

# COMMUNITY SCHOOLS:

## A SUPPORT DOCUMENT FOR PARTNERS IN THE COMMUNITY SCHOOLS PARTNERSHIP INITIATIVE

Manitoba Education, Citizenship and Youth  
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## ACKNOWLEDGEMENTS

This document is developed to support the Community Schools Partnership Initiative (CSPI). The provincial steering committee includes representatives from:

- Manitoba Education, Citizenship and Youth (co-chair)
- The Community Education Development Association (co-chair)
- Healthy Child Manitoba
- Intergovernmental Affairs and Trade (Neighbourhoods Alive!)
- Manitoba Culture, Heritage and Tourism (Recreation and Regional Services Branch)
- Manitoba Family Services and Housing (Child Care)
- Manitoba Justice (Lighthouse Programs)
- Mystery Lake School District

During 2005 – 2006, the following schools contributed their ideas and vision in helping make CSPI become a reality:

- Ecole New Era School
- Ecole Communautaire Aurele-Lemoine
- Oak Lake Community School
- South Indian Lake/Oscar Blackburn School
- West Lynn Heights School
- Hamiota School
- Hampstead School
- Brooklands School
- Elwick Community School
- Fort Rouge School
- John M. King School
- Lord Selkirk School
- Pinkham School
- River Elm School
- Wellington School
- Wapanohk-Eastwood Community School

## WHAT ARE COMMUNITY SCHOOLS? A SUMMARY ...

The Community Schools Partnership Initiative (CSPI) was launched in January 2005 under the jurisdiction of Manitoba Education, Citizenship and Youth's (MECY) Aboriginal Education Directorate.

The main purpose of the Community Schools Initiative is to support schools serving in low socio-economic neighbourhoods – helping them develop a comprehensive range of supports and approaches to meet the diverse needs of children, youth and their families. The pilot schools now involved in the Initiative are located in Winnipeg and Brandon as well as rural and northern areas.

CSPI encourages the involvement of parent and community leaders, along with representatives from relevant community agencies in a partnership capacity. There are proven benefits of this collaborative approach. Research has shown that when parents and schools work together, students have a higher rate of success in a number of different ways.

The purpose of this document is to provide an overall understanding of the community school concept, and provide the reader with more in-depth understanding of the following areas:

- the key elements of a successful community school.
- creating and planning a community school.
- the Community School Council (or its equivalent).
- building relationships with community school stakeholders and partners.
- assessing community resources and needs.
- developing the Community School Plan (or its equivalent).
- determining partnership objectives within the School Plan.
- assessing the Community School Plan's impact.

## THE COMMUNITY SCHOOL GOAL: SUCCESSFUL STUDENTS IN THRIVING COMMUNITIES

When communities are strong and parents involved in learning:

- children start their school day alert and healthy with their basic needs met.
- the school staff draws on the community's resources to help students succeed academically and socially.
- health, recreational, cultural and social services that students need are connected to the school.
- parents and community partners provide direction to the school and support its activities.
- the school is a resource for the whole community.

When the links among school, families and the local community are strong, children do better. Schools that strengthen those links by forming a partnership with families and the broader community are often called community schools. At the heart of the community schools partnership is a commitment to supporting students, families and the surrounding community (with its unique needs and challenges) in a way that helps everyone succeed.

Because the Manitoba Government sees the value in community schools, it has established a Community Schools Partnership Initiative. Currently, this project is providing funds to a number of Manitoba elementary schools (selected according to socio-economic criteria) – creating partnerships among parents, students, school staff, service agencies, volunteers, businesses and area residents. These partners will collaborate in developing an action plan for their school and community. The action plans will be implemented in the 2006 - 2007 school year.

This document is both an introduction to the community school concept and a guide for people who take up the challenge of creating a Community School Plan.

## WHAT DOES A COMMUNITY SCHOOL LOOK LIKE?

Because every school, every family and every community is different, each community school will be unique – based on the surrounding community’s unique challenges and needs. It isn’t hard to recognize a community school. Often you can see the difference as soon as you enter the building. Parents might be dropping off their children at an in-school child care centre. There is likely to be a place set aside for parents to meet. There are certain to be parents and family members sharing their knowledge and skills in community schools’ learning environments. Students are often engaged in real world studies as the community is brought into the classroom. Services that are important to the mental and physical well-being of students, and provide related support to families might be available on-site. The building does not clear out at 3:30 p.m. Instead, the gymnasium is likely to be active, while there could be after-school academic and enrichment programs going on in the classrooms. Children aren’t the only students: adult education, including literacy and employment training may be offered at night or on the weekends.

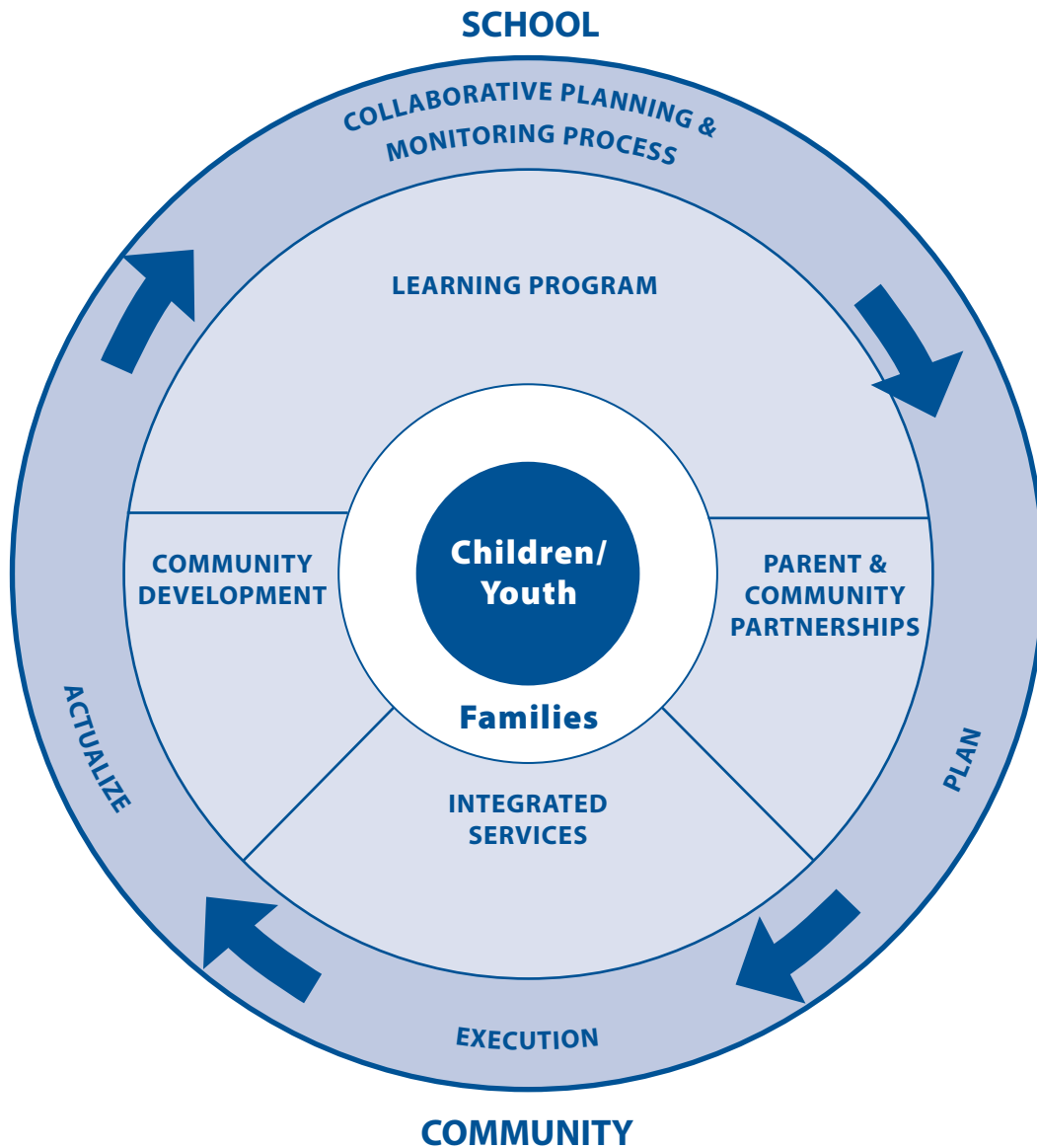
There are regular meetings where school staff, parents, and community members make decisions about the school and the community. All members have real input into school programs and the use of school buildings. Together, the community school partners aim to improve community pride health and stability. In short, at a community school a child might attend after-school classes, receive dental care, play after-school sports, do some homework on a computer or attend a summer camp. It is a place where parents support their children, play a leadership role in the classroom, work on a plan that helps make the neighbourhood stron-

ger and take classes that will help them reach their personal goals. None of these activities are unique to community schools. So what actually does make a community school special?

- First and foremost, the key component of community schools is a strong commitment by each and every participating stakeholder in planning collaboratively to achieve the common goals that benefit the school’s students and the community at large. In the community school model, no single stakeholder has a greater say in the planning process. Ideally, the specific practices developed by the CSPI pilot project will be of benefit to all Manitoba schools and communities in the future.
- All the activities are part of an overall Community School Plan to improve student learning, strengthen families and build a healthier community, where unique social and economic challenges have been identified. Ideally, the Community School Plan should be integrated into the regular school planning process.
- The Community School Plan is developed and agreed upon by a representative and inclusive group of decision-makers (referred to as a “Community School Council” in this document).

The community school partnership, with its shared planning and decision-making, are a central commitment for the school. They are not add-ons to the way the school runs. The school invites families and the community to join it in partnership because it recognizes that their contributions are needed if students are to do their best. Thus, the community and the school create an active, dynamic relationship that draws on the strengths of each partner.

# COMMUNITY SCHOOL COMPONENTS



The illustration above, with the student at the centre of the four key components, portrays the community school framework. The key elements of this framework are:

## The Learning Program

A community school's most obvious goal is the education of students. Community School programs support children so that they can focus

on learning. This might involve working with pre-school children to ensure that the transition to kindergarten is smooth, with high-quality teaching that addresses the learning needs of every student (including those with special needs), along with efforts to keep students in school and prepare successfully for high school. Examples of learning programs that have been successfully implemented in community schools include the "Read to Succeed" and "Early Learning Centre" programs.

## **Parent and Community Partnerships**

Community schools engage families and the community in planning, organizing, operating and monitoring the school. Schools become a local centre where families can take part in cultural, recreational and educational activities. This process works to establish a caring, respectful and welcoming school environment. Examples of these partnerships include: breakfast and lunch programs, the Big Brothers/Sisters Mentorship Program and the “Y and School” program (a YMCA initiative that offers sports and recreation programs for at-risk students).

## **Integrated Services**

Community schools connect public programs and services such as health care, recreation, child care and family support on an as available and as needed basis to school sites, making them more readily available to community residents. Because community schools are closely involved with social service and health agencies, it is possible to more easily and quickly address a child’s needs in challenging community and family environments. Integrated services currently provided at some community schools include

the Lighthouses program, the Roots of Empathy (Anti-Bullying) program, the FAST (Families and Students Together) program along with various nutrition programs (provided by in-school nutritionists). As well, there are licensed, full time school age and nursery school programs.

## **Community Development**

Community school partners define the results they expect to achieve together for their school and their community. This builds networks and relationships that address social and economic community issues, creating a stronger, more stable community. As examples, the partners can support improved housing, access to recreation activities and job creation.

The community school council (or its equivalent) develops a plan that involves these four components. Committed partners, an affirming school culture and climate along with a dynamic renewal process all support the plan. The school, as the centre of its community, draws on resources and supports from the community, and gives back by opening its resources and facilities to the wider community.

## HOW DO YOU CREATE A COMMUNITY SCHOOL?

There are two key elements to any community school. The first is a working group of decision-makers who represent the school, families and the general community. This document refers to this decision-making group as the Community School Council but it might have various names or structures, depending on the needs of each school. The Community School Council may evolve from an existing Parent Council. In a school where a Parent Council doesn't exist, a Community School Council could be established that would include a Parent Council's scope of responsibilities.

The Community School Council (or its equivalent) brings together leaders from the school, families, community service agencies and the community itself, along with outside partners in a co-operative partnership. It is responsible for creating and implementing the Community School Plan – the second key element that should be integrated into the regular school planning process over a period of time.

Community schools build on existing school practices. All Manitoba schools are encouraged to involve parents and the community in the preparation of school plans. In most cases, the schools involve the Parent Council (or Advisory Council for School Leadership). What is new here is: 1) the plan goes beyond school issues and 2) the Community School Council involves more people from the broader community.

The rest of this document describes the two key tasks in establishing a community school: the process of creating the partnership and the Community School Plan.

## Building the Community School Council

A Community School Council (or its equivalent) includes students, families, the principal, teachers and residents. It may also include businesses and other community service partners on an as-needed, consultative basis. The Council makes decisions and advises on the learning program, school policies, facility use, community development and community programming. The focus is on flexibility. Each community school is encouraged to determine its own approach to finding what works, based on the community's unique challenges and needs. Since the Council partners will feel more commitment to the plan if they play a role in developing it, it is important to try to involve all partners as early as possible. Sending out notices to parents telling them how they can get involved and putting up posters in the community are important steps to increasing community involvement. It is also important to speak directly to those people who can make a significant contribution to the Council – a personal visit or phone call will always get better results than a letter.

It will probably be necessary to create a smaller planning committee to carry out the planning work and report back regularly to the larger group that is becoming the Community School Council. This planning committee will be more successful if it is fully representative of the community and has members from each community partner. The planning committee's responsibilities include:

- setting timelines for establishing the Community School Council and Community School Plan.
- managing the planning process between meetings of the Community School Council.
- creating a draft Community School Plan.
- communicating with the larger community.

When the partners meet, they will need a decision-making process that is effective and respectful. This means it will be important to have clear ground rules for both the planning committee and the Community School Council. They need clarity about the issues the partnership can address, how conflicts will be resolved and who will lead meetings. The ground rules should ensure that no one partner should dominate the planning process. A successful community school depends on balance among the school, families and the community. Since partners come to the process with different views, they need to make a conscious effort to bridge those differences. After a few months, the partners can review the ground rules to see if they are meeting their group needs.

A Toolbox for Leaders (pages 15 to 26 of Manitoba Education, Citizenship and Youth's *School Partnerships: A Guide for Parents, Schools and Communities*) contains useful information on building teams, organizing meetings, developing a school vision and decision-making methods.

## Who can be a partner?

Key partners on the Community School Council (or its equivalent) and the planning committee include:

### 1. Students

Students have the largest stake in the school itself. Their creativity and enthusiasm can be a source of fresh ideas and innovation. They can also learn a great deal from the process as they witness adults, including community members, making decisions in a co-operative setting.

### 2. Families

Everyone with a child attending the school has a right to participate in the Community

School Council. Some parents may not have had a positive experience with schools when they were students themselves, so active encouragement will help reach out and make the school an inviting place.

### 3. The school

Because the school is the home base of any community school, the staff has an important role in creating a welcoming atmosphere in which family and community members can come together. Under the leadership of the school principal, teachers, educational assistants and support staff should have input into the planning process. While principals are responsible for the operation of the school, there are still many areas where stakeholders can offer valuable input into the overall shape of their community school. To learn more about how a collaborative decision making process can be achieved, please refer to Manitoba Education, Citizenship and Youth's document *Working Together: A Guide to Problem Solving*, as well as the Resources page at the end of this document.

### 4. Community residents

Residents know the community, along with its needs and strengths. With their involvement, the Community School Council can address social and economic issues. Partners can include community groups, health, social service and justice agencies, childcare facilities, arts and recreation organizations, family support groups, Healthy Child Manitoba, parent-child coalitions, community development organizations, colleges and universities, libraries, youth organizations, government, faith organizations and local businesses. Successful partnerships reflect the community's linguistic and cultural make-up. While it is important to have strong community representation from the start, it is also possible to add new partners over time.

## BUILDING THE TEAM

Community schools are most effective and long-lived if they develop from the very beginning as true, collaborative partnerships. This sort of partnership grows from equality, respect, common goals, communication and shared decision-making. It also depends on a balance of responsibilities: school and social service professionals have to be careful that they do not make decisions that are the responsibility of families and the community. Regular contact and open lines of communication will enable success.

As a first step, it is important to invest some time in team-building activities that strengthen shared decision-making, communications and understanding of cultural diversity. As community schools address complex issues, it is likely that different views will emerge. It will help to devote time at the beginning to building relationships and creating a shared vision and goals.

### Agreeing on a vision

The partnership's first task is to develop a vision to guide its work. It should capture their purpose, approach and hopes for the community school and include guiding principles. Often, these are a series of statements such as the following:

- Students benefit when they can apply their learning to real life.
- The community is a critical educational partner.

A well-defined vision can help keep people on track and later determine if the plan is meeting its goals. While the vision may change over time, it is a good idea to create one early in the process and share it with the community. (Note: Manitoba Education prints useful documents on developing a school vision: these

include *Vision to Action: A Resource for Educational Change* and *Supporting Inclusive Schools: School-based Planning and Reporting*.)

### Painting a picture of the community

At the start, it helps to have a clear understanding of the community's existing assets, individual talents, available services and the community's specific needs. Creating this picture is often called a needs assessment process. Getting a good sense of the community will also help the Community School Council to assess the effectiveness of the Community School Plan later on, since you can compare the Plan's impact with the original needs assessment. It is valuable to think of the strengths and needs of specific groups (ex: students, parents and local businesses) and of the community as a whole - while realistically considering the community resources that are actually available.

In most cases, the group responsible for putting together the Community School Plan undertakes the needs assessment. It might include the following steps:

#### 1. Collecting all the data that is available:

Census data, regional health authority information, city planning data, Early Development Instrument results, Parent-Child Coalition community evaluations, student achievement records, school division plans and previous school plans can all give a good picture of the school and the community. This information helps the partners to see key trends in education, health and the local economy. Much of this information is available from the school, in libraries or on the internet.

#### 2. Listening to the community

The partnership might interview a range of families and children in the community to find out what they think are neighbourhood strengths and needs. They can describe what they see as useful resources and barriers to community success.

### **3. Surveying community leaders and professionals who work in the community**

The leaders of local community organizations, along with health, education, justice, and social service professionals, recreation directors, early childhood educators, justice officials, business people and religious leaders can all make an important contribution to the process.

### **4. Discovering which services and resources are available**

Partners do not want to duplicate existing services, so they explore what is available in the community. This can involve looking at everything from the *Yellow Pages* to real estate listings, calendars of cultural activities and directories of local businesses. The partners should be open to new partnerships, creative financing and ways to get resources, as well as relationships with other agencies and organizations. Some of these may be in the school already, some in the community and some will be available from government and outside agencies.

It is helpful to get the answers to the following questions about existing community services:

- Who do the services target?
- When are they available?
- How much do they cost?
- How accessible are they?
- Are they being well used?
- What barriers might exist to their use?
- Do people in the community feel that these services meet their needs?
- How could they be better delivered?
- Do possible partnership opportunities exist?

### **5. Paying close attention to local strengths**

Examples of local strengths could include things like increased parental involvement in schools, a new housing program, community pride or talented local leaders.

### **6. Don't ignore the future**

The partners should understand the range of issues the school and the community are going to be dealing with in coming years. This could involve looking at population trends, enrolment patterns, Early Development Instrument results and the issues that local organizations identify.

### **Looking for the gaps**

The next step for the community school planning group is to identify the gaps between needs and resources. At this point, there should be a solid base of information on both community needs and resources. The key part of this step is to identify where a match does or does not exist. Gaps occur when there is an important need but the resources are not adequate. Sometimes a resource may exist, but it may not meet the need completely. In other cases, there may be no resource at all. Those gaps become the focus for the partnership to work on.

### **Setting partnership objectives**

Based on the needs analysis, the partners can set objectives or goals for each component of the Community School Plan. The most difficult part might be deciding which needs to start with. The Community School Council (or its equivalent) must be realistic about its plans. Priorities should be focused on the overall CSPI goal: Successful Students In Thriving Communities. It is usually better to be successful in a few priorities than to set too many objectives and fail. The partnership chooses its priorities based on their shared vision and sense of what is most important and achievable for the community.

Once the partners choose priorities, they should write them as objectives. This works best when the objective clearly states who will be affected, what is to be accomplished, when it will be accomplished and how it will be measured.

Here are example objectives in each of the four community school components:

### **1. The learning program**

Learning program objectives might include:

- creating an environment and program that is responsive, culturally affirming and supportive of all children. This might be observed and measured by increased student participation in cultural events.
- improving the academic achievement of students. This might be observed and measured by regular review of academic achievement.
- providing services and supports that help students move easily from the pre-school years into the elementary school. This might be observed and measured by increased success of children in the early years of elementary school (Manitoba schools have developed a number of tools to measure this success, including the Early Development Instrument).
- providing a range of useful adult and community education opportunities. This might be observed and measured by an increase in enrolment in existing adult education programs or the creation of new adult education programs offered in the community.

### **2. Parent and community involvement**

Parent and community involvement objectives might include:

- creating a caring, respectful and welcoming school environment. This objective could be observed and measured by having a parents' room in the school or by increased use of an existing parents' room. It could also be measured by asking parents to fill out questionnaires providing feedback to the school.
- encouraging the active participation of parents and the community in student learning. This might be observed and

measured by increased parent participation in classroom activity and by increased use of community facilities in the learning program.

- increasing involvement in school decision-making by people who reflect the ethnic/cultural make-up of the community. This might be observed and measured by parents and community members of Aboriginal or visible minority heritage on the Community School Council.

### **3. Integrated services**

Integrated services objectives might include:

- providing a wide range of social, health, justice, cultural and recreation services to increase community members' opportunities for success. This might be observed and measured by the number of non-school organizations that use school facilities to provide programs.
- developing partnerships between the school and social agencies to link services and resources to the school. This might be observed and measured by the establishment of a childcare service in the school.
- ensuring effective use of school facilities by the community. This might be observed and measured by counting the children who are served by school-based community services.

### **4. Community development**

Community development objectives might include:

- helping the community develop into a safe, stable, healthy environment for children and their families. This might be observed and measured by improvements in the quality of local housing.
- fostering a sense of community by having the school serve as a hub of community activity and development. This might be observed and measured by the range and number of community initiatives.

## Reaching your objectives: an action plan

Once the partners set their objectives, they need to develop an action plan to help reach each goal. The plan will have concrete steps to reach the objectives and include:

- which actions will be taken.
- who is responsible for making sure they are taken.
- the available funding and resources.
- the timeline for undertaking each action.
- potential sources of additional support for each action.
- a process to check on whether objectives are being met.

There might be several action plans for a single objective. Ex: the objective of creating a welcoming school environment for parents and community members might include action plans for:

- opening and operating a family/community room in the school.

- helping parents and teachers to get to know each other better.
- arranging a few community social events at the school.

The partners might decide to act on each of those action plans one at a time or all together, depending on the number of interested people or the funds they have to find.

Each community will have its own action items, depending on the goals that it has identified. The focus for each community school is flexibility in the planning process. As a partnership puts its plan together, it helps to make sure that it does not put too heavy a burden on the Community School Council. As the partnership grows in strength and confidence, it can develop a broader Community School Plan that will ultimately be integrated into the regular school planning process over a transition period.

	Objective	Measure	Action
<b>LEARNING PROGRAM</b>	Providing services and supports that help students move smoothly from the pre-school years into the elementary.	Increased success of children in the early years of elementary school (Ex: using Early Development Instrument results).	Providing programs at the school for pre-school children and their parents focused on healthy child development.
<b>PARENT AND COMMUNITY PARTNER-SHIPS</b>	Providing educational opportunities, services and facilities to parents and other community members.	Community involvement in evening & weekend activities at school.	Setting up a dance program for community members at school.
<b>INTEGRATED SERVICES</b>	Using a wide range of social, health, justice, cultural and recreation services to break down barriers to learning and increase students' opportunities for success.	The number of non-school organizations that use school facilities to provide programs to the community.	Having other organizations provide recreational and cultural programs after school hours and on weekends.
<b>COMMUNITY DEVELOPMENT</b>	Developing the community into a safe, stable and healthy environment for children and their families.	Improvements in the quality of local housing.	Establishing a community housing co-operative

## The final elements of the plan

When you put your plan in its final shape its framework might look something like this:

### Sharing the plan

Once the partners agree on the Community School Plan, it is time to share it with the community. This will create greater understanding and support for the plan. It will also provide an opportunity to adjust the plan in response to community concerns. A good plan is both easy to obtain and easy to understand. It is important to reach out to those with different

approaches, share information regularly, and explain the benefits of a community school approach. By listening to community feedback, the Community School Council can make any needed changes to the plan. It will then be the work of the school and its partners to put the plan into action. How this is done will depend, of course, on the Community School Plan itself.

### How will you measure your impact?

When the plan is based on a needs assessment and has measurable objectives, it will be possible to measure its effectiveness. Evaluating

the plan against its objectives will help the partners to chart progress, identify the Community School Plan's strengths and weaknesses as well as demonstrate their commitment to accountability. Here are some key questions to consider when planning an evaluation:

- Which of the plan's objectives should be measured?
- How should they be measured?
- Who would be the key recipients of your evaluation report (Ex: community members, school board, funders)?
- What decisions could they be making from the report's findings?
- What sources or methods would be used in the evaluation process?
- What questions would most effectively generate responses that the evaluation requires?
- How should the evaluation's findings be interpreted?

Evaluation works best as a group effort, similar to the original needs identification process. It could involve many of the same people. These are some useful questions to ask about each element of the Community School Plan:

- Did the action produce the intended results?
- Did it work better for some community members than others?
- What have been the benefits of the program for students and the community?

On the basis of this reflection, a report can be prepared for the entire Council. This report should contain the information that was gathered, the conclusions that were established and recommendations for improvement. Along with the original needs assessment, the report will serve as the basis for modifying the Community School Plan for the following year.

## COMMUNITY SCHOOLS: LOOKING AHEAD ....

As a pilot project, the Community Schools Partnership Initiative (CSPI) offers the potential for a viable alternative school model to meet the diverse needs of students and their families in communities faced with challenging social and economic circumstances.

To this end, Manitoba Education, Citizenship and Youth (MECY) is committed to providing resources and tools to school sites, so that the ideals of the community school concept can be realized – building on the dedication and effective practices inspired by each school site and its surrounding community.

MECY would again like to thank CSPI's various partners for their ongoing support to CSPI's primary goal: Successful Students in Thriving Communities.

## RESOURCES

Here are some publications and websites that provide some background information on community schools, and can help with the overall school planning process.

### **Coalition for Community Schools**

A US-based website that shares information about successful community school policies, programs and practices, intended to build broader public understanding and support for community schools

[www.communityschools.org](http://www.communityschools.org)

### **Tamarack**

A website that provides proven strategies that have helped Canadian communities identify and develop solutions to local issues

<http://tamarackcommunity.ca>

### **Saskatchewan's School Plus Program**

An excellent overview of community education in Saskatchewan

[www.sasked.gov.sk.ca/branches/pol\\_eval/community\\_ed/schoolplus.shtml](http://www.sasked.gov.sk.ca/branches/pol_eval/community_ed/schoolplus.shtml)

### **Building Communities of Hope**

A document that outlines Saskatchewan Education's policy, vision, goals, principles, strategies and "best practices" for community schools

[www.sasked.gov.sk.ca/branches/pol\\_eval/community\\_ed/docs/buildcomm/ofhope.pdf](http://www.sasked.gov.sk.ca/branches/pol_eval/community_ed/docs/buildcomm/ofhope.pdf)

### **School Partnerships: A Guide for Parents, Schools and Communities**

A document that can help school advisory groups and committees in their partnership

roles of supporting student success, published in 2005 by Manitoba Education, Citizenship and Youth; ISBN # 0 – 7711 – 3426 – 6

[www.edu.gov.mb.ca/ks4/specedu/school\\_partnerships](http://www.edu.gov.mb.ca/ks4/specedu/school_partnerships)

### **Helping Your Child Succeed in School: A Guide for Parents and Families of Aboriginal Students.**

A document that provides a valuable reference for community schools, published in 2006 by Manitoba Education, Citizenship and Youth; ISBN # 0-7711-3467-3

[www.edu.gov.mb.ca/ks4/docs/parents/ab\\_guide/index.html](http://www.edu.gov.mb.ca/ks4/docs/parents/ab_guide/index.html)

### **Working Together: A Guide to Problem Solving for Schools, Families and Communities**

A document that provides school stakeholders methods for co-operative, creative problem-solving, published in 2004 by Manitoba Education, Citizenship and Youth; ISBN # 0 – 7711 – 3166 – 6

[www.edu.gov.mb.ca/ks4/specedu/problem\\_solving/pdf/Working\\_Together](http://www.edu.gov.mb.ca/ks4/specedu/problem_solving/pdf/Working_Together)

### **Healthy Child Manitoba**

A program that works with families to support their children within strong communities

[www.gov.mb.ca/healthychild](http://www.gov.mb.ca/healthychild)

### **Manitoba Healthy Living**

A site that helps Manitobans improve their health - reducing their risk of illness and injury

[www.gov.mb.ca/healthyliving](http://www.gov.mb.ca/healthyliving)

## RESOURCES CONT'D

### **The Manitoba Child Care Program**

The Manitoba Child Care Program oversees the operation of licensed child care in the province and is committed to accessible, high-quality child care for children from 12 weeks to 12 years of age and offers a number of valuable services

[www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)

### **Neighbourhoods Alive!**

A Manitoba program that supports community improvement in designated neighbourhoods in Winnipeg, Brandon and Thompson

[www.neighbourhoodsalive.mb.ca](http://www.neighbourhoodsalive.mb.ca)

### **Lighthouses**

Lighthouses helps support recreational, educational and pro-social programs after hours for young Manitobans. Lighthouses uses schools, recreation centres and other existing community facilities after hours for sports, arts, music and other activities organized by local youth and community members.

[www.gov.mb.ca/justice/lighthouses](http://www.gov.mb.ca/justice/lighthouses)

# WE WOULD LIKE TO HEAR FROM YOU

Manitoba Education, Citizenship and Youth welcomes your response to the Community Schools Support Document, and invites you to complete and return this form.

1. Please indicate your role in the learning community.

- Parent     Teacher     Resource Teacher     School administrator     Counsellor  
 School trustee     School division / Education authority administrator  
 Community agency representative     Community resident  
 Other: \_\_\_\_\_

2. Please indicate which format(s) of the document you used.

- English copy     French copy

3. Which issues do you think deserve further attention in this document?

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4. What types of professional development activities could help stakeholders better understand and participate in community schools?

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5. May we contact you for further information?

If yes, please provide the following:

Name: \_\_\_\_\_

School: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Thank you for taking the time to provide this information.

**Please return to:**  
**John VanWalleghem**  
**Director, Research and Planning Branch**  
**Manitoba Education, Citizenship and Youth**  
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