

# CLC Chronicles 2015-2016



December 8, 2016

# Central Quebec School Board

## La Tuque High School CLC

### Environmentally Conscious Students

The elementary students at La Tuque High School entered the [EcoKids](#) Battery Busters: Waste Reduction Week Contest. Working in collaboration with [Call 2 Recycle](#) they mounted a campaign to collect as many batteries as they could for recycling. If they win, the prize would help support future environmental initiatives at their school.

They spread the word on Facebook and the local newspaper wrote an article about the project. That elicited many donations of old batteries not only from the students and families, but from the community and local businesses. It even peaked the interest of the municipality of La Tuque and Hydro Quebec who donated many of their batteries.

*"It's a good thing to recycle batteries, because it helps the earth and I,m very interested in helping the earth. "* Tyler, student

*"It was fun to collect batteries and sort them with the school."* - Joanie, student

So far the students have amassed close to 400 kilograms of batteries.

The students who took part in this school-wide project all reported that they felt they were making

a difference in their community by working to recycle batteries. Much of the work was done during their spare time, on lunch hours and after school.

Michelle Reed, the teacher leading the initiative, indicated that this project contributed to increased student engagement in not only the school community but also in the community at large. "Any project in which students gain a sense of belonging to the community, a sense of purpose and accomplishment, directly contributes to student success."

Through this process, the students learned what a battery is made of, the differences between alkaline, lithium and NiCad, and their corresponding toxicity levels. The recycling project gave the students a sense of having made a difference in the local ecology, saving those batteries from the land fill.

*"I learned how to spot a bad battery."* Xavier, student

*"I learned the differences between alkaline, lithium and NiCad batteries."* Kylene, student



# English Montreal School Board

## Laurier MacDonald High School CLC

### The Blanket Exercise

In collaboration with [Solidarité Milton-Parc](#) and [KAIROS Canada](#), 430 secondary 3 and 4 students participated in this experiential learning activity, giving them valuable knowledge about the history of Canada's Indigenous peoples.

The activity was animated by Indigenous and non-Indigenous facilitators and began with the entire floor covered in blankets. Each student was assigned a role and narrated a part of the history of Indigenous peoples. The blankets represent their land.



This picture shows the blankets, representing all the nations of Indigenous Peoples who lived on 'Turtle Island' before the Europeans came. People were free to move from one territory to another, wars were fought and peace achieved through talk and respect.

Teachers worked with students before the activity and followed up with additional discussions and activities to solidify their learning.

During the activity participants learn about treaty-making, colonization, and resistance and, as the activity progresses, history advances in time.

Throughout the activity, the students were active participants, often representing the casualties of disease and war. Their empathy increased as they read out loud from scrolls and learned more about the history of Canada's Indigenous People.

Immediately following the activity, students were invited to reflect, share, and ask questions about their experience. The Blanket Exercise created a safe environment for them to talk and learn without fear of judgment.

Students were engaged in all aspects of the activity and on the whole, the sentiments, emotions, and knowledge they experienced and shared helped create a valuable bond between them.

The activity, originally created by Kairos Canada, provided support to teachers on a part of our past that may be lacking in the new history curriculum, especially for those teachers who may not have had the depth of knowledge to address issues about Indigenous peoples of Canada.

Comments from participants:

*"I was so angry! It wasn't fair!" -First student who received the diseased blanket and 'died'.*

*"It was a good way to learn what really happened because you don't get that same experience in a book." -Student*

*"This was something that we can't get them to feel in a class lecture. They experienced history today; they didn't read or hear about it." -Teacher*



This picture shows what was left after centuries of Europeans rule. Territories diminished or were completely overtaken, populations decimated or even obliterated. Reservations today represent less than 1% of lands that Indigenous Peoples lived on originally.

# Eastern Shores School Board

## Gaspé Elementary School Reading Buddies

After attending a CLC workshop, staff at Gaspé Elementary School (GES) learned that if children do not learn to read by grade 3 that they will likely fall behind academically, socially and economically in the future. This prompted teachers to develop reinforcement strategies to help their students reach the grade 3 reading goal.

