

Quebec Community School Models



Across the world, community schools come in various models, depending on their goals, resources, and community needs. What they have in common is that these schools go beyond traditional education to address the broader needs of students and families.

Quebec's Community Learning Centres (CLCs)

Established in 2006, CLC schools were given the mandate to:

- Develop partnerships between schools, families, and local organizations to
 - support student achievement
 - contribute to the vitality of Quebec's English-speaking minority communities
- The English language School Boards have adopted the Quebec model to meet the needs of the various communities and populations they service. In Quebec you can find Community Schools that are:

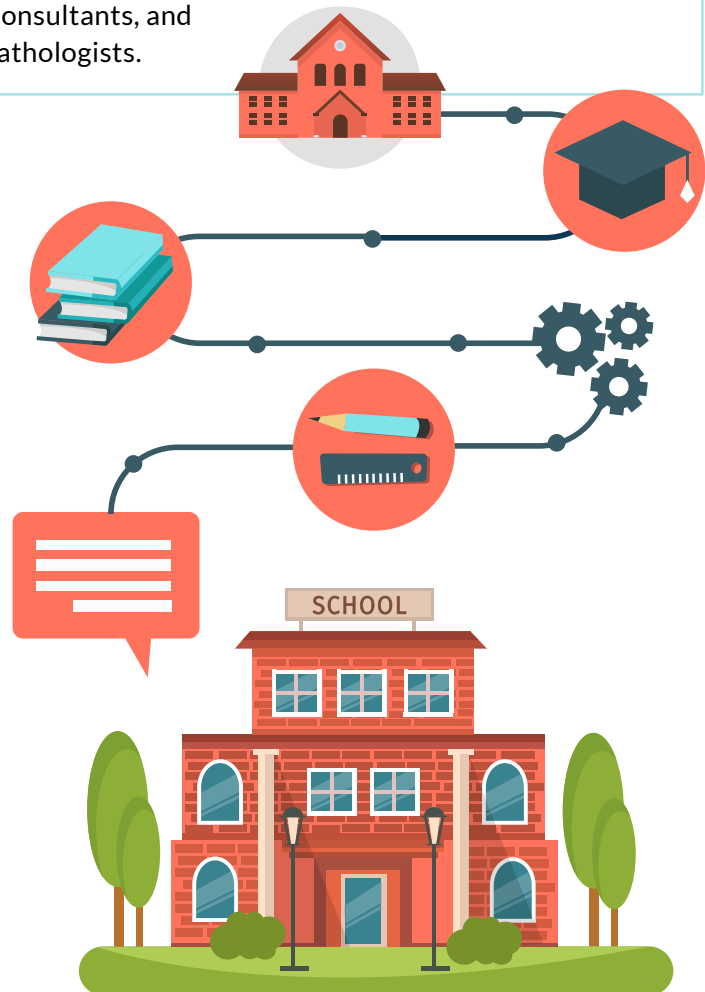
SINGLE SITE CLC	<ul style="list-style-type: none"> • A single school building managed by one Community Development Agent (CDA) • A hub for educational and community activity. • Often the only English education institution in the community. • Develops partnerships with local organizations and businesses to access resources and services for students, families, and community members of all ages.
MULTI-SITE CLC	<ul style="list-style-type: none"> • Two schools which share a Community Development Agent (CDA). • Schools may or may not be located in different regions (municipalité régionale de comté - MRCs) • Partners may also vary for each school • CDA represents more families/people at local development tables • Projects and programs benefit both school communities.
EXTENDED MODEL	<ul style="list-style-type: none"> • Connects 3 to 6 schools; these are often feeder or sister schools • Typically managed by one Community Development Agent (CDA) • Schools have a common vision, offer complementary activities and programming • It is a collaborative approach that expands external stakeholder engagement • Increased access to financial resources as CDA represents more families/people at local development tables

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School Board Adaptations

In recent years, two school boards have undertaken a restructuring of their Community Learning Centres (CLCs), drawing upon the principles of the CLC Extended Model to enhance their responsiveness to community needs.

HUB MODEL (New Frontiers School Board)	<ul style="list-style-type: none">• Divides schools into four Hub schools, each connected with several sister schools• CDAs focus most of their time at the Hub school with limited contact with sister schools.
MULTI-DISCIPLINARY TEAM MODEL (Riverside School Board)	<ul style="list-style-type: none">• CDAs are called Project Development Officers (PDOs) and work on Multi-Disciplinary Teams (MDTs), contributing their on-the-ground knowledge of school communities, enabling a holistic approach to supporting students and families.• CLC schools are grouped into 'hives', each with an assigned Multi-Disciplinary Team comprised of various professionals like psychologists, special education consultants, and speech-language pathologists.



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Community School Models around North America

FULL-SERVICE COMMUNITY SCHOOLS (i.e. The Children's Aid National Center for Community Schools, USA)	<ul style="list-style-type: none">• Comprehensive services for students, families and the broader community, including access to health services• Adult education programs• Afterschool activities• Weekend access to school facilities.
ACADEMICALLY FOCUSED COMMUNITY SCHOOLS (i.e. The Coalition for Community Schools, USA)	<ul style="list-style-type: none">• Emphasis on teaching and extended learning opportunities.• Educational programming aligns with local needs and interests• Schools and communities are interconnected
PLACE-BASED COMMUNITY HUB (Rural or Indigenous community school models, Northern Lights School Division, Saskatchewan)	<ul style="list-style-type: none">• Schools are centers for indigenous language and cultural revitalization• Students learn traditional skills alongside academic subjects• Schools serve as cultural hubs and are the center of community life

