



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:

[December](#)

[January](#)

[March](#)

[May](#)

Date: Dec 11, 2025

Members Present: Seth Ryan, Ama Odoom, Renee Starr, Jakarta Turner, Alex Collins, Shel Auld, Anthony Turner, Michelle Ford, Mary Edmunds, Sani Sabal, Debbie Erickson, Ellen Morehouse, Yaya Cochran, Myko Fuller, Toni Edwards, Mercedes Charles, Josh Fraser, Stella Sola, Deirdra Yarbro, Yenestra Haralson, Cheryl Jechorek

Members Absent:

Roles Assigned:

Facilitator: Renee Starr, Seth Ryan

Notetaker: Alex Collins

Timekeeper: Alex Collins

Other:

AGENDA ITEM	FACILITATOR & DETAILS	TYPE	DECISION LEVEL	TIME ALLOCATED	NOTES
Welcome and intros	Seth	Disc... ▾	None ▾	20 minutes	<p>Barrier and Breakthrough Activity: What is one barrier that prevents families or community members from fully accessing our programs?</p> <ul style="list-style-type: none">• Transportation• Communication across the board (teachers not passing out timely)• Childcare (people not as connected)• Connectivity (sense of being a homebody; bandwidth)• Not as great of a desire to come into the building (events and other things)• Hearing from folks, don't know if they'll fit in• Open enrollment- BC could be the school but community is another place (barrier)• Time• More staff participation• Program times <p>And one idea that could remove or reduce that barrier?</p> <ul style="list-style-type: none">• Focus funding on transportation• Systematic expectation for fliers and communication• Communication to connect people to resources that are available• Incentivizing works• Relationship building (getting people to come to building, balance)• Opt in option to pay for transport• Carpooling more funding for vans/bus

					<ul style="list-style-type: none"> ● Scholarships for child care ● More support for transportation ● Ask and modify to minimize <p>What themes or patterns do you notice from this activity?</p> <ul style="list-style-type: none"> ● Always a breakthrough ● Capacity of people ● Community (people you want to engage with, more likely to show up) ● District needs more money ● Disconnectedness
Family Engagement Plan	Renee	Upd... ▾	None ▾	20 minutes	<p>What stands out to you about the plan?</p> <ul style="list-style-type: none"> ● <p>What questions do you have about the plan?</p> <ul style="list-style-type: none"> ● <p>What suggestions for improvement do you have?</p> <ul style="list-style-type: none"> ● <p>What data collection time frame makes the most sense?</p> <ul style="list-style-type: none"> ●
Enrichment Offerings	Jakarta	Upd... ▾	None ▾	10 minutes	<p>Youth Enrichment:</p> <ul style="list-style-type: none"> ● Stay & Play <ul style="list-style-type: none"> ○ No sign ups ● Mini Me Sports <ul style="list-style-type: none"> ○ Feedback is picking up children after is hard ● PNO <ul style="list-style-type: none"> ○ Increasing numbers <p>Adult Enrichment:</p> <ul style="list-style-type: none"> ● Offered childcare for all programs ● Beginners Yoga <ul style="list-style-type: none"> ○ Successful ● Line Dancing <ul style="list-style-type: none"> ○ Taking a loss for this class
Marketing and Comms	Seth	Pro... ▾	Input ▾	30 minutes	<p>Audience and Accessibility:</p> <p>Who are we not reaching?</p> <ul style="list-style-type: none"> ● People who don't have emails nor open them ● Not having access to a bank account/ credit card <p>What barriers make our communication inaccessible?</p> <ul style="list-style-type: none"> ● Too wordy in the emails ● Transportation, fees/costs, registration formality (less so)

					<p>What would make it easier for families to participate?</p> <ul style="list-style-type: none"> • Convenient for staff vs families (registration) • Not everyone has technology • Community in BC not BCCS (Anoka/Hennepin etc) • So many open enrolled/ transportation <p>Channels and Reach: Where do families get their information?</p> <ul style="list-style-type: none"> • Talking points, Blackboard, Mailchimp, etc <p>What works and does not work for reaching our community?</p> <ul style="list-style-type: none"> • Too many platforms <p>What should we try or expand?</p> <ul style="list-style-type: none"> • Make expectations stronger to use Talking Points - then parents will expect it (easy translation) • Blackboard advantage is translations, schedule send (can do email, text, or Robo call) • Mailchimp vs Blackboard <ul style="list-style-type: none"> ○ Question about rates (open rates) • Lead up time • Update contact info • We should not expand but consolidate and focus on one • We should evaluate and pick one
Wellbeing	Shel	Disc... ▾	None ▾	15 minutes	<p>Program Strategy Update</p> <ul style="list-style-type: none"> • Re-frame from “Wellness” to “Wellbeing”. Based on staff feedback, interview data and reflection: BCCS is doing culture, climate, and system-level wellbeing work, not just individual wellness programming. • Explicitly center workplace climate, while amplifying student-led ideas to be a core driver of wellness culture, and shape the programming, spaces, and rhythms that support well-being, so wellness becomes more responsive, relevant, and lasting. • Codify the strategy into systems: To

