



# Community Learning Centres: Changing Lives and Communities

Annual Report of Activities

September 2013

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“Community schools are organized around education as the means to a productive future for children, families, schools, and communities. Using a collaborative approach, community schools marshal the resources and participation of multiple partners to work toward shared outcomes in defined and measurable ways.”

*William R. Potapchuk*

*[“The Role of Community Schools in Place-Based Initiatives - Collaborating for Student Success”](#) - June 2013*

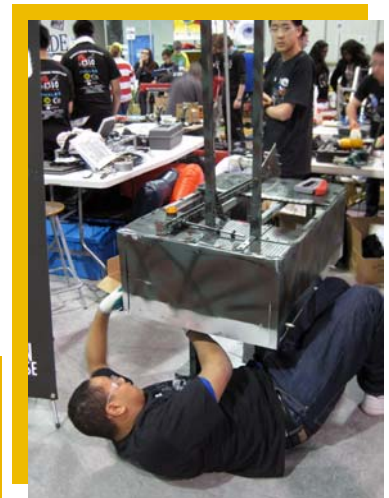
# Changing Lives and Communities

This year the 37 Community Learning Centres across Quebec worked collaboratively with more than 700 local, regional, provincial, and national partners, to leverage in excess of \$3 million of in-kind services and resources to serve their schools and communities. CLCs are doing more than just leveraging resources; they are changing lives and communities. They serve as a place for education and community development, and have become an important part of collaborative community change efforts.

The stories and best practices highlighted in this annual report capture the essence of the initiatives being implemented by CLCs to achieve change and progress in English speaking communities across Quebec. Highlights of the activities undertaken in 2012-2013 begin with how one of our most important stakeholder groups, our teachers, are engaging with our initiative. The Community-Based Learning approach is just one example of the many strategies CLCs are adopting to impact students and develop a culture of lifelong learning. This year's activities also included many examples of in-school and after-school activities in which CLC students are learning about incorporating healthy living options into their lives as well learning about aboriginal culture and building relationships between aboriginal and non-aboriginal communities. CLCs mobilize community and partner support to address current and important needs in our schools, including improving school climate and reducing bullying. Their activities for adults and seniors demonstrate to students that learning truly is a lifelong process. Engaging parents before their children have even entered school and continuing to find ways to connect and support parents throughout school life is an ongoing and important part of our work.



Seniors Health Videoconference Series at Laurentian Regional CLC



James Lyng - Robotics



Gaspé Circus School



Gerald McShane visits Santropol Roulant garden



Baie Comeau

## Changing Lives and Communities - Continued



Laval Liberty CLC - Adopt a Grandparent



Students from Pierre Elliot Trudeau CLC Project of Heart

By encouraging awareness and facilitating access to both formal and non-formal lifelong learning opportunities, CLCs are impacting community vitality. The CEGEP initiative in Huntingdon provides a compelling demonstration of the difference that can be made when needs are identified, partnerships built, and relationships developed to support new initiatives. Videoconferencing continues to be the core technology used to access information and support for our stakeholders. New content providers and innovative practices were developed to support CLC goals. Relationships between elementary schools and high schools were strengthened through a variety of programs coordinated by the CLC to address needs including support for the transition to high school and bilingualism and biliteracy. In some of our communities, the CLC is giving the English school and community a voice, in others rallying them to sustain the school as an institution, and in our strongest implementation, radically changing the lifestyles of youth and the way the community functions. We hope that these examples will speak to you and that you will explore the links and contact the centres to learn more about their work to date and their plans for the future.

Community Learning Centres are transforming the place called 'school' into a physical and social space that focuses on improving the educational and life outcomes of our children and youth, and also where the English community meets to voice needs, plan & implement local initiatives, and make better use of existing local resources.

From urban to rural to isolated settings, serving elementary to adult students, our CLC schools support English-speaking communities across the province. A complete list of centres is at the end of this report. CLCs bring resources and new life to schools with declining populations, spread over huge geographic areas and coping with decreasing demographics and increasing poverty. They are bringing vitality back to their communities. In the process, the vitality of Quebec's English school network is also enhanced.

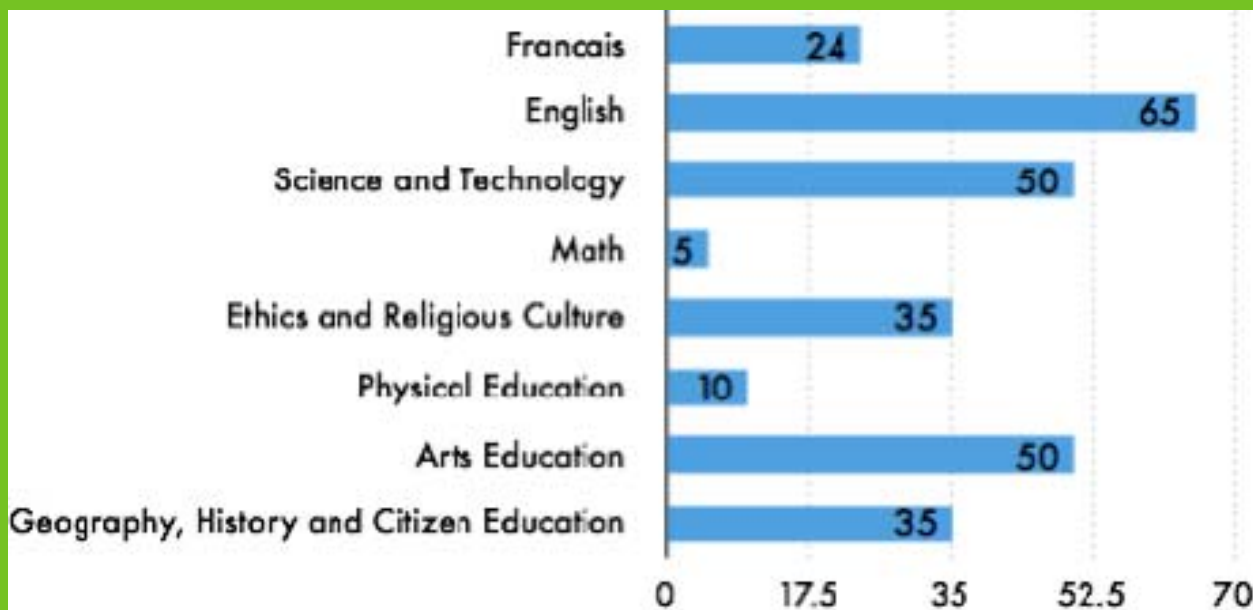
CLCs are about people and relationships. The partnerships which are the backbone of CLCs provide a range of services and activities, often beyond the school day, to meet the needs of learners, their families, and the wider community and, because they are part of a multi-sectoral network, they are starting to break down the isolation of English-speaking schools and communities.



Chateauguay Valley - Transference of Skills -  
Small Engine Repair Program

# Teachers Bringing Learning Alive for Students

Community Based Service Learning (CBSL) in CLCs has seen teachers and students participate in authentic learning that makes a contribution to a need in the school and surrounding community. **Our research shows that CBSL projects that connect to the world outside the classroom increase student engagement in their learning, contributing to increased student success.** These connections are made through planning and collaborations between teachers, CLC coordinators and community partners for projects that connect to students' curriculum.



CBSL projects are often embedded in more than one subject area.

The Provincial Resource Team has devoted considerable resources towards the development and implementation of CBSL by holding several 'CBSL Institutes' for teachers and other interested school board personnel. To date, three conferences have been held for teachers to learn how to adopt CBSL as a strategy – feedback on these 'CBSL Institutes' has been overwhelmingly positive.

The 2013 CLC mid-term evaluation report, "The Quest for Sustainability & Best Practices" indicates that the CBSL Institutes have increased and/or enhanced CBSL in the schools and have made a positive impact on service learning projects in the classroom.

*"I always did a lot but having the CLC in our school is like a dream come true and it gives a vehicle for the work and the institutes give value for the projects." (CLC Teacher)*

Teachers reported that CBSL is having an impact on student success and engagement by triggering student curiosity and interest and providing the opportunity for self-discovery. It is engaging their students in issues related to social justice and a higher level of community volunteering. CBSL has also opened the doors for the community to come into the school and for students to go out into the community.

To learn more about how CBSL is being integrated into CLC classrooms, visit [CLC Presents](#). This blog highlights stories and best practices from Community Based Service Learning projects, aboriginal reconciliation projects and intergenerational health projects. A couple of these projects include...

## Teachers Bringing Learning Alive for Students - Continued

**Grosse Ile CLC - Shipwrecks on the Magdalen Islands:** Throughout the history of the Magdalen Islands, there were many shipwrecks and Dorothy Taker's elementary Cycle 2 (grade 3 & 4) class was curious about where the passengers of the various ships originated from, and how the survivors contributed to the little communities on the Magdalen Islands. The local community organization, [CAMI](#) (Council for Anglophone Magdalen Islanders), provided support in researching the different shipwrecks and the project featured strong links to the curriculum, including social studies, language arts, citizenship and community life, and media

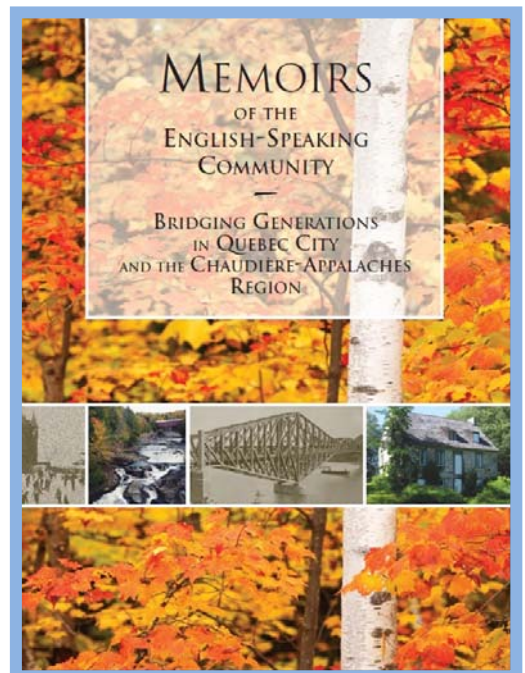


**Richelieu Valley CLC - Community Map of Beloeil:** Students from Beloeil painted a map of the school community and then researched local partners and historical monuments to make podcasts explaining their role in the community. These podcasts can be downloaded by scanning the QR codes\* which are pasted on the map. The project was woven throughout the Geography, History and Citizenship Education, Français, and English classes.

*\* A two dimensional barcode that can be scanned with a smartphone, typically providing a weblink.*




**Quebec High CLC – Memoirs of the English-speaking Community -** Under the leadership of the CLC, students from three Quebec City high schools collaborated on an intergenerational project with their community partner, Voice of English Speaking Quebec (VEQ). Students recorded the memoirs of senior community members then transcribed them into a 250-page book - *Memoirs of the English-Speaking Community: Bridging Generations in Quebec City and the Chaudière-Appalaches Region*. An official book launch was held in late May; listen to the [CBC radio interview of some of the participating students](#).




# Partnering for Healthy Students and Communities

Partnership development is about collaboration, relationship-building, sharing information, and leveraging the support of your partners on common issues. **CLCs have been very successful in developing partnerships and aligning priorities for collaborative action in the area of health and wellness.**

There is a significant body of research indicating that students who are involved in lunch and after-school programs are more engaged in their learning and more successful in school. CLCs offer a wide variety of programming, much available free of charge to students thanks to participating partners.



**Parkdale CLC (St-Laurent) - 5 on 5 Program:** In collaboration with the local CSSS, Parkdale CLC is instilling healthy lifestyle habits with their students as early as possible, which in turn will considerably enhance their chances of keeping those habits for life. The 5 on 5 Program, for students in pre-k and cycle 1, provides a link between the school and its families which empowers parents/guardians to educate their children and develop the behaviors that will optimize their health and academic success.



**Baie Comeau CLC:** With a grant from partner CHSSN, this small rural school enlisted its high school students and the small anglophone 50+ community to take the [Hero in 30 Program](#), a simplified version of the traditional courses teaching life-saving CPR techniques. Students and seniors worked together to learn how to react in a crisis situation where a person may be in physical distress. The course teaches a simplified version of cardiopulmonary resuscitation (CPR), without mouth-to-mouth ventilation. The objective of this activity was to help counter social isolation by having intergenerational activities.

## CLC Students Learn about Truth and Reconciliation

The Aboriginal initiatives dossier has developed within the CLC initiative since September 2011 and reflects the essence of CLC philosophy in that it leverages school-community partnerships. This year has focused on active engagement and capacity building with schools, teachers and students through various strategies and projects supported through funding and partnerships organized by the PRT. **More than 500 students from eight CLCs created partnerships with Aboriginal artists and educators to participate in [the Project of Heart](#) (POH),** an inter-generational artistic project that explored the history and legacy of Indian residential schools in Canada with grants from the Truth and Reconciliation Commission of Canada. Project of Heart helped non-aboriginal Canadians better understand their relationship with the indigenous people of Canada, and inspired them to take action.



**New Richmond CLC (Gaspé):** students from grades 3 – 9, approximately half of whom are of aboriginal descent, partnered with students from Wejgwapniag school in the neighbouring Mi’Kmaq community of Gesgaapegiag to bring heightened awareness of aboriginal culture into New Richmond School. As many students migrate back and forth between the two schools over their academic years, students and teachers from both communities worked together to build stronger ties between the schools for these transitions, contributing to greater peace and understanding between Aboriginal and non-Aboriginal students. At the end of the project, students from both communities hosted an Evening of Healing to share their learning, experiences and stories from the project.

**La Tuque CLC:** In partnership with [Le Centre d’Amitié Autochtone de La Tuque](#) (CAALT), Aboriginal artists and organizations came into the school to work with the elementary students. The main focus was on the impact that the residential schools had on the Aboriginal population. Students heard from a residential school survivor, and learned about First Nations culture and beliefs from a local shaman/artist.



La Tuque Project of Hope, signifying hope and courage



## Reduced Bullying: Equipping Students with Conflict Resolution Skills



### St. Willibrord CLC, Chateauguay

Over the past decade, bullying has become an increasingly serious problem in schools across Canada. Without appropriate intervention, bullying can threaten students' right to learn in a safe and supportive school environment and hinder student success. When students, staff and parents noticed elevated rates of bullying at St. Willibrord School and CLC in 2011, they decided to do something about it. The CLC reached out to its community partner [Sken:Nen A'onson](#) (To Become Peaceful Again), a peace centre based in the neighbouring Aboriginal community of Kahnawake that teaches restorative practices, to help develop its Ambassador Program.

**The St. Willibrord Ambassador Program is equipping students with conflict resolution skills that will serve them for life and has significantly contributed to the decline of bullying at St. Willibrord School.**

It has helped to build students' sense of belonging as well as improved students' capacity to appropriately respond to bullying and manage conflict. Teachers are seeing that behavioral challenges in their classrooms are both less frequent and more manageable as student awareness and accountability grows and restorative practices are accessed. Students are reportedly more focused in class and ready to learn knowing that they will have time to express themselves and resolve any conflicts that may have come up in the Ambassador Program. The incidence of bullying has decreased to 23% during the program's implementation and is now below the Canadian average. To learn more about this program, read the [St. Willibrord Evaluation Report](#).

What is an Ambassador?

"A good citizen, trustworthy, fair,  
respectful, caring, and responsible"

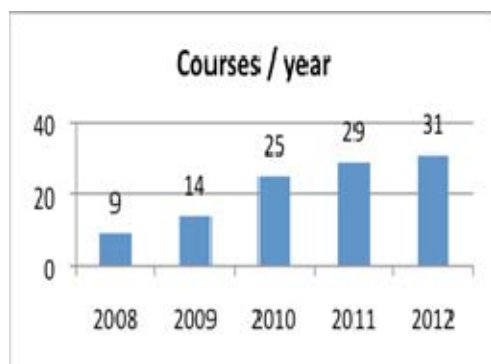
Grade 4 Student

# Celebrating Lifelong Learning

The CLC initiative fosters a culture of lifelong learning by making quality, informal learning opportunities accessible to the communities they serve. The vision is that CLCs will, in the long-term, improve community and individual well-being, and contribute to community vitality and economic development. **Developing lifelong learning opportunities for all ages is a natural extension of the school's role in the community. Increased participation of adults in learning sets a positive example for students and may also increase interaction between students and adults in their communities.**

**Memphremagog CLC, Princess Elizabeth Elementary School:** What started in 2007 as a program for the community to gather and learn, with three students participating in six courses which were offered free of charge by community volunteers, has evolved into a vibrant program offering a variety of popular culture classes in spring and fall sessions. The 2012 Fall session included 19 different courses and had over 140 participating community members, who came from more than 22 different communities.

[Adult Night School](#) is run by a volunteer organizing committee and coordinated by the CLC. Courses are taught by volunteers and participants pay only \$15 for each 6-week session, which covers costs.



Health and Wellness Lecture Series - Dr. Fushia Sirios from Bishops University

The elementary students of Princess Elizabeth School see their parents and grandparents taking night courses and have come to realize that learning is indeed a lifelong journey. By creating an environment that brings together the community through skills exchange programs taught in English, the CLC is also raising awareness about many other community resources provided in English in the area. The [Memphremagog CLC 2012-2013 Evaluation Report](#) highlights this and other projects.

While the Memphremagog CLC is leading the way with its use of the volunteer-teaching model, other lifelong learning models are also being successfully implemented. For example, in partnership with [The McGill Community for Lifelong Learning](#) (MCLL) CLCs adopting their peer- to-peer learning model have been supported with training and development since 2009. MCLL's model enables people of retirement age to continue learning for the joy of it, by sharing their knowledge, ideas and experience with others.

**"...the fact that you have so many people offering their services for free is a real indication of the value of the Community Learning Center. It goes beyond the monetary value. People want to invest in something that matters."**

Robin Coyer -Volunteer Yoga Instructor, Volunteer on the Garden Committee, ETSB

## Families Connected with Schools

**St-Lambert CLC** is supporting English-speaking families with pre-school aged children with activities and workshops for parents, to help decrease their isolation while learning new skills and information. As many of the participating children may eventually attend St. Lambert Elementary School or other Riverside School Board schools, the CLC collaborates with the Kindergarten teachers to see what their needs are and that they are prepared to meet their newcomers. The recent [CLC evaluation](#) reveals that the early childhood programs have become so popular that the CLC regularly receives calls from local CLSC social workers, looking for English services for families who are struggling in a primarily French environment. Programs hosted by the CLC include:

[Mother Goose](#) is a pre-literacy program that is offered free to parents and their children ages 0-3 in partnership the South Shore Reading Council and the Montreal Children's Library. It is structured to provide parent-child interaction, language acquisition, and socialization. The program has become so popular that the CLC now offers it at a second location in the neighbouring community of Greenfield Park.



[Baby Signing Time](#) is another program for children aged 0-3 which helps parents learn to communicate with their baby before they learn to talk.

[Café Rencontre](#) bring parents together in a fun and safe place to socialize, while their children play, learn and develop fine motor skills.

**“We moved to be closer to this school because of the CLC.”**

Parent participating in Café Rencontre mornings

**Riverview CLC**, in partnership with McGill University, hosted Spaghetti Nights Family Workshops to encourage greater parental participation in school. Each month, the CLC hosts a free spaghetti dinner for families, followed by an interactive, hands-on workshop designed to help parents help their children succeed. These workshops allow parents to exchange ideas and best practices, and learn helpful tips from each other and from speakers. The workshops are free and open to the public. Daycare is available but children are also welcome to attend and participate in the workshops.

Topics of the workshops are relevant and timely for families: Non-Violent Communication and Conflict Resolution, Effective Routines for your Children, Tools for How to Deal with ADD/ADHD, and Transition to High School. Workshops offered in the fall were a pilot project but were so successful that, at the request of families, it was continued until the end of the school year.



# CEGEP and CLC

In a recent Tell Them From Me™ (TTFM) survey conducted at the Chateaugay Valley Regional High School, of the 80% of students who stated they planned on completing high school, only 61% said they planned to pursue post-secondary education. This falls below the provincial and Canadian norms. Additionally, while 73% of students valued school outcomes and believed that post-secondary education would benefit them personally and economically, the stress of relocating or commuting to Montreal for school, 75+ kilometers one-way, was often a factor in keeping them from continuing their education.

The Huntingdon Centre of Champlain College Saint-Lambert, located in the Huntingdon Adult Education and Community Learning Centre, removes some of the barriers to accessing post-secondary education for students by allowing them to remain close to home while pursuing their studies.

The *Diplôme d'études collégiales* (DEC) in Social Science CEGEP program was created with the specific characteristics of the Haut Saint-Laurent as a rural, economically depressed region in mind. In partnership with the New Frontiers School Board, students are able to use the bus system already in place for the elementary and secondary schools in the region. Further accommodations were made with students in mind, including classrooms equipped with a laptop computer per student, SMART board, wireless internet access and direct connections with services at the Champlain CEGEP campus in Saint-Lambert. The program was lengthened from the usual 2 years to a 2.5 year DEC to permit students who worked or had responsibilities outside the classroom extra time to complete the program.

The CLC approach has underpinned the development of HAECC since it opened in 2007; the CLC coordinator has provided invaluable support through outreach to community members and partners, enabling this initiative to take place.

The first cohort has not yet graduated, but the findings to date are impressive:

- Student attendance and retention rates within the program are notable - teachers indicate that many students rarely miss classes
- First-year CEGEP dropout rate hovers around 25%, while the rate in Huntingdon was significantly lower.
- Students reported an enhanced sense of belonging and community with one another within the program and building as a whole.
- Students also suggested they were engaged with their learning and found the classes to be of interest and relevant to their future plans.
- The CEGEP program “had improved their outlook on life as well as their potential for employment in a field they were interested in”.

The CEGEP program has proven successful in this early implementation at HAECC in terms of providing new pathways for education and increased employability. Students have accessed a level of education previously unavailable in the region and believe that upon graduating or leaving the program, they will be better suited to finding employment in a field of interest that is fulfilling and gratifying. **The CEGEP program has allowed local students to imagine a future that at one time was not possible in pursuing post-secondary education**, and connections between other programs operating out of HAECC are being strengthened.

**“We feel that we are actually making a difference: a big difference. Here we are in a community that really needs us, that sees hope in us, teaching students many of whom would possibly end up never obtaining a college education without this program.”**

Huntingdon CEGEP Teacher

# Learning Using Videoconference Technology

Videoconferencing use has increased dramatically over the past year, with more than 800 events and close to 8,500 participants. Teachers are incorporating videoconference usage in the classroom more often, not only to enrich the curriculum but also for professional development and networking. Student videoconferences can enrich curriculum in almost any subject area. They may also enhance student learning about social justice issues, sports, leisure, and arts & culture.



2012-2013 also saw an increase in partner-led videoconferences available to students. Three examples would be:

**[Agriculture in the Classroom](#)** was initiated by 6 partner organizations and involved more than 200 students from both urban and rural communities. The goal was to teach children about the importance of food production, respect for those who produce it, and to view agriculture as a viable career option.

**[Ami Quebec](#)** hosted videoconference workshops on issues related to mental health – allowing communities with limited access to such services in English to participate.

**[Wapikoni](#)**: Five CLC schools completed video conferences on Aboriginal Culture. In partnership with Wapikoni Mobile, a travelling studio that offers audiovisual and music training workshops to Indigenous youth living in remote Quebec communities. Adapted for our CLCs through videoconference, this unique program enables Indigenous youth to learn artistic and life skills, to expand their horizons beyond their usual surroundings, and to shine in their own communities.

**Lachute CLC in Laurentian Regional High School** began to use videoconference technology to help ease the transition of elementary students into high school. With the introduction of their ‘*What Do You Want to Know about High School?*’ program, Grade 6 students from each of Laurentian Regional High School’s feeder elementary schools were invited to a videoconference discussion with students who had left their school the year before. Students were able to ask any question they wanted to about high school, with a focus on things that might worry them. The goal is to alleviate the students’ concerns and ease the transition from elementary to secondary school. The program was a big success with 78 elementary students out of 110 taking part. 80% of the students who participated stated they were “less nervous/worried about going to high school since I participated in the VC.” The most common concern the elementary students had? Forgetting a locker combination!

To read more about this initiative and other ways the CLC is impacting student success by integrating videoconference technology in the Classroom, read the **[Lachute CLC Evaluation report](#)**.

# Learning Relationships

**St. John's CLC, Campbell's Bay:** St. John's CLC, Campbell's Bay: In partnership with the Western Quebec Literacy Council the St. John's CLC introduced the **Reading Buddy program**, a literacy initiative designed to help struggling readers gain personal confidence, improve their reading scores, and learn to appreciate literature. Students are specifically selected according to need and paired up with volunteers from the community. The Pontiac Continuing Education Centre offers credits to their students who volunteer for the program. The literacy council provided training to the volunteers.

Students participating in the program enjoyed their experience and would like a Reading Buddy again next year and many who were not selected to participate in the program express that they would like to have a Reading Buddy as well. The program is viewed as a special privilege and the selected students are not negatively viewed or labeled as struggling readers. The time spent with volunteers is a positive experience and they become positive role models for the students by demonstrating that reading is fun. The program helps improve student confidence, generate enthusiasm for literature, encourage literacy at home, and in some cases, leads to a demonstrable improvement in class performance.

"The program is a very positive help for struggling readers and I have noticed an improvement in their reading and writing."

St. John's Teacher

**Riverdale CLC, Pierrefonds:** Sponsored by CLC partner [Literacy Unlimited](#) and in collaboration with two other CLC partners, Brookwood Basketball and Born To Read, volunteers including students from Riverdale CLC celebrated **Family Literacy Day** by inviting families to participate in several activity stations where they could enjoy puzzles, crafts and games. Each participant received a "Passport to 15 Minutes of Fun" and collected stamps which could then be traded in for gently-used books, donated by [Born to Read](#). Parents also received a handout reminding them that engaging in fun literacy activities as a family is beneficial to children and also helps keep parents' skills sharp.



"It is a learning experience for both students. The elementary kids were very receptive. It's someone different that they look up to."

Luisa Mercadente, Teacher at Nesbitt Elementary School

**Laurier Macdonald CLC, St-Leonard:** The CLC partnered with nearby Nesbitt Elementary School, giving 150 participating Laurier Macdonald High School students an opportunity to develop literacy strategies for the elementary students, assisting them with French reading, writing and comprehension activities. It is a meaningful social service opportunity as well as a means

of supporting language skill development. The high school students played the role of mentor which helped them to feel good about themselves, taught them patience, and allowed them to refine their communication skills. The peer mentoring literacy program supports bilingualism, which is an important means of supporting academic success.

## Giving the English-Speaking Community a Voice

**Valleyfield CLC in Gault Institute:** Located in a predominantly French-speaking community, where most students are from French-speaking homes with eligibility certificates to attend school in English, the Valleyfield CLC has begun to forge numerous partnerships with community organizations and surrounding municipalities. By attending many *'Tables de concertation'* dedicated to various areas of community wellness like education, nutrition, and physical activity, many partnerships have been established through the CLC, enabling students and community members to access close to two dozen programs and activities intended to support community vitality and well-being.



An excellent example of one such thriving partnership is with *Vie en forme*. They provide financial support to enable the school to offer extracurricular sports activities, support the school's nutrition programs, covers costs related to transporting boxes of fruits and vegetables to the school and larger community, and are supporting the school's development of a community garden.

The Valleyfield CLC, along with community partners, is actively contributing to the promotion of community vitality, healthy living, and access to sports and recreation opportunities as well as academic success, particularly surrounding English language education in Salaberry-de-Valleyfield.

*"We work together on a number of committees and identified common goals together"*

Brigitte Asselin, Vie en forme





St. Michael's CLC - Gatineau River Clean Up

## The Importance of Community Partnerships

St. Michael's CLC, Low

**St. Michael's CLC** is situated in the rural community of Low, Quebec, about 60 kilometers north of Gatineau. Operating as a CLC since 2008, St. Michaels has established itself in the community as a hub for community projects and initiatives. In September 2012, the Western Quebec School Board Council of Commissioners identified St-Michael's as a candidate for potential closure based on a review of demographic projections, school capacity, program viability, class organization, and the current condition of the building as well as high operational and maintenance costs.

The St. Michael's community rallied together, encouraging students (former and current), parents and community members to participate in the school board consultation process. Numerous pledges and commitments were made by local municipal authorities, businesses, as well as concerned community members, parents and students, to work with and support the Western Québec School Board in its efforts to ensure the future sustainability of St. Michael's High School.

**In mid-June 2013, "due to the very obvious dedication of the school community and the numerous commitments that have been made, the School Board unanimously decided NOT to recommend the closure of St. Michael's High School at this time.** A collaborative contribution will be needed in the years to come if we are to succeed. It is with this in mind and confidence that the commitments made by all throughout the public consultation process will be carried out that the Board looks forward to working with the school and the community towards putting in place the conditions required to maintain St. Michael's High School open for years to come!"

