



Valley View Council
Full-Service Community School

Valley View Elementary Full Service Community Schools Plan

Last Updated December 2025



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SECTION 1 — SCHOOL LEADERSHIP TEAM

Response: School Leadership Team Members and Roles

Valley View Elementary has established a diverse and representative Full-Service Community School (FSCS) Leadership Team that meets all state requirements for membership, representation, and function. The team includes school administration, educators, parents/guardians, district equity staff, and community partner organizations.

Principal

- Jason Kuhlman

FSCS Site Coordinator (1.0 FTE)

- Kevin Centeno

Parents/Guardians (≥30%)

- Franneika Boclaire
- Julie Granning
- Arely Morales
- NaNesha Perry
- Fanny Pallchizaca

Educators (≥30%)

- Carla Anderson
- Danielle Ketchum
- Jonny Chao
- Emma Benson
- Angela College (District Equity Coordinator)

Partner Organizations

- Michelene Verlautz
- Kay Hay

This composition ensures diverse representation from families, staff, and community agencies to effectively guide FSCS implementation.

Response: Ensuring Consistent Operation and Ongoing Monitoring

The FSCS Leadership Team meets monthly to review data, monitor programming, assess progress toward goals, and provide direction for expanded services. Meetings include attendance tracking, recorded minutes, and agendas aligned to FSCS statutory requirements.

The FSCS Site Coordinator is responsible for:

- Managing partnerships
- Collecting and organizing data
- Coordinating meetings
- Communicating updates
- Supporting resource alignment
- Monitoring service quality
- Ensuring compliance with district and state reporting

The principal and FSCS Coordinator jointly ensure the team functions as the decision-making and oversight body for all FSCS strategies.

Response: Informing Parents and Community Members

Valley View uses a multilayered communication approach to ensure access and transparency. FSCS meeting information—including agendas, minutes, leadership team roster, and the FSCS Plan—will be:

- Published on the school's FSCS webpage
- Posted in the main office in English and Spanish
- Shared through Schoology/Seesaw announcements
- Included in monthly school newsletters
- Available upon request for families needing translation or interpretation

This ensures full accessibility and compliance with public transparency requirements.

SECTION 2 — COMMUNITY STAKEHOLDERS

Response: Ensuring and Documenting Meaningful Engagement

The FSCS Leadership Team engages local governmental agencies, civic groups, nonprofit organizations, and cultural organizations throughout the year.

Stakeholder engagement is documented through:

- Focus groups
- Community needs surveys
- Meeting minutes
- Partnership agreements
- Family feedback collected at events

Engagement is ongoing and driven by family-identified needs, including mentorship, mental health support, leadership development, and resource accessibility. The FSCS Coordinator maintains open communication channels with community leaders and ensures all partners remain aligned to the FSCS goals.

Response: Establishing and Maintaining Strategic Community Partnerships

Valley View collaborates with multiple partners to support FSCS strategies, including:

- **Esperanza United** (family leadership, mental health education, advocacy training)
- **Local police and fire departments** (student mentorship and civic engagement)
- **District Equity & Family Engagement Departments**
- **County social service agencies**
- **Local libraries and community centers**

During FY25–26, Valley View will:

- Sustain existing partnerships
- Formalize two additional partnerships focused on housing stability, family employment readiness, or healthcare access

- Develop a structured mentorship program for students in collaboration with police and fire departments
 - Ensure all partnerships are culturally responsive and geographically accessible
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SECTION 3 — COMPREHENSIVE ASSET MAPPING & NEEDS ASSESSMENT

Response:

Valley View completed a comprehensive needs assessment during Year 1 (Sept. 2024–June 2025). This process included family surveys, student input, stakeholder interviews, partnership conversations, and multiple FSCS Leadership Team review sessions.

Key Needs Identified

- **Family Leadership & Advocacy Support**
Families expressed a strong desire for training in child development, mental health, communication strategies, and school engagement.
- **Student Social-Emotional Learning (SEL) Supports**
Students need strengthened access to mentorship, trusted adults, and SEL-focused conversation spaces.
- **Culturally Responsive Communication**
Families need multilingual communication, culturally aligned programming, and flexible scheduling.
- **Access to Community Resources Across Multiple Neighborhoods**
Valley View serves families across *three neighborhoods in two counties*, creating systemic access gaps.
- **Food Assistance and Clothing Support, Including Cold Weather Gear**
Families reported difficulty accessing year-round food support, winter clothing, and emergency clothing resources. Expanded access to the school's food shelf, community food partners, and winter gear support (coats, boots, gloves, hats) is needed to ensure students are physically comfortable, fed, and ready to learn.

Assets Identified

- A highly engaged parent group
- Strong interest and momentum from community organizations
- A full-time FSCS Coordinator to manage programming
- District equity support
- Established partnerships with Esperanza United and civic institutions



This assessment guides the goals, activities, and partnerships detailed in this FSCS Plan.

SECTION 4 — PROGRAMS, SERVICES, AND RESOURCES

Below are the **three prioritized FSCS goals** for Year 2 (July 2025–June 2026).

Goal 1 – Strengthen Family Leadership & Engagement

SMART Goal

By June 2026, Valley View will increase family leadership and engagement participation by **25%**, reaching **150 unique families**, as measured by workshop participation, surveys, and event attendance.

Activity 1 – Parent Leadership Workshops (Esperanza United)

- Monthly leadership sessions for parents/guardians
- Focus on mental health literacy, communication strategies, school advocacy, and navigating adolescent development
- Childcare, meals, and interpretation provided
- Culturally responsive facilitation model
- Sessions located at Valley View from October 2025–May 2026

Impact & Evaluation 1

- Participation tracking
- Pre/post surveys measuring confidence, communication skills, and community connectedness
- Qualitative feedback from families
- Annual review of demographic participation

Access 1

- Multilingual communication (English, Spanish, Somali)
- Paper flyers + digital messages + automated calls
- Transportation support as available
- Collaboration with cultural liaisons
- Ensuring accessibility for families with disabilities

Milestones, Timelines, & Responsible Parties 1

- **July–August 2025:** Finalize scope with Esperanza United
- **September 2025:** Publish family workshop calendar
- **October 2025–May 2026:** Monthly workshops
- **December & April:** Mid-cycle evaluation
- **June 2026:** Final impact review

Responsible: FSCS Coordinator, Esperanza United, District Equity Team

Partners: Esperanza United, mental health agencies

Goal 2 – Improve Student SEL & Trusted Adult Connections

SMART Goal

By June 2026, at least **20 students in grades 4–5** will participate in a structured mentorship program with **75% attendance**, resulting in improved SEL indicators (belonging, leadership, communication).

Activity 2 – Civic Mentorship Program

- Monthly mentorship sessions led jointly by local police and fire departments
- Focus on leadership, problem solving, civic responsibility, and community voice
- Sessions hosted at school and partner sites beginning Spring 2026
- Recruitment prioritized for students requesting SEL support or lacking trusted adult connections

Impact & Evaluation 2

- Attendance data
- Pre/post SEL student surveys
- Student focus groups twice per year
- Mentor feedback
- Longitudinal review of SEL progress

Access 2

- Referrals from teachers, counselors, and families
- Multilingual parent outreach

- Accessibility considerations for students receiving EL or Special Education services
- Inclusive recruitment ensuring equitable representation

Milestones, Timelines, & Responsible Parties 2

- **Aug–Oct 2025:** Program design with civic partners
- **Nov–Jan 2026:** Recruitment and family orientation
- **Spring 2026:** Launch mentorship sessions
- **May–June 2026:** Data collection and program review

Responsible: FSCS Coordinator, Principal

Partners: Local police, fire departments, SEL specialists

Goal 3 — Improve Student Readiness Through Basic Needs Supports

SMART Goal

By June 2026, Valley View will increase access to basic needs support (food assistance, clothing including winter gear, uniforms, school supplies, hygiene essentials) for at least 200 families, resulting in measurable improvements in student attendance and readiness.