					<p>address the overreliance on individuals, move from relationship-based execution to a systems-based strategy infrastructure with an implementation guide</p> <p>Employee Wellness Data</p> <ul style="list-style-type: none"> ● Over 50 staff with recurring or multiple Wellness appointments ● Employee benefits fair was great ● Weekly Online Midweek Morning Mindfulness and Hybrid Yoga sessions ● Employee Professional Development workshops <p>Grants</p> <ul style="list-style-type: none"> ● Lots of grants to help fund Wellness <ul style="list-style-type: none"> ○ SHIP 24/25 & 25/26 ○ Safe Routes to School ○ MDE/CDC ○ Nutrition Services
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Summary of work accomplished today and discussion:

In this first District-Level Full Site Community Schools Site Leadership Team Meeting of the 2025–26 school year, led by Seth Ryan, the team identified transportation, communication gaps, childcare needs, and community disconnectedness as major barriers preventing families from fully accessing programs. Participants proposed solutions such as more funding for transportation, clearer and more consistent communication systems, childcare scholarships, and building stronger relationships to help families feel welcomed. Themes emerging from the activity highlighted persistent capacity challenges, the need for stronger community connection, and the importance of sustained district investment. Program updates showed mixed participation across Youth and Adult Enrichment offerings, with some activities growing while others face logistical problems like pickup difficulties and financial losses. Communication challenges, especially too many platforms, overly wordy emails, and barriers related to technology or payment access, emphasized the need to consolidate channels and set clear expectations around tools like Talking Points or Blackboard. The group also discussed reframing “Wellness” to “Wellbeing” to reflect a broader, system-level focus on climate, culture, and sustainable support structures. Finally, staff wellbeing remains a priority, supported by recurring wellness appointments, successful professional development opportunities, and multiple grants that will help continue these efforts.

Date of Next Meeting:	1/29/26
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Date: Jan 29, 2026

Members Present: Seth Ryan, Ama Odoom, Renee Starr, Jakarta Turner, Alex Collins, Shel Auld, Yenestra Haralson, Hana Blissett, Mercedes Charles, Yazmin Guzman Gonzalez, Mary Edmunds, Myko Fuller, Jess Pena, Jackie Billhymer, Toni Edwards, Sani Sabal, Stella Sola, Anthony Turner, Ellen Morehouse, Jena Carlson, Michelle Ford, Deirdra Yarbro

Members Absent:

Roles Assigned:

Facilitator: Seth Ryan

Notetaker: Alex Collins

Timekeeper: Alex Collins

Other:

AGENDA ITEM	TYPE	DECISION LEVEL	Notes
Welcome and Opening Activity	Discuss... ▾	None ▾	<p>Control, Influence, Advocate Dialogue</p> <ul style="list-style-type: none">- Control: Things the district or department can directly change—systems, expectations, program design.- Influence: Things we can shape through partnerships, incentives, or relationships.- Advocate: Things that require broader advocacy, policy change, or additional funding. <p>Advocate:</p> <ul style="list-style-type: none">- Transportation<ul style="list-style-type: none">- Advocate at a regional level for active transportation and public transit options/improvement- Lack of desire to come into buildings- Communication to connect people to resources that are available- District needs more money- Scholarships for childcare- Transportation <p>Influence:</p> <ul style="list-style-type: none">- Communication- Transportation<ul style="list-style-type: none">- Influence: engage with families around active transportation concerns/barriers to guide programs and promote- Childcare<ul style="list-style-type: none">- people/ relationship based- We need to support all to advocate for programming- Incentivizing- Lack of desire to come into buildings

			<ul style="list-style-type: none"> - Communication to connect people to resources that are available <p>Control:</p> <ul style="list-style-type: none"> - Shortening/ reducing time between time - Having actual timelines to follow and hard deadlines - Communication <ul style="list-style-type: none"> - Clear expectations - Control and influence - Lack of desire to come into the buildings - More support for transportation - Transportation <ul style="list-style-type: none"> - Using the bike fleet and increasing pedestrian education for students - Events/ activities at locations other than the schools - Relationship building - Incentivizing - Disconnectedness - Program times - Communication - Community - Time gained through planning and action
Wellness	Update ▾	None ▾	<p>Safe Routes To School</p> <ul style="list-style-type: none"> ● Winter Walk AT School Day ● Strategic plan surveys <p>Nutrition Services</p> <ul style="list-style-type: none"> ● Fresh Fruits and Vegetables Program ● District Nutrition Standards <p>Hennepin County Statewide Health Improvement Program</p> <ul style="list-style-type: none"> ● School Health: <ul style="list-style-type: none"> ○ Playworks contract at BCE ● Health @ Work: <ul style="list-style-type: none"> ○ Funding project in development <p>Good Human Work:</p> <ul style="list-style-type: none"> ● Therapy-As-Needed model, onsite on Tuesdays in NeoPath ● Sessions can be scheduled at https://goodhumanwork.com/bccs <p>BCCS appointment services:</p> <ul style="list-style-type: none"> ● A suite of employee wellbeing services are available, onsite and FREE, scheduled at the employee's convenience ● Schedule on the booking calendar or email mauld@bccs286.org to schedule directly