One of the challenges teachers faced however was finding enough time each week to work individually with their students and so they approached the CLC Community Development Agent (CDA) to see how he could help with this challenge. The answer came from outreach to the community through the intergenerational reading program. The school is fortunate to have good partners in the York River Seniors Club and the Anglican Church. The CDA approached the teachers with a plan, coordinated the schedule and now manages the weekly commitment of the seniors. Most of the reading volunteers are former professionals, teachers, CEGEP professors, or speech therapists that have a tie to the school community and want to stay connected to a learning environment in some capacity. The classroom teachers coordinate the students who will receive the assistance each week.

*"Students who were reluctant to raise their hand to read aloud, seem more willing to do so now."  
Teacher, Spring 2016*

The program, initiated by the CDA and teachers, has become so engaging and appealing to students that they all want to be selected to read when the seniors come in to school. The anecdotal evidence is clear that all parties appreciate the extra reading time that is given to struggling readers. What now needs to

be tracked is the improvements that staff might see over time for these children with the ultimate goal of each child learning to read by the end of grade 3.

This is the second full year that the reading buddy program has been in place and results will be

tracked starting in June 2017. It is important to remember however that this program is only one piece of an overall literacy program. Teachers are hoping to see improvements in student reading levels and gains in comprehension.

With regards to community engagement, there are between 4-8 seniors coming in to the school every Friday, donating time, and in many cases expertise, while helping struggling readers.

In June 2016, data revealed that:

- 5 out of 14 of grade 2 GES students were reading below level based on DRA
- 1 out of 13 grade 1 students were reading below level.

*"I understand the importance of what we are doing (reading 1 on 1) but I'm amazed at how much fun it is for the students as well as for us!"  
Volunteer Reading Buddy*

We have overcome several challenges concerning logistics (when, what time etc...). New challenge: students from grade 3 who are able to read at their level, feel left out when they do not get the same opportunity to read. New challenge: volunteers (in general) love to read with students but would prefer to read with students who are not reading at their level. Possible solutions: more volunteers, staggered times to include more students.



# Eastern Townships School Board

## Richmond and Region CLC

### Parent-Child Mother Goose

Development of early literacy skills are essential for the successful integration of children into Kindergarten. CLCs have long promoted early childhood development and one of the most effective programs available is Parent-Child Mother Goose. It is a program for parents and their babies and/or young children that focuses on the "pleasure and power of using rhymes, songs, and stories together" ([National PCMG Program](#)).

The Richmond Parent-Child Mother Goose Program was first implemented in 2014 as part of the eco-systemic approach to support pre-literacy taken by the local *Table Concertation des Familles*. In the second year of the program, partners recognized a need to train additional animators. This was an opportunity for the Richmond & Region CLC to organize a Certified Training opportunity for the community, thus eliminating the need to send people to Toronto for it. Through a grant from the Community Health and Social Services Network (CHSSN) obtained by Townshippers' Association, the CLC made this training available to 17 teachers/animators from 8 different communities and 9 different organizations. This resulted in at least 3 new Parent-Child Mother Goose programs being created in the Estrie region.



This past Fall, the Richmond Parent-Child Mother Goose Program saw its registrations double, from an average of 11 registrations per session to 24

families. In order to accommodate everyone, Townshippers' Association supported the creation of a second group.

*"This program is wonderful for parents from all walks of life and all ages and should continue to exist!"* Parent

The CLC collaborates with many partners to deliver this early literacy program to English-speaking families in the Richmond area, including:

- Table de Concertation ValFamille
- Townshippers' Association
- Literacy in Action
- Maison de la famille les Arbrisseaux
- National Parent-Child Mother Goose
- CIUSSS-Estrie RLS Richmond
- Richmond Pre-School

Over the 10-week program, parents are encouraged to share tips and advice with each other, thereby helping reduce isolation and facilitating the creation of peer-resource networks. The CLC Community Development Agent (CDA) also ensures that the animators have access to the Community Liaison Agent and health sector partners in order to share preventative health information as well as respond to potential needs.

The program supports both the acquisition of pre-literacy skills in the child as well as development of parenting skills. It helps "gives wings to parents", to giving them the tools and confidence to take part in their child's development and success. Workshops are structured to create and stimulate interaction between parent and child, and animators teach parents how to communicate with their children through various play strategies thus also stimulating language development.

*"We use a lot of the material learned at the program at home. Rhymes like Tick-Tock helps calm a grumpy baby!"* Tammy Porter, Mom

# Lester B. Pearson School Board

## Riverview CLC

### Spaghetti Nights Family Workshops

The Spaghetti Nights Family Workshops, offered to families of Verdun and the Southwest borough of Montreal, take place on the first Thursday of each month during the school year. They are designed to help parents support their children to become successful in school and in life, while at the same time helping themselves develop tools and strategies for optimal parenting and supporting their personal development.

With financial and in-kind support McGill's Social Equity and Diversity Education (SEDE) Office, workshops foster community engagement as families come together to break social isolation and learn together. The CLC provides free food and daycare and the workshops are well attended by parents from a variety of area schools including: Riverview, Verdun, Beurling, Allion, Children's World, Lasalle Elementary Senior, Terry Fox, St. Lawrence Jr., Cavalier de Lasalle.

*"[The workshops are helpful for me] because I learn ways to raise my child better and be a better parent." Parent*

Each interactive session offers parents a forum for sharing ideas and best practices. Post-workshop surveys indicate that many parents are attributing improvements in family life, their children's behaviour and performance in school as a result of tools and strategies they learned from the workshops. Evaluations also indicate that families feel supported for the following reasons: information is helpful; tools and strategies are leading to improved parenting and stronger, more cohesive family units; sharing with other parents in a safe and supportive environment. These workshops have been in place for over four years now and continue to gain popularity amongst families.

Students also report benefits, saying they feel more supported due to an increase in parental presence

in school. On average there are 15-20 parents per workshop and 20-25 children.



The workshops are designed and delivered by professionals on topics related to increasing student success, engagement and well-being. The topics are chosen according to needs identified by parents and this year include:

- How to help our children be the best they can be;
- Helping kids deal with transitions and major life changes;
- Work-Life Balance;
- Understanding Technology, Screen time and your family;
- Helping kids find their passion;
- Exploring and working with your parenting styles - for couples and single parents;
- Resilience
- Self-Regulation.

*"I feel pretty good about my parenting (4 children), but this gave me new tools that I had never heard of." Parent*

# Littoral School Board

## Netagamiou CLC / Harrington CLC

### Indigenous Peoples Blanket Exercise & Cultural Activities

In early 2016, CLC Community Development Agents (CDA) at Netagamiou CLC in Chevery and Harrington CLC mobilized their schools and communities to reach out to the neighbouring Innu community of Unamen Shipu to get to know more about their local history, culture, and traditions.

A planning team was assembled from the three communities; early on they determined that this was not going to be a one-off project but rather aim for a long-term relationship between the non-Aboriginal and Innu communities, where traditionally there has not been a great deal of contact.

The first phase involved teacher orientation sessions on how to use the [Kairos Blanket Exercise Edu-Kit](#) that was developed in collaboration with LEARN's Provincial Resource Team. Next, a representative from Kairos and elder from Unamen Shipu co-facilitated the Blanket Exercise in the three communities in spring of 2016. For maximum impact, the planning team wanted a wider reach than staff and students, so organized these as community-wide events in Chevery and Harrington Harbour. A session was also held in Unamen Shipu for health and education personnel so that a strong support network would be available for those who are residential school survivors or their descendants.

*"An incredibly powerful experience that moved me to tears. I truly believe that everyone should participate in this eye opening, thought provoking exercise!"* Christine Vatcher, community member

*"A very powerful exercise that impacted all participants. The activity shone a light on a topic that has been left in the dark for too long."* Philip Joyce, School Principal

*"L'exercice des couvertures a créé des images bouleversantes qui m'ont touchée profondément. C'est intense!"* Monique Bourassa, community member

In fall 2016, the next step was to bring the Blanket Exercise activity to the schools for all students from grade 2 to secondary 5.

*"My students told me that the Blanket exercise was the difference between knowing and understanding. It inspired them to continue their research about residential schools. That led them to want to know more about First Nation education in general...they got a lot out of this project and it really opened their eyes to a reality we are not familiar with."* Anne Monger, Teacher

During this same visit, the elder and spiritual leader from Unamen Shipu led a cultural activity for the two non-Aboriginal communities to explain the significance of dream catchers, with more than 80 youth and community members participating.



These activities generated a huge amount of empathy, respect, curiosity, and a concrete desire to further nurture the relationship between the three communities. Teachers have also expressed interest in school-based exchanges with Olamen School at Unamen Shipu, a francophone school which is part of the federal native school system. Littoral School Board is the only school board in Quebec which offers both English and French education services.

Plans are currently underway for follow-up student exchanges through in-class interactions or extracurricular activities in 2017. In addition, the CDAs have started preliminary discussions to have Innu representatives come from Unamen Shipu to explain and lead a sweat lodge ceremony in summer 2017.

The outcomes for both students and community have been considerable. Students have demonstrated ongoing interest and engagement through a variety of follow-up activities, including:

- Writing a letter to the Prime Minister of Canada
- Creating a “talking feather” modelled after the eagle feather that was passed around the closing circle at the end of the Blanket Exercise.
- Watching the [‘Secret Path’](#) film created by Gord Downie (Tragically Hip).
- Conducting research on the impact of loss of land in relation to space and autonomy for indigenous hunting and nomadic practices.
- Engaged in replicating native artwork such as Wampum bracelets and seed pictures.



Teachers are equally engaged and, with support from the CDAs, have incorporated a variety of new resources and opportunities into their curriculum.

- An elementary teacher modified the EduKit and presented it to her Grade 1-3 class in a format that she knew they would understand.

- Another elementary teacher is doing a project in social studies/ERC class with students from grades 1-6 project on Algonquian culture and traditional food. They are also reading books by C. J Taylor and Paul Goble about legends of the origin of the indigenous people.
- A secondary teacher modified her class time to support the interest of her students in an independent exploration of the history, culture and contemporary issues relating to native peoples of Quebec and Canada.
- Both elementary and secondary students participated in a webinar by the National Gallery of Canada called Indigenous Art Today.

The most important outcome of all the activities to date has been an increased awareness and empathy for the history that our Innu and Aboriginal neighbours have experienced and a desire to have keep learning more. Though logistics remain a challenge (the three communities are geographically isolated from one another, with no roads to connect them) everyone remains committed to bridging the barriers of distance and language to learn from each other and continue building a strong, vibrant relationship.

#### **Excerpt from the students’ letter to Prime Minister of Canada:**

*“We strongly believe First Nations should not have to fight for services other children get to enjoy in this country. We understand that the remoteness of some native communities adds to the complexity of providing good services, but we know firsthand it is no excuse. We are a small school with a student population of 26. We are a remote community of less than 300 residents, located on an island in the Gulf of St. Lawrence, with no connecting road. Despite this, our school is well equipped, well cared for and provides us with a positive learning environment. We want ALL the children in this country to have as much as we do”. Callie Evans, Secondary III student, Harrington Harbour School on behalf of all secondary students attending this school.*

# New Frontiers School Board

## Chateauguay CLC / Chateauguay Valley CLC / Valleyfield CLC

### Community Nights

Families and community members have a better chance of succeeding when access and awareness to social services are within their reach. The creation of CLC Community Nights across the entire New Frontiers School Board territory has been nothing less than remarkable, in helping achieve an inter-sectoral family and community support program.

