



Full-Service Community Schools Grant – SFY 2025-27

Full-Service Community School Plan Template

School District: Intermediate District 287

School Building: North Education Center

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 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 Worlds 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 the school website.
6. Have ongoing responsibility for monitoring the development and implementation of full-service community school plan, operations, budgets, and program/resources/services 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:

Aislinn Dwyer, school principal

Angel Dawson, FSCS site coordinator

Dr. Saida Abdi, partner organization (Somali American Parents' Association)

Laurel Ronchetti, parent

Casey Benitez, parent

Ann Grui, member district representative (Assistant Director of Student Services, Robbinsdale)

Brooke Mastro, teacher

Megan Madson, Nexus Staff

Heidi Eschenbach Teacher

Braden Schmitt School Psychologist

Lindsey Shoemaker Instructional Coach

Shanita Irons Parent

Alvin Johnson Behavioral Strategist

Haley Atencio Chem Health Counselor

AnnRae Boran Peoples Inc SW

Ashley Sarrow New Hope Community Coordinator

Kelly Gust Parent

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:

- The district Senior Manager of School and Community Outreach, a full-time district administrator, will oversee the implementation of FSCS at all ISD 287 FSCS sites.
- Yearly professional development will be provided to FSCS site coordinators on best practices for FSCS implementation.
- A district-wide implementation team comprised of leaders and administrators from impacted and involved groups will meet at least quarterly to review implementation progress. Membership of this team will include leaders and administrators from member districts, ISD 287 departments, community partners, mental health providers, parents/caregivers, and student leaders.
- The district has provided a Full Service Community Schools space within the physical NEC building. This space will be a hub for FSCS meetings, community partner meetings/service provision, store 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:

- School website—meeting agendas, minutes, and reports will be posted to the NEC school website monthly
- Monthly caregiver newsletter—FSCS coordinator will provide updates on the work of the FSCS site leadership team in monthly caregiver newsletters. District communication plans require that all sites provide newsletter updates at least once a month.
- Family engagement events—at school conferences and family engagement events, 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 her contact information, and/or offering short informational sessions or activities to deepen family engagement with the school community
- What's Up NEC—a physical bulletin board displaying information about the site leadership team and FSCS site activities is posted at the entrance to NEC so that caregivers and other community guests can receive updates as they enter the school building.

Community Stakeholders

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

Response:

- New Hope Police Department—site coordinator has established a collaborative partnership with the New Hope Police Department through their department community liaison. Officers will be invited to collaborate with school staff at events throughout the year. Examples of partnership so far include officers attending NEC open house to provide popsicles to families and students, and officers coming to NEC's next literacy event in September 2025 to read to classrooms.
- Robbinsdale Community Education (RCE)—site coordinator has established a partnership with Robbinsdale Community Education, with the goal of using existing ISD 287 communication channels (family newsletter, family nights, etc.) to improve family/caregiver/student connection to existing opportunities through RCE. The team will also explore piloting an RCE offering in NEC's physical space by July 1, 2026.
- People Inc. – People in provides school-linked mental health services at NEC a. The school-linked therapist is a member of the site leadership team.
- FSCS site coordinator will serve as the liaison for multiple community organizations that provide services to students at NEC this school year, including the MN School Sealant Program, Hennepin County School to Housing, Annex Teen Clinic, NorthPoint Health Services, Coats for Kids, MN Period Packs, EveryMeal, Hopebridge Food Shelf.
- The Site Leadership Team will receive updates on collaborative partnerships and updates at the site leadership team meeting monthly and documented in the notes.

FSCS Staff will provide updates to the school board, that is comprised of representatives from all 12 of ISD 287's member school districts, on FSCS activities quarterly.

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

Response:

- Colleges and Universities: The FSCS site coordinator, along with other members of the site and district-wide Equity and Inclusion teams, partner annually to provide a Bright Futures conference for high school and transition age students hosted at local colleges and universities. The conference is an opportunity to provide students with the opportunities and resources they need to plan for their individual path to a bright future, including workshops and tabling sessions from local government, trades, colleges, and not-for-profit community organizations.

- Hospitals and Museums: The FSCS site coordinator will work collaboratively with the site student leadership team and Indigenous student groups, among others, to identify and plan community outings throughout the school year to Indigenous-led and serving universities, hospitals, museums, or not-for-profit community organizations based on student interest and student-identified priorities
- Not-For-Profits: The FSCS team will formally partner through contract with at least one not-for-profit community organization to assist with family engagement efforts, create connections to opportunities outside of the school day, and bring enriched instruction into NEC classrooms
- See attached for a comprehensive list of ISD 287's current community partnerships administered through the FSCS model

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: [See attached](#) and [Data Review](#)

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, resource. Indicate how this activity is aligned to 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 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 in order for the program/service/resource to address needs. Indicate timelines and responsible entities and persons/positions for each component/milestone of the activity.

Goal Areal 1: Strengthen Caregiver Partnerships: 50% of new NEC caregivers completing the caregiver engagement survey will report feelings of partnership and connection based on their participation in a school event or informal connection opportunity by May 15, 2026.

Activity 1.1: Donuts and Coffee—at least 8 monthly, informal opportunities will be hosted in the morning during the school year to allow caregivers time and space to build community with one another, ask questions of school staff, and explore topics of interest that they identify in the space. FSCS coordinator will collaborate with caregivers to provide training and resources during coffee and donuts based on feedback and input on their needs and preferences.

Impact and Evaluation 1.1: Number of events held, number of attendees at each event, and caregiver feedback survey at the end of the year will be used to evaluate and measure the impact of this activity.

Access 1.1: Invitations to the group will be provided through TalkingPoints (interpretation and translation available in family's preferred home language), school newsletter (translation available), What's Up NEC bulletin board, flyers, and warm invitations from case managers (using interpreting/translation as appropriate).

Milestones, timelines, responsible parties, and strategic community partners etc.

1.1: Events have been added to the school site calendar and flyers/talking points invitations will be sent during the two weeks preceding the event as reminders.

1.2: SAPA and FSCS site coordinator will partner to host the meetings, collect quantitative/qualitative input from caregivers on their needs, assets, and desired conversation/training topics at each session. Sign in sheets recording the number of attendees and the grade/program tier where their student attends will be collected by the FSCS site coordinator for tracking purposes.

Activity 1.2: Welcome New Caregivers to the Community—during the needs/assets assessment process last school year, many caregivers identified that their initial transition into the NEC community was a point of stress, grief/loss, and lack of support. Caregivers of students new to NEC will be targeted for additional support through FSCS coordinators attending at least 80 percent of new student welcome meetings to promote immediate orientation and access for caregivers to all of the caregiver supports and resources provided through the FSCS project and other programs/departments. Site teams have a goal of piloting peer-to-peer support for welcoming meetings (established caregivers welcoming new caregivers) later in the school year.

Impact and Evaluation 1.2: Number of meetings FSCS coordinator attends and caregiver feedback survey or interview on their experience transitioning to NEC will be collected to measure the impact of this activity.

Access 1.2: Interpreters/translation are provided in scheduling and in the welcome meetings to match the families' preferred home language. Transportation is available for caregivers to attend welcome meetings, if needed.

Milestones, timelines, responsible parties, and strategic community partners etc.

1.2: FSCS coordinator will collaborate with admin support who schedule welcome meetings to ensure they are able to attend each meeting or schedule an alternative time to connect with the caregiver if scheduling conflicts arise. Meetings happen on an ongoing basis from August-June each school year. Dr. Abdi, SAPA Community Partner, will provide consultation and training to FSCS coordinators on best practices for welcoming caregivers to the building and providing support appropriately. Dr. Abdi will work with sites to assess readiness for peer-to-peer welcoming meetings, pairing existing NEC caregivers with new caregivers for support and will provide technical assistance and training on the model when the site assesses readiness to pilot peer-to-peer support in place of or alongside FSCS coordinators acting in the welcoming role.

Activity 1.3: Caregiver Peer-to-Peer Support Through Social Media—caregiver members of the site leadership team will collaborate to create and host/moderate a social media group page for parents/caregivers of NEC students.

Impact and Evaluation 1.3: This activity will be considered successful when site leadership team caregiver members report the social media group to have reached 100 members.

Access 1.3: A social media page, hosted by caregivers for caregivers, to build peer-to-peer support and also share information about activities and events of the FSCS site leadership team was chosen as an accessible method for most caregivers. QR code and invites to join will be shared through multiple communication modalities.

Milestones, timelines, responsible parties, and strategic community partners etc. 1.3: The site leadership team goal is for this social media platform to be created and invitations sent to NEC caregivers through talking points, site newsletter, and at FSCS meetings and events will be ongoing throughout the school year. The team hopes to reach 100 members by May 2026. Caregiver members of the site leadership team are responsible for the implementation of this activity.

Activity 1.4: Caregiver Support Groups—Dr. Abdi from the Somali American Parents Association will provide technical assistance and support to student support staff, site equity team staff, and the FSCS coordinator/site leadership team to host at least 4 in person or virtual caregiver support groups throughout the school year, which are inclusive of and open to all caregivers but with a particular focus on the needs of immigrant/refugee families and communities.

Impact and Evaluation 1.4: The impact of this activity will be measured through caregiver qualitative/quantitative survey, overall attendance, and attendance by caregivers from immigrant/refugee communities.

Access 1.4: Caregivers who are interested in participating will be surveyed to identify barriers and support options to increase accessibility. This will include asking caregivers for feedback about the preferred time of day, format (in person or virtual), location, etc. Additionally, transportation, food, and childcare will be offered.

Goal Area 2: By June 15, 2026, NEC will provide 3 opportunities for enriched classroom or out-of-school-time learning for NECA and middle school students through collaboration with community partners.

Activity 2.1: Create FSCS Resource Hub: FSCS Coordinator will identify and design a dedicated physical space the building to provide meeting/service delivery and storage of donated materials from community and school partners such as hygiene kits, school supplies, clothing, and outerwear.

Impact and Evaluation 2.1: The FSCS will track community use of the space through meeting attendance and calendar invites. FSCS Coordinator will inventory resources provided to community through a tracking document.

Access 2.1: Photos of the space and a list of the resources provided will be shared at least twice during the school year in the family newsletter to caregivers. Students will be made aware of the resources available to them in the space through talking points, the school newsletter, and their program social worker. Caregivers will be able to schedule an appointment to come in person to access resources in the space, or social workers and other student support staff can assist caregivers by packaging and sending items home in backpacks or on student transportation as appropriate.

Milestones, timelines, responsible parties, and strategic community partners etc.

2.1:

- October 2025 – Space Identification and furnishing
- Record inventory and develop tracking system for donated goods
- Create clothing closet and meeting space schedule/scheduling system
- Organize and train volunteers on tracking system and scheduling
- June 2026 – Develop and disseminate usage reports

The space is expected to be furnished and up and running by the end of October, 2025. FSCS coordinator and caregiver volunteers will be responsible for managing the space. Data collected to measure this activity will be compiled and provided to impacted and involved community members no later than June 1, 2026.

Activity 2.2: Youth Enrichment Opportunities—FSCS site leadership team will partner with Robbinsdale Community Education, Special Olympics, and/or a community partner to offer 3 or more opportunities for NEC students to access free or low-cost enrichment programming, such as sports, art, or other preferred opportunities identified by students.

Impact and Evaluation 2.2: By December 1, 2025, a survey of the NEC student body will be completed to assess which type of enrichment programming students would prefer for the pilot with a goal of at least 50 responses. Based on the survey, three opportunities will be selected to be offered by June 1, 2026. Student satisfaction data will be collected to measure the impact of the programs.

Access 2.2: These partnerships increase NEC students' access to enrichment programming because historically, ISD 287 students have engaged in community education programming in low numbers due to barriers to access, including geographic distance between NEC and their residence community ed programming, lack of inclusivity in program structure/staffing to accommodate the varying needs of students with disabilities, and lack of connection to regular community education communication after transitioning to NEC from the home district. Robbinsdale Community Education will share seasonal course catalogues and flyers with NEC FSCS Coordinator to share with students and families. NEC FSCS staff and Robbinsdale Community Education will collaborate on increasing access for NEC students to regular Robbinsdale Community Ed Communications throughout the school year as well (seasonal course catalogue, flyers, etc.)

Milestones, timelines, responsible parties, and strategic community partners etc.

2.2:

- October 2025: Draft and conduct student survey
- November 30, 2025: Formalize community partnership with MOU Student feedback on the class to be offered will be collected prior to November 30, 2025. Student satisfaction surveys will be completed by June 1, 2026. FSCS Coordinator will oversee this effort in collaboration with an identified community partner.

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

Response:

All district staff, including FSCS site coordinators and the Senior Manager of School and Community Outreach, are required to review district nondiscrimination policies annually as a part of essential staff training. Staff will use the District 287 Equity Decision Making Tool to look for and interrupt inequities in the implementation of all FSCS activities. The District requires all community partnerships to outline expectations of adherence to District policies in a Community Partnership Agreement, including the Nondiscrimination policy.