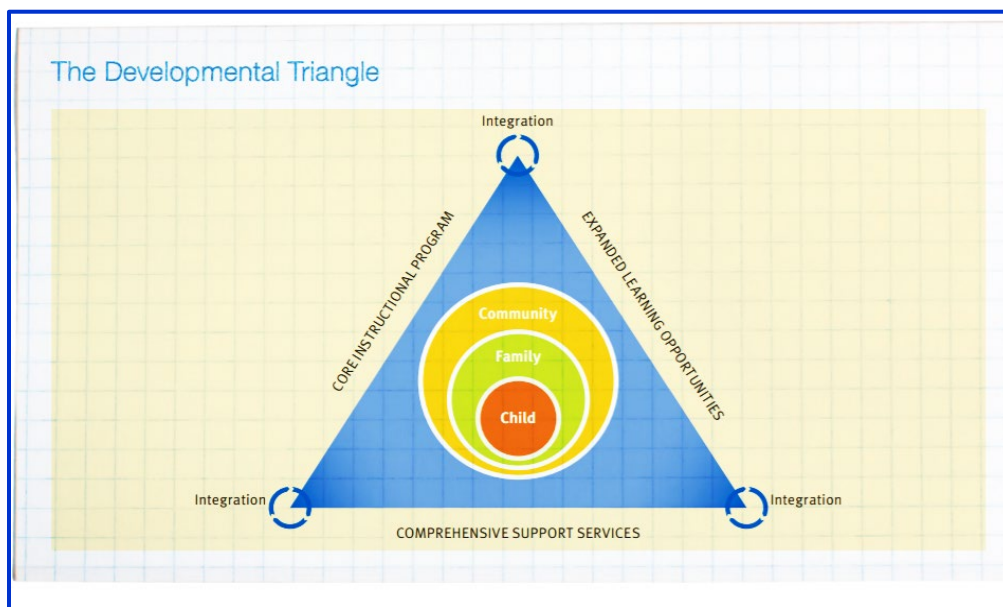


The Full-Service Community School (FSCS) Approach

Recognition that no one entity or system acting alone can realistically improve all outcomes, for all children, living and learning under all circumstances, is the first step toward adopting the **Full-Service Community School (FSCS) approach**. A **Full-Service Community School** is the product of intentional partnerships and shared leadership between the school, the community, students and families, all coming together to address the broad spectrum of needs presented.

The FSCS approach supports Nebraska’s framework for school renewal and acceleration in the wake of the COVID pandemic. It brings together a variety of diverse partners, each contributing their own unique experience, insight and resources into the collaborative effort of ensuring all children and families are successful in learning, earning and life.

At its very core, the FSCS approach focuses on the **“Whole Child”**, surrounded by the family, living within the community, as illustrated in the *Developmental Triangle* below.



Consistent with the **“Whole Child” model**, the FSCS approach assesses and aligns policies and practices that address social, personal, academic and developmental success and create positive, supportive environments aimed at ensuring that each child has their physical, mental and social emotional needs met at every level, in every grade and setting throughout the school year. A **“Whole Child”** framework includes principles such as equity, inclusiveness and partnerships between the school and community.

Key Components of the FSCS Approach

The primary components of the FSCS approach include:

- A strong school-day instructional program.
- Expanded learning opportunities for students and adults.
- Intentional inclusion of family voice and engagement.
- A full range of health and social services, integrated to meet the individual needs of each child.
- Strong community-school partnerships and local collaboratives.



You Don't Have to Start From Scratch

Many Nebraska communities already have key components of a **Full-Service Community School (FSCS)** in place. The **21st Century Community Learning Center Program** is one such example, providing core support for coordination of school-based services, out-of-school learning and family engagement activities. Additionally, several localities throughout the state have established **Community Well-Being (CWB) Collaboratives** with the assistance of the Nebraska Children and Families Foundation. The CWB Collaboratives provide a proven structure for leveraging and aligning a variety of resources from diverse partners, with intentional inclusion of student and family voice as well as shared leadership between the collaborative and the school. By building on those examples and existing partnerships, the FSCS approach creates great opportunity for a coordinated, collaborative community platform through which the needs of all children and families are more effectively and efficiently met.

Conditions for Successful Implementation

For optimal success in implementing a FSCS, the following conditions should exist or be put in place:

Shared Leadership/Governance

Structures and processes are established in a manner that integrates the FSCS approach into the ongoing work of the school and the community. A school-based leadership team and site director are in place to help engage families and community partners throughout this effort.

The Whole Child Perspective

There is a shared belief that student success results from positive development in all major domains – the cognitive, physical, mental, social-emotional and moral. This perspective fully recognizes family, community and school as the context in which child development, growth and learning occurs.

Responsiveness to Needs

Systematic assessment of the types and level of services and supports needed is based on the data collected. Data analysis informs and grounds decisions on resource allocation, partnerships and coordinated service delivery to best address the identified needs.

Partnerships

The community and school develop and sustain meaningful partnerships that support the success of all students and families. Interlocal agreements are structured to ensure clarity of roles, assigned responsibilities and shared accountability.

Integration

A collaborative process exists for aligning diverse and separate programs and services into a cohesive FSCS, challenging each sector or system to shift their perspective and practices toward shared goals and outcomes.

High Quality Programs and Services

The array of quality services, supports and activities offered through a FSCS is designed to enrich and improve the development, health and learning of all students. There is consensus on priorities among all the partners, with resources intentionally targeted to achieve desired outcomes.

Family Engagement

The FSCS philosophy, programs and activities reflect the important role that family members play in shaping the child's development, growth and future success in learning, earning and life.

Evaluation

Ongoing objective assessment occurs, examining the impact the FSCS services and supports are having toward meeting the identified needs of students and families.

Sustainability

School and community partners are committed to sustaining the FSCS over time and across changing political climates.