What started in October of 2009, as "Community Wednesdays" and held initially at St. Willibrord School (Chateauguay CLC) has grown into school-community partnerships and generated similar evenings such as "Les Soirées Communau-T Haut Saint Laurent Community Nights" (Chateauguay Valley CLC) and "les 5 à 7 communautaires" (Valleyfield CLC) both operating since 2014. The longevity, evolution and transferability of this concept, in our holistic/regional CLC approach exemplify positive collective impact.



These monthly partnership evenings strive to establish bilingual themed opportunities, to reach citizens in a family-friendly format. Administered and organized by our CLC Development Community Agents alongside their respective cross-sectorial organizing committees, they are founded on solution-based strategies such as:

- free babysitting on-site
- free or nominally charged spaghetti dinners,
- workshops
- interactive information kiosks

- activities for kids all under the umbrella of a "trusted" roof (the school) at one time in one spot.

Last year (2015-16) 12 community evenings were held across the school board territory, in semi-urban to rural settings - welcoming at least 100 to 500 citizens at every occasion. Since these collaborative projects started, 8 out of 10 elementary schools have hosted at least one community evening within their walls. The CLCs also purposely brought the neighbouring French school boards into this initiative, hosting 'evenings' in their schools. This helps increase collaboration and out-reach opportunities for multiple partners and the greater community in general.

Yearly, there are over 100 partner groups participating, or approximately 20-25 groups each event, creating awareness about their services. These services range from mental health, vocational training opportunities, single-mother play groups, food banks, municipal services, to just name a few.

*"Gather people in a non-threatening environment to allow them to meet people and know what services are out there and they get a free meal."* Anick Leclerc, Principal

Soirée communauT: <https://youtu.be/JHA4UHsjE98?list=PLyw2Bi5zTV7v-y8Tutpk2lmvCYeR9ClyL>

The New Frontiers School Board is very proud to have found a winning concept and has been recognized by the health and municipal worlds, with awards such as Prix reconnaissance *Volet partenariat et collaboration* in 2011-2012 from the CSSS Jardins-Roussillon and the 2012 Prix Communauté conviviale et solidaire from Ville et Village en Santé for the city of Chateauguay, just to name two examples.

The creation of student involvement opportunities for volunteering or showcasing their school-based projects and/or artistic talents has helped open the

doors of the schools to the social net of family and community based services that surround it. It has shown to local stakeholders new and old that NFSB schools, students, staff and Community Development Agents have an integral role in improving the lives of families in their regions. With a “true” collaborative project, which dictates involvement, ownership and shared responsibilities by multiple partners, it has helped lead to increased: communication, understanding of whom does what on the territory, subsequent new initiatives and even an increased awareness of the existence of the NFSB schools (for some) by local stakeholders of our fundamental role in the betterment of our communities.

There are over 100 community groups and partners involved in these community nights, the key partners being the Centre intégré de santé et de services sociaux de la Montérégie-Ouest (CISSMO).

One concrete example that happened a few years ago still resonates of the power of awareness: a local battered women’s shelter reminded one of the organizers that, while one evening even if only a few community participants stopped at her table, later that same week three separate women called the shelter, signalling their particular violent situations after learning of their service from that community evening.



High school students from Howard S. Billings High School and école Louis-Philippe-Paré volunteer for every Community Wednesdays in Chateauguay - Anglophone and Francophone students working together. Community services are known more by our population which has led to an increase in translated materials into English for local citizens by our community partners. The fact that groups keep coming time and time again, proves the efficiency of this type of event. It has also led to the creation of a resource video of local services: [https://www.youtube.com/watch?v=MEjsJ\\_8qAuc&list=PLyw2Bi5zTV7v-y8Tutpk2ImvCYeR9ClyL&index=15](https://www.youtube.com/watch?v=MEjsJ_8qAuc&list=PLyw2Bi5zTV7v-y8Tutpk2ImvCYeR9ClyL&index=15)



Community Wednesday 2015-16 -

<http://nfsb.me/community-wednesday2015>

St. Willibrord - local news report 2015 -

[https://www.youtube.com/watch?v=TpFj5\\_4h4UU&list=PLyw2Bi5zTV7v-y8Tutpk2ImvCYeR9ClyL&index=8](https://www.youtube.com/watch?v=TpFj5_4h4UU&list=PLyw2Bi5zTV7v-y8Tutpk2ImvCYeR9ClyL&index=8)

# Quebec Association of Independent Schools

## Hebrew Academy CLC

### Building a Community of Givers

It's the weekend, and while most students are thrilled to have a little break from school, Hebrew Academy Grade 11 student Nathaniel Ouazana eagerly returns to the building every sabbath. There, for a little over an hour, he leads an international youth organization that runs fun, educational activities that promote a love of, and commitment to, the land of Israel. The unpaid position involves coordinating about a dozen counsellors, overseeing the programming, and caring for slews of Elementary School children who attend weekly.

Nathaniel has been volunteering for the past three years as part of Hebrew Academy High School's Chesed Program ('Chesed' can be loosely translated as Love and Kindness).

*"I enjoy coming back to school each weekend and seeing the children with smiles on their faces, having a great time while learning valuable lessons and connecting with Israel."* Nathaniel Ouazana

At the core of Hebrew Academy's mission, Chesed is such an integral school value that it constitutes a segment of High School seniors' curriculum. As part of their graduation requirements, grades 9 through 11 students must perform a minimum of 20 hours of community service during the school year and are



encouraged to donate even more of their time if they can.

"Chesed activities are an essential part of the student experience at Hebrew Academy from the time that the children are in preschool," said High School Principal Dr. Laura Segal. "Whether it is visiting with the elderly or helping out at MADA, our very youngest students do so readily and with much enthusiasm. What becomes exciting when they reach the upper high school grades is to see these same children become active leaders in many of our local charitable organizations.

In order to support and facilitate students' volunteerism, Hebrew Academy's Community Learning Centres (CLC) Coordinator Tia Ayrton recently organized a school Chesed Fair, featuring representatives from Beit Halochem, MADA, Tifereth Beth David Jerusalem Synagogue, Chabad of the Town and the Eleanor London Côte Saint-Luc Public Library - just a few of Hebrew Academy's partner organizations.

Hebrew Academy's Chesed Program was created to enable students to practice acts of kindness, develop peer leadership and mentoring skills, increase social sensitivity, understand and accept civic responsibility; develop personally, including in the domains of self-image and confidence; and to inspire lifelong volunteerism.

*"Part of our role as educators is to prepare our youth to become the leaders of tomorrow. It fills me with confidence for the future of our community when I see the seriousness and the care with which these young adults take on these responsibilities."* Dr. Laura Segal, Principal

Source: Oct 26, 2016 | Hebrew Academy High School News

# Riverside School Board

## Richelieu Valley CLC

### Code Club

The Richelieu Valley CLC (RVCLC) created free 'coding' clubs in its schools for students in grades 4-6. These clubs complement the lego-robotics programs currently in place at both Cedar Street School and Mount Bruno Elementary School.

The Five-School Code Club runs out of Mount Bruno School with the help of two student volunteers. One of the students is a Concordia University Computer Engineering student who went to Mount Bruno Elementary and Heritage Regional High School and began volunteering with the CLC as was a math tutor a few years ago.

The CLC wants to give students the opportunity to learn to code and have the capacity to pursue other digital-making activities, whether that's in their spare time, in school or as a career. Through participating in these clubs, students are given the opportunity to acquire skills that are useful to them - not only are they learning to program, but they are also learning about computational thinking, problem solving, planning, designing and collaboration.

*"I like the way we can make them [characters on screen] do just about anything we want with just a few commands. It makes me think just how much coding some of the video games we play must have." Cassandra; grade 5 student at Mount Bruno Elementary School*

Since the program began at Mount Bruno the club averages 16 students each week and 5 of which are girls. One of the leaders-mentors in this club is a grade 5 girl named Cassandra who the CDA [interviewed](#) about her experience in the coding club.

*"As CLC Coordinator, providing leadership opportunities to cycle 3 students in our five elementary schools was not happening much. It was one of our goals this year. During our sessions in the code clubs and robotics club, I am frequently able to assign and-or witness one of our students helping another student who is having difficulty and stuck. I am witnessing these students acting as mentors and leaders. They are demonstrating competence, generosity and patience." Community Development Agent*



# Sir Wilfrid Laurier School Board

## Lanaudière CLC

### Healthy Snacks with WOTP

Joliette Elementary School, one of three Lanaudière CLC schools, runs a Healthy Snack Program for its 226 students. Students are bussed in from 26 different municipalities and many are on the school bus for up to 2.5 or 3 hours. Many students are in need of a nutritious snack to get the school day started or at the end of the day before the long bus ride home. The Healthy Snack Program provides them a free, healthy snack every day of the week.

Unfortunately, a lack of available volunteers made running this program difficult at times and recruiting parent volunteers was challenging. The CLC found a potential solution, and working with the special education technician at Joliette High School, started to reorganize the Healthy Snack Program at the elementary school. The solution? The program would become a 'stage' placement for two special needs WOTP students. It was a win-win for both schools.

The students started by creating a presentation for the Elementary school staff, to explain how the Healthy Snack Program would now work and to introduce themselves.



The two students decide what the healthy snacks will be each week, shop for the food, manage the

budget received from a [Metro Green Apple Grant](#), unload the food at the elementary school, collect and clean the distribution bins, then, using class lists, distribute the snacks, all the while paying close attention to any food allergies the Elementary students may have. They also created "Healthy Snack" posters that were put up around the elementary school.

*"The students love to see Emma and Jeremy! They can't wait to see them and talk with them. They are both so kind. Our students always ask if it's a Healthy Snack Day!"* JES teacher

Staff at both schools agree that the WOTP students are doing an amazing job while gleaning valuable life skills. They are learning how to manage money, about healthy eating, developing social skills, and learning about community involvement.

This project has created a sense of belonging to the school and the community for the WOTP students, they feel they are making a difference and that others appreciate their contribution. They look forward going out on their stage every week.

This has created a partnership between the two schools that didn't previously exist.

*"I think it's so wonderful that these 2 students have the chance to go out there and connect with other people and feel valued. They are learning, their self-esteem is growing but they don't even realize the impact they are having. I see the effect they have on the little ones with their kindness and their smiles. These young children are developing an open minded vision of their world and inclusiveness will become second nature to them."* Special Education Technician

# Western Quebec School Board

## Val d'Or CLC

### English Girl Guides

Val d'Or is primarily a French community with a very small English-speaking population. Lack of services and activities in English for this small community have become an opportunity for the CLC to step up.

While Brownies and Girl Guides already exist in Val d'Or, the activities are in French. The CLC saw an opportunity to offer something for the English community so, working in collaboration with Girl Guides of Canada, brings 11 girls, ages 5 to 11, and 2 volunteers together once a week to participate in various Guiding activities, make new friends and have fun. "Girl Guides of Canada-Guides du Canada (GGC) strives to ensure that girls and women from all walks of life, identities and lived experiences feel a sense of belonging and can fully participate." The girls are encouraged to challenge themselves, find their voice, meet new friends, learn what it means to be good community members, and how to feel good about themselves and towards others.

*"Just amazing, thank you" - Veronique White, Parent*

Since the after school program started in the school a homework component has been added prior to the start of guiding activities so the



students are able to get their homework or extra reading done.

Community engagement is a big part of the Guiding philosophy. The girls have gone around to different community organizations looking to help out in whatever ways they can. They are learning about how community members have to work together in order to be successful.



Cleaning up parks around Val d'Or