(Source: WQSB Press Release, June 13, 2013)

**St. Michael's CLC is not confined to a building. Our CLC is a central part of this community and is automatically included in community initiatives. The CLC began as the hub and has evolved into an organization that is active everywhere in the community.**

- St. Michael's Steps to Sustainability Document – 2011-2012



# CLC is the Hub and Agent of Change of the Community

**St. Paul's CLC** on the Lower North Shore has been in existence since 2008, with the same leadership team (principal and coordinator) at the helm, offering education in English from pre-Kindergarten to Secondary 5 as well as adult education services. The CLC supports its communities by facilitating the engagement and collaboration of more than 27 local, regional, provincial and national partners to enhance the success of the school and community. This year the CLC brought in \$425,875 of in-kind resources to those communities!

The programming that the CLC supports is varied, reaching not only students, but every age group in the community. Programming includes:

- Access to a variety of healthy lifestyle programs for youth and adults (i.e. sports, health & wellness workshops)
- Establishment of a youth center which has 105 youth participating in activities, out of the 120 young people in the community. The center has had a measurable impact on the community, so much so that citizens report that when the CLC youth center is closed, they observe an increase in vandalism and underage drinking.
- Educational support to both students and adults, helping them develop the competencies necessary to become contributing members of society. These include literacy programs (tutoring, book clubs, book bags, mandatory home reading in elementary) and a community library (64% increase in borrowing), and expanded French second language support for students (contributed to a 100% success rate on the provincial exams).
- A school daycare was established with a paid recreational coordinator.
- In partnership with Coasters, the local regional association, senior centres have been established in two communities, helping decrease the isolation of seniors. Programming includes a library on wheels, traditional skills development with youth, community gardens, recycling, and social outings.
- Increased arts, culture and heritage programming in both the community and the school.
- Parent engagement evenings are held every term at the youth centre, often with 100% participation.

Overall, data from the 2012-2013 St. Paul's Evaluation Report indicates that the CLC is making a difference in the communities it serves through the implementation of programs and activities and by successfully engaging students and community members. **St. Paul's School is showing signs of greater student success, improved health and well-being and increased participation in school and community life.** The community is also more engaged in extra-curricular programming and feels that there is a change happening.



The CLC has become the 'go-to' place to hold meetings, community information sessions, AGM, etc... for community organization and every single week the CLC has been booked for some kind of Community initiative.

St. Paul's CLC  
2012-2013 Evaluation  
Report

Teachers report that the students who participate in music programs make extra effort to keep school assignments up to date as they lose privileges to the music center. Students were also motivated to be successful in class so that they could stay in the theater extra-curricular program.

# CLC is the Hub and Agent of Change of the Community

Recent TTFM surveys conducted by the **St. Paul's CLC** with the youth in the community show that since the CLC programming has been put in place, students are leading healthier lifestyles:

- drinking/intoxication decreased from 81.6 % to 30 %
- marijuana use decreased from 40.8 % to 8 %
- smoking decreased from 18.6 % to 10 %
- sexual activity decreased from 63.3 % to 34.6 %
- student participation in sports activities has increased 20%

It is evident that the CLC is the hub of the St. Paul's River community and is working on improving the life of its students and its residents.

Students working in the Memphremagog CLC  
Community Garden



Learning traditional skills from seniors - Mecatina CLC



## Conclusion

Community Learning Centres are dedicated to changing lives and communities for the better. From enabling students living in remote regions of the province to more easily access post-secondary education, to supporting lifelong learning opportunities, to leveraging innovative technology in the classrooms and more, CLCs have helped pave the way. This coming year, CLCs will continue to work toward fostering meaningful partnerships that respond to community needs, reduce isolation and contribute to ongoing success.



# CONTACT INFORMATION

## PROVINCIAL RESOURCE TEAM

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**“Community schools change the lens through which community problems are defined and how resources are integrated and delivered to support communities. They transform the way in which schools and communities interact and children and families gain access to a wide array of opportunities and supports.”**

William R. Potapchuk [“The Role of Community Schools in Place-Based Initiatives - Collaborating for Student Success”](#) - June 2013