mn DEPARTMENT OF EDUCATION

FULL-SERVICE COMMUNITY SCHOOL PLAN
2017 Full-Service Community Schools (FSCS)
School District – Rochester #535
School Building – Rochester Area Learning Center

INSTRUCTIONS

According to the 2016 Minnesota Statues, the school leadership team at each school site must develop a Full-Service Community School (FSCS) Plan detailing the steps the school leadership team will take to implement FSCS programs. The FSCS Plan must meet the requirements described in the 2016 Minnesota Statutes 124D.231 subdivision 2 sections g and h. You may use this form, which addresses all of the required elements, or you may create your own FSCS Plan template that includes all of the required elements.

A. School Leadership Team

1) *Please describe how the school will ensure the consistent operation of the school leadership team and ongoing monitoring of the development and implementation of the full-service community school operations and programming at the school site.*

The school leadership team at The Rochester Alternative Learning Center provides oversight for all of our community school operations and programming. This team has a birds-eye view of things happening at the building; giving feedback, asking questions, helping to ensure that all initiatives align with our ultimate outcome of student success.

The team is facilitated by the site facilitator and includes balanced representation of staff, parents, and community partners. Collaboration partners (partners that are working with us at the collaborative level as identified through our levels or partnership through our partnership onboarding process) are required to have representation on the team. Efforts are in place to include parent representation that mirrors our student demographics. The site facilitator invites new members to the team to maintain this sense of balance, though guests are always welcome to attend.

The roles of this team are to review and approve partnership plans, examine data related to indicators and partnership strategies, provide feedback and guidance on community school initiatives, and identify uses for designated funds. The sum of these roles is authoring and reviewing our full-service community school plan for each school year.

The team meets monthly at the school site, but has means of communicating between meetings (e.g. email, online newsletter, shared documents in a Google Drive folder, etc.). This allows continued work without additional physical strains on schedules of our team members, knowing that they are heavily involved in site and other efforts beyond the team as well.

2) *Please describe the plan for school leadership team development.*

Establishing equal representation is vital to team success. While the site facilitator, administration and district community schools coordinator worked to create the initial invites, the current team will work to assure that the team is made up of equal membership; families, staff/administration and partners.

Continued learning related to the community school model is vital for efficient leadership by this team. Resources to support understanding of the community school model and/or specific initiatives related to site initiatives will be shared with all leadership team members at each meeting. These will be documented on the agenda for that month as a record of what has been shared. Digital resources will also be housed in the team's folder on Google Drive for later retrieval and sharing as needed. Some of these resources will be utilized directly within the meeting, while others will be reference sources.

In addition, any trainings, meetings, site visits, or conferences that would be applicable to team members will be shared with the team. Those who attend will be asked to share back to the team at the following meeting, allowing all to learn from the experiences of others.

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

Upcoming meeting dates and primary topics will be included on site calendars shared with staff, families, and partners on a regular basis. In addition, highlights from each meeting and a link to meeting minutes and future meetings will be shared out to stakeholders through a bi-weekly digital site newsletter. Meeting dates, minutes, and reports will also be linked on our site's website for viewing by all.

B. Community Stakeholders

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

The leadership team, in collaboration with the site facilitator and district partnership specialist, will maintain a directory of current partnerships. This directory will include information about the level of partnership between the site and partner, the indicator (academic, behavior or attendance) said partner is aligned with, contact information, and other information contained within our onboarding documents.

All new partners complete an information sheet as part of their initial meetings with our site facilitator and partnership specialist. These meetings also include discussion of the level of partnership intended and alignment with our site's indicators. Potential collaboration partners (partners working with the site at the collaborative level) will work through the full onboarding process with our facilitator and partnership specialist to determine performance measures and needed data collection as well.

Working with our backbone partner, The United Way of Olmsted County, we will utilize our Partnership Specialist to maintain partnership records. This staff person, working for Rochester Public Schools but employed through The United Way of Olmsted County, will maintain and facilitate partnership documentation. This documentation is located in a Google team drive can be accessed by site, district, and

CSLT team members. Referencing and regularly reviewing these documents will serve as documentation of meaningful and sustained partnerships.

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

New partnerships will be established in response to identified needs at the site level. The leadership team will help identify these needs through input from stakeholders and data analysis. The site facilitator and partnership specialist will facilitate initial meetings with potential partners to determine alignment and partnership level.

Potential partnerships will then be vetted through the leadership team for feedback and questions prior to beginning their efforts in the school. Due to time restraints, initial vetting may take place through email before official presentation and majority approval at the following team meeting. New partners will be invited to the next team meeting to introduce themselves to the team and answer questions about their partnership.

As a team, we have created a partnership onboarding process for new and existing partners. At the initial partner meeting, the site and partner identify the focus indicator and level of partnership. In year one, we are committed to educating partners at all levels about this process and alignment. However, we will work to onboard 2-4 collaborative level partners; identifying common goals and measures and determining dates for continuous improvement data collection throughout the year.

C. Services and Programming

6) *Programming Types*
Please select at least two of the following types of programming that your school site will implement and that are designed to align community assets and meet the school and community needs identified in your baseline analysis.

To select a program type:
1. *Double click on the check box in front of the appropriate program type.*
2. *A pop up window will appear.*
3. *Change the default value to "Checked."*

Academic
☐ Academic support and enrichment activities, including expanded learning time

☐ Summer or after-school enrichment and learning experiences

☒ Job training, internship opportunities, and career counseling services

☐ Programs that provide assistance to students who have been truant, suspended, or expelled

☐ Specialized instructional support services

Community Involvement
☐ Adult education, including instruction in English as a second language

☐ Service and service-learning opportunities

☐ Homeless prevention services

Early Childhood
☐ Early Childhood Education
☒ Child Care Services

Mental and Physical Health
☒ Mentoring and other youth development programs, including peer mentoring and conflict mediation
☐ Juvenile crime prevention and rehabilitation programs
☐ Home visitation services by teachers and other professionals
☐ Developmentally appropriate physical education
☐ Nutrition services
☒ Primary health and dental care
☐ Mental health counseling services

Parental Involvement
☐ Programs that promote parental involvement and family literacy
☐ Parent leadership development activities
☐ Parenting education activities

Positive Discipline Practices
☐ Positive discipline practices programming

Other programming type, please describe
☐ Insert description here:

7) *Please describe each of the FSCS programs that you will offer. For each program, please include the:*
   - targeted audience
   - need(s) identified in the baseline analysis that the program will address
   - community partners
   - location, time(s) and frequency the program will be offered

Partner #1 RSHS (Rochester Student Health Services)

Rochester Student Health Services offers free health care services and is dedicated to connecting students with appropriate health and medical resources to ensure their health concerns do not impede their success in learning. They are a multiagency, multidisciplinary collaborative effort comprised of volunteer members from the community, Mayo Clinic, Olmsted County Public Health, Olmsted Medical Center, Rochester Public Schools and Winona State University. Olmsted County Public Health and Zumbro Valley Mental Health participate in an advisory capacity as well. The mission of Rochester Students' Health Services is to promote self-sufficiency in managing personal health among RSHS learners by: providing health education, providing free health services at RSHS clinics, helping learners identify and access sources for health insurance and primary health care and collaborating with other health care and service providers in the schools and community to assist with coordination of care.

At the RALC, we are working with RSHS to align health and wellness programming at the site. At this point, the RSHS clinic is an all volunteer led clinic. In order for the clinic to be sustainable, deeper

partnership and involvement needs to occur. We are working together with our backbone partner, The United Way of Olmsted County, to find opportunities for sustainability. One success has been aligning marketing materials. We are able to post on FB and tweet for the RSHS clinc to increase visibility and outline the partnership. We continue to look for funding sources and potential options for paid providers.

- targeted audience : all students at the RALC
- need(s) identified in the baseline analysis that the program will address: The RSHS clinic responds to the following student needs; mental health, substance abuse, obesity and reproductive health.
- goal: the partnership between the RALC and RSHS seeks to impact the building's behavior goal as listed below. When students are healthy and have their physical and mental health needs met, they are ready to actively participate in school.
- community partners: (see above)
- location, time(s) and frequency the program will be offered: Since the clinic is run by volunteers, the hours are limited. Posted hours are Tuesday-Thursday 9:00 a.m.-4:30 p.m. However, if a volunteer is unable to facilitate the clinic, it is not open.

Partner #2 PACE (Parents and Children Excel)

PACE is a program housed within Olmsted County. The PACE program focuses on the empowerment of African American families in the community by engaging them in partnerships that build safety and well-being for children. The PACE program works with youth of color who have attendance issues in school or behavior issues at home, school or the community. PACE also coordinates a positive teen-peer mentorship program for the younger children in the program called LEAD (Leading and Empowering All children of color to their Dreams). PACE focuses on the following at the community schools: leadership opportunities, prosocial activities, career and college readiness, school and family engagement, mentorship, integrated services, early identification and social skills groups.

At the RALC, PACE programming will address the Academic and Mental and Physical Health categories. The team identifies potential mentors for the LEAD program, providing training and transportation to their partner site, Gage Elementary school 21st Century After School programming (aka Gator University). This provides students with mentoring and job training experience. Students will also receive training and provide childcare for REACH and Bright Futures group circles. Students will receive credit for their work.

- targeted audience : students of color nominated/identified by RALC teachers
- need(s) identified in the baseline analysis that the program will address:
- goal: The partnership between the RALC and PACE seeks to impact the building's behavior and academic goals. When students are given opportunities for mentorship and leadership, they are ready to actively participate in school.
- community partners: PACE staff of Olmsted County, Gage Elementary School, REACH and Bright Futures staff
- location, time(s) and frequency the program will be offered: Programming is offered at regular REACH and Bright Futures restorative justice circles at the RALC and at Gage Elementary School after school 3 times a week.

8) *Each of the FSCS programs offered must include at least one goal that is Measurable and Aligned to the District's World's Best Workforce goals. Please provide at least one goal for each of the FSCS programs that you will offer.*

As a building, the RALC and partners have identified three goal areas/indicators of focus. These indicators are listed below. All partners are asked to align work with a building goal. Collaborative level partners and sites create measureable strategies during the the partnership process to positively impact the indicator.

RALC Curricular Goal: By June 1, 2018, 60% of RALC students will have a personal college and/or career post-graduation plan.

RALC Behavior Goal: Our school will maintain our status of having no suspensions and level two referrals for the 2017-2018 school year.

RALC Attendance Goal: The RALC does not have an attendance goal at this time.

9) *Please detail how the school will ensure that all FSCS programs comply with the district nondiscrimination policy.*

Rochester Public Schools does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability. We use this policy to ensure all of our practices, including partner onboarding, adhere to the expectation that no partners and/or parties will be discriminated against based on the categories listed above.

10) *Please describe the plan for maintenance of attendance records in all FSCS programming components.*

Maintaining attendance records, along with other data points, is addressed at the initial partnership onboarding meeting. During the meeting, the team determines the best way of collecting attendance data. This data is maintained by the appropriate party and then shared at future partner meetings (or as needed/requested). Data collection and sharing is predetermined at the initial partnership onboarding meeting so that all parties understand what is being collected, how it is being collected, who is collecting it and when it is to be shared. (See attached document.)

D. Measuring Impact

11) *Please describe the plan for maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults.*

As mentioned in previous sections, we have chosen to use Results Based Accountability as our continuous improvement process. Using RBA, we work together to identify indicators of focus, strategies to utilize to positively impact indicators and performance measures to show measurable success or in RBA language, to show that we have 'turned the curve'. This method is used in the initial partnership onboarding meeting. During the meeting, the team determines the best way of collecting participation and impact data. Data collection and sharing is predetermined at the initial partnership onboarding meeting so that all parties understand what is being collected, how it is being collected, who is collecting it and when it is to be shared. (See attached document.)