

PRT ACTION PLAN REPORT

2024-2025

Year 2 of 3-Year Entente

This year-end Action Plan report will provide DSREA with a detailed overview and assessment of the PRT's initiatives, activities, and achievements for the 2024-2025 school year.

The 2024–2025 PRT Action Plan presented a strategic approach focused on enhancing the skills and capacity of CLC teams within Quebec's English school system. The plan emphasized professional development, collaboration, and of digital resources to strengthen support across the CLC network.

The primary objectives are:

Professional Development Training for CLC Teams: The PRT training sessions are designed to enhance the skills and knowledge of CLC teams and ensure that they are well-equipped to effectively implement the CLC Approach within their respective community schools.

Training for New & Experienced CDAs: This year, the PRT hosted a 2-day in-person onboarding session for **new Community Development Agents (CDAs)** at the LEARN offices, a strategy that proved highly effective in helping new CDAs build early connections with peers who are also beginning their community school journey. As the need did not exist for a 2nd New CDA training, with DSREA approval PRT offered an in-person **training opportunity for experienced CDAs.**

Coaching and professional learning for all CDAs continues throughout the year, offering both individualized and collaborative support.

Collaboration with School Board Representatives: The SB Representative committee adopted an official mandate this year: To provide strategic guidance and support to the Provincial Resource Team (PRT) in the implementation of the Community School Approach in the English School System in Quebec.

Implementation of a PLC/Community of Practice: A Professional Learning Community (PLC) provided ongoing support for new CDAs entering the network. The primary goal of these resources is to promote continuous learning and collaboration by creating a space where team members can exchange insights, strategies, and experiences. This fosters a culture of mutual support and growth. While the PLC format is helpful for new CDAs, experienced CDAs also played a vital role by contributing their knowledge and mentoring newer colleagues.

Development of Digital Tools and Training Capsules: To strengthen the CLC network, a series of digital tools and video-capsules were developed. These resources offer accessible training and support for CDAs and CLC teams, equipping them with the knowledge and tools needed to implement the Community School Approach.

CLC Website as a Resource Hub: The CLC website is continuously updated to support CLC Teams, serving as a centralized hub for resources and digital tools to support implementation of the Community School Approach.

Accompaniment of CLC Teams: To ensure the success and sustainability of the initiative, ongoing support was provided to CDAs and CLC Teams through regular check-ins, targeted coaching, and regionally tailored guidance. This ongoing accompaniment played a critical role in helping teams navigate challenges, build their capacity, and drive progress toward the CLC achieving Action Plan and School Educational project goals.

Partnership Development and Maintenance: The PRT focuses on building strong community partnerships to boost resources, opportunities, and support for CLC schools.

Reporting to DSREA: Regular reporting to DSREA occurred throughout the year. These reports provided details on progress, challenges, and outcomes achieved, ensuring transparency and accountability.

ACHIEVEMENT OF OBJECTIVES

VOLET 1.1 – Formations Professionnelles pour le Parties Prenantes des CSC

Objective: Professional Development Training For CLC Teams. The PRT provides training opportunities to increase the competency and capacity of CLC teams to implement the Community School Approach throughout the CLC schools in Quebec’s English school system.

Strategy: PRT will make PD sessions available to CLC personnel throughout 2024-2025. After reviewing feedback from the 2023-2024 year-end surveys and CLC action plans, PRT will focus on back to basics as a priority for PD this year. Experienced CDAs are always invited to share their expertise with their new teammates.

PD workshops will focus on CLC needs as expressed in the year-end surveys: mental health, family engagement, and CLC development. Additional focus areas may be added as needed, but early childhood and EDI themes will be integrated into the above 3 focus areas.

Additionally, reconnecting with CLC teams in the school boards is a priority. PRT will offer CLC team training sessions to interested school boards, allowing them to come together, share best practices and learn from both the PRT and each other

By supporting CDAs, school staff, and school board teams with targeted, relevant, and responsive training, the PRT is working to strengthen the CLC community school model and advance system-wide goals of student success, wellness, and community vitality.

Level of Achievement: 100%

Indicators:

- # participants attending PRT workshops
- # of participating school boards
- % respondents to feedback forms
- % respondents with positive feedback

Reflection: This year, the PRT delivered thirty-seven (37) professional development sessions, averaging thirteen (13) participants per session. To increase accessibility, many sessions were recorded and made available for asynchronous viewing, supporting CDAs and CLC teams who are unable to attend live. All school boards participated in PRT-led PD workshops this year.

Recognizing the diverse contexts of CLC schools and the varied job capacity of CDAs, the PRT prioritized flexibility and accessibility. For example, our end-of-year planning and reporting sessions were delivered as a three-day online conference allowing CDAs to choose the sessions that best suited their needs and to engage in shorter, more manageable time blocks. Feedback for this online conference was very positive.

Throughout the year we encouraged peer-to-peer learning by inviting experienced CDAs to share their knowledge and expertise with newer CDAs, promoting knowledge transfer and capacity-building across the network.

Eight School Boards hosted in-person CLC Team Training sessions this year. These sessions focused primarily on enhancing Family Engagement strategies, supporting schools in adopting a more family-centered approach. For newer teams, CLC 101 was integrated into these training sessions. Feedback was overwhelmingly positive, especially regarding the opportunity to reconnect with PRT and fellow teams.