Targets include:

- Reduce chronic absenteeism among participating students by 10%
- Reduce tardiness among participating students by 15%
- Improve teacher-reported student readiness indicators by 20% (based on mid-year and end-of-year teacher check-ins)

Activity 3 – Basic Needs Resource Hub (Food, Clothing, Supplies)

Valley View will expand its existing food shelf and establish a year-round Basic Needs Resource Hub to support students and families. The Hub will provide:

- School supplies (notebooks, backpacks, pencils, etc.)
- Uniforms, everyday clothing, and emergency clothing
- Winter gear (coats, boots, snow pants, hats, gloves)

- Hygiene items
- Nonperishable and fresh food when possible
- Referrals to community agencies for housing, economic support, and health services

The Hub will operate weekly onsite and offer expanded monthly evening hours to accommodate working families. Services will be stigma-free, and accessible without documentation.

Alignment to Needs Assessment:

- Families consistently identified a lack of essential items such as food, clothing, school supplies, and winter gear as barriers to student attendance, readiness, and academic participation. This activity directly addresses these barriers.
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Impact & Evaluation 3

Metrics to be collected:

- Number of unique families served (target: 200+)
- Frequency of visits to the Resource Hub
- Number and types of items distributed
- Family survey feedback (mid-year and end-of-year)
- Teacher observations of student preparedness
- Attendance and tardiness trends for students receiving supports
- SEL indicators related to student comfort, belonging, and readiness

Expected outcomes:

- Reduced chronic absenteeism and tardiness attributed to unmet basic needs
 - Increased student participation in class and school activities
 - Improved sense of belonging and readiness among supported students
 - Stronger family-school trust and engagement
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Access 3

To ensure equitable access:

- All communication will be provided in English and Spanish
 - Flyers, digital messages, and robocalls will advertise hours and offerings
 - Cultural liaisons will support relationship-based outreach
 - Extended hours once per month will support families unable to attend during school hours
 - Support will be provided to students discreetly when needed
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Milestones, Timelines, Responsible Parties & Partners

Milestones & Timeline

- **July–August 2025:** Expand food shelf and inventory, set up Resource Hub
- **September 2025:** Launch Basic Needs Resource Hub
- **October–December 2025:** Winter Gear Drive and distribution
- **October 2025–June 2026:** Weekly operations + monthly evening access
- **January 2026:** Mid-year evaluation of attendance and behavior data
- **June 2026:** Year-end review with FSCS Leadership Team

Responsible Parties

- FSCS Site Coordinator
- Principal
- Family & Community Engagement Team
- Cultural Liaisons
- Volunteer groups

Strategic Community Partners

- Local food shelf organizations
- Retail clothing partners (donation drives)
- Columbia Heights Police & Fire Community Outreach Units
- County social service agencies
- Community nonprofits providing winter gear or hygiene kits
- District Family Engagement & Equity Department

SECTION 5 — NONDISCRIMINATION POLICY

Response:

All FSCS programs, services, and resources comply with the district's nondiscrimination policies. Valley View ensures equal access regardless of race, color, national origin, religion, gender, disability, socioeconomic status, sexual orientation, or immigration status.

Access is supported through:

- Multilingual communication
- Accessible facilities
- Interpretation and translation services
- Partnership vetting for cultural responsiveness
- Family choice and openness in program participation

Participation data will be regularly reviewed to ensure equitable access



Valley View Council
Inclusive Community School

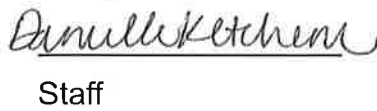

FSCS Coordinator


Principal


Staff


Staff


Staff


Staff



Valley View Elementary
Achieving Excellence Together

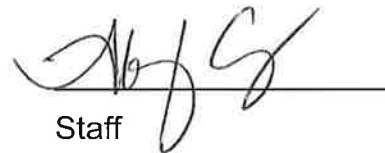

Community Member


Community Member


Community Member


Community Member


Staff


Staff