systems.-Expanded resource visibility, such as a resource board, posted information, newsletters, and social media blasts.-Extended hours for greater accessibility and additional services like insurance navigation, formula/diaper distribution, and free supply management.-Community involvement through local organizations, churches, schools, and libraries, offering tutoring, educational resources, job training, and life skills courses (e.g., financial literacy, IEP 101).-On-site county assistance for needs
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					<p>like rent, utilities, and grocery cards, along with referrals to other services.</p> <p>-Family-focused resources, including support for new families in the area, cooking classes, FAFSA assistance, and connecting them to local services.</p> <p>-Staff training to ensure staff are well-informed about available resources and services, including a clear “hand-off” process to connect families with necessary support.</p>
Needs assessment mapping	<p>Renee</p> <p>What are all the programs within BCCS that require needs assessments?</p> <ul style="list-style-type: none"> • Briefly, what info do they require? • When are they due? <p>What other needs are you interested in learning about from this community?</p>	Disc... ▾	Thi... ▾	25 minutes	<p>What are all the programs within BCCS that require needs assessments?</p> <p>-Title 1,2,3: state funding on # of students who get Free/reduced</p> <p>-CARC: includes 4 major areas, school readiness, achievement gaps close (reading and math), all students college and career ready, student graduating</p> <p>-AVID: college readiness for first gen college students (national program; 6-12)</p> <p>-Perkins: career tech education</p> <p>-QComp: teacher merit based performance</p> <p>-Achievement and integration: magnet programs for STEAM; partnering with other districts to go to other magnet programs and vice versa</p> <p>-21st Century</p> <p>-Indian Education</p> <p>-SIPS</p> <p>-Community Education</p> <p>-ECFE</p> <p>-QComp</p> <p>What other needs are you interested in learning about from this community?</p> <p>-data from MN student survey: has valuable info to review in this team (schools can opt in); put in advisories for more participation</p> <p>-school health index</p> <p>-adult enrichment: classes offering</p> <p>-North Star Promise: families with</p>

					<p>\$80,000 or less, MN resident, 2-4 degrees, don't hold degree, FASFA qualification (online info); address future financial wealth gaps (generational wealth); tuition and fees only</p> <ul style="list-style-type: none"> -Receiving data from other location organizations -Families Rising MN: families of foster care/ adoptions; helps offset fees for foster/adoptive families (things in mind when you think of parenting; building connections); help w/ successful parenting journey -Professional Development -School Health Index
Community Ed status update	Jakarta	Upd... ▾	None ▾	15 minutes	

Summary of work accomplished today and discussion:

In this first District- Level Full Site Community Schools Site Leadership Team Meeting led by Renee Starr and Seth Ryan, we discussed the purpose of these meetings. Along with talking about the Family Resource Rooms at each site (BCE, BCS, 5910) and how to allow them to help families and students more. There was talk about wanting to create a comprehensive, one-stop-shop for families and individuals in need, offering a wide range of practical and educational resources, as well as direct connections to services and support. We got help from our partners on how support needs assessment programs at BCCS. Lastly, we got an update on Community Education from Jakarta Turner. She updated everyone on childcare programs, facility usage, and community education events.

Decisions made today:	Communication Action Steps (What information needs to be communicated out, who will communicate and when?)
Family Resource Room Vision	How can we help make the family resource rooms better?
Needs Assessment Mapping	Determining the programs that require needs assessments and figuring out how to help support programs.
Community Education Status Update	Updates on community education, childcare programs, and facilities.

Follow-up Needed/Parking Lot:	
Data or Resources Needed for Next Meeting:	
Date of Next Meeting:	1/23/25

Date: 1/23/25

Members Present: Seth Ryan, Myko Fuller, Mercedes Charles, Toni Edwards, Yazmin Guzman Gonzalez, Michelle Ford, Ruthie Dallas, Alex Collins, Ama Odoom, Cherly Jechorek, Deirdra Yarbrow, Ellen Morehouse, Jakayla Neal, John Huber, Jakarta Turner, Michelle Auld, Renee Starr, Sani Sabal, Stella Sola, Lauren Racer, Madeline Anderson-Sarno, Mary Edmunds, Christina Jones, Gwendolyn Layton-Taylor, Julie Gloege, Marsha Jones

Members Absent:

Roles Assigned:

Facilitator: Seth Ryan

Notetaker: Alex Collins

Timekeeper: Alex Collins

Other:

AGENDA ITEM	TYPE	DECISION LEVEL	Notes
Welcome and Ice Breaker	Update ▾	None ▾	
Community Education: Adult Enrichment/ Youth Enrichment Facilities Use	Discuss... ▾	None ▾	<ul style="list-style-type: none">• What programs would you like to see for youth and adults? What skills or interests should we focus on (intergenerational learning, cultural workshops, professional development)?<ul style="list-style-type: none">○ Adults:<ul style="list-style-type: none">■ Dance<ul style="list-style-type: none">• Difference dance styles■ Student help desk for parents■ Car care class■ Rope Power■ Saturdays?■ Legacy building in BC from families■ A community filled with different cultures■ Family support one-on-one■ Steps to home ownership and buying■ Taxes■ Senior activities:<ul style="list-style-type: none">• Bingo, book club, quilting groups○ Youth:<ul style="list-style-type: none">■ Have the opportunity to travel■ Basic skills for teens■ Drivers ed during school hours■ Teen night