Community partners continue to play a role in many of the PRT professional development sessions. This reinforces the foundational principle that community partnerships are central to the Community School Approach.

Thirty-seven (37) sessions were delivered this year, prioritizing topics such as:

- Well-being and mental health:
 - Prioritizing Well-being

- Wellness Innovation Lab
- How Can Schools Support Anxious Students (CEMH)
- Roots & Shoots Community Mapping
- Stepping into Nature-Based Learning
- Equity and inclusion
 - Allyship to 2SLGBTQIA+ Students
 - Intervention Strategies in Disadvantaged Areas (IMD Team)
 - Examining Our Beliefs and Assumptions About Families
- Data and evidence-based practice
 - OurSchool Survey Deep Dive (The Learning Bar)
 - Evidence-Based Advocacy (PERT)
- Action planning and accountability
 - 2-day Online Conference which included Productivity Tools & Resources
 - The Year in Review, Needs Assessment, SMART Goal Training, and Reporting Essentials
- Community and family engagement
 - Building Trust with Families
 - Communicating with Families & Partners
 - Family-centric School Development
- Professional development tailored to regional and specific needs
 - CLC Development – The Essentials
 - CLC Team Trainings with eight school boards
 - Snapshot of the QEP for CDAs
 - How School-Community Partnerships Can Support Preschoolers in CLC Schools
 - Crafting a Compelling Story
 - AI and Education
 - Extended Model Research Results (UQAT)

VOLET 1.2 – Sessions d'orientation au réseau de centre scolaires et communautaires

Objective: Integrate new CDAs in the CLC network by offering tailored training opportunities

Strategy: PRT will offer two 2-day orientation/onboarding sessions for new CDAs to provide them with a comprehensive understanding of their role, responsibilities, and the context in which they will be working.

New CDAs are obliged to participate as per the signed entente between DSREA and the school boards.

School board reps will be encouraged to ensure they have hired staff in a timely manner so they can participate in PRT New CDA training opportunities.

Level of Achievement: 100% with an approved change from DSREA.

Indicators: # of new CDAs attending PRT new-CDA training workshops

Reflection: The initial strategy was to offer two 2-day in-person orientation/onboarding sessions for new CDAs, aiming to provide a comprehensive understanding of their roles, responsibilities, and the broader context of their work within the CLC Network. While the intention was aligned with the Entente, ensuring new CDAs are adequately trained and supported, implementation revealed an unexpected need for flexibility and responsiveness to actual conditions on the ground. For the first time in many years, only one onboarding session was necessary in 2024-2025 for seven (7) new CDAs.

The PRT requested that the second session be replaced by a training for Experienced CDAs. Their training needs are different, and this restructured session created a space for experienced CDAs to reflect critically on their practice, engage in peer collaboration, and build capacity across the network. Day 1 focused on the ongoing challenge of balancing short-term project wins with the pursuit of sustainable, long-term impact, an ever-relevant tension in community development work. Day 2 explored advocacy and evaluation, both vital but often under-addressed aspects of the CDA role. This decision to provide this targeted training to Experienced CDAs proved to be highly valuable and much appreciated by the School Boards.

This experience demonstrated the importance of being responsive and strategic with our professional development offerings. While the initial goal was to support new CDAs, the outcome evolved into an equally critical opportunity to invest in the growth and cohesion of experienced CDAs. Encouraging school boards to hire in a timely manner remains essential, but so too is the recognition that investing in the continuous learning of our established practitioners strengthens the overall health and resilience of the network.

Testimonials from New CDA Training:

“Interactive, provided a lot of high level information to help get started and understand the mission/ goals of the program.”

“Explanations and descriptions of our role and important terminology was clear, questions were answered.”

“Always very efficient. And always get new ideas! I make lists of ideas and relationships and projects...”

Testimonials from Experienced CDA Training:

“It was amazing to be around those that have been in the system for a while. Advancing our thoughts, methods etc....”

“This 2 day workshop at LEARN allows us to feel less isolated in a job that can at times be isolating. Might be beneficial to allow some newer CDAs to be a part of this if funding allows in future (belonging, learning, inspiration).”

“I would give it 10 stars if I could! Excellent balance between content and discussions. I felt seen, heard, challenged, inspired and stimulated.”

All seven (7) new CDAs attended the November 4 & 5, 2024 training and eleven (11) Experienced CDAs attended the May 26 & 27, 2025 training.

In mid-May, three school boards filled vacant CDA positions who then required support and on-boarding. The PRT used CLC accompaniment hours and dedicated one PD session to onboard and connect them with other CDAs in the network. These CDAs will also be invited to the formal New CDA Training that will be offered in the Fall of 2025.

VOLET 1.3 – Ateliers de moins d’une demi-journée pour diverses parties prenantes du réseau éducatif anglophone oeuvrant dans le réseau des CSC

Objective: Offer a series of workshops to various stakeholders in the English-speaking educational network working in the CLC network.

Strategy:

1. Workshops for parents/families focused on at-risk student populations and transitions
2. Support early transitions agents across the school boards. Theme of training identified and confirmed by the DSREA Liaison Committee
3. Webinar for student focused on the transition to CEGEP
4. Ensure new CLC principals have the tools and capacity to implement and support the community school approach.

Level of Achievement: 100%

Indicators:

1. # participants (parents / families) attending workshