



# Responding to COVID and serving families through the Full-Service Community Schools model

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# Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

- Dennis and Jackie will provide an overview of the full-service community school model
- June will give an overview of some of the research regarding collaborative leadership and community engagement
- Julie will share experiences from Rochester's full-service community schools and their response to distance learning during the COVID pandemic

# What makes a school a “community school?”

- Many schools have elements of the community school framework.
- The way MDE talks about community schools is driven by the Coalition for Community Schools as well as Minnesota law.
- There are different “flavors” of the community school model based on community needs and assets.
- Schools may have features similar to what we will talk about but don’t call themselves a community school.

# Full-Service Community Schools and COVID-19

- Factors outside of school can have a profound influence on student outcomes
- COVID-19 and the response to the pandemic have produced a number of hardship for students and families
- Addressing student and family needs in cooperation with community partners is more important than ever

# The Four Pillars of a Full-Service Community School

## *How they operate*

- Collaborative Leadership
- Active Family, Student, and Community Engagement

## *What they provide*

- Integrated Student Supports
- Expanded and Enriched Learning Opportunities

# Collaborative Leadership and Practices

- The “relational glue” of the community school
- Community organizations and families participate in planning and needs assessment
- School partners with outside organizations to coordinate supports and services
- Structures that facilitate relationships between school staff and the community



# Traits of Collaborative Leadership

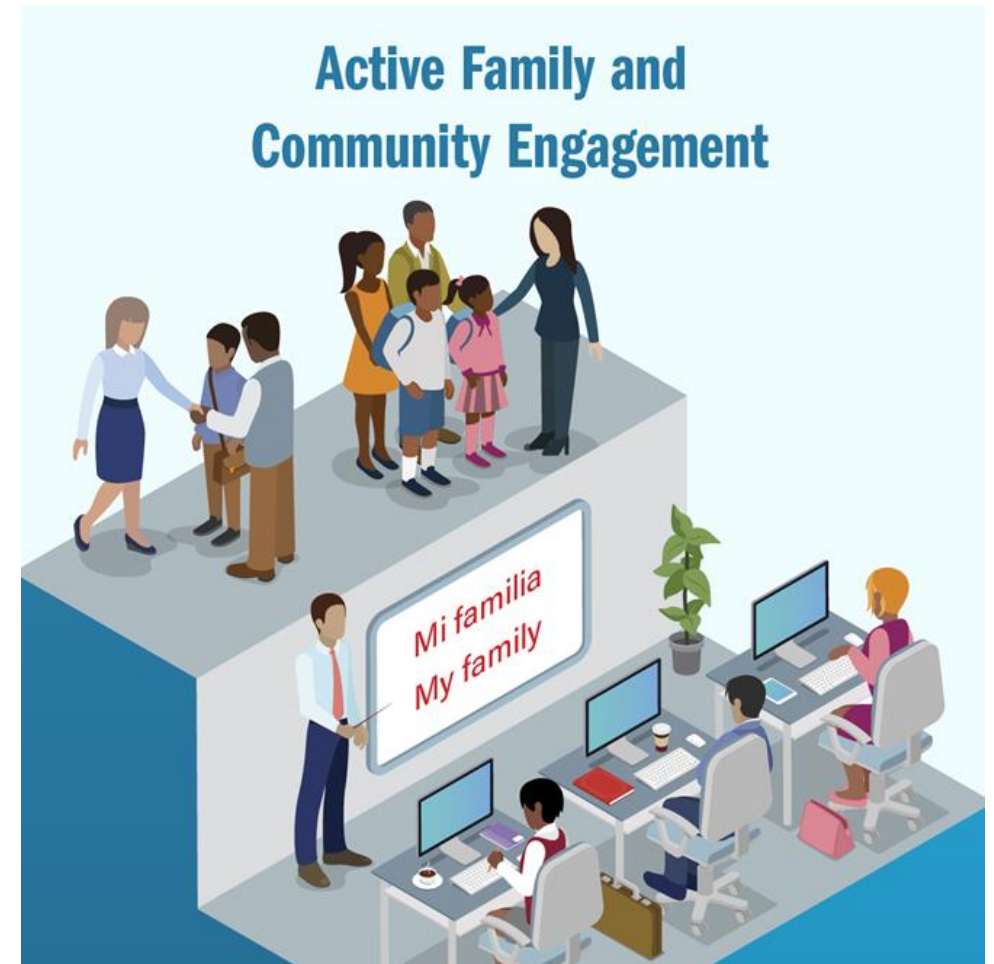
- Is inclusive
- Encourages strong relationships
- Provides access to more and better information and ideas
- Is group process-oriented with mechanisms for shared decision-making
- Group leadership role is to maintain group's focus
- Offers process for continuous learning and improvement





# Active Family, Student, and Community Engagement

- School staff and leaders develop their capacity to build trusting, collaborative relationships with families and community
- Welcoming and engaging climate and staff foster relationships and help families to be more involved in the decisions about their children's education
- Sharing power and investing families, students, and community in school success



# Focus on Relationships

Family engagement means building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors, and activities of families that support their children's positive development from early childhood through young adulthood.

Family engagement happens in the home, early childhood program, school, and community. It is a shared responsibility with all those who support children's learning. (OHS, PFCE Framework)

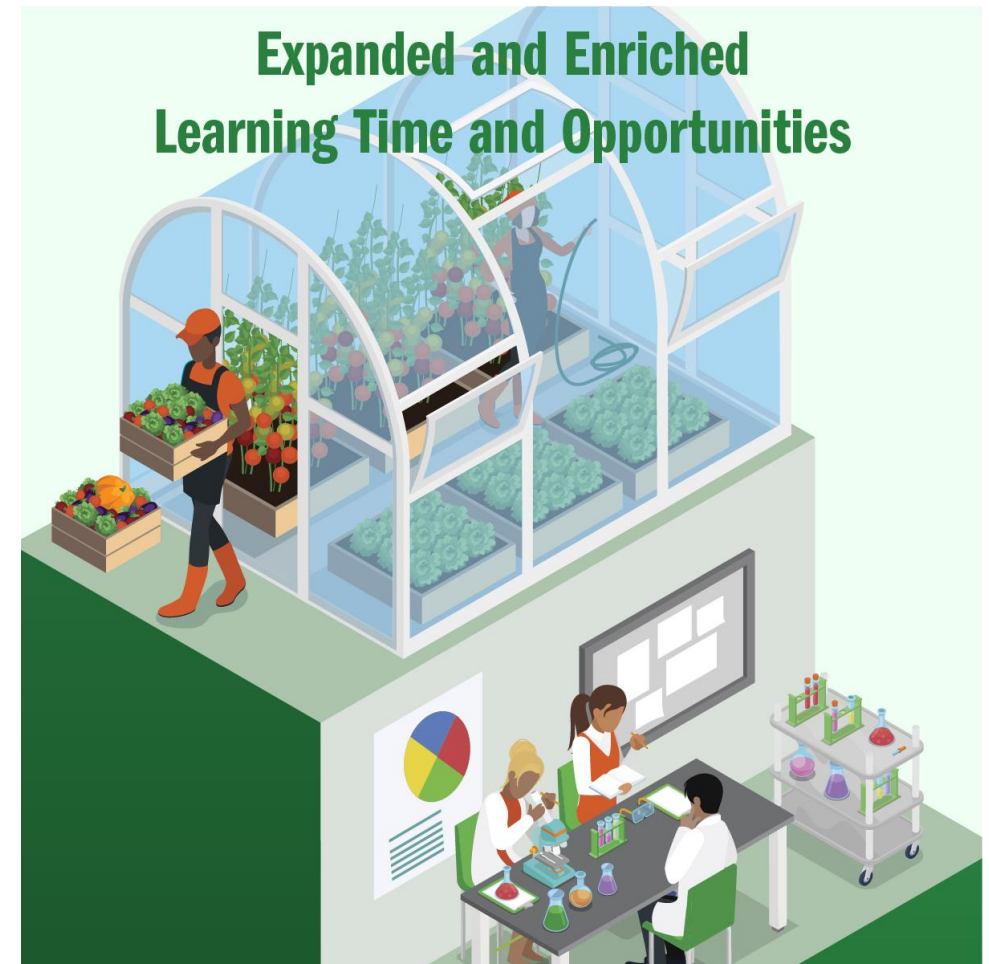
# Integrated Student Supports

- Also known as “wrap-around services”
- Selected to address academic and non-academic barriers to student success
- Unique to each community school
- Can change overtime as needs and resources change



# Expanded and Enriched Learning Time and Opportunities

- Academic opportunities that extend beyond the traditional school day
- Aligned with school's academic goals as well as community needs and priorities
- Leveraging community resources and established partnerships



# Community School Site Coordinator

Dedicated full-time staff on site whose sole responsibility is to:

- Facilitate a diverse group of families, students, teachers, and community members in analyzing data, identifying needs, and creating a community school plan
- Implement the community school plan
- Serve as a member of the school-based leadership team, teacher learning teams, and other leadership/governance teams
- Forge and sustain partnerships with community-based services
- Ensure families and students are connected with available services
- Maintain data collection to inform change and improvement

# Hearing from a practitioner - Julie Ruzek



# Community School Resources

[Coalition for Community Schools](#)

[Community Schools Playbook](#)

[National Education Association Community Schools Micro-credential](#)

# Thank you!

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