			<p>AllOne Health EAP: (888)243-5744</p> <ul style="list-style-type: none"> • Mental health (6 free therapy sessions per incident) • Financial, legal, coaching and life needs services and resources
<p>District updates on ICE response</p>	<p>Discuss... ▾</p>	<p>None ▾</p>	<ul style="list-style-type: none"> • Daily Community Schools Team Meeting <ul style="list-style-type: none"> ○ Resource sharing ○ Planning to meet the day's needs • Daily deliveries of food, essentials, homework, etc. • Connecting families to resources • Partnerships <ul style="list-style-type: none"> ○ CAPI ○ Curriculum & Instruction ○ The City of BC ○ Grassroots organizers • Accepting resources <ul style="list-style-type: none"> ○ Items to the Family Resource Rooms ○ Donations to CAPI ○ The Brooklyns Response & Recovery Fund for Youth <p>Background on The Brooklyns Response and Recovery Fund for Youth</p> <ul style="list-style-type: none"> • Established in 2021 following the police-killing of Daunte Wright and the flood of support to our community • Over \$200,000 was donated to the district via two GoFundMe accounts • As a public entity we couldn't spend the funds in the ways we knew donors intended—as direct support for members of the community who were in crisis • The Brooklyn Bridge Alliance for Youth and Youthprise stepped in to facilitate the use of funds <p>Youthprise:</p> <ul style="list-style-type: none"> • Established by the McKnight Foundation in 2010 as a philanthropic intermediary • Center the voices of young people • Have granted over \$50 million to youth initiatives, provided training and technical support to over 100 youth organizations, and successfully lobbied for over \$3.1 million in direct state appropriates to support key initiatives advancing their mission • BRRF Role: fiscal sponsor, waived administrative fee <p>Brooklyn Bridge Alliance for Youth:</p> <ul style="list-style-type: none"> • BRRF Role: coordination

			<ul style="list-style-type: none"> ○ Established youth-centered advisory committee to determine use of funds <ul style="list-style-type: none"> ■ Crisis-response/direct financial aid & youth-led healing events and/or programs ○ Launched application form (shared to families through the district) ○ Distributed funds <ul style="list-style-type: none"> ■ Advisory committee examined each application and established processes to support as many families as possible in ways that would actually help
Sliding Fee scale	Update ▾	None ▾	<p>Early Learning Sliding Fee Scale</p> <ul style="list-style-type: none"> ● 4 Families did not meet the MDE VPK criteria. ● Majority of families met criteria by <ul style="list-style-type: none"> ○ Qualify for educational benefits ○ Resident of Brooklyn Center ○ English Language Learner ○ factor that may influence learning (i.e. special education services) <p>Things to Consider Aligning a Sliding Fee Framework for:</p> <p>Early Childhood Family Education</p> <ul style="list-style-type: none"> ● Creating a sliding fee scale based on length of program session (ex. 6 weeks, 3 month, etc...) <p>3's Preschool (School Readiness)</p> <ul style="list-style-type: none"> ● Creating a sliding fee scale based on program hours.

Summary of work accomplished today:

Date of next meeting:

- 3/5/2026

Date: Mar 5, 2026

Members Present: Seth Ryan, Ama Odoom, Renee Starr, Jakarta Turner, Alex Collins, Shel Auld, Yazmin Guzman, Toni Edwards, Mard Edmunds, Jess Pena, Michelle Ford, Anthony Turner, Josh Fraser, Ellen Morehouse, Deirdra Yarbro, Karima Dixon, Sani Sabal, Myko Fuller, Ruthie Dallas

Members Absent:

Roles Assigned:

Facilitator:

Notetaker:

Timekeeper:

Other:

AGENDA ITEM	TYPE	DECISION LEVEL	Notes
Welcome and Ice breaker	Update ▾	None ▾	
Early Learning Sliding Fee Scale	Update ▾	None ▾	
Well Being	Update ▾	None ▾	Schedule for engagement opportunity for the nutrition standards updates Plan for the Safe Routes To School engagement opportunities Update on scheduling process for the employee wellbeing services
Childcare Program for 26-27	Update ▾	None ▾	
Open Space Technology	Update ▾	None ▾	

Summary of work accomplished today:

Date of next meeting:

- 5/7/2026

Date: May 7, 2026

Members Present: Seth Ryan, Ama Odoom, Renee Starr, Jakarta Turner, Alex Collins, Shel Auld

Members Absent:

Roles Assigned:

Facilitator:

Notetaker:

Timekeeper:

Other:

AGENDA ITEM	TYPE	DECISION LEVEL	Notes
Welcome and Ice breaker	Update ▾	None ▾	
	Update ▾	None ▾	
	Update ▾	None ▾	
	Update ▾	None ▾	
	Update ▾	None ▾	
	Update ▾	None ▾	

Summary of work accomplished today: