

Community School

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Abstract

The research paper focuses on the nature of the interdependence between education and society through the development of educational systems in the light of social changes and political, technological and economic conditions. The concept of the community school, its advantages, the foundations of its work, and its planning mechanism were addressed by dealing with specific concepts represented by (planning and urban design for the school site, social partnerships, and the use of technology in the school building). Community participation is not a magic potion to solve all education issues and problems, but it facilitates the provision of quality education in school that meets the requirements of the modern world.

Key words: education, society, twenty-first century skills, community school

Introduction

The community school is a “place-based” approach that seeks to mobilize a range of services in the learning environment, as it is considered one of the most important institutions that support development and acts as a major community institution, and it is possible that these schools combine different scenarios or features, but at the same time there is no one correct model that the Community School adopts, no “one” concept for all school systems and suits the diverse needs of all learners. Each educational system or class of students may adopt a different school model that suits its requirements, according to the learners' abilities, challenges, culture, regional aspirations, and their interrelationships with society.

The research problem: the lack of knowledge in how to link the various formal and informal community institutions and the contemporary changes that occurred in the community with the educational system.

Study objective: To identify the role of community participation in the educational system.

Research hypothesis: re-planning the educational system within a framework that adopts the new patterns of community participation in education.

The community school

Historically, there have been efforts and initiatives by specialists to bring about change in several areas, including education (such as housing, jobs, and development of sectors...), to keep pace with the surrounding factors, but these efforts succeeded in some areas and failed to bring about significant and sustainable changes in education and schools. Here, community schools emerged as a place-based strategy, to help break the traditional pattern and act as a hub that combines a set of necessary services with the school to enhance learning and find ways for sectors to cooperate to strengthen communities (Jacobson,2016,p2) .

Community schools and other place-based strategies are not a new idea concocted by consultants or in response to specific events, rather the concept was first popularized in the early 20th century when John Dewey described) John Dewey ¹ (Schools are mini-communities where real-life experiences can be provided, allowing students to learn the skills needed to become successful. Where Dewey realized that the society in which one lives functioned as a "living classroom" in which a person learned daily activities, in contrast he considered that the school should be a "social center" in the community (Anderson,2019,p896).

Community schools gained momentum in the late 1980s and early 1990s with the development of several school models. Most of the reasons for their establishment were a direct response to research on the educational struggles of children living in poverty and concerted calls for action by civic, nonprofit, and charitable organizations .(Lubell,2011,p5) .And community schools began to expand and spread. Today, there are approximately 5,000 community schools in the United States in 44 states, serving about 5.1 million students. Looking at schools in Europe, the Netherlands has 1,600 community schools in primary education out of a total of 7,480 primary schools and 420 secondary schools. Out of a total of 646, in England all 23,000 schools are supposed to convert to so-called 'extended schools' as a synonym for community schools (Heers, 2016,p-p:5-6).

Managing relationships between the school and the community is important because the community school is established in a community that expects to benefit from the school, and vice versa. Thus, the school and society are in a symbiotic relationship. Parents and other community leaders must be enabled to participate in school activities and school representatives (teachers or students) must participate in projects and social organizations. This requires developing a comprehensive plan and policies to guide community members in using school facilities (Akpan, 2020,p7) .A recurring theme in the literature is the need to plan and design schools for the benefit of society, not just for the benefit of students. The support of community members and key decision makers is essential to the schools' financial stability and to move forward. In order to build innovative and developed schools, they must be designed to include features that suit members of the wider community (Hanover Research,2011,p17).

The concept of a community school

The concept of a community school refers to a school that participates in a community effort to coordinate and provide educational, social, developmental, family, health and other community services, through general partnerships with families and community members in programs that serve the local community and suit its needs and requirements, so that these programs are implemented using school buildings and facilities. They are open all year round

¹¹ John Dewey: American philosopher and educator who was the founder of the philosophical movement known as pragmatism, pioneer of functional psychology, and leader of the progressive movement in education in the United States (Talebi,2015,p1)

(including pre-school hours and weekends), as well as during the summer (Maier,2017,p12) ‘ It is known as the school of the future, which adopts the principle of breaking down walls and fences between the school and society in all its categories and segments, and seeks to establish community relations based on strong foundations between it and the institutions of the local community, as it aims to improve education and develop twenty-first century skills, in which teams of educators work with students They differ in their capabilities, aspirations, and potentials, and the school uses contemporary techniques of advanced technology and electronic and blended learning methods, and this depends on the enjoyment of educators and the teaching staff with the skills of using technologies and advanced multimedia technology and providing the classrooms with the Internet, and decisions are taken in a participatory manner and everyone bears the responsibility of it, as the school leaders will be Administrators are able to view the daily operations of the digital systems so that their effectiveness can be monitored by the parents and the school community (Habak,2020,p28).

Strategic use of linkages and partnerships, can reach beyond school walls to utilize additional services to meet students' basic needs and enhance the range and quality of their learning. Whereas, the active participation of community partners supports and enhances school efforts to address life conditions that affect both teaching and learning, as the partners share the responsibility for setting high standards and ideal achievement standards. It is worth noting that partnerships and activities in community schools are not specialized or fixed. Each activity is chosen and designed for a specific reason for that partnership, in order for the partners to realize that their contributions will help meet the learning conditions and achieve the goals and business of the school for their families .(Blank, 2003,p8) ‘ Sometimes known as "full service" schools or "community learning centres", community schools develop a range of partnerships - in health, social services, academics for children and adults, sports, recreation and culture - and turn schools into vital hubs that benefit students, their families and the community around them .(Lubell,2011,p-p:1-2) .

Characteristics of a community school

Essential component of the equity and justice strategy. All children and families benefit from access to resources, opportunities and support to promote learning and healthy development. Community schools address systemic barriers that limit opportunities for students and families, ensuring equitable access to the supports that will prepare future students for success. Although community schools alone cannot Offset years of lack of investment in low-income communities, however, it holds great promise for mitigating the impact of such investment and creating high-quality, equitable schools .(Community Schools Playbook,2018,p4), This is due to its many features, which we list below:

Focusing on a specific geographical location

Community schools often focus on serving students and families from neighborhoods around the school building who live or participate in a particular geographic area(Maier,2017,p16) .Community schools, which are part of most place-based education strategies, share common features, but at the same time they are not a unified model. Each school differs from the other depending on its location, the neighborhoods it works with, and the needs and assets in its community. Community schools strive to improve the educational environment and the outcomes of their students. Through partnerships in the school setting. But they also use the school as a place to engage the entire community and transform the surrounding environment to serve them (Jacobson,2016,p,p:2,5)The educational buildings as

well as the surrounding sites and the furniture inside them are learning machines. The main challenge is to create physical facilities that respond to different criteria. Deciding where to build a new school or to renovate or expand an existing one is not an easy task. Administrators, school boards, community leaders, and city planners must balance elective priorities with needs, from directing parents to spacious sports stadiums, to employees who want smaller, more manageable schools, to transportation planners most concerned about traffic congestion, to city planners who want to focus growth in the city center node, for community residents who view the school as a fulcrum in the neighborhood. Thus balancing these complexities and factors requires vision, leadership and negotiation skills to use innovative solutions for school district sites (Moussa,2017,P284) Community school websites have multiple benefits and requirements for the local community that go beyond their primary function as my agency :

Landmar

Function of a neighborhood is an important consideration for neighborhood design. Schools help define the character of the neighborhood and foster a strong sense of community in residents. Schools located in prominent central locations serve as a focal point for the community and a landmark within the neighborhood and contribute to the strengthening of social networks, where both students and parents meet and meetings are held and the school fields and playgrounds are used informally, thus also contributing to community recreation, where spaces are often Green spaces within the neighborhoods are limited. On the other hand, school sites may represent a large proportion of the green spaces in the residential neighborhood, in addition to sports fields that are destinations used by parents and children. Indoor and outdoor school facilities are often used during evenings and weekends along with the school day. Ordinary to organize cultural and entertainment programs.

Perfect Places for All Ages

Community schools are increasingly supporting senior programs by adding another user group closely associated with the school's facilities. Creating relationships between students with the elderly is a valuable experience for both parties. The key to maximizing the benefits of schools is to locate the school in a convenient location close to most housing that is easily accessible by foot or bike, within a close-knit walkable neighborhood(Manitoba,2011,p:3-5).

Healthy living and reducing harmful gas emissions

The location of the school can be used to encourage the use of active modes of transport for trips to school (walking, cycling, etc.). Choosing active modes of transportation to get to school instead of driving in a car or school bus can help reduce transportation costs for families and school staff, reduce greenhouse gas emissions, and support healthy living for children. Location-specific safe transportation methods that may include safe intersection crossings, safe pedestrian walkways, bicycle parking, and traffic calming measures in the vicinity of the school site encourage students and their parents to consider active transportation as a viable transportation option and support coordinating school walking trips.

Joint planning of the school site with other public facilities, such as parks, libraries, cultural centers, etc (Moussa,2017,P288) .

It can be concluded here that the focus on a specific geographical location aims at several purposes to achieve the goals of the community school, which are as follows:

- 1- A central location for the school within the neighborhood that is easily accessible, creating an environment conducive to the use of active means of transportation, and encouraging mixed use of the school building.
- 2- Early communication with all stakeholders as part of the collaborative planning process.
- 3- Joint planning with public utilities.

Partnerships with the local community

Achieving community school plans requires the support of community institutions and organizations, which provide them with the driving force towards achieving their goals. These institutions may be of a social, health, economic, or voluntary nature, or in other fields, according to the orientations and privacy of each school. The data revealed the diverse and mutual nature of partnerships. Successful community on the school site, about the schools and their cadres (students, families, teachers and staff) benefiting from increased resources and support and the development of relationships and trust in the school community partnerships, in return each community partner also benefits from those partnerships, so these benefits included their work, program or personal satisfaction or enhanced knowledge of best practices (Gross,2015,p19) .As an example, partnerships may be formed between the school and (a local college or university, social service institutions, non-profit organizations, and official institutions such as the local municipality..)(Hogue,2011,p37) ‘ This partnership leads to a mutual benefit between the two parties - community institutions and the school - the first party provides schools with places to hold seminars, awareness programmes, service projects and investment in human capital in addition to an advertising base for several companies and so on, while the benefit of the second party from this partnership is through professional development Continuous access and access to the basic needs of the community as well as securing financial support for the school, which is an important approach and one of the basics for the establishment and success of a community school (Gross,2015,p20) .

At its core, the Community Schools initiative is a strategic approach to efficiently organizing public private, school, and community resources to support student success. Because of the variety of services and programs that operate in community schools, there is no single funding stream program. Community school models are often funded through a variety of state, civic, and local sources. This synergy of funding achieves at the system and school levels—creating a cohesive and sustainable funding strategy. Provides integrity and clarity to schools and community organizations - all of this will require ongoing financial analysis, citywide coordination, and schoolwide communication. It will focus on these initial funding priorities:

- 1- Effective use of existing and new public resources and benefiting from them to expand the school's programs.
- 2- Involving the private sector institutions in developing partnerships that support the goals of the school.
- 3- Developing a framework for seed financing (**Mayor,2017,p24**) .

Streams based on local factors, needs, and interests. This is demonstrated, for example, in the Tukwila School District, which is one of the most diverse communities in Washington State, for being a refugee resettlement community, with the number of students representing the most From 60 World Languages and Cultures, the Tukwila Community Schools initiative began in the late 1990s and serves more than 50 percent of the area's student population,

approximately 1,250 students. Funding for it comes from several sources (civil society organizations in the city, the 21st City Center Foundation, federal district-designated allocations for refugee and immigrant students and families, organizations to support health services, a Washington Refugee Grant to provide mentoring and training for students, and a State Readiness to Learn Grant to collect Data and the establishment of a culturally qualified community communication program designed to bridge the gap between families of diverse cultures and the school administration), in addition to the appointment of multilingual staff in the school, and the establishment of empowerment, education and awareness projects. Other resources are utilized for academic enrichment, health, parental leadership and involvement, and specialized services for immigrants. The results show that these efforts make a difference, as it turns out that the mobility rate of families participating in community school services reaches (5%), which is significantly lower compared to the region average, which reaches (23%). This finding encouraged city leadership to increase financial support for schools' endeavors as a way to retain a stable and engaged community and demonstrates how success can help in obtaining additional funding .(Blank,2010,p-p:23-24).

In terms of financial return, there are approximately 5,000 community schools in the United States. A study of social return indicates that for every \$1 invested in Aid Children's Community Schools in New York City, there is an equivalent of \$12 to \$15 in social value. Many community schools are run at the individual school level, often with the help of intermediary nonprofit organizations but with little involvement from the school district. Thus, a community school strategy is an important component for schools and their systems that wish to provide high-quality education to children in low-income communities (McDaniels, 2018, p2). It can be concluded from the partnership and financing feature that:

- 1- Establishing partnerships between the community, stakeholders and the school, increasing support and expanding programs for school students, and increasing their confidence in the community.
- 2- Adopting a new funding approach for schools through community participation and private sector companies .

Continuing professional development

Leadership and collaborative practice is one of the characteristics of a community school which includes building a culture of professional learning, collective trust, and shared responsibility using strategies such as leadership/governance teams on site, and a community school coordinator who manages the complex joint work of many schools and community organizations working together. Together with the principal and partners to achieve common results, to identify needs and secure assets and partners, in addition to continuous professional development of educational staff and educational leaders within schools, flexible linking between schools and vocational training in various fields of work to acquire lifelong education skills * (Jacobson,2016,p6) (Maier,2017,p16).

We note that the continuous professional development feature of the community school includes two goals, the first is coordination and leadership of joint work through a coordinator who manages the work with partners, while the second goal is continuous training of

* **Lifelong learning:** defined as “all learning activities that take place throughout life, with the aim of improving knowledge, skills, and competencies within a personal, civil, social, or employment-related perspective” (Ala-Mutka, 2009, p16).

educational cadres and educational leaders to help students acquire lifelong learning skills and consider schools a new resource that integrates with other resources the other .

Flexibility in employing technology and developing skills

Technology such as information and communication technology is an effective force in advancing economic, social, political and educational reforms, and countries that want to compete and strive in the global economy cannot remain passive towards this progress, as the health of the economy of any country, whether poor or rich, developed or developing, depends on One of the principles of reform in education is the introduction of information and communication technology and its integration into the educational system. The successful integration of any technology into the educational institution requires careful planning and depends to a large extent on the extent to which policy makers understand and appreciate the dynamics of this integration (Jhurree, 2005, p467) in transforming today's schools into teaching and learning environments that make individuals learn and prepare them for the twenty-first century (Groff, 2013, p1), where the educational spaces should be consistent and interact with the direction of the blended education method within the following criteria to balance with the requirements of the schools of the future:

Enhanced technology in the classroom

Technology makes a difference in educational environments and the design of spaces in them, according to a method that helps simplify the various learning styles, as modern technologies can be used to enhance the sense of place in order to establish a safe and stimulating environment for learners. These technologies include, for example, sensor lighting units, as well as sounds, videos, images and even smells throughout the place.

Sustainability

The school should take into account the concepts of sustainability, as it relies on sustainable energy sources such as photovoltaic panels (Fig. (1-1)), in addition to integrating mechanical systems and high-quality lighting systems in energy consumption, and using environmentally friendly building materials And the mechanisms for rationalizing the use of energy and water, and benefiting from sunlight and natural ventilation, and the correct orientation of the building and the use of appropriate shading means helps to reduce the level of requirements for cooling, heating, ventilation and lighting. In addition, prefabricated buildings contribute to a decrease in the amount of waste generated (GEMS Information Unit, 2016, pp. 28-29).



Form (1-1) *Use of photovoltaic panels in schools*

Source: GEMS Information Unit, "Schools of the Future." *Museum of the Future*, February 2016, p. 28.

Keeping up with various smart concepts

Today's learning environments have become digital even at least, which led to the provision of students with access to innovative concepts, tools, technologies and operating methods that are circulated in. Where there is a very different and interesting example of the effect of adopting one of these innovative smart concepts, which is the comprehensive trend of games based on games in Scottish schools. This new educational method helped to develop these schools to become digital, integrated and attractive. From the basis of belief that the games presented by the Center for the Control Unit in Scotland provides an increasing involvement and motivation between students and greater connections in the curricula, and an improvement in cooperation strategies between them, and the center of the control unit - the Game -based learning - supports more than 20 schools throughout Scotland. It seeks to examine games for educational uses and supports teachers in their exploration of these technologies (GROFF, 2013, P, P: 7,16) .

Linking the educational world

Amid a world that is moving with an accelerated pace towards globalization, there is an urgent need to combine students from different countries, societies and cultures to exchange ideas and experiences. By employing technology (such as video conferences and digital cooperation systems ...) where there is a link between the student and the world, new social habits will be formed taking into account students directing their societies in smart ways and is within the framework of the curriculum (JHURREE, 2005, P469). The use of technology to support learning through social interaction has become the strategy of most countries, because societies have become virtual that do not depend on the actual geographical location only, as they can form their formal or informal groups, which partially overcomes geographical barriers. It encourages bonds that lead to a similar harmony that is present in families. These links may be based on a common attention or a learning problem, and sometimes those interests surrounding the school exceeded more than that, as people from several cities of gathering can in one virtual place, with the same ease that people can meet to hold a meeting in the school building (Kowch, 1997, P-P: 4-5).

Human capital investment

Education is an important investment in human capital with clear benefits for the individual, economy and society as a whole. The increasing levels of education lead to high income, increase tax revenues, increase participation in other activities, and low social service costs, as educated citizens are largely upgraded to society. Where education raises - more than any other social investment - the level of income and the standard of living and increasing job opportunities by relying on the employment of technology enhanced by chapter and keeping pace with smart concepts (Owings, 2019, P -P: 3-4). Where the data and statistics of the World Economic Forum 2015 indicated the development in the nature of the available jobs today, especially in the advanced economies; It witnessed a transformation from routine manual work into a work that requires unconventional cooperation far from the routine. Including a new vision for the education sector and a basic concept of the skills training model in the Future School. As shown in Figure (1-2). She emphasized that there is a close connection between economic growth and cognitive and educational skills of the population. Where research, in statistical and economic aspects, indicate the clear and concrete influence of cognitive skills on economic growth, and this may motivate the countries of the world to increase interest in educational levels of their population through investing in educational buildings with the aim of bringing about the required change, enhancing economic competition, and developing societies (James Information Unit , 2016, p.8)

Health education and its integration of technology

The understanding of the factors that enter human health has been associated with the diet and nutrition to lifestyle and physical activity, with health and happiness, as well as human productivity, where health education is taught as part of the curricula in many high - performance countries, And with the spread and marketing of wearable devices such as cardiac tracking and fitness devices for physiological health monitoring, and brain activity monitoring devices that can be worn to help with relaxation, technology has been integrated into health education to support educational goals and involve student opinions through an interactive process (HABAK, 2018, p 19). It is possible to feature flexibility in employing technology and developing skills in the community school to reach certain goals:

- 1- Employing technology in the educational system in all its joints, in an extensive manner.
- 2- Strengthening virtual social relationships and overcoming geographical barriers by adopting technology in the design and planning of the school building.
- 3- The optimal use of renewable resources and reducing environmental pollution and noise.

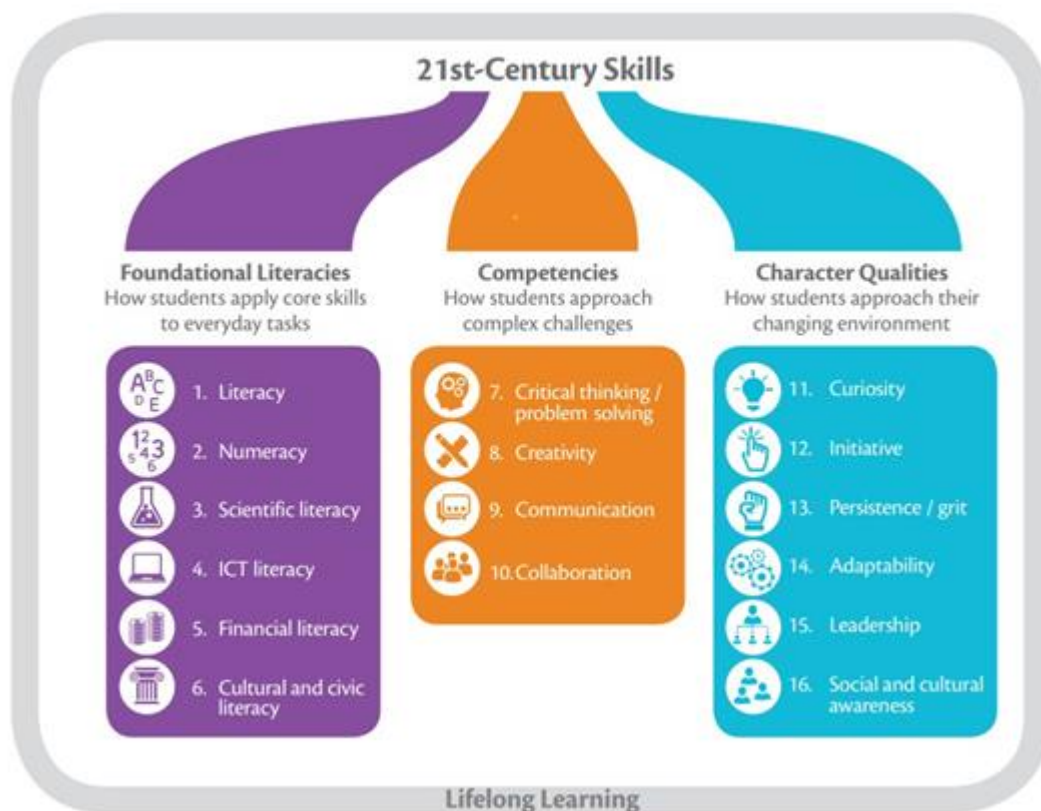


Figure (1-2) skills, competencies and qualities required to face the challenges of the twenty-first century

Source: James Information Unit, "Future Schools." Future Museum, February 2016, p. 11

Renovating the traditional school buildings to make maximum use of them

Introducing the principle of renovating and rehabilitating traditional school buildings to serve as community centers, coinciding with the global trend towards promoting sustainable development and taking advantage of the available resources in traditional school buildings

that do not meet the requirements of the twenty-first century, as it can help - the optimal use of old school buildings, and the integration of building and renovation decisions Schools with the goals of economic and social development for communities - in preserving and enhancing the quality of life of communities, and stimulating educational excellence (Yablonsky, 2010, P4).

The trend towards the development of schools began by proposing a renovation process aimed at linking the new educational developments with the physical changes at the level of the school building, through making an adjustment and change in the traditional school building, in addition to conducting interviews with employees, parent-teacher associations and members of the community to look at its facilities in the context larger community. Once the educational programming needs and community development goals are identified, the design specialist should apply these goals to existing facilities and help the board determine if new goals are needed. It is generally more cost-effective to renovate existing buildings than to construct new buildings, but doing so requires creative thinking and flexible methods to work with local planning committees to assess demographic trends and plan for the community to grow in urban areas, since school districts are often located in several municipalities. The location of the school may be the only entity that can bring these municipalities together to reach common goals (Hill, 2007, P8). Such as preserving schools in old neighborhoods that are naturally better for the environment because it takes advantage of the existing infrastructure and public transportation. And preserving the land, in addition to that the rehabilitation of old buildings reduces the need to manufacture and use other building materials, especially when there is a lack of financial capabilities and the high cost of building new school buildings. Renovating historic school buildings according to the latest educational standards is usually less expensive than the cost of new constructions (Anstrand, 2010, P6)

Community schools avoid overcrowded classrooms and thus maximize the use of school buildings. By increasing learning time and opportunities, including after-school, weekend, and summer programs, providing additional academic instruction, one-on-one academic support, educational activities and opportunities, and solving community problems with ongoing structural change in the school building as long as it is part of the services. It has become electronic (Jacobson, 2016, p6). Thus, the introduction of the principle of renovation of the building leads to:

- 1- The optimal use of the old school buildings.
- 2- Developing and redesigning the existing school building and linking it to the latest scientific developments.
- 3- Introducing technology and community participation in the school building, avoiding overcrowding in classrooms and benefiting from school buildings .

Communication, community understanding and acceptance of differences

Community schools are one of the axes of the society influencing it and that contribute to enhancing communication, as they provide services and support to families and the entire community, and not only to students within schools, and therefore there is a need to realize that strong schools require strong neighborhoods whose components must be known and understood, and a database must be established and planned accordingly Its basis is (Jacobson, 2016, p6) (Maier, 2017, p16). Where the community school works with the cooperation and efforts of a group of human forces - interacting with each other, integrating and overlapping in their tasks - and these human forces consist of:

Students: Students play the main role in the community school. They make an important contribution to the partnership with their teachers and their families as they are the channels of communication between the school and the community. Community school planners are keen to provide an educational environment in which students feel safe and comfortable, spread the spirit of cooperation and develop a sense of responsibility and dependence on The self and present proposals and solutions for the development of work, and highlight the participation of students in many activities, including the preparation of programs and pamphlets, participation in scientific journals, school radio, school trips, field visits, and participation in projects to serve and preserve the environment (Sonqur, 2005, p. 102) .

Educational school administration: The educational administration, represented by the principal and teachers, plays an important role in the success of school community partnerships. Where the openness of the teacher and his understanding of the surrounding community is important for the success of partnerships, as it is considered a real window for students on the culture of the community. It supports opinions and developmental projects (Hogue, 2011, p-p:47-48).

The family: The positive relationship between the school and the family forms the basis of the educational structure of the student and the integrated growth of his personality. At home (family) and what he learns at school, which is reflected in its final outcome on achieving the goals of society (Dove, 2018, p49).

To investigate the reality of the relationship between the school and the group of human forces of society in terms of the elements of several topics represented by (customs and traditions, historical background, material and human resources, age and gender distribution, educational attainment, organizations and groups, political structure, leadership, authority, religious affiliations, housing, economic life, transportation, communications, standards of living, health, entertainment, etc.) and monitoring the obstacles that prevent communication with these elements lead to the development of procedural formulas that enhance the design of a program for the relationship between the school and society and achieve its goals at a better level (Moore, 2016, p17), and for example For example, one partnership that has based its work on understanding the culture of society for more than two decades and has proven successful is that of the partnership between the University of Pennsylvania and the West Philadelphia Public Schools (WEPIC), where it adopted a school program that provides services that focus on academic resources. More than sixty faculty members and three hundred students participate in 38 partnerships. The theoretical basis for this program was that good schools require good neighborhoods, and that schools can To make a difference in the neighborhoods they serve by being part of the community. This partnership uses America Reads, an elementary reading program designed to address reading achievement gaps. During three years (1997-2000) more than 350 teachers provided services to raise reading for inner city students. Reading scores rose over that time period and proved to be higher than any other school in the area. Analysis of data from interviews with school principals showed that success was related to the school leader opening up to cooperation, understanding the culture of the community, and establishing a database for program implementation (Hogue, 2011, p38). Data collection and analysis is at the heart of community understanding and the establishment, development and sustainability of a community school (Mayor, 2017, p28). In some cases, external partners can bring a wealth of experience in dealing with data, for example, Cincinnati Public Schools and its partners work in data collection, by using digital manufacturing and technological development, by designing (a dashboard for learning partners), which is a database It will link the district's data system with partner data systems, and the system will be updated nightly with academic, behavioral, and attendance data for the district and linked to data related to student participation in partner community programmes. The reports generated from this data collection will show several things, including the risk factors that students are exposed to, the rates of service use,

and the linking of activities and partnerships to the achievements and progress of students so that experts can help resource coordinators and teachers to use the data system in the most effective way (Blank, 2012, P-P:17-18), we note the following from the advantage of communication, understanding society, and accepting differences for the community school:

- 1- The community school, with the cooperation and efforts of a group of human forces, interacts with each other, integrates, and overlaps in its tasks to plan an effective program for the relationship between the school and the community.
- 2- Collecting information about the characteristics of the population, knowing their economic conditions, the communication channels available with the public, the extent to which they are widely used, and which of them are more effective
- 3- Collecting, understanding, interpreting, analyzing and using data.

From the aforementioned, it is clear that the community school and its advantages are in line with the requirements of contemporary education, keeping pace with the digital revolution and the challenges facing traditional education, so the community school strategy gives all parties the ability to support and support each other, and creates a positive cycle of growth and renewal in A world that changes and evolves every moment. Where it can be said that it can work according to the capabilities available to it, and it is not necessary that all the requirements and conditions be available, because its main goal is to improve society and coexist with the capabilities and opportunities it possesses, while constantly striving to invest and benefit from those capabilities and develop them to serve the planning and educational goals. . And when the conclusions drawn from the characteristics of the community school - shown in Figure (1-3) - were compared with each other and their influences overlapped, it eventually led to the extraction of several foundations inspired by that overlap, as follows:

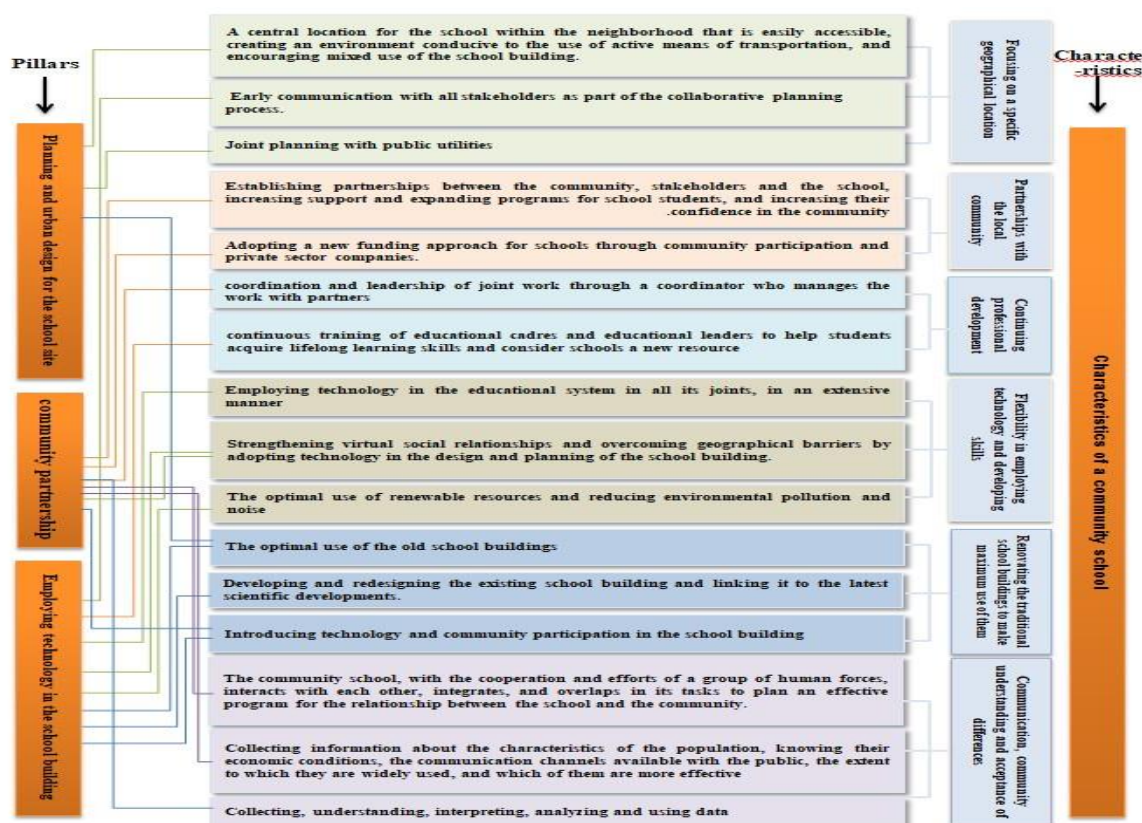


Figure (1-3) illustrates the method of deriving the foundations from the overlapping vocabulary and concepts extracted from the characteristics of the community school

Source: the researcher

Pillars of the community school

We note from the content of the figure above, that three pillars have been deduced for planning educational services in light of the digital revolution and the challenges of the era, depending on the characteristics of the community school, represented by (planning and urban design for the school site, community participation, employing technology in the school building), and each pillar will be addressed According to the detailed axes of my agencies:

Planning and urban design for the school site

Early communication with all stakeholders helps ensure appropriate site planning. As part of the collaborative planning process, the planning of educational spaces requires multidisciplinary teams that are effective and aware of the physical facilities needed by education, provide strategies and guidance for locating schools in appropriate ways and for the entire community to cooperate as a team. One is to find innovative solutions to make the most of the available resources in order to reach successful planning that serves all parties (Moussa, 2017, P-p: 283-284), and by linking what was mentioned above with the vocabulary deduced from the characteristics of the community school, two important axes were reached to meet the needs for planning The design of the school site (the first: requirements for site planning, the second: requirements for site design) and will be detailed as follows, as shown in Figure (1-4):

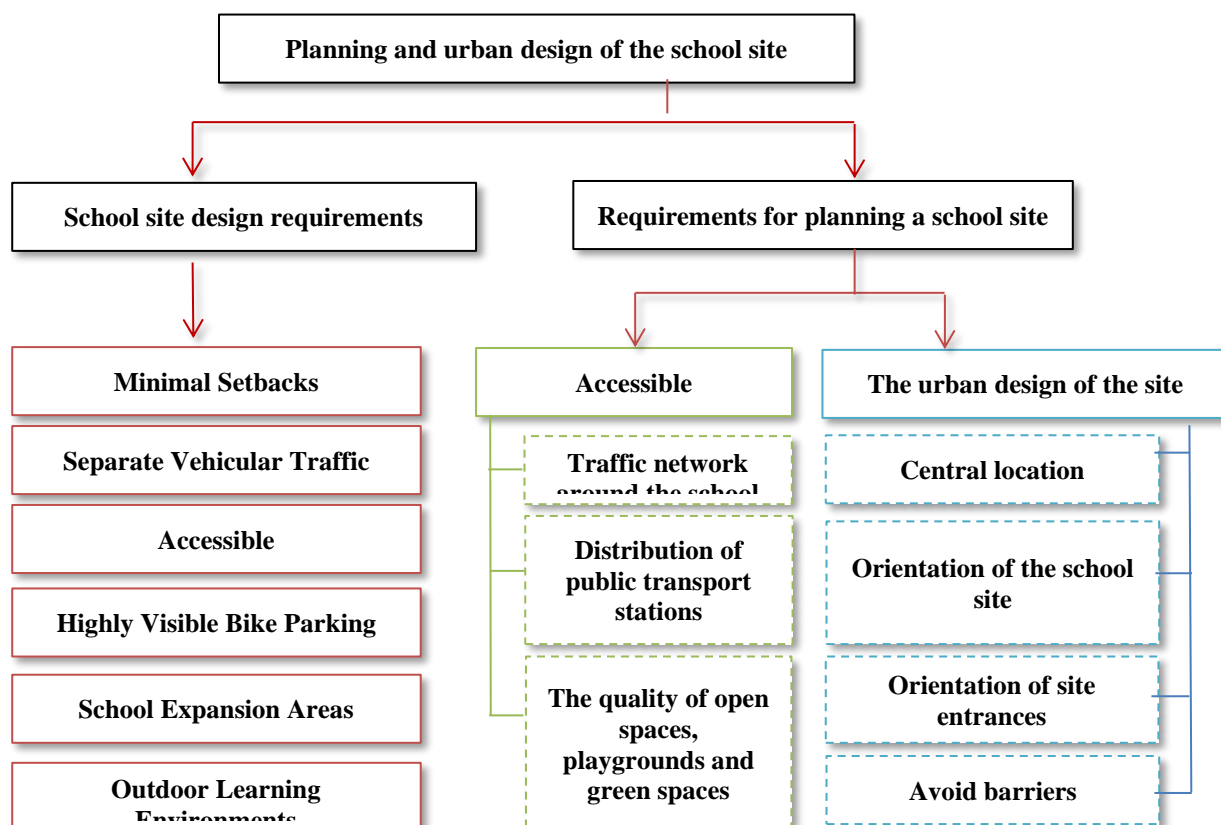


Figure (1-4) axes of requirements for planning and designing the school building site

Source: The researcher based on:

- Manitoba, “Land Use Planning Guide for School Sites “,the Public Schools Finance Board (PSFB), Manitoba, Canada,2011.,p-p:24-29

- Albuquerque, Public Schools , “School Design Standards”, APS Facilities Design and Construction , School Design Guidelines, 2021 ,p-p:10-13 .
- Baser, Volkan, "Effectiveness of School Site Decisions on Land Use Policy in the Planning Process." ,ISPRS International Journal of Geo-Information ,2020,p-p:4-7 .

First: School site planning requirements

Some of the concepts that fall within this scale have been summarized, including (the urban design of the site, ease of access, the quality of open spaces, playgrounds and green spaces

The urban design of the site

It is "the art of making a place, where a place is", so urban design is more necessary than converting physical land into specific uses, as it is a set of relationships controlled by technical, social and economic processes and confined between the symbiotic relationship of environmental elements such as (the location of buildings, transport infrastructure and landscapes) (Tangestanizadeh ,2017,p2), and they are within specific paragraphs that have been limited based on the sources: (Manitoba, 2011, p-p:24-29) (Albuquerque, 2021, p-p:10-13) (Baser, 2020, p-p:4-7) and as Shown in Figure (1-5)

Central location

School locations must be in central locations within the emerging neighborhoods within specific distances, to provide a high degree of communication for most students within the neighborhood. The maximum travel time from home to school for primary school is 20 minutes and a maximum distance of (1.5 km) on foot. As for the secondary school, the duration of the trip is 30 minutes and the distance does not exceed (2.25 km). Taking into account the locations of public facilities and how to communicate with them, such as (libraries, museums, cultural centers, sports clubs...)

Orientation of the school site

Taking into account the direction of wind, sun and weather conditions of the school building to ensure the best opportunity for design, ventilation, lighting and provision of outdoor learning areas ..

Orientation of site entrances

Locating schools on a corner with a frontage on at least two public streets, and preferably three streets, one of which is a main street, ensures safe and convenient access to buses, parking, childcare, and access to public transportation where available but due to noise and air pollution and other causes Others, it is not preferable to be near the main roads and be approximately 300 meters away. With a high degree of visibility for the school and its sports fields, which increases safety and respect for the facility as a prevailing community feature

Avoid barriers

School sites should not be located in areas that restrict barriers that prevent easy access to the school and reduce active transportation patterns to and from the school. Such as schools near railway lines, high-speed roads, or other barriers. If there is to be a school near the checkpoint, it should be approximately 600 meters away and at the same time close to an existing crossing or the construction of new safe crossings

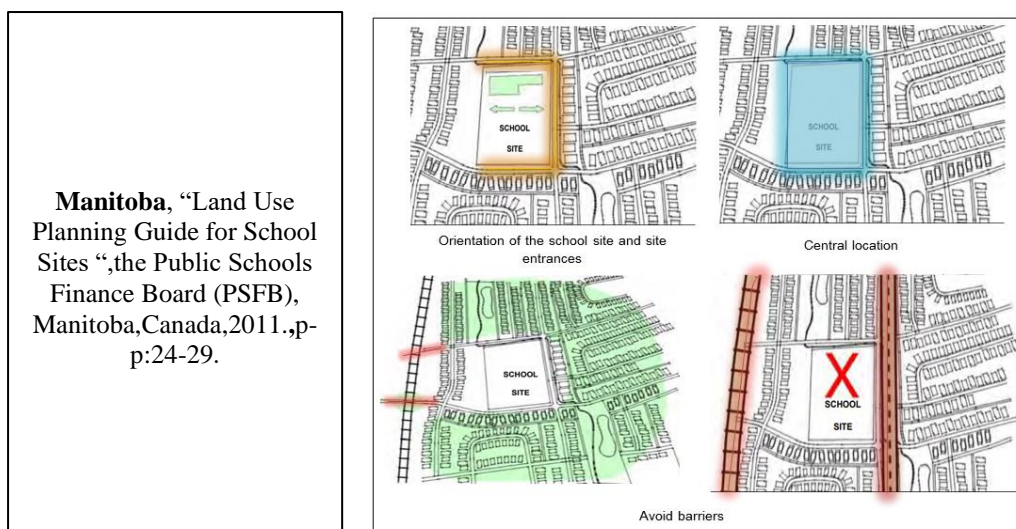


Figure (1-5) shows the urban design of the school site within the site planning requirements
Source: The researcher based on:

Accessible

One of the relevant issues with regard to access to education is the availability of schools within a reasonable distance to reach them within certain requirements of the paths and their surroundings such as:

Traffic network around the school site

This scale includes the following, as shown in Figure (1-6) (1-7):

- network connectivity :School sites must be directly connected to active transportation path networks that connect the school to other important neighborhood features. Which includes a harmonious combination of the surrounding elements of gardens, paths, parking lots and neighboring buildings.
- Integration of sidewalks and neighborhood streets with the school site (Neighborhood streets must include barrier-free sidewalks located on both sides of the street to accommodate and enhance safe walking routes to and from school. They are interconnected within the neighborhood, linking schools to neighboring residential areas. With the provision of outdoor seating areas, especially in the long pedestrian areas.
- Reducing congestion within the traffic network :Traffic calming should be considered along important pedestrian routes. Curbing of stretches and bumps, speed limits, and reduced speed limits can contribute to safer routes to school, and there should be a separate area for dropping off and picking up students from individual vehicles that must not interfere With other vehicle or pedestrian paths and provides safe loading and unloading of students.
- Pedestrian crossings :Reinforcing street intersections near schools to increase the safety of crossings. This is done by constructing elevated footpaths, signalized crosswalks, and sidewalk extensions. Crossings by buildings or building complexes must be clearly defined through the use primarily of architectural elements and, secondly, enhanced by landscaping, directional signage and other means.

Distribution of public transport stations

The method of distributing public transport stations is one of the important things in achieving ease of access to all sites, especially the sites of schools, and in a study of the transportation authorities in the city of Washington, entitled) guide line for the design and placement of Transit stop 2009 (Where she explained that the optimal distance separating two stops ranges from (200-600) meters, provided that it does not exceed (3-4) stations per mile. In addition to clearly delineating car, bus, and drop-off areas, handicapped parking and drop-off areas; Lighting poles and waiting areas...

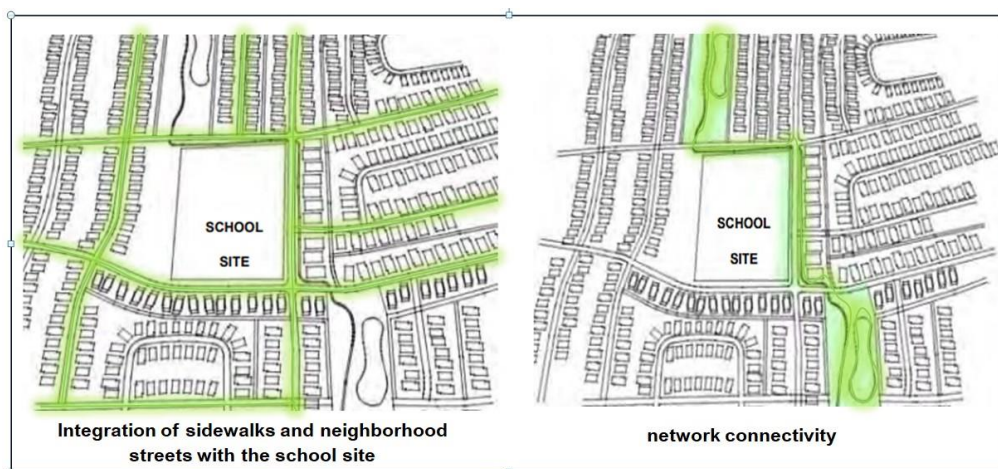
The quality of open spaces, playgrounds and green spaces

School sites are preferably located near important natural and homogenous features such as forests or meadows to take advantage of outdoor learning and recreational opportunities and urban farming. Consideration of children's safety in the design of the school site is paramount. Where it is possible to isolate natural landmarks and school buildings with playgrounds or sports fences when needed, and this measure deals with several components, including (public parks and recreational areas, children's playgrounds, public spaces and squares)



Figure (1-6) shows the proposed ideas for planning the movement network around the school site

Source: Prepared by the researcher based on:



- 1-Pedestrian crossing at intersections
- 2-Bicycle path
- 3-Active areas for pedestrian traffic
- 4-Public transportation drop-off locations
- 5-Handicapped crossing areas

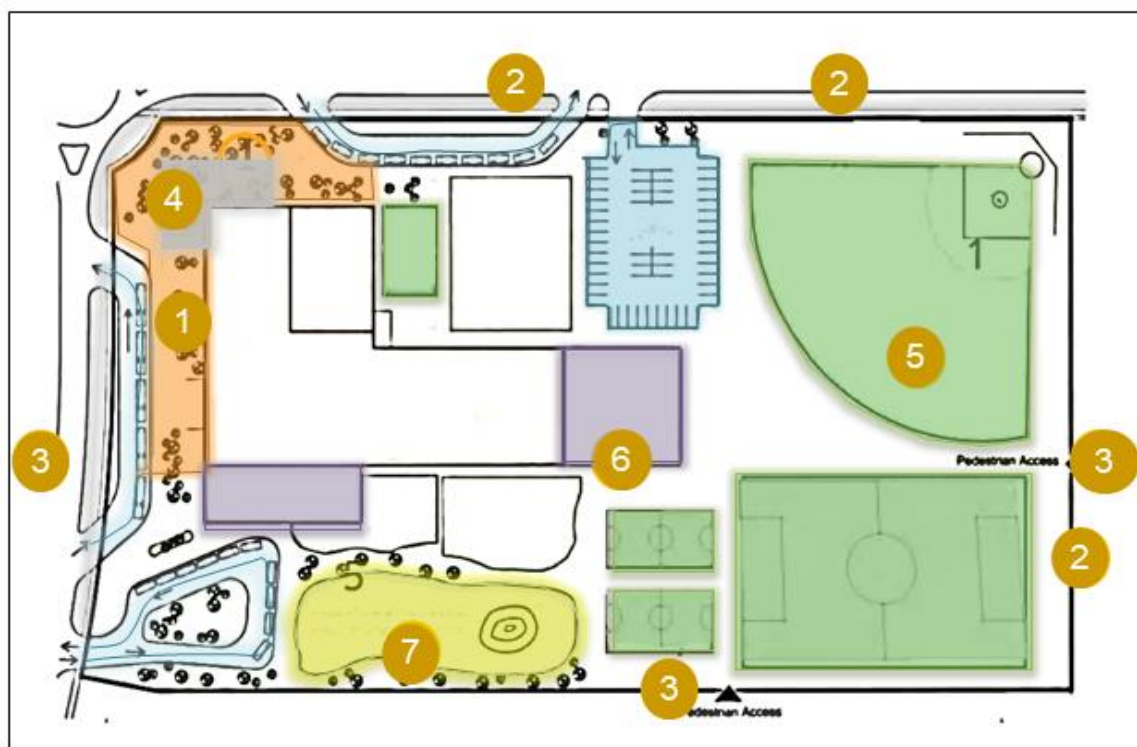
Figure (1-7) shows the layout of public streets and public transportation Guide, Urban Street Design, and Global Designing Cities Initiative. "National Association of City Transportation Officials (NACTO)." (2013),p13 .

Manitoba, “Land Use Planning Guide for School Sites “,the Public Schools Finance Board (PSFB), Manitoba, Canada,2011.,p-p:24-29

Second: School website design requirements

Schools are expected to protect and preserve the existing culture of the society and to develop and change the society in which they exist. Therefore, schools must be active and dynamic structures. This dynamic is facilitated by creating appropriate physical spaces in schools (**Baser, 2020, p1**). According to the use of certain requirements that are along with the school site planning requirements to take into account the neighborhoods in which it is located. Below, we will describe those requirements on a proposed site for a typical high school as shown in Figure (1-8) that reflects the needs (students, teachers, and community) and is designed to be safe: based on sources (**Manitoba, 2011, p-p: 31-36**) (**Albuquerque, 2021, p-p:10-15**)

1. Minimal Setbacks : Schools must be located with the least amount of setbacks from roads and obstacles, especially from the street corner, with the need to locate common use facilities that are used after official working hours such as (cafeteria, multi-purpose hall, gymnasium, toilets...) To establish the facility as a prominent and easily accessible community building.
2. Separate Vehicular Traffic :Car and bus stops and student drop-offs should be separated and not all located on the same side of the building. Large parking spaces should be located on the side of the school rather than in front and could include student drop-offs. In addition to designing the area and size of parking lots and drop-offs to reflect the expected transportation conditions to and from school. This may be affected by a number of factors including the type of school, the size of the catchment area, and the population density in the surrounding neighborhood.
3. Accessible :It is suggested to reach the school from all sides, from more than two streets at least, and preferably three, and schools must also have access to active means of transportation from all sides of the site on which the school is located, and the places for pedestrian access to the site are clearly defined and linked to all areas of school activities.
4. Highly Visible Bike Parking : Bicycle parking should be located in an area visible from the street and school administration at the front of the building to maximize security for active transport.
5. Appropriately Sized Sports Fields :Sports fields and other recreational infrastructure requirements preferably with areas of: (6000 square meters football field, 3000 square meters small football field, 5625 square meters baseball field, 14400 square meters running track, 278 square meters hard surface playing area)
6. School Expansion Areas :School sites should include space for the expansion of school buildings, and this space should take into account the ability to accommodate new technologies in learning environments and the possibility of establishing standard classrooms in case they are needed.
7. Outdoor Learning Environments :Schools must take into account the external learning environments in the development of school sites, where the following matters must be taken into account: (the location and angle of sunlight and the possibility of shading, wind patterns and direction, access to and from the school is free of obstacles and safe for students and staff, determining methods of water drainage) are related These requirements, in terms of their area and size, are related to external learning environments and educational curricula.



Legend	
1-	Minimal Setbacks
2-	Separate Vehicular Traffic
3-	Accessible
4-	Highly Visible Bike Parking
5-	Appropriately Sized Sports Fields
6-	School Expansion Areas
7-	Outdoor Learning Environments

Figure (8-1) A typical proposed site showing the requirements for designing a school site Manitoba, “Land Use Planning Guide for School Sites”, the Public Schools Finance Board (PSFB), Manitoba, Canada, 2011, p-p:31-36. Albuquerque, Public Schools, “School Design Standards”, APS Facilities Design and Construction, School Design Guidelines, 2021, p-p:10-15.

Community partnership

Mobilizing the efforts of community members and organizations and preparing them to work with official and unofficial institutions to advance society economically, socially and educationally. In other words, giving real roles and opportunities to community members, families, guardians, parents’ councils, organizations and civil society to advance reality and solve the obstacles they face by establishing partnerships, and before taking any decision regarding Partnership The school's property must be dealt with - when requests to use the school's facilities are received - with their official approval by the administrative authority and the beneficiary. (1) Some standard requirements specifying how school facilities are to be used by community organizations and other external bodies and which may be adapted to the specific requirements of the school and the community. In addition, Appendix No. (2) includes more information related to legal agreements and recommends, as a minimum, a list of matters that should be clarified in any legal agreement (**Planning and building unit, 2017, p-p:4-5**), and accordingly, participation takes place. Community between the school and community members within several different partnerships, as shown below and illustrated in Figure (9-1):



Figure (1-9) axes of community participation

Source: *The researcher based on:*

- Gross ,Judith M. S., Shana J. Haines, Cokethea Hill, Grace L. Francis, Martha Blue-Banning, and Ann P. Turnbull,” Strong School–Community Partnerships in Inclusive Schools Are “Part of the Fabric of the School...We Count on Them”, School Community Journal, 2015.
- Rief, Allison Noel,” Co-constructing community, school, university partnerships for urban school transformation: Year two”, University of Southern California, 2011.
- Hogue, Myrna L,” A case study of perspectives on building school and community partnerships”, University of South Florida, 2012.

Partnerships with universities

Through partnerships with universities, metropolitan educational districts not only increase their knowledge base, but they can also gain strength and human, material and financial resources, and they are partnerships formed with a local college or university that provide assistance to teachers and students in educational matters, where university representatives work As field advisors and supervisors for students, teachers, and school administrators, to provide educational support for targeted programs in schools (for example, family nutrition education), as well as training, professional development, continuing education, and other support for teachers and students. In contrast, universities benefited from the presence of venues for holding seminars in several locations as they relied on schools to obtain structured and high-quality placements to deliver their curriculum (Rief, 2011, p-p:14-15). An example of this is a collaborative partnership between the Chicago Public Schools and the Rush University School of Nursing funded by a faith-based organization. The combined efforts of the two institutions, with the support of funders, promote school health while giving students access to health services they would not normally seek. At the same time, it was a service education project for nursing students which gave them experience in the community while learning medical skills (Hogue, 2011, p37).

Social service partnerships

These included social service partnerships (health care, child advocacy, community mental health, developmental disability resources, juvenile detention agencies...etc.). These agencies partner with schools in order to provide their services in the school, and in return they benefited These partnerships help schools keep students in school and out of harm's way, provide free or reduced-cost health services (eg, medicine, dentistry, eye exams), and refer students and families for relief or needs-based services, as they report to the school. By ensuring cooperation between the school and other agencies that provide education services in

other settings (such as detention centres), schools have provided convenient access to the clients of those partnerships and have been instrumental in their ability to connect these families with everything they need (**Gross, 2015, p20**). As for non-profit organizations, public or private, they participate in meeting the social and economic needs of individuals and groups in a specific geographical area, and the efforts and success of community organizations may vary, depending on their mission and see it. Youth development organizations often offer extended educational opportunities such as traditional after-school activities with an academic focus, vocational training and internships, summer enrichment and travel, and on-campus activities. and other organizations working with schools to identify and assist students who need support with healthcare, social services, and counseling (Coles, 2012, p2).

Business and private sector partnerships

This is done by developing business partnerships with a wide range of local for-profit companies. Business partnerships can benefit schools in a number of ways, including providing schools with financial contributions, trainings, scholarships, guest speakers, educational materials, advisors and consultants, assistance in fundraising, and employment. For parents and students. On the other hand, those companies invest in human capital, they increase the competitiveness of the workforce (**Hogue, 2011, p40**), for example, a school was considered as a community partner, because it donated to the Build Our Children Success program (a physical fitness program for school students (BOKS)) The program benefited from having a school willing to run their program, and the school benefited from implementing the program. Another business partner, the leader of a local pest control company, created a student reading program in which the local business donated money to the school to use to purchase books to enhance individual classroom libraries, in turn the business benefited from the satisfaction it felt of making a real contribution to the school and being able to advertise for her small local company. Another type of business partnership that was developed was with educational technology companies, where the company pilot tested its products, which were geared towards students with disabilities in schools, where teachers were given access to technology and learned how to use it and monitored the success of their students in it, and in turn the partner schools were given Multiple ideas to improve and develop the product because of their observations when children use this product.

Local municipality

School and local municipality partnerships with local government officials and employees in civil service positions (eg, firefighter, policeman...) Since schools and local municipalities serve the same population, their partnership is very natural. The benefits of this type of partnership for schools included programs to implement in the school (eg, fire safety) and infrastructure improvement (eg, adding a sidewalk near the school) (**Gross, 2015, p-p: 19-20**).

Employing technology in the school building

As education transforms to adapt to the needs of the 21st century, school design faces the challenge of supporting a highly collaborative, personalized, flexible and technology-focused environment. The future of schools, architects and designers face significant design challenges to positively impact the future of learning environments. Opportunities lie in challenging the paradigm. Traditional Schools, Infrastructure, and the Needs of the Century (Perez, 2017, p, p: 1, 74). By comparing these challenges with the vocabulary of some of the community school's features, the themes related to the focus of employing technology in the school building were deduced, as illustrated in Figure (1-10):

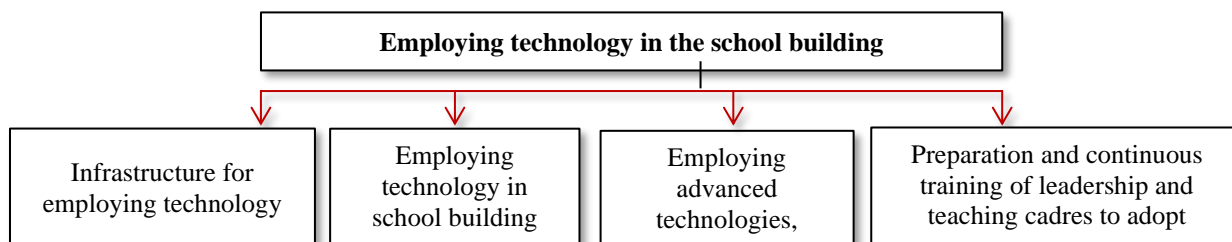


Figure (1-10) axes based on the use of technology in the school building

Source: Drawing on school and community attributes

Perez, Bryan H, "Shifting School Design to the 21st Century: Challenges with Alternative Learning Environments", DigitalCommons, University of Nebraska – Lincoln, 2017, p, p:1,74.

First: Infrastructure for employing technology (Internet networks)

Everyone has the opportunity and need to access Internet resources in the world, and the quality of service use or lack thereof and its availability has an impact on the progress of education. Research has shown that easy access to the Internet and new knowledge contributed to students' achievements (Gapsalamov, 2020, p171)

Second: Employing technology in the design of the school building

Creating exciting and flexible learning spaces in employing technology that are healthy, safe and environmentally sustainable, as the design of school buildings plays a major role in creating environments that improve educational attainment. This reflects well-established international trends to promote the design of educational facilities that address the changing curricula, and build schools for the future by offering innovative school buildings with; well-designed; It meets the requirements of the times and seeks to provide other services to the wider community (Leiringer, 2017, p 2). Steps to create good educational environments include reviewing the current situation in schools, developing a plan with specific basic standards and indicators to reach them, and adopting a participatory approach (that includes parents and communities) for successful planning for school development and linking it to the latest scientific developments (The United Nations Educational, 2018, p4). It has become necessary for the educational spaces to be characterized by flexibility to keep pace with all educational and educational requirements. As the classrooms, which provide high flexibility, guarantee students and teachers more freedom and move away from fixed seating models, which allows room to adapt and adapt to a different set of teaching methods associated with digital development. This flexibility can be achieved through wireless technologies that provide easy and unrestricted access to the Internet, in addition to taking into account the concepts of sustainability, energy sources and environmentally friendly materials in the school building, including biotechnology laboratories and multi-purpose halls enhanced by technology, which gather around an active center. In 2011, a model for a dynamic learning environment called (Modupod) was launched. This model allows teachers and students to be placed at the heart of the educational process, given the speed of meeting students, smart internal equipment and means, and flexibility in the use of classrooms. The Modupod model embodies a new educational approach for the twenty-first century based on the possibilities of forming surrounding environments that are flexible and smooth in nature and capable of being disassembled and reconnected so that the physical components blend with each other to form an integrated and smooth environment that enhances the learning experience as shown in Figure (1-12) (James Information Unit, 2016, pg. Pg: 27-28)

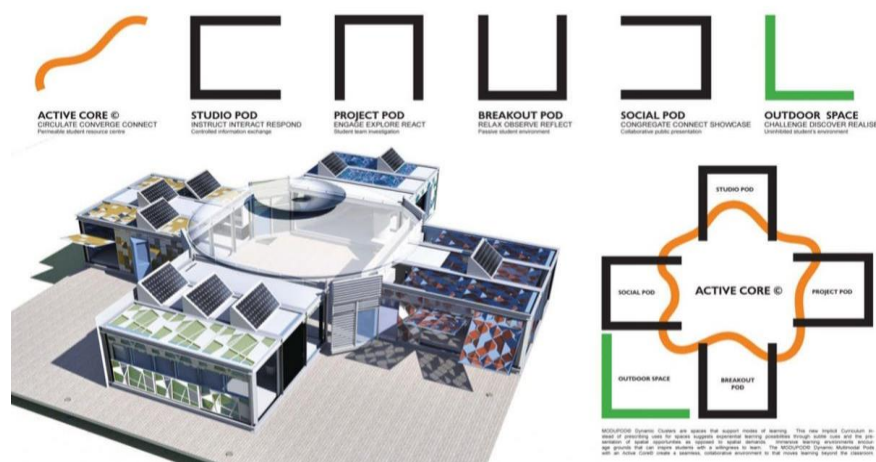


Figure (1-12) *Different positions were used to arrange seating within the same classroom to suit the needs of the students All educational needs.*

Source: GEMS Information Unit, "Schools of the Future." Museum of the Future, February 2016, p. 28.

Third: Employing advanced technologies, means and equipment

The presence of technologies in the classroom is an effective strategy in ensuring the improvement of education for students first, and teachers second, who must be prepared before service to ensure the successful adaptation of technology in the learning activities they manage. Some strategies include introducing technology to pre-service teaching professionals and integrating it into all learning units, and offering them mini-courses and workshops. The integration of computer systems and tablets into the learning system has become a primary goal to keep pace with changes and encourage web-based learning (educational platforms) because of its impact on motivating students to better understand the content and acquire new skills. Educational, modern innovations and network inventions, in using the idea of technology during lessons and employing those methods and means in the educational system in an active manner (Hanimoglu, 2018, p-p:98-99).

Fourth: Preparation and continuous training of leadership and teaching cadres to adopt technology

The most advanced education systems currently set ambitious goals for students, then prepare their teachers and provide them with the necessary tools to determine the content and instructions they need to provide, as the demands placed on teachers in the twenty-first century are great, so it needs Teachers need to be well-versed in the subjects they are teaching. They need to have a rich repertoire of teaching strategies, the ability to combine methods, and be able to work in highly collaborative ways with individuals in other organizations and various partnership arrangements. Thus, teachers need to Acquire strong skills in technology and use technology as an effective educational tool in the use of digital resources in teaching. And it is through the preparation and training of the programs necessary for that, based on four main axes: innovation, knowledge inspired by technical and scientific developments (research and evaluation); innovation inspired by partnerships (development of new business and services); innovation and knowledge inspired by practitioners (teachers and other school heads); and user-inspired innovation (students, parents, and communities) (Schleicher, 2012, p:p:1,34).

Obstacles facing the community school

The search and investigation of the most important obstacles that limit community participation in the educational process is very important in determining the means of

strengthening the school so that it becomes more effective in facing educational needs. These obstacles have been classified into five main axes:

Obstacles specific to the concept of community school

The social and cultural aspect of each community determines the form and degree of participation. Some beliefs, customs, and culture have a negative impact on accepting the concept of school and on children's education in general (**Lauwo, 2021, p81**). It is difficult to maintain the existing relations between the school and the relevant authorities over time, as it requires clear and continuous two-way communication at the multiple levels of the project, to achieve solid partnerships and exchange of trust between the two parties. , and the volume of necessary communication between them (Anderson, 2019, p905), as it takes time to change the position of the individual and build capacities, with the presence of various types of confusion in the process, although with the legal and administrative systems in force, the lack of guidance directed to the communities becomes a challenge to absorb and attract the community To participate more in school activities (**Nishimura, 2017, p11**).

Obstacles related to the administrative aspects and financing

The administrative and organizational challenges and procedures related to financing represent another dimension in the community participation project. This includes the weakness of marketing the idea of participation in an appropriate manner, the lack of coordination and the lack of concerted efforts for school leaders or teachers to establish a partnership with and clarify their role in supporting the process. Educational and non-involvement of local individuals in all steps of the project, from the stage of study and implementation to the stage of follow-up and evaluation, which made these institutions not enthusiastic about participation because they see this as a cost to them and perhaps a waste of time, money and effort on issues that do not bring them rewarding gains. The community needs to focus on the long-term sustainability of the school's financial support program in terms of cost from the outset of the project (**Anderson, 2019, p904**).

Obstacles to the independence of school leaders

Failure to give schools autonomy and defining responsibilities is one of the challenges facing the partnership, as research has shown that school leaders can make a difference in the performance of the school and students if they are given the autonomy to make important decisions. However, school autonomy alone does not automatically lead to better leadership unless it is well supported. It is important that the primary responsibilities of school leaders be clearly defined (**Pont, 2008, p64**).

Obstacles, especially internal migration and the income level of community members

Schools are affected by unplanned internal migration from the countryside to the city and between regions, as migrants tend to settle in neighborhoods within the city or in new informal settlements built on undeveloped lands adjacent to rural areas on the urban fringes. This results in schools that are potentially resource poor and overcrowded urban facilities and face challenges related to poor school quality, low academic achievement of students, cross-cultural issues related to student diversity and lack of parental awareness regarding education and child development, furthermore, poor language skills of children as a result Physiological, psychological, social and academic shortcomings, the low social and economic status of families, and family poverty. On the other hand, improving educational opportunities for children living in poverty may have a positive impact on their future, increase earnings for low-income groups and could open up new opportunities, including social mobility for children from poor families .

Obstacles specific to the educational institution

The poor infrastructure of schools, such as overcrowding and the poor physical conditions of school buildings, as well as the lack of investment in human capital, including the insufficient number of teachers and schools, the long distances from home to school and the lack of an attractive and flexible learning environment. And reinforced by recent developments in technology, all of which are considered important obstacles in not establishing successful and sustainable partnerships (Akar, 2010, p-p: 263-264).

Table (1-1) *shows the extraction of secondary vocabulary from the foundations of the community school*

secondary vocabulary		Foundations of the community school				
Central location within the neighborhood	The urban design of the site	site planning requirements	Planning and designing the urban site of the school			
School site orientation						
Directing site entrances						
Avoid barriers						
Road network connectivity						
Integration of sidewalks and neighborhood streets				Accessible		
Reducing congestion within the traffic network						
pedestrian crossings						
Distribution of public transport stations				site design requirements	community partnership	A
The quality of open spaces, playgrounds and green spaces						
Minimal Setbacks						
Separate Vehicular Traffic						
Accessible from all sides						
Highly Visible Bike Parking						
Appropriately Sized Sports Fields	financial frameworks	legal and financial frameworks	B			
School Expansion Areas						
Outdoor Learning Environments						
Developing legal and financial frameworks for partnerships						
Partnerships with universities						
Social service partnerships and non-profit organizations						
Business and private sector partnerships						
Partnerships with the local municipality						
Infrastructure for employing technology (internet networks)				school building design	Employing technology in the school building	C
The flexibility of designing educational spaces and their use of modern technologies to enhance the sense of place						
Taking into account the concepts of sustainability						
Inclusion of biotechnology and augmentation laboratories						
The presence of sports halls and meetings enhanced by technology						
Integration of computer systems and tablets	technology s, means and equipment					
Web-Based Learning (Educational Platforms)						
Mobile devices and wireless devices						
Modern teaching aids and innovations						

Source: *the researcher*

After discussing the characteristics of the community school, its foundations and the mechanism of its establishment, which led to the extraction of secondary vocabulary that can be used as indicators for evaluating the efficiency of educational services in dealing with the digital revolution and the challenges of the era, as shown in Table (1-1) below:

Conclusions

The developments in information technology and the digital revolution taking place, in addition to the challenges facing the educational system represented by social, economic and

environmental changes, led to the emergence of many new ways and methods that made the educational system flexible in nature and not strictly bound by a specific time and place, and the community school came as urban entities place-based has dealt with many issues facing the educational process according to a specific mechanism commensurate with the requirements of the surrounding community and according to the learners' capabilities, challenges, culture, regional aspirations, and their mutual relations among them, and the mechanism is according to steps:

- 1- Site planning: Good planning includes a careful study of the location of schools in relation to other land uses, and their relationship to residents, streets, active transportation paths, important natural features, green spaces and gray infrastructure, as it is considered one of the important first steps for the mechanism of establishing any school in general.
- 2- Evaluating existing buildings and identifying needs: collecting basic data on each school, creating a database, collecting information on location, ownership, size, capacity, type of building, pupils, operating costs, and conducting surveys on the use of technology, electronic and blended education, costs of repairs, and priorities according to building type, etc. Then evaluate that data with the suitability of furniture, technology, health, safety, and security, the size, shape, and location of spaces, environmental conditions, and the economical use of buildings.
- 3- Employing technology: it is one of the important steps for the effectiveness of the performance of the community school, as explained earlier in the paragraph of employing technology.
- 4- Contracting partnerships within a legal framework: As mentioned earlier in this paper. The school enters partnership arrangements with community groups or private sector service providers such as (a municipal council, a club, a local sports organization, a university, civil society organizations, a profit organization, etc.) within a specific financial and legal framework and commitment that is set according to the school's requirements. and the surrounding community that prescribes how school buildings are to be used outside of school hours.
- 5- Organizing partnerships: Regulating the use of school facilities for educational programs or social activities outside school hours has proven benefits for students, parents and society as a whole through preparing a study of the relationship between school and society that includes the following:

First: Establishing a school database and effective use of it

It is considered the first step in creating academic and non-academic community data indicators to direct the program to community needs and implement the community school model at the school site. There are several types of data that can be leveraged, including academic data that is traditionally collected and maintained as part of school improvement efforts, such as attendance data, student contact information, results, etc., and family involvement data that is collected independently about the delivery of a community school program to Families, such as the number and type of services provided by the external community or the number of activities and workshops for parents, in addition to collecting data about individuals, and to ensure the effectiveness of the study, school officials must choose the most important groups and focus on them and collect information in a relatively short time and then implement the study, including: (Customs and traditions, population characteristics, economic conditions, communication channels)

Second: Interpreting and analyzing community participation data

To understand the needs of the school community, school site staff will need basic knowledge on how to understand, interpret, analyze and use data to identify areas for improvement and adjust their procedures accordingly.

Third: Appointing a coordinator to organize the partnership

The coordinators carry out the aforementioned data collection, analysis, and submission to the Advisory Council, school principals, and other stakeholders in the school to lead the process of assessing needs and developing annual plans.

Fourth: The optimal use of the school building

Achieved in organizing the time and effectiveness of the use of school facilities. In practice, the policy of partnership and openness in schools can take many forms and diversity in the proposed activities for the use of school buildings, which may include (elderly programs, care services Children's Day, Expanding Library Hours to Serve Community Needs, Communication and Technology Education Programs for Individuals of All Ages, Local Services, Employment Counseling, Training and Placement, Services for Individuals Who Left School Before High School Graduation, Services for Individuals with Disabilities...)

As a result, community participation is not considered a magic solution to solve all educational issues and problems, but it facilitates the provision of good education in the school, because of the different policies and practices that can be adopted.

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