

The Community Schools Program Report

October 2014 to December 2018

Submitted to:

*The Minister of Education and Training
Honourable Kelvin Goertzen*

Prepared By

The Community Schools Unit
Indigenous Inclusion Directorate
Manitoba Education and Training



Indigenous Inclusion
Directorate



Overview

Education begins at home. It is provided by families who play a significant role in their children's well-being, educational success and attainment. One of the greatest advantages children can have are parents, caregivers and guardians who take active roles in their education. These roles can include:

- monitoring and maintaining high parental expectations for learning
- supporting punctuality and consistent attendance
- participating in home-based literacy and numeracy activities
- serving as a leader or volunteer in school and community-related activities

Strong family engagement in education helps to enhance the impact of effective classroom instruction and school-based supports.

However, a significant number of families live in disadvantaged circumstances. This can include limited income, physical and mental health concerns, limited social networks, cultural and language differences, unstable housing, nutritional needs and transportation challenges. Together, these factors create a concentrated disadvantage that can undermine parental engagement opportunities and have detrimental effects on their children's educational outcomes.

Concentrated disadvantage makes it difficult for students and families to take maximum advantage of educational investments and opportunities and achieve desired educational outcomes. Research and experience shows that children and families living with such disadvantages require more supports and services than a traditional school can offer.

The community school philosophy is focused on enhancing the capacity of schools to serve as hubs within their communities, and strategically gather and deploy school-community services and resources in ways that achieve better outcomes for students. As places of integrated education, public health, social and recreational programming, community schools support key educational goals, such as:

- student-school readiness
- school attendance
- family-student-community engagement in learning
- well-being and academic success

At the same time, community schools help to promote child, family and neighbourhood safety, reduce child maltreatment and reduce the number of children going into care.

In December 2013, The Community Schools Act received Royal Assent, embedding the community school philosophy into legislation and formally establishing Manitoba's Community Schools Program (CSP). Key features of the act included the creation of a Deputy Ministers' Committee on Community Schools to provide overall direction to the program, and a Community Schools Advisory Committee to provide advice and assistance about matters that relate to the CSP.

The act also called for the establishment of a Community Schools Unit, which was subsequently formed in October 2014. The unit provides support and assistance to CSP schools, the Deputy Ministers' Committee on Community Schools and the Community Schools Advisory Committee. In addition, the unit performs any other functions that the Minister of Education and Training may assign.

As one of The Community Schools Act's legislative requirements, The Community Schools Unit is required to prepare a report on CSP activities, including:

- a summary of consultations carried out by the unit
- a summary of the performance of the program with reference to the measures established by the unit

The Minister of Education and Training will make the report available to the public by posting it on the department's website and by any other means the minister considers advisable.

The report will fulfill the reporting requirements of the legislation. It covers the Community Schools Unit's operation from October 2014 to October 2018. It builds on an earlier report covering CSP activities from October 2014 to October 2015.

Manitoba Community Schools Program

Manitoba's CSP supports the capacity of the public school system to enhance the social, emotional and physical health and well-being of students in socio-economically disadvantaged communities. This helps students to arrive at school ready to engage in the learning process and take full advantage of the available educational opportunities.

Table 1 outlines the CSP's key goals in strategic areas specified by the legislation. It also highlights types of

programs, resources and services that community schools can offer to achieve non-academic and academic outcomes. Non-academic factors (e.g., family and student health, nutrition, stable housing and a student's ability to attend school on time and regularly) have an effect on a student's ability to concentrate, process information, learn, and establish positive relationships with students and teachers. This in turn affects academic success and long term educational attainment.

Table 1: CSP Goals, Strategic Focus and Outcomes

Community School Program Goals	Community Schools Legislation Areas of Focus	Programs, Activities Resources and Services	Improved Non-Academic and Academic Outcomes	Strategic Outcomes and Priorities
> Student and school readiness	> Parent education and development activities	> Parenting classes > Traditional Parenting > SEC Parenting for Newcomers* > GED programming > ANCR*-children in care prevention programming	> Family engagement in and support of learning > Family and student health well-being	> Improved literacy and numeracy > Increased High School graduation rates > Increased post-secondary participation
> Attendance and punctuality	> Early childhood education programs > Nutrition services > Before school, after school, evening, weekend and summer programs	> Preschool and parent child centres > Wiggle, Giggle Munch, Rhyme Time > Infant nutrition > Breakfast and lunch programs > Community gardens > Walking School Bus > Home visits > Literacy and math clubs > MSIP Peaceful Village > Frontier College Summer Literacy Programs > Bike Club	> Family-school-community relations > Community Safety > Punctuality and attendance > Cognitive focus, ability to concentrate and process information	> Stable labour market participation > Poverty reduction > Pathway to Reconciliation > Reduced children in care

Table 1: CSP Goals, Strategic Focus and Outcomes

Community School Program Goals	Community Schools Legislation Areas of Focus	Programs, Activities Resources and Services	Improved Non-Academic and Academic Outcomes	Strategic Outcomes and Priorities
<ul style="list-style-type: none"> > Family, community and student engagement in learning 	<ul style="list-style-type: none"> > Mentoring and youth development programs > Health and mental health services 	<ul style="list-style-type: none"> > Winnipeg Aboriginal Sports Achievement Centre > Big Brothers and Big Sisters > Addictions Foundation of Manitoba > SMILE > Handle with Care > Thrival Kits > Mindfulness training > First Aid/CPR training > Speech-Language support information for parents > Internet safety 	<ul style="list-style-type: none"> > Student performance and academic achievement > Credit attainment and high school completion 	<ul style="list-style-type: none"> > Improved literacy and numeracy > Increased High School graduation rates > Increased post-secondary participation
<ul style="list-style-type: none"> > Student and family well-being and success 	<ul style="list-style-type: none"> > Cultural awareness and retention activities > Crime prevention and rehabilitation services 	<ul style="list-style-type: none"> > Elders in Schools > Newcomer Community Resource Fair > Balanced Experiential Education Program > Pow Wow Clubs > Lighthouse programs > Gang Prevention for Parents 		

Profile of CSP Schools

Roseau Valley High School
New Era School
École communautaire Aurèle-Lemoine
Oak Lake Community School
Ruth Betts School
Grand Rapids School
Oscar Blackburn School
West Lynn Heights School
Kelsey Early Years School
Lavallee School
Wapanohk Community School
Waywayseecappo Community School
North Memorial School
Hampstead School
Donwood School
Elwick Community School

Brooklands School
Alonsa School
David Livingstone School
Dufferin School
Fort Rouge School
John M. King School
Hugh John Macdonald
Lord Selkirk School
Norquay School
Pinkham School
R.B. Russell Vocational School
River Elm School
Shaughnessy Park School
Sister MacNamara School
Wellington School

In December 2013, The Community Schools Act incorporated 29 northern, rural and urban schools, which were previously part of the Community Schools Partnership Initiative, into the Community Schools Program. In September 2017, two new schools – Roseau Valley School in the Border Land School Division and North Memorial School in the Portage La Prairie School Division – were added to the CSP, bringing the current number to 31 schools.

CSP schools receive \$2.29 million in total provincial funding. A significant portion of each school's funding supports a designated staff person (e.g., a community liaison, community support worker or community connector) who works with the school principal to develop partnerships and mobilize resources that align with the documented needs of students and families, and support the school's core instructional program.

The 31 community schools offer different configurations of early years, middle years and high school programming to approximately 8,723 students. Approximately 75 per cent of CSP students are in Kindergarten to Grade 8. Nearly 50 per cent of the student population in CSP schools report an Indigenous (i.e., First Nation, Metis or Inuk) identity. Many school sites also serve significant numbers of newcomer students and families. As example, for the

2016-17 school year, one school reported students from 29 different countries, who speak 23 languages. In addition, a significant number of schools serve inner city and northern communities where, according to a 2012 Manitoba Center for Health Policy and Evaluation study, one in four mothers with children were diagnosed with a mood disorder.

Research indicates that parents, especially young single mothers who are experiencing serious or recurring emotional distress or mental illness, carry a heightened risk burden for themselves and their children. Parents may have fewer social networks, be more isolated, and may be less responsive to the developmental needs of their children. In addition, they may be less involved in their children's education and there is an increased likelihood of child maltreatment, harm and exposure to violence.

A number of CSP schools also contend with high rates of student migrancy. A school migrancy rate represents the number of students who enter and exit a school over a school year. It does not include graduates, early school leavers or students who enroll at school for the second semester. For the 2016-17 school year, nine schools reported a migrancy rate of 40 per cent or greater, with two schools reporting rates above 70 per cent.

Community Schools Network

The Community Schools Act called for the formation of a Community Schools Network. While network schools are ineligible for funding, they have access to planning information, tools, study sites, resources and all of the

professional learning and training workshops available to CSP schools. The Community Schools Network has expanded from two sites in 2014–15, to 27 sites in 2017–18.

Professional Development and Training

In 2013, Dr. Michael Tymchak, Professor Emeritus and former Dean of Education, University of Regina and Phyllis Fowler, Coordinator of Integrated School-Linked Services with Nutana Collegiate, Saskatoon Public Schools, conducted an external evaluation of community school programming in Manitoba. The evaluation report identified significant improvements in attendance, enhanced pre-school programs, mitigation of vandalism, and improvements of home supports for the school's academic program. It noted that CSP funding helped to leverage additional supports and resources from a wide range of stakeholders and organizations. It also outlined a number of key recommendations, particularly increased professional training and support for principals and community liaison staff working in community schools.

Since its formation, the Community Schools Unit has organized and sponsored principal and connector participation in professional development and training

sessions related to a variety of topics. This included:

- integrating school-linked services
- mobilizing partnerships and resources
- volunteer management
- engaging Indigenous and newcomer families
- promoting mental health and well-being
- using data to plan and evaluate
- preparing funding proposals
- strategies for supporting the community school approach
- building authentic community school partnerships.

Professional development sessions and training events were open to all program and network schools at no cost. As highlighted in Table 2, between 2014 and 2018, the Community Schools Unit organized and supported 12 professional development and training sessions that included 74 workshops and involved 624 participants.

Table 2: CSP Professional Development Offerings 2014–2018

Year	Session/Event	Number of Workshops	Number of Participants
2015	Planning with Community and School Data	9	60
2015	Annual CSP PD Gathering	8	110
2015	Aboriginal Education Research Forum	4	20
2015	Handle with Care	2	13
2016	Annual CSP PD Gathering	8	110
2016	Aboriginal Education Research Forum	1	20
2017	Annual CSP PD Gathering	8	120
2017	Child and Family Services/ ANCHOR—Family Support	4	20
2017	Manitoba Children's Advocate Safetalk	1	11
2018	Aboriginal Education Research Forum	1	14
2018	Thrival Kits	1	11
2018	Annual CSP PD Gathering	8	115
Totals	12	74	624

Resource Mobilization

The Community Schools Unit works with community agencies, the corporate sector and government departments to help mobilize training, resources and services for use in CSP and network schools. Over the last four years, the unit has worked with the:

- Mood Disorder Clinic
- Canadian Mental Health Association
- All Nation Network of Care
- Regional Health Authority
- Manitoba Justice (Gang Prevention and Internet Safety)
- Manitoba Advocates Office

- First Books/Scholastics
- Neighbourhoods Alive and Lighthouse programs
- Healthy Schools Initiative
- Breakfast for Learning and Breakfast Clubs of Canada

Individual schools were able to access training and information on youth mental health promotion, adolescent bipolar disorder, self-care and stress therapy, Internet safety, street safety and gang recruitment prevention. Schools also received over one thousand free books for home reading and family literacy nights, gift cards for groceries and grants for cooking supplies and appliances.

Community School Site Visits

The Community Schools Unit conducts site visits that are intended to help principals and community connectors access provincial and community services and supports. In addition, the unit provides advice on involving parents in school activities, and guidance on scheduling before, during

and after school activities. Between September 2015 and December 2018, staff from the Community Schools Unit carried out 145 site visits to CSP schools, averaging 36 sites per year.

Community School Advisory Committee Meetings, Consultation Meetings and Presentations

The Community Schools Unit supports the work of the Community Schools Advisory Committee (Appendix B). The committee's role is to advise the minister, the deputy ministers' committee and the unit on issues relating to the CSP and network, including providing assistance in identifying services, programs and activities intended to achieve CSP goals.

The committee was formed and held its first meeting in 2015. Between 2015 and 2017, six advisory committee meetings were held, including a meeting with representatives of the Deputy Ministers' Committee on Community Schools. The committee identified several key issues deserving attention, including:

- the qualifications of and training opportunities for community connectors
- the need for improved communication between

- public housing sites and community schools
- integration of health and social service related program delivery through school sites.

Between 2014 and 2018, the Community Schools Unit also held consultation meetings with a variety of organizations, including:

- The Aboriginal Circle of Educators
- Bookmates
- The Council of School Leaders
- Frontier College
- Manitoba Association of Parent Councils
- Manitoba Association of School Superintendents
- Provincial Advisory Council on Poverty, Education and Citizenship
- Winnipeg Regional Health Authority—Caring for Health

Community school presentations were also made to the following organizations:

- Native Addictions Foundation
 - Manitoba Association of Parent Councils
 - Premiers’ Advisory Committee on Poverty, Education and Citizenship
 - Villa Rosa
 - Women’s Resource Centre
- Villa Rosa
 - Native Addictions
 - AAA Steering Committee
 - University of Manitoba Social Work Cohort
 - University of Winnipeg Summer Session Education
 - Fort Rouge School
 - North Memorial School
 - Pembina Trails Ryerson Network School

School Attendance

Consistent school attendance is essential for students to maximize their learning experiences and opportunities. Improving school attendance and reducing late arrivals is an important CSP goal. The department has recently started using absenteeism data from report cards for the 2016-17 school year. Table 3 shows the percentage of students in Grade 1 to Grade 8 and special education classes with at least 18.5 excused or unexcused absences, which reflects 10 per cent of 185 instructional days during the 2016–17 school year (high school attendance data is currently not available).

Of the 6,345 students attending the 30 CSP schools that offer Grades 1 to 8, 41 per cent had at least 18.5 absences in the 2016-17 school year, compared to an overall 19 per cent for students attending public elementary schools. Among community schools, the percentage of students missing at least 18.5 days ranged from nine per cent to 82 per cent .Two CSP schools reported percentages below the 19 per cent provincial average.

Table 3: Student Absenteeism 2016–17

Student Absenteeism-2016–17 Public Elementary Schools Percentage of Students with at least 18.5 absences Report Card Data	Number of Students	Percentage of Students with at least 18.5 absences
Manitoba Public Elementary Schools	108,210	19%
Community Schools Program	6,345	41%

Schools continue to implement strategies to improve consistent attendance and reduce late arrivals. Strategies include the walking school bus, which one school reported accommodated as many as 60 students, to ensure they attend and arrive at school on time. Other interventions include:

- home visits
- hot breakfast programs
- attendance certificates
- newsletters
- alarm clocks for families

In more extreme cases, schools access the services of various agencies to work with families with complex needs to support student attendance. Family and student health, and lack of transportation, continue to present attendance challenges. The 2016–17 student absenteeism data will provide a baseline for the Community Schools Unit to monitor attendance patterns in the school year.

Provincial Performance, Achievement and Attainment Data

The department collects student performance, attainment and achievement data in a number of areas:

- Grade 3 Numeracy
- Grade 3 Reading
- Middle Years Number Sense and Number Skills
- Middle Years Reading Comprehension
- Middle Years Expository Writing
- Grade 9 Mathematics credit attainment
- Grade 9 English Language Arts credit attainment
- Provincial test results in Grade 12 Applied Mathematics, Essential Mathematics, Pre-Calculus Mathematics and English Language Arts

The following 11 tables compare overall CSP averages with provincial averages on the above measures of performance, attainment and achievement in the 2014 or 2015 baseline year and in the 2017 or 2018 school year, the most current year with available data. As CSP schools serve different configurations of early years, middle years and high school, not all measures of performance, achievement and attainment will apply to all 31 schools. In addition, in some instances, there is insufficient data to report on comparisons and changes over time. The tables show data from CSP schools in the English program only. It does not include École communautaire Aurèle-Lemoine, which is in the Français program.

Overall, CSP schools show mixed results, with minimal and modest gains from the 2014 baseline to 2017 in the following areas:

- Grade 3 Numeracy
- Grade 3 Reading
- 2015-18 Middle Years Expository Writing
- 2014-15 to 2016-17 credit attainment in Grade 9 Mathematics and English Language Arts
- 2015-2018 Grade 12 Applied Mathematics

CSP averages declined in:

- Middle Years Number Sense and Number Skills
- Middle Years Reading Comprehension
- Grade 12 Essential Mathematics
- Grade 12 English Language Arts

There were insufficient data to make any determinations for Grade 12 Pre-Calculus. At the same time, it is important to note that individual CSP schools showed results above provincial averages on various assessments. For example, in Grade 3 Numeracy, four of the 27 schools participating in the assessment reported averages above the fall 2017 47.2 per cent provincial average, including one school reporting 69 per cent of the students meeting expectations in all four competencies.

Overall, the gap between CSP and provincial averages in all 11 areas persisted between the baseline year and the 2017 or 2018 school year, though there were modest gap decreases in Grade 3 Reading, Grade 9 Mathematics and English Language Arts credit attainment, and in Grade 12 Applied Mathematics. Once again, there were insufficient data to make any determinations for Grade 12 Pre-Calculus and Essential Mathematics.

Table 3: Grade 3 Assessment of Numeracy (English Program: N=27)
Percentage of students meeting expectations in all four sub-competencies

	Provincial	CSP (*)	Percentage-point difference
Fall 2014 (baseline)	31.1%	22.8%	8 p.p.
Fall 2017	35.2%	23.3%	12 p.p.
Percentage-point change	+ 4 p.p.	< 1 p.p. increase	—

From 2014 Baseline:

No. of Schools Up:	13
No. of Schools Down:	11
No. of Schools Holding:	3

Table 4: Grade 3 Assessment of Reading (English Program: N=27)
Percentage of students meeting expectations in all three sub-competencies

Fall 2014 (baseline)	46.0%	25.9%	20 p.p.
Fall 2017	47.2%	28.0%	19 p.p.
Percentage-point change	+ 1 p.p.	+2 p.p.	—

From 2014 Baseline:

No. of Schools Up: 13
 No. of Schools Down: 13
 No. of Schools Holding: 1

Table 5: Middle Years Assessment of Number Sense and Number Skills (English Program N=14)
Percentage of students meeting mid-Grade 7 performance in all five sub-competencies

January 2015 (baseline)	32.4%	11.7%	21 p.p.
January 2018	34.8%	11.0%	24 p.p.
Percentage-point change	+2 p.p.	< 1 p.p. decrease	—

From 2015 Baseline:

No. of Schools Up: 6
 No. of Schools Down: 6
 No. of Schools Holding: 2

Table 6: Middle Years Assessment of Reading Comprehension (English Program N=12)
Percentage of students meeting mid-Grade 8 performance in all three sub-competencies

	Provincial	CSP (*)	Percentage-point difference
January 2015 (baseline)	47.7%	23.5%	24 p.p.
January 2018	51.3%	22.0%	29 p.p.
Percentage-point change	+4 p.p.	-2 p.p.	—

From 2015 Baseline:

No. of Schools Up: 6
 No. of Schools Down: 6
 No. of Schools Holding: 2

Table 7: Middle Years Assessment of Expository Writing (English Program N=12)
Percentage of students meeting mid-Grade 8 performance in all three sub-competencies

January 2015 (baseline)	41.7%	15.4%	26 p.p.
January 2018	44.3%	16.9%	27 p.p.
Percentage-point change	+3 p.p.	+2 p.p.	—

From 2015 Baseline:

No. of Schools Up: 3
 No. of Schools Down: 6
 No. of Schools Holding: 3

Table 8: Grade 9 Mathematics (N=7)
Percentage of first-time Grade 9 students who attained a credit by year-end

2014/15 (baseline)	87.2%	61.7%	26 p.p.
2016/17	88.0%	66.7%	21 p.p.
Percentage-point change	< 1 p.p. increase	+5 p.p.	—

From 2014/15 Baseline:

No. of Schools Up: 5
 No. of Schools Down: 2
 No. of Schools Holding: 0

Table 9: Grade 9 English Language Arts (N=7)
Percentage of first-time Grade 9 students who attained a credit by year-end

	Provincial	CSP (*)	Percentage-point difference
January 2015 (baseline)	89.3%	67.7%	22 p.p.
January 2018	89.7%	71.0%	19 p.p.
Percentage-point change	< 1 p.p. increase	+3 p.p.	—

From 2015 Baseline:

No. of Schools Up: 4
 No. of Schools Down: 3
 No. of Schools Holding: 0

**Table 10: Grade 12 Provincial Test in Applied Mathematics
Average Marks (N=6)**

January/June 2015 (baseline)	57.5	52.6	4.9
January/June 2018	58.1	53.5	4.6
Change	< 1.0 increase	< 1.0 increase*	—

*Not enough data for most schools to specify a split of schools whose average marks went up or down.

**Table 11: Grade 12 Provincial Test in Essential Mathematics
Average Marks (N=6)**

	Provincial	CSP (*)	Percentage-point difference
January/June 2015 (baseline)	58.0	49.1	8.9
January/June 2018	53.7	38.5	15.2
Change	-4.3	-10.6	—

*Not enough data for most schools to specify a split of schools whose average marks went up or down.

**Table 12: Grade 12 Provincial Test in Pre-Calculus Mathematics
Average Marks (N=6)**

	Provincial	CSP (*)	Percentage-point difference
January/June 2015 (baseline)	68.7	(fewer than 10 students)	22 p.p.
January/June 2018	68.0	(fewer than 10 students)	19 p.p.
Change	< 1.0 increase	n/a	—

*Not enough data for most schools to specify a split of schools whose average marks went up or down.

Table 13: Grade 12 Provincial Test in English Language Arts (N=6)

	Provincial	CSP (*)	Percentage-point difference
January/June 2015 (baseline)	67.4	51.2	16.2
January/June 2018	67.8	50.4	17.4
Change	< 1.0 increase	< 1.0 decrease	—

*Not enough data for most schools to specify a split of schools whose average marks went up or down.

Moving Forward

A number of individual CSP schools showed positive patterns of student attendance and fared favourably on a number of dimensions of student performance, attainment and achievement, compared to overall CSP and provincial averages. The Community Schools Unit will explore the reasons for this success and determine if the same successful strategies can be applied to other CSP schools.

Key areas of work remain in the areas of family and student mental health and well-being, student attendance and migrancy.

The Community Schools Unit will continue to work collaboratively with community agencies, foundations, the corporate sector and other government departments through the Deputy Ministers' Committee on Community Schools. This collaboration will help to further mobilize services and resources, and enhance programming that:

- advances student attendance, performance, achievement and attainment
- improves family, child and community well-being and safety
- helps to reduce the risk of child maltreatment and the number of children going into care

Appendix A

Community School Program

School Division	School
Borderland	Roseau Valley High School
Brandon	New Era School
Division scolaire franco-manitobaine	École communautaire Aurèle-Lemoine
Fort La Bosse	Oak Lake Community School
Flin Flon	Ruth Betts School
Frontier	Grand Rapids School Oscar Blackburn School West Lynn Heights School
Kelsey	Kelsey Early Years School
Louis Riel	Lavallee School
Mystery Lake	Wapanohk Community School
Park West	Waywayseecappo Community School
Portage la Prairie	North Memorial School
River East Transcona	Hampstead School Donwood School
Seven Oaks	Elwick Community School
St. James-Assiniboia	Brooklands School
Turtle River	Alonsa School
Winnipeg	David Livingstone School Dufferin School Fort Rouge School John M. King School Hugh John Macdonald High School Lord Selkirk School Norquay School Pinkham School R.B. Russell Vocational School River Elm School Shaughnessy Park School Sister MacNamara School Wellington School

Appendix B

Community Schools Advisory Committee 2015-2018

Community School Parent Councils	Representative
Brooklands School—St. James-Assiniboia SD	Teresa Olsen (Chair)
Dufferin School—Winnipeg SD	Helen Sinisalo
New Era School—Brandon SD	Shirley McArthur
Oak Lake Community School—Fort La Bosse SD	Kim Williment (Co-Chair)
Sister McNamara School—Winnipeg SD	May Corpuz
Wapahnok School—Mystery Lake SD	Cathee Helgason

Educational Organizations	Representative
Aboriginal Circle of Educators (ACE)	Alison Cox ACE member
Community Education Development Association	Tom Simms Executive Director
Council of School Leaders	Maxine Geller/Bruce Shamray Chairs, Council of School Leaders
Manitoba Association of Parent Councils	Nina Van Drunen Board Director—Thompson
Manitoba Association of School Superintendents	Karin Seiler Inner City Superintendent