			<ul style="list-style-type: none"> ■ Art, farm, music programs for 3+ years old in the summer ○ Both: <ul style="list-style-type: none"> ■ Pottery ■ Soccer rec ■ Painting ■ IT/ cybersecurity <ul style="list-style-type: none"> ● Providing service for community and helping students learn about tech ■ Hair styling ■ Spa day ■ Field trips or programs that culminate in a trip ■ Programs that provide certification for Tech, barbering, HHA, CNA ■ Swim classes ■ E-sports <ul style="list-style-type: none"> ● Tabletop gaming ■ Movie in the Barn??/ movie in the park ■ Social media healing ■ Mall ■ Co-op ■ Cooking class with parents and teens ■ How to ride a bike ■ College tours ■ Gardening class ■ Explore the arts <ul style="list-style-type: none"> ● Dance, theater, BC choir, instrument lessons ■ Culture workshops w/ the city ■ Jewelry making/ native beading ■ Battle of the bands ■ Family oriented classes ■ Cooking with cultural connections <ul style="list-style-type: none"> ● Ex: egg rolls ■ Film festivals ■ Guest artist <ul style="list-style-type: none"> ● Community art (like BCE mural) ■ languages
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			<ul style="list-style-type: none"> • Are there barriers to participation we should address (scheduling and accessibility considerations)? <ul style="list-style-type: none"> ○ Childcares ○ Fees/Affordability ○ Transportation ○ Housing ○ Language ○ Location • Collaborations with local organizations and businesses <ul style="list-style-type: none"> ○ Art is my Weapon ○ Paper Invite ○ Arboretum for gardening ○ AARP for Senior Courses ○ Joyce Mcgee from U of M cooking ○ P.O.P. (power of people) ○ Kenneth Caldwell (art teacher) ○ Paper invites ○ Partner with city to promote programs ○ NACA for Home ownership Collaborators and Grow BC team ○ Claudia Diggs Community Junction <ul style="list-style-type: none"> ■ Workshops for housing assistance ○ Lions <ul style="list-style-type: none"> ■ Leos Club Program ■ Leos advisors <ul style="list-style-type: none"> • Myron Green (6124031680) ■ Charles Walker <ul style="list-style-type: none"> • Youth exchange. SEL, broadcasting
Early Learning Updates	Update ▾	None ▾	<ul style="list-style-type: none"> -Sliding fee -Eligibility guidelines for free Pre-K -Summer program planning - ECFE, Early Childhood Screening, Community and Onsite programming
Wellness	Update ▾	None ▾	<ul style="list-style-type: none"> -Healthy Meals and Safe Routes to Schools will be at NAAPDI events -MDE/CDC Youth Voice Wellness Project -2024-25 focus: Staff Wellbeing Programming (2025-28 Wellness Program strategic planning updates)

Summary of work accomplished today:

In the second District- Level Full Service Community Schools Leadership Team, there was discussion about Community Education, Early Learning updates, and Wellness. For Community Education, the community would like to see

programs for both youth and adults that focus on arts, culture, life skills, and professional development. Adults are interested in dance, car care, homeownership education, and support for parents and seniors. Youth programs should include travel, basic life skills, driver's ed, and creative summer activities. Intergenerational programs like cooking, gardening, tech, and arts are also highly valued. Barriers such as childcare, affordability, transportation, housing, and language need to be addressed. Collaboration with local artists, organizations, and city programs is essential. There is strong interest in cultural workshops, certifications, and hands-on learning experiences. There was an update on the new Pre-K guidelines and eligibility for the 2025-26 school year. Lastly, there were updates on the Wellness Strategic plan.

Action steps:

- Figuring out partnerships for Youth and Adult Enrichment (need contact info for potential partnerships)

Communication to Site Leadership Team:

Other Communication:

Parking Lot:

For next meeting:

- 4/17/2025

Date: 4/17/25

Members Present: Seth Ryan, Myko Fuller, Mercedes Charles, Toni Edwards, Michelle Ford, Yenestra Haralson, Ruthie Dallas, Alex Collins, Ama Odoom, Ellen Morehouse, Jena Carlson, John Huber, Jakarta Turner, Michelle Auld, Paul Thyren, Renee Starr, Sani Sabal, Stella Sola, Lauren Racer, Mary Edmunds, Christina Jones, Ella Paxton, Gwendolyn Layton-Taylor, Megan Grubb

Members Absent:

Roles Assigned:

Facilitator:

Notetaker:

Timekeeper:

Other:

AGENDA ITEM	TYPE	DECISION LEVEL	Notes
Welcome and Ice breaker	Update ▾	None ▾	
Early Learning	Update ▾	None ▾	<ul style="list-style-type: none">-Pre-K is moving to ½ day-7:30am-10:30am; 11:30am-2:30pm (M-F)-New eligibility criteria-Childcare option-Families will have opportunity to choose their schedule-BC district residents will receive free bussing to school at 7:30am and/or from school at 2:30pm-Summer programming-Ready, Set, Explore!-Practice Preschool-Early Childhood Screening
Budget	Update ▾	None ▾	<ul style="list-style-type: none">-Funding sources-Changes in Early Learning-Community Education-Continued grant funding
Community Education	Update ▾	None ▾	<ul style="list-style-type: none">-Full day childcare in the summer for 33+ months through 5th grade-Centaur Beginnings will be closed for the summer due to low enrollment-Centaur Preschool Prep will be closed due to limited staffing-Integrating those students into Centaur Plus-Centaur Beginnings will have a 5% rate increase for the SY26

			<p>-Centaur Preschool's rates increased from \$150/week to \$165/week (hours change to 7:30am-2:30pm)</p> <p>-Established a standardized rate for all families for Centaur Plus</p> <p>-To support staff retention, adjusted hours and increased rates</p>
Family Engagement	Update ▾	None ▾	<p>What roles are critical to family engagement and what should be expected of them?</p> <ul style="list-style-type: none"> ● ALL ● Classroom teachers <ul style="list-style-type: none"> ○ Communication home more often ○ Follow up and follow through ● Admin <ul style="list-style-type: none"> ○ Set expectation of increased communication ● All school staff are critical to FE ● FE should be included in each role ● More from teachers, paras - anyone working directly with students ● FE specialist at the table for engagement event planning ● Everyone ● Newsletter, talking to families, relationship building <ul style="list-style-type: none"> ○ Consistent communication ○ May not be in a school space ○ No gatekeeping of info ● Events are the opportunity to build relationships <ul style="list-style-type: none"> ○ Learn needs and interact ● Trusting our families <ul style="list-style-type: none"> ○ Listening to them ○ Communicate regularly ● Partner and collab with families <ul style="list-style-type: none"> ○ Invite them to the events and classroom ● Mutual respect <p>What element is our biggest level and how do we move it?</p> <ul style="list-style-type: none"> ● Expecting ALL to engage with families ● Committing to continuous improvement by amplifying parent voices <ul style="list-style-type: none"> ○ Listening to family voice and be committed to solving problem

			<ul style="list-style-type: none"> ○ Make easy processed (entry points) for families ● Link families to learning <ul style="list-style-type: none"> ○ Amplify and trust family voice ○ Build and sustain trust ○ Partner with teachers/ all staff ○ Break the silos/gatekeeping <ul style="list-style-type: none"> ■ Understand strengths ● Collabs between departments across the district ● Families not willing/ open to collab or communicate ● Seeing schools as a community space ● In person convos <ul style="list-style-type: none"> ○ Relationships lead to investment ○ Community members not in the school <p>What element is our biggest growth opportunity?</p> <ul style="list-style-type: none"> ● Expect all school staff to actively engage family (Consistently) ● Amplifying parent voice <ul style="list-style-type: none"> ○ What parents want to see for whole enrollment process ● Continue growth in student voice ● Use inclusive and transparent communication consistently <ul style="list-style-type: none"> ○ Interpreter role, educational jargon ● Resources to support staff in doing this (communication) well ● Take advantage of cultural resources and funds of knowledge within the schools ● All ● Classroom teachers <ul style="list-style-type: none"> ○ Comfortable to call home ● CS site coordinators
Wellness	Update ▾	None ▾	<ul style="list-style-type: none"> ● Wellness program strategic plan review and update to a three year action plan <ul style="list-style-type: none"> ○ Stakeholder survey ○ Healing organization steering committee, working groups and plan

Summary of work accomplished today:

In the District Level Full Service Community Schools Leadership meeting, there was discussion of Early Learning, Community Education, Family Engagement, and Wellness. Pre-K will shift to half-day programming with new eligibility criteria, running from 7:30–10:30 AM and 11:30 AM–2:30 PM. Families can choose their preferred schedule, and BC district residents will receive free bussing at the start or end of the school day. Summer programs like Ready, Set, Explore! and Practice Preschool will continue, with full-day childcare available for children aged 33+ months through 5th grade. Due to low enrollment and staffing, Centaur Beginnings and Preschool Prep will close for the summer, with students integrated into Centaur Plus. Rate increases and standardizations have been implemented to support staff retention and service continuity. Family engagement must involve all staff, with consistent, transparent communication and strong relationships as key goals. The biggest challenge is ensuring all staff see FE as their responsibility, while the greatest growth opportunity lies in amplifying and trusting family voices. Collaboration, removing barriers, and viewing schools as community spaces are essential for building lasting partnerships.

Action steps:

- Figuring out Family Engagement within the district and how other roles can support

Communication to Site Leadership Team:

Other Communication:

Parking Lot:

For next meeting:

-