

Full-Service Community Schools Grant – SFY 2025- 27

Full-Service Community School Plan Template

School District: Voyageurs Expeditionary School ISD 4107

School Building: Voyageurs Secondary

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 strategies. 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:

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 Comprehensive Needs and Asset Assessment, and the creation of a Full-Service Community School plan.
4. Align full-service community school plan 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 contact information available to the public at the school site and on the school website.
6. Have ongoing responsibility for monitoring the development and implementation of the full-service community school strategy, the site's FSCS plan, budgets, operations, and programming at the school site.
7. Gather and analyze participation, services, programs, and resources, impacts/outcomes (including qualitative and quantitative), and participant satisfaction data.
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.

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.).

Response:

FSCS Leadership Team Members

- **Corrie Uhler** – Full-Service Community School (FSCS) Coordinator
- **Ryan Haasch** – Principal / Executive Director
- **Taylor Johnson** – Special Education Educator
- **Shelby Spry** – Special Education Educator
- **Caleb Knutson** – High School Educator
- **Brad Scott** – High School Educator
- **James Will** – Middle School Educator
- **Ruth Sherman** – Community Member (Community Resource Connections)
- **Mindi Bird** – Parent Representative
- **Lilianah Robinson Bird** - Student Representative
- **Cindy Anderson**– Parent Representative
- **Rebecca Fineday** – Community Member (Sanford Health of Northern MN, Senior Native American Community Advocate)
- **Full-Service Community Liaison Support Position** - Anticipating *

*VES will establish a **Full-Service Community Liaison Support position** to strengthen implementation of the FSCS model.

Purpose:

The Community Liaison will increase access, engagement, and coordination of services for students and families by providing direct outreach, relationship-building, and navigation support.

Key Responsibilities:

- Conduct proactive outreach to students and families, prioritizing those experiencing barriers (attendance, housing instability, mental health, basic needs)
- Build trusting relationships with students, families, and caregivers, including multigenerational households
- Coordinate and support referrals to school-based and community services
- Provide follow-up to ensure successful connection to services
- Reduce barriers such as transportation, communication, and system navigation
- Support implementation of family engagement events, workshops, and programming
- Collaborate with the FSCS Coordinator, leadership team, and community partners
- Track participation, engagement, and service utilization data
- Support culturally responsive and community-informed practices, particularly with Native American families

Impact:

This position strengthens the sustainability of the FSCS model by ensuring consistent engagement, coordinated care, and improved access to services.

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 strategy at the school site.

Response:

- As a charter school, we will implement a team of leaders and administrators from impacted and involved groups that will meet at least quarterly to review implementation progress. Membership of this team will include leaders and administrators from VES, community partners, parents/caregivers, and student leaders.
- The Full Service Community Schools will be a space within the physical VES building. This space will be a hub for FSCS meetings, community partner meetings/service provision, resources for student/family basic needs, and promote access to those resources during the school day.

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

Response:

- JMC school reach system (email, text, phone notifications)
- [VES website](#)— School website announcements and FSCS Page
- Communication during school events—at school conferences and family engagement events, the FSCS site coordinator will provide information on the site leadership team and its activities through tabling with handouts and flyers about upcoming events/opportunities, distributing contact information, and/or offering short informational sessions or activities to deepen family engagement with the school community.

Community Stakeholders

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

Response:

- The FSCS site coordinator, in collaboration with the **Full-Service Community School Community Liaison (CL)**, will serve as the primary connection point for multiple community organizations that provide services to students at VES. The liaison will play a key role in outreach, coordination, and follow-up with students and families to ensure access and sustained engagement with services. This includes partnerships with the MN School Sealant Program, Beltrami County School to Housing, Sanford Clinic,

Beltrami County Health Services, Coats for Kids, United Way, Food Shelf, Lions, Rotary, Science Center, and other local businesses and providers.

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

Response:

- The Full-Service Community School (FSCS) coordinator continues to establish and sustain strategic partnerships with a range of community institutions to support the development and implementation of community school strategies. These partnerships will be guided by student and family voice, shared goals, and ongoing communication to ensure they remain responsive, effective, and mutually beneficial.
- Cultural and Community Organizations
The FSCS Coordinator continues to work collaboratively with the Voyageurs Native Student Family Committee and Greater Bemidji Area cultural community organizations to support culturally responsive programming and family engagement. Partnerships will be maintained quarterly, including communication, reports, collaborative planning, and ongoing evaluation to ensure they align with community priorities and student needs.
- Colleges and Universities
The FSCS coordinator, in collaboration with site teams, will connect students to postsecondary planning opportunities by partnering with colleges, universities, trades, local government, and not-for-profit organizations. These partnerships will include workshops, tabling sessions, and informational events designed to help students explore career pathways and plan for their individual futures.
- Not-for-Profit Organizations
The FSCS team will formally partner with at least one not-for-profit community organization. These partnerships will support family engagement efforts, create connections to learning and enrichment opportunities outside of the school day, and bring enriched instruction and programming into VES classrooms. Key partners include Beltrami Community Resource Connections, Beltrami Area Service Collaborative, Evergreen Youth and Family Services, and Beltrami Arts Collaborative. Through these collaborations, VES will strengthen connections between families and community resources, increase access to support, and provide culturally relevant and engaging learning experiences for students.
- These partnerships will be sustained through ongoing communication, shared planning, and regular evaluation to ensure alignment with student and family needs.

