

# The Community Schools Program Report

*October 2018 to October 2022*

*Submitted to  
The Minister of Education and Early Childhood Learning  
Honourable Wayne Ewasko*

## **Prepared By**

Linda Lee, Pro Active Services, for  
The Community Schools Program Unit  
Indigenous Inclusion Directorate  
Manitoba Education and Early Childhood Learning



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# Overview

Education begins at home, where it is provided by families who play a significant role in their children's well-being, educational success, and attainment. The greatest support children can have are their parents, caregivers, and guardians who take active roles in their education. These roles can include maintaining high parental expectations for learning, supporting punctuality and consistent attendance, participating in home-based literacy and numeracy activities, and/or serving as a leader or volunteer in school and community-related activities. Strong family engagement in education helps to optimize the impact of effective classroom instruction and school-based supports that further enhance student well-being, academic success, and educational attainment.

A significant number of families, however, find themselves living in disadvantaged circumstances. Limited income intertwined with physical and mental health concerns, limited social networks, cultural and language differences, unstable housing, unmet nutritional needs, and transportation challenges create a concentrated disadvantage that can undermine parental engagement opportunities and have detrimental impacts on their children's educational outcomes. It is widely acknowledged by research and experience on the ground that children and families living with concentrated disadvantage require more supports and services than a traditional school alone can offer students and families if they are to take maximum advantage of educational investments and opportunities and achieve desired educational outcomes.

The community school philosophy evolved to enhance the capacity of schools as hubs within communities to strategically gather and deploy school-community services and resources in ways that attain better outcomes for students. As places of integrated educational, public health, social, and recreational programming, community schools support key

educational goals, such as student and school readiness, regular attendance, family-student-community engagement in learning, and student well-being and academic success. At the same time, community schools also help to promote child, family, and neighbourhood safety, reduce child maltreatment, and prevent 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 a Deputy Ministers' Committee on Community Schools to provide overall direction to the program, and a Community Schools Advisory Committee that provides advice and assistance about matters that pertain to the CSP. The Act also called for the establishment of a Community Schools Unit. A unit was subsequently formed in October 2014 to provide support and assistance to CSP schools, the Deputy Ministers' Committee on Community Schools, and the Community Schools Advisory Committee, as well as to perform any other function that the Minister of Education and Early Childhood Learning 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 and of the program's performance, with reference to the measures established by the unit. The Minister of Education and Early Childhood Learning is to 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 purpose of this report is to fulfill the reporting requirements of the legislation. It covers the Community Schools Unit's operation from October 2018 to October 2022.

## 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, so they arrive at school ready to engage in the learning process every day and take full advantage of the educational opportunities available at the school.

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

of programs, resources, and services that community schools can offer to attain non-academic and academic outcomes. Non-academic factors, such as family and student health, nutrition, stable housing, and a student's ability to attend school on time and regularly, to concentrate, to process information, to learn, and to establish positive relationships with students and teachers, all affect 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	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 and 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- and After-School, Evening, Weekend, and Summer Programs	> Preschool/Parent Child Centres > Wiggle, Giggle Munch, Rhyme Time  > Infant Nutrition > Breakfast/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 and Efficacy > Community Safety  > Punctuality and Attendance > Cognitive Focus (ability to concentrate and process information)	> Stable Labour Market Participation > Poverty Reduction > Pathway to Reconciliation  > Reduced Number of Children in Care
> Family, Community, and Student Engagement in Learning	> Mentoring and Youth Development Programs  > Health and Mental Health Services	> 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		
> Student and Family Well-being and success	> Cultural Awareness and Retention Activities  > Crime Prevention Services	> Elders in Schools > Newcomer Community Resource Fair > Balanced Experiential Education Program > Pow Wow Clubs  > Lighthouse Programs > Gang Prevention for Parents	> Student Performance and Academic Achievement > Credit Attainment and High School Completion	

# Profile of CSP Schools

Roseau Valley School  
New Era School  
École communautaire Aurèle-Lemoine  
Oak Lake Community School  
Ruth Betts Community School  
Grand Rapids School  
Thunderbird School  
West Lynn Heights School  
Kelsey Community 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 School  
Lord Selkirk School  
Norquay School  
Pinkham School  
R.B. Russell Vocational School  
River Elm School  
Shaughnessy Park School  
Sister MacNamara School  
Wellington School  
George Fitton School  
Ruth Hooker School  
Scott Bateman Middle School  
Dalhousie School  
Victor Mager 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 number to 31 schools.

In the 2019 Speech from the Throne, Manitoba identified mental health and addictions (MHA) as a government priority and committed to improving and enhancing MHA supports. In April 2019, the Manitoba government and the Government of Canada signed the Canada-Manitoba Home and Community Care and Mental Health and Addictions Services Funding Agreement, a three-year bilateral agreement to increase supports for MHA as recommended by several reports and in alignment with the Manitoba MHA provincial strategy, released in March 2018.\*

One of the identified initiatives included the expansion of the Community Schools Program (CSP). The CSP supports the capacity of schools as hubs within communities to strategically gather and deploy school-community services and resources in ways that attain better outcomes for students, families, and neighbourhoods, particularly those contending with concentrated disadvantage.

As of 2020, the CSP was expanded to include five new schools, increasing from 31 to 36 schools (see Appendix A). The 36 schools are in 17 school divisions that participate in the Community Schools Program.

There are 20 schools in Winnipeg, while 16 are located in rural and northern Manitoba.

CSP schools receive \$2.9 million in total provincial funding. A significant portion of each school's funding supports a designated staff person (e.g., community liaison, community support worker, 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 programming.

The 36 community schools offer different configurations of Early Years, Middle Years, and Senior Years programming to approximately 8,723 students. Approximately 75 percent of CSP students are in Kindergarten to Grade 8. Nearly 50 percent of the student population in CSP schools report an Indigenous (i.e., First Nations, Métis, or Inuk) identity. Many school sites also serve significant numbers of newcomer students and families. For the 2016/2017 school year, one school, for example, reported students from 29 different countries who speak 23 languages. Furthermore, a significant number of schools serve inner city and northern communities where, according to a 2012 Manitoba Centre for Health Policy study, one in four mothers with children were diagnosed with a mood disorder.

Research indicates that parents, in particular young single mothers and those who are experiencing serious or recurring emotional distress or mental illness, carry not only a heightened risk burden for themselves, but also for their children. Parents may have fewer social

\* See [www.gov.mb.ca/health/mh/mh/strategy.html](http://www.gov.mb.ca/health/mh/mh/strategy.html).

networks and be more isolated. They may be less responsive to the developmental needs of their children and may be less involved in their children’s education. There is also 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 enrol at school for the second semester. For the 2016/2017 school year, nine schools reported a migrancy rate of 40 percent or greater with two schools reporting rates above 70 percent, illustrating one of the challenges facing CSP schools.

## 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 2014/2015 to 27 sites in 2017/2018.

## Professional Development and Training

In 2013, Dr. Michael Tymchak, Professor Emeritus and former Dean of Education at the University of Regina, and Phyllis Fowler, Coordinator of Integrated School-Linked Services at 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, in particular, 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, developing strategies for supporting the community school approach, and 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 2018 and 2022, the Community Schools Unit organized and supported 11 professional development and training sessions that included 35 workshops and involved 501 participants.

**Table 2: CSP Professional Development Offerings 2018–2022**

Year	Session/Event	Number of Workshops	Number of Participants
2018	Annual CSP PD Gathering	8	119
2018	Aboriginal Education Research Forum	4	20
2018	SAFE Talk	1	22
2018	Annual CSP PD Gathering	8	110
2019	Aboriginal Education Research Forum	1	20
2019	Annual CSP PD Gathering	8	120
2021	CSP Online PD Overview of the Program	1	25
2021	Manitoba Children’s Advocate Safetalk	1	11
2021	Nutron Nutrition Education	1	16
2022	Families in the Kitchen	1	16
2022	Canadian Mental Health Association’s Care for All in Education	1	22
<b>Totals</b>	<b>11</b>	<b>35</b>	<b>501</b>



# 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 following:

- the Mood Disorders Clinic
- Canadian Mental Health Association
- All Nations Network of Care
- Regional Health Authorities
- Manitoba Justice (gang prevention and Internet safety)
- the Manitoba Advocate for Children and Youth

- First Books/Scholastic Canada
- Neighbourhoods Alive!/Lighthouses program
- The Healthy Schools Initiative
- Breakfast for Learning/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 Schools Site Visits

The Community Schools Unit conducts site visits that are intended to assist principals and community connectors with accessing provincial and community services and supports, and to provide advice on involving parents in school activities and guidance on scheduling before-, during-, and after-school activities. Between September 2018 and December 2021, two staff from the Community Schools Unit carried out 82 site visits to CSP schools. The CSP coordinator was

deployed to the department's COVID-19 Response Team from August 24, 2020, to July 31, 2021, to meet the demands on the education system. In addition, the COVID-19 restrictions that were enacted affected the ability of the Community Schools Unit to conduct site visits. They also meant that schools had to reduce or eliminate activities and resources provided to students and families, and/or find innovative ways of providing supports.

## Community Schools Response to COVID-19\*

To document the challenges of and responses to the COVID-19 pandemic, schools shared their experiences at a virtual Share and Learn event in May 2022.\*\* In addition to the obvious challenges of lockdowns and restrictions, including how to stay connected with families, those participating in the Share and Learn event emphasized how the pandemic had highlighted the cracks in the system that already existed. Two major areas were increased food insecurity, and the exacerbation of mental health issues, such as stress, depression, and anxiety, as a result of lockdowns and the accompanying social isolation.

Schools worked hard to pivot, finding creative ways to stay connected with families and to support students and their families. They reported "doing many of the same things, but they looked different." The use of virtual platforms to connect with students and families required some learning, but as of spring 2022, they reported being able to use virtual platforms with confidence. For example, one school used Facebook to connect with families by putting out fun challenges that children and families could do together. This

helped them maintain relationships and deal with social isolation. Another school had virtual story time with the support of Winnipeg Library Services. On a related note, some school representatives pointed out how having established partnerships helped them create opportunities during the pandemic. Schools also worked to address the issue of food insecurity. In some schools, home nutrition hampers or food bags were delivered to families in a socially distanced way.

One school also put together different kinds of packages to send home during COVID, for example, packages with the materials to make dream catchers, wallets, and earrings. They delivered packages to the homes to keep families connected with the school and with each other. They would leave the packages on the stairs, maintaining social distancing.

As in-person activities returned in 2021/2022, community schools continued to find innovative approaches to engage with families and community. For example, one school rented the local arena for two days a week and used it for their physical education programming. While the arena has been available to the

\* Please see Appendix B for details on the COVID-19 restrictions that affected schools in 2021/2022.

\*\* In addition to the information collected at the Share and Learn event, an external consultant who had attended the event interviewed representatives of two other community schools by telephone.

community, families had to pay to use the ice and rent skates. Parents were invited to come and help, for which they received an honorarium. The school was able to use a community asset in their programming, support families, and bring the community together.

Schools were excited about the loosening of pandemic restrictions and the opportunities for more in-person activities and events. For example, in one school they had sessions where Elders would come and share their skills and knowledge, such as making jingle dresses. The

same school was planning a cultural week in June 2022 which, while it would be smaller than normal, would still involve students and community members, including Elders. Students would be exposed to activities such as berry crushing, drying meat, cooking bannock over the fire, and learning about their family tree. The week would culminate with a community pow wow. Many schools spoke of plans for the fall which would include in-person activities, but which would also include the continuation of some virtual sessions.

## Community Schools Advisory Committee Meetings, Consultation Meetings, and Presentations

The Community Schools Unit supports the work of the Community Schools Advisory Committee (see Appendix C). The Committee's role is to advise the minister, the deputy ministers' committee, and the unit on issues relating to the CSP and the 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, and integration of health- and social service-related program delivery through school sites.

The last meeting was held in May 2018. The terms of 2015 to 2018 advisory committee members have expired. However, nominations for a new committee have been solicited from CSP schools and partner organizations with an interest in community schools programming.

Between 2018 and 2022, the Community Schools Unit also held consultation meetings with a variety of organizations including the following:

- The Aboriginal Circle of Educators
- Bookmates
- The Council of School Leaders
- Frontier College
- Manitoba Association of Parent Councils
- Manitoba Association of School Superintendents
- Winnipeg Regional Health Authority—Caring for Health
- Nüton registered dietitians
- Canadian Mental Health Association

Community school presentations were also made to the following organizations:

- Addictions Foundation
- Manitoba Association of Parent Councils
- Premier's Advisory Committee on Poverty, Education and Citizenship
- Villa Rosa
- Women's Resource Centre
- Native Addictions Council of Manitoba
- AAA Steering Committee
- University of Manitoba social work cohort
- University of Winnipeg summer session education program
- Pembina Trails School Division: Dalhousie School
- Lord Selkirk School Division: Ruth Hooker School
- Brandon School Division: George Fitton School

## School Attendance

Consistent school attendance is essential for students to maximize their learning experiences and opportunities—chronic absenteeism has been linked to reduced student achievement and test scores. Improving school attendance and reducing late arrivals

is an important CSP goal. In 2016/2017, the department began compiling absenteeism statistics based on report card data. Table 3 shows the percentage of students in Grade 1 to Grade 8, including special education classes, with at least 18.5 excused or unexcused absences, which

reflects 10 percent of 185 instructional days during the 2016/2017 school year. (High school attendance data is currently not available.)

Absenteeism had increased for both provincial schools overall and for CSP schools from 2016/2017

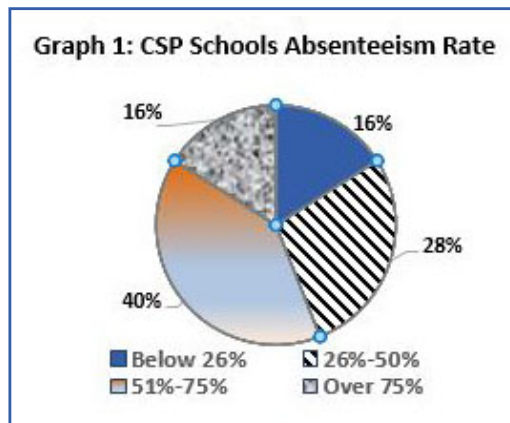
to 2020/2021 (Table 3). Over half (53 percent) of the 6,788 students attending the 32 CSP schools that offer Grades 1 to 8 (where data was available) had at least 18.5 absences in the 2020/2021 school year, compared to 26 percent of other public schools with Grades 1 to 8.

**Table 3: Student Absenteeism 2016/17 and 2020/2021: Percentage of Students in Schools with Grades 1 to 8 with at Least 18.5 Absences (Report Card Data)**

Year	Provincial Overall	CSP	Percentage-Point Difference
2016/2017 (baseline)	19% (n=108,210)	41% (n=6,345)	22 p.p.
2020/2021	26% (n=101,596)	53% (n=6,788)	22 p.p.
Percentage-point change from baseline to 2020/2021	7 p.p. increase	12 p.p. increase	—

Note: • Percentages are rounded to the nearest whole number.  
 • n represents the total number of students on which the percentages are based.

Across CSP schools in 2020/2021, the percentage of community school students missing at least 18.5 days ranged from 0 percent to 89 percent. Five CSP schools had absenteeism below the 26 percent provincial average. Graph 1 shows the distribution across the CSP schools, with 40 percent (n=13) of CSP schools falling into the range of 51 percent to 75 percent of students missing 18.5 days or more. As an example of the effects of absenteeism, the five schools with the lowest percentage of 18.5 days absenteeism had an average of 48.1 per cent of students meeting Grade 3 entry reading expectations. The five schools with the highest percentage of 18.5 days absenteeism had an average of 17.7 percent of students meeting Grade 3 entry reading expectations, a difference of approximately 30 percent.



It should be noted that absenteeism had increased from 2016/2017 to 2020/2021 for Manitoba Grade 1 to 8 schools overall and for CSP schools, representing another impact of the pandemic. While the increase in absenteeism was greater in CPS schools, this is not surprising, given that community schools serve families living in disadvantaged circumstances who were more intensely affected by the pandemic. For example, economically disadvantaged families and those living in rural or remote areas may have limited or no access to the Internet, a serious barrier in times of online and remote learning. Also, while family and student health

and lack of transportation always present attendance challenges, these too were exacerbated by the pandemic.

Coming out of the pandemic, schools continue to implement strategies to improve consistent attendance and reduce late arrivals. Strategies include the walking school bus to ensure students attend and arrive at school on time. Other interventions include home visits, hot breakfast programs, attendance certificates, newsletters, and alarm clocks for families. In more extreme cases, schools access the services from various agencies to work with families with complex needs to support student attendance.

# Provincial Assessment and Credit Attainment Data

The department collects student assessment and credit attainment data in a number of areas:

- Grade 3 Numeracy
- Grade 3 Reading
- Grade 7 Number Sense and Number Skills,
- Grade 8 Reading Comprehension
- Grade 8 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 between the 2014 or 2015 baseline year, the 2017/2018 school year, and the most current year with data available. As CSP schools serve different configurations of Early Years, Middle Years, and Senior Years, not all assessment and credit attainment measures will apply to all CSP schools. Also, in some instances, there is insufficient data to report on comparisons or changes over time. The tables show data from CSP schools in the English Program only. École communautaire Aurèle-Lemoine, which is in the Français program, is excluded from the analysis as the department reports on aggregate data only.

As mentioned, Tables 4 to 14 show provincial and CSP results on provincial assessments and high school credit attainment. Where the number of schools is sufficiently large, the number of schools where achievement had increased from the previous period (Schools Up), the number of schools where achievement had decreased from the previous period (Schools Down), and the number of schools where achievement had remained the same (Schools Holding) are shown.\*

Overall, CSP schools show mixed results, with modest gains in Grade 3 Numeracy and Grade 8 Expository Writing overall. In the remainder of the assessments, CSP schools overall showed decreases. The gap between CSP and provincial averages in all 11 areas persisted, with the largest gaps at the Grade 9 level. However, some individual schools did well when compared to provincial averages.

More specifically, while the Grade 3 Assessment of Numeracy showed a minimal overall decrease from the baseline to fall 2021 (Table 5), in 2021, there was a 12 percent difference between provincial schools and CSP schools, the same as in 2017. Of the 24 CSP schools, 11 were up from 2017, 11 were down, and two were holding at virtually the same level. However, some schools fared well, with six schools showing percentages above the provincial average, while two were at the provincial average.

**Table 4: Grade 3 Assessment of Numeracy  
Percentage of Students Meeting Expectations in All Four Sub-competencies**

Year	Provincial	CSP	Percentage-Point Difference
Fall 2014 (baseline)	31.1%	22.8%	8 p.p.
Fall 2017	35.2%	23.3%	12 p.p.
Fall 2021	32.6%	20.9%	12. p.p.
Percentage-point change from Baseline to 2021	1.5 p.p. increase ↑	1.9 p.p. decrease ↓	—

From 2014 Baseline to 2017 (n=27):

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

From 2017 to 2021 (n=24):

11  
 11  
 2

In the Grade 3 Assessment of Reading, there was an overall increase in the scores between the baseline and fall 2021 (n=29 CSP schools) (Table 5). Again, there was a mix of results, with 13 schools up from 2017, 14 schools down, and two holding at the same achievement level. As with numeracy, some individual schools did well, with seven having percentages above the provincial average and one at the provincial level.

\* The terms *Schools Up*, *Schools Down*, and *Schools Holding* are used in order to be consistent with the language used in the 2014 to 2018 Community Schools Program Report.

**Table 5: Grade 3 Assessment of Reading  
Percentage of Students Meeting Expectations in All Three Sub-competencies**

Year	Provincial	CSP	Percentage-Point Difference
Fall 2014 (baseline)	46.0%	25.9%	20 p.p.
Fall 2017	47.2%	28.0%	19 p.p.
Fall 2021	44.9%	29.2%	16 p.p.
Percentage-point change from Baseline to 2021	1.1 p.p. decrease ↓	3.3 p.p. increase ↑	—

	From 2014 Baseline to 2017 (n=27):	From 2017 to 2021 (n=29):
No. of CSP Schools Up:	13	13
No. of CSP Schools Down:	13	14
No. of CSP Schools Holding:	1	2

For the mid-Grade 7 performance on Number Sense and Number Skills, there was a minimal decrease from the baseline to January 2022 (n=16 CSP schools) (Table 6). For 2022, there was a 26 percent difference between the provincial schools and the CSP schools. Only two schools increased their scores from 2018, while eight had decreased. Six were holding at the same level, although four of these continued to have no students meeting expectations. One school had an achievement level above the provincial average.

**Table 6: Grade 7 Assessment of Number Sense and Number Skills  
Percentage of Students Meeting Mid-Grade 7 Performance in All Five Sub-competencies**

Year	Provincial	CSP	Percentage-Point Difference
January 2015 (baseline)	32.4%	11.7%	21 p.p.
January 2018	34.8%	11.0%	24 p.p.
January 2022	36.2%	10.5%	26 p.p.
Percentage-point change from Baseline to 2022	3.8 p.p. increase ↑	1.2 p.p. decrease ↓	—

	From 2015 Baseline to 2018 (n=14):	From 2018 to 2022 (n=16):
No. of CSP Schools Up:	6	2
No of CSP Schools Down:	6	8
No of CSP Schools Holding:	2	6

(Note: 4 of the 6 schools holding, remained at 0 meeting expectations)

For the mid-year Grade 8 performance on Reading Comprehension, there was a large difference (30 percent) between the provincial schools and the CSP schools (n=16) in January 2022 (Table 7). For 2022, there was a 30 percent difference between the provincial schools and the CSP schools. Five schools increased their scores since 2018, while 11 had decreased. One school had an achievement level above the provincial average.

**Table 7: Grade 8 Assessment of Reading Comprehension  
Percentage of Students Meeting Mid-Grade 8 Performance in All Three Sub-competencies**

Year	Provincial	CSP	Percentage-Point Difference
January 2015 (baseline)	32.4%	11.7%	21 p.p.
January 2018	34.8%	11.0%	24 p.p.
January 2022	36.2%	10.5%	26 p.p.
Percentage-point change from Baseline to 2022	3.8 p.p. increase ↑	1.2 p.p. decrease ↓	—

	From 2015 Baseline to 2018 (n=12):	From 2018 to 2022 (n=16)
No. of CSP Schools Up:	3	5
No. of CSP Schools Down:	6	11
No of CSP Schools Holding:	3	0

For Grade 8 Expository Writing, in 2022, there continued to be a large difference between the provincial schools and the CSP schools (n=16) (Table 8). As in 2018, there was a 27 percent difference between provincial schools and the CSP schools. Six schools increased their scores since 2018 and eight had decreased. Two were holding at the same level, although for one of these schools it meant no students met expectations. No school exceeded the provincial level of achievement.

**Table 8: Grade 8 Assessment of Expository Writing  
Percentage of Students Meeting Mid-Grade 8 Performance in All Three Sub-competencies**

Year	Provincial	CSP	Percentage-Point Difference
January 2015 (baseline)	32.4%	11.7%	21 p.p.
January 2018	34.8%	11.0%	24 p.p.
January 2022	36.2%	10.5%	26 p.p.
Percentage-point change from Baseline to 2022	3.8 p.p. increase ↑	1.2 p.p. decrease ↓	—

	From 2015 Baseline to 2018 (n=12):	From 2018 to 2022 (n=16):
No. of CSP Schools Up:	3	6
No. of CSP Schools Down:	6	8
No. of CSP Schools Holding:	3	2

(Note: 1 of the 2 schools holding, remained at 0 meeting expectations)

For Grade 9 Mathematics, there was a large disparity between the provincial schools and the CSP schools (n=5)\* in 2021/2022 (Table 9). One school showed an increased score since 2016/2017, three had decreased, and one was holding. No schools were at or above the provincial average.

\* The small number of CSP schools should be noted.

**Table 9: Grade 9 Mathematics****Percentage of First-Time Grade 9 Students Who Attained a Credit by Year-End**

Year	Provincial	CSP	Percentage-Point Difference
2014/15 (baseline)	87.2%	61.7%	25.5 p.p.
2016/17	88.0%	66.7%	21.3 p.p.
2020/2021	86.6%	54.3%	32.3 p.p.
Percentage-point change from baseline to 2020/2021	< 1 p.p. decrease ≈	7 p.p. decrease ↓	—

From 2014/2015 Baseline to 2016/2017 (n=7): From 2016/2017 to 2020/2021 (n=5):

No. of CSP Schools Up:	5	1
No. of CSP Schools Down:	2	3
No of CSP Schools Holding:	0	1

Grade 9 English Language Arts represented the largest disparity between the provincial schools and the CSP schools (n=4)\* in 2021/2022 and was a dramatic increase in the difference from previous years (Table 10). No schools had increased, two had decreased, and two were holding. No schools were at or above the provincial average.

**Table 10: Grade 9 English Language Arts****Percentage of First-Time Grade 9 Students Who Attained a Credit by Year-End**

Year	Provincial	CSP	Percentage-Point Difference
January 2015 (baseline)	32.4%	11.7%	21 p.p.
January 2018	34.8%	11.0%	24 p.p.
January 2022	36.2%	10.5%	26 p.p.
Percentage-point change from Baseline to 2022	3.8 p.p. increase ↑	1.2 p.p. decrease ↓	—

From 2015 Baseline to 2018 (n=7):

From 2018 to 2020/2021 (n=4):

No. of CSP Schools Up:	4	0
No. of CSP Schools Down:	3	2
No. of CSP Schools Holding:	0	2

For Grade 12 Essential Mathematics and Grade 12 English Language Arts, there was insufficient data to specify a split of schools whose average marks went up or down. There was insufficient data to make any determinations for Grade 12 Pre-Calculus Mathematics. It should also be noted that for the Grade 12 assessments, the latest data is pre-pandemic. Because of pandemic disruptions, the Grade 12 provincial tests were paused during the 2019/2020 school year and are set to resume in 2024.

For Grade 12 Applied Mathematics, the disparity between the provincial schools and the CSP schools showed a dramatic increase from previous years (Table 11).

\* Again, the small number of CSP schools should be noted.

**Table 11: Grade 12 Provincial Test in Applied Mathematics  
Average Marks**

Year	Provincial	CSP	Percentage-Point Difference
January 2015 (baseline)	32.4%	11.7%	21 p.p.
January 2018	34.8%	11.0%	24 p.p.
January 2019	36.2%	10.5%	26 p.p.
Percentage-point change from Baseline to 2019	3.8 p.p. increase ↑	1.2 p.p. decrease ↓	—

For Grade 12 Essential Mathematics, while there was a decrease in 2019 from the baseline, the disparity between provincial schools and CSP schools had lessened slightly since 2018 (Table 12).

**Table 12: Grade 12 Provincial Test in Essential Mathematics  
Average Marks**

Year	Provincial	CSP	Percentage-Point Difference
January/June 2015 (baseline)	58.0%	49.1%	8.9 p.p.
January/June 2018	53.7%	38.5%	15.2 p.p.
January/June 2019	55.2%	42.7%	12.5 p.p.
Percentage-point change from baseline to 2019	3 p.p. decrease ↓	6 p.p. decrease ↓	—

For Grade 12 English Language Arts, there was a decrease in achievement in 2019 from the baseline, and the disparity between provincial schools and CSP schools had increased (Table 13).

**Table 13: Grade 12 Provincial Test in English Language Arts  
Average Marks**

Year	Provincial	CSP	Percentage-Point Difference
January/June 2015 (baseline)	67.4%	51.2%	16.2 p.p.
January/June 2018	67.8%	50.4%	17.4 p.p.
January/June 2019	68.1%	45.6%	22.5 p.p.
Percentage-point change from baseline to 2019	< 1.0 increase ≈	6 p.p. decrease ↓	—

**Table 14: Grade 12 Provincial Test in Pre-Calculus Mathematics  
Average Marks**

Year	Provincial	CSP	Percentage-Point Difference
January/June 2015 (baseline)	68.7%	(fewer than 10 students wrote the test)	n/a
January/June 2018	68.0%	(fewer than 10 students wrote the test)	n/a
January/June 2019	68.4%	(fewer than 10 students wrote the test)	n/a
Percentage-point change from baseline to 2019	< 1.0 decrease ≈	n/a	—



# Moving Forward

While the impact of the pandemic was felt province-wide, it appears to have had a more dramatic effect on CSP schools. While some individual CSP schools showed a positive pattern of attendance and fared quite well on some dimensions of student assessment and credit attainment, the disparities overall appear to have increased with the pandemic. It will be important to monitor how CSP schools respond with the weakening of the pandemic and the removal of COVID-19 restrictions.

Attendance needs to continue as a primary area of focus for CSP schools. The large disparities in achievement, particularly at the Grade 9 level, also require further exploration and attention. The Community Schools

Unit will work with schools to examine this issue and develop creative solutions that support both improved attendance and achievement.

The Community Schools Unit will also 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 helps to further mobilize services and resources, and enhance programming that advances student attendance and student outcomes, improves family, child, and community well-being and safety, reduces the risk of child maltreatment, and helps reduce the number of children going into care.



# Appendix A: Community Schools Program (2023)

School Division	School
Borderland	Roseau Valley High School
Brandon	New Era School George Fitton 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 Thunderbird School West Lynn Heights School
Kelsey	Kelsey Early Years School Scott Bateman Middle School
Lord Selkirk	Ruth Hooker School
Louis Riel	Lavallee School Victor Mager School
Mystery Lake	Wapanohk Community School
Park West	Waywayseecappo Community School
Pembina Trails	Dalhousie 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 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: COVID-19 Restrictions 2021/2022

- Schools started the year in public health response (PRS) level Yellow.
  - All Kindergarten to Grade 8 students were learning in-class full-time. Students with special needs were prioritized for in-class learning, and Grades 9 to 12 were in class to the greatest extent possible or blended (minimum two days per six-day cycle in class).
- At the end of October, schools in Winnipeg moved to Restricted (Orange) level, and shortly after, all schools in Manitoba moved to Restricted (Orange) level.
  - The government offered temporary remote learning to Kindergarten to Grade 8 students. Greater public health measures were implemented and schools were advised to achieve two metres of separation to the greatest extent possible.
- At the end of November, Hanover School Division moved to Critical (Red) level. Kindergarten to Grade 12 students moved to remote learning, except for children of CSWs and students with special needs and students at risk.
- Post-Winter Break, there were two weeks of remote learning (January 4 to 15).
  - Students in Grades 7 to 12 moved to full remote learning, except for children (ages 12 and under) of CSWs and students with special needs and students at risk. Students in Kindergarten to Grade 8 were offered optional remote learning.
- From January 18 to May 9, schools remained at Restricted (Orange) level except for schools that were moved to Critical (Red) level because of safety or operational concerns.
- From May 12 to 30, all Kindergarten to Grade 12 schools in Winnipeg and Brandon moved to Critical (Red) Level. The Winnipeg and Brandon regions moved to Critical (Red) Level because of community case counts and the stress on the health care system. All other schools remained in Restricted (Orange) level unless advised by public health officials to move to Critical (Red) level. Additional public health measures were put in place.

From May 18 to 30, in consultation with public health and school division superintendents, the Red River Valley School Division and Garden Valley School Division moved to remote learning.
- From June 3 to 14, all Kindergarten to Grade 12 schools in Winnipeg and Brandon, as well as in the Garden Valley and Red River Valley school divisions, remained in remote learning until the end of the school year, with the ability to reopen to small groups as of June 14.
- From June until the end of the school year, additional schools and divisions moved to Critical (Red) level, depending on public health advice and/or operational concerns.

For more detail, see [www.edu.gov.mb.ca/k12/covid/docs/covid\\_events\\_timeline.pdf](http://www.edu.gov.mb.ca/k12/covid/docs/covid_events_timeline.pdf).

# Appendix C: Community Schools Advisory Committee, 2015 to 2018

<b>Community School Parent Councils</b>	<b>2015–2018 Representatives</b>
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
<b>Educational Organizations</b>	<b>2015–2018 Representatives</b>
Aboriginal Circle of Educators (ACE)	Alison Cox—ACE member
Community Education Development Association	Tom Simms—Executive Director
Council of School Leaders	Maxine Geller—Chair, Council of School Leaders
Manitoba Association of Parent Councils	Nina VanDrunen Board Director—Thompson
Manitoba Association of School Superintendents	Karin Seiler—Inner City Superintendent

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