Comprehensive Asset Mapping and Needs Assessment Summary

Please provide below or attach an overview of your most recent comprehensive asset mapping and needs assessment that informed the creation of this full-service community school plan. Please indicate when this assessment was completed.

Response: [VES Mapping and Needs Assessment Review](#) SY24 and SY25

Programs, Services, and Resources

Please describe each of the full-service community school programs, services, and resources you will offer. Please include the following details for each:

Goal: Please provide at least one goal for each program/service/resource 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: Describe the program, service, or resource. Indicate how this activity is aligned with the priorities identified through your comprehensive asset mapping and needs assessment. 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: Describe expected impact for the targeted audience. Indicate the data you will track to determine progress toward intended goals.

Access: 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, responsible parties, and strategic community partners: Describe relevant milestones that will need to be met for the program/service/resource to address needs. Indicate timelines and responsible entities and persons/positions for each component/milestone of the activity.

Goal 1: Strengthen Voyageurs Expeditionary School's Welcoming School Climate

Aligned WBWF/CACR Area:

- Safe and Supportive Schools
- Student Engagement and Wellbeing
- Family Engagement

Voyageurs Expeditionary School (VES) is intentionally strengthening its school climate work through a comprehensive Social-Emotional Learning (SEL) framework aligned with its [Climate Vision Statement](#):

Voyageurs Expeditionary School is a welcoming and encouraging learning community.

VES is working with COMPASS to deepen this climate work and align VES practices. School culture and community engagement are shared responsibilities among staff, students, and families. The Restorative Practices (RP) Implementation Team leads staff in restorative circles, training, coaching, and applied practices with students. The Shared Leadership Team monitors school climate data, Comprehensive Needs Assessment (CNA), and community feedback to guide continuous improvement while maintaining high academic standards.

VES fosters community engagement through Celebration of Learning Night, American Indian Family Appreciation Night, prom, and various fundraising events, and silent auction. Staff maintain consistent communication with students and families to advance community engagement and concomitant student success.

Voyageurs Expeditionary School's Shared Responsibilities

Identified Community Needs

Data from the SY24 and SY25 Comprehensive Needs Assessment identified:

- Unexpected student interactions
 - Student mental health challenges throughout the school day
 - Need for intentional expansion SEL and RP programming and supports
 - Increase relationship-centered training for students and staff
 - Family parenting supports, including support for elders raising teenagers, and multigenerational families
 - Truancy and high-risk attendance concerns, e.g., chronic absenteeism concerns
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SMART Goal 1

By June 2027, VES will strengthen the SEL and RP framework to ensure consistent, equitable, and schoolwide implementation across all stakeholders.

Activities 1

By June 2027:

- VES staff are trained in SEL through Peacemaker Resources (PR) and Restorative Practices(RP) by MDE
- Staff-led weekly SEL and RP student instruction is schoolwide.
- Families will receive SEL and RP resources and supports
- Increase family engagement and the number of opportunities with staff
- The Full-Service Community Liaison will conduct targeted outreach to students and families to increase participation in SEL programming, provide follow-up support, and reduce barriers to engagement
- Communication, outreach, and access to SEL, RP, and family engagement will be inclusive and culturally appropriate.

Impact & Evaluation 1

The FSCS Leadership Team will review data:

- Fall and spring School Climate Survey to student/staff/families responses
- Listening sessions during focus groups during family engagement events
- Targeted outreach to students and family caregivers
 - Document Referral Tracking
 - Workshop Participation
 - Participant Feedback: Exit tickets or short satisfaction, learning outcomes.

Expected outcomes include:

- Increase in responses to Fall and Spring School Climate Survey to student/staff/families responses
- Increase in well-being reporting according to the climate needs addressed above
- Report an increased knowledge of mental health, adolescent development, parenting strategies, or prevention practices.
- Establish a documented behavioral health referral process, with referrals tracked and reviewed by the FSCS Leadership Team.
- Increase the number of students and families connected to mental health or supportive services

Access 1

- Culturally grounded resources
- Flexible scheduling options
- Transportation and childcare support
- Direct outreach and relationship-based engagement

Milestones & Responsible Parties 1

Spring 2026:

- SEL and PR staff training rollout (Executive Director, FSCS Coordinator)

Fall 2026:

- Family support resources and programs (FSCS Coordinator, VES staff, Community Partners)

Ongoing:

- SEL implementation (Executive Director, FSCS Coordinator, Community Liaison)
- Data survey review cycles (Leadership Team)

Community Partners:

Ongoing relationship building - with local mental health agencies and family counseling providers. Sanford Health, Beltrami Public Health, Indian Health Services, and other tribal health entities.

Goal 2: Expand Mental Health Family Supports**Aligned WBWF/CACR Areas:**

- Safe and Supportive Schools
- Student Engagement and Wellbeing
- Equitable Access to Learning

VES is located in Bemidji, serving students from the surrounding region, including families connected to the Leech Lake Band of Ojibwe, Red Lake Nation, and White Earth Nation. VES serves a student population that is 100% free and reduced breakfast and lunch, with approximately 87% identifying as Native American.

As reported by VES students, staff, and caregivers, the following student issues are continually reported as barriers to personal, academic, and/or social success:

- Food Insecurity
- Sleep-deprivation
- Withdrawn or emotionally dysregulated
- Struggling with technology overuse and digital dependency
- Requesting help to stop self-medicating with alcohol, drugs, and/or vaping

Many students are navigating depression, trauma exposure, anxiety, and substance use concerns that significantly impact attendance, engagement, and academic performance.

- In addition, more than half of our students live in multigenerational caregiving households, including grandparents and second-generation caregivers. Many caregivers are managing their own mental health challenges, recovery journeys, alcohol and drug misuse, gambling addiction, and financial stress.

This represents not only a student mental health concern, but a multigenerational family wellness crisis.

When a student struggles, the underlying cause often extends beyond the classroom. Attendance, behavior, and academic performance are deeply connected to home stability and caregiver wellness. VES recognizes that supporting the whole child requires strengthening the entire family system.

Identified Community Needs**Data from the SY24 and SY25 Comprehensive Needs Assessment identified:**

- Unexpected student interactions
- Mental health challenges throughout the school day

- Poor sleep habits
- Basic health/wellness needs are not being met
- Substance abuse

SMART Goal

By June 2027, VES will expand school-based mental health services through strengthened community partnerships and provide students with daily access to mental health support during school hours. The addition of a Full-Service Community Liaison Support position strengthens the long-term sustainability of the FSCS model by ensuring consistent family engagement, coordinated service delivery, and ongoing relationship-building beyond initial program implementation. This support and expansion will increase timely interventions, reduce barriers to care, and support student well-being and academic success.

Activities

By June 2027,

- Offer family (parents, grandparents, multigenerational) caregivers workshops addressing key mental health topics, including adolescent development, substance use prevention, safe sleep practices, the impact of technology and social media, and effective parenting strategies. Furthermore, to ensure workshop access, family caregivers will have options to attend in-person, virtual, and/or evening time periods as needed.
- Establish a referral pathway for students and caregivers for school-based mental health referrals and connections to external providers.
- When appropriate, recommend a mental health referral for further assessment and consideration of treatment options.
- The Full-Service Community Liaison will support referral coordination, ensure follow-up with families, assist with appointment access, and reduce barriers such as transportation, communication, and system navigation.
- The liaison will provide ongoing check-ins with high-risk students and families to support engagement and continuity of care.

Impact and Evaluation

The FSCS Leadership Team will review data:

- Fall and spring School Climate Survey to student/staff/families
- Listening sessions and focus groups during family engagement events
- Targeted outreach to students and family caregivers
 - Documented Referral Process
 - Documented Attendance for the workshop

- Health Survey to measure patient experience, satisfaction, and outcomes

Expected outcomes include:

- Increased participation in mental health offerings from both students and caregivers
- Increase in student and caregiver skills

Access

- Culturally grounded resources
- Flexible scheduling options
- Transportation and childcare support
- Direct outreach and relationship-based engagement

Milestones & Responsible Parties**Fall 2026:**

- Expand community mental health partnerships (Executive Director, FSCS Coordinator, Community Liaison, and Leadership Team) (Community partners may include local clinics, public health agencies, and youth-serving nonprofits)
- Family health workshops (Counselor, Community Partners)

Quarterly (Beginning Fall 2026)

- Review attendance, mental health utilization, and workshop participation data FSCS Leadership Team

Ongoing

- Maintain and monitor documented referral pathways (Executive Director, FSCS Coordinator, Community Liaison)

Community Partners:

Ongoing relationship building - with local mental health agencies and family counseling providers. Peacemaker Resources, Beltrami Public Health, Indian Health Services, and other tribal health entities.

Please note: Although not required, you may have more than one “activity” aligned with a goal. In this case, you may provide Activity 1.2, Impact and Evaluation 1.2, Access 1.2, and Milestones, timelines, responsible parties, and strategic community partners 1.2.

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

Response:

The FSCS programs, services, and resources will operate in compliance with the [VES Nondiscrimination Policy](#). In alignment with this policy, no student, family member, staff member, or community participant will be excluded from participation in, denied the benefits of, or subjected to discrimination in any FSCS program or activity based on race, color, national origin, religion, sex, gender identity, sexual orientation, disability, age, marital status, public assistance status, or other protected characteristics under state or federal law.

The FSCS Coordinator and school leadership team will ensure that all programming, partnerships, and communications follow district policy and provide equitable access to services. Community partners will be informed of nondiscrimination expectations, and any concerns will be addressed through the school's established complaint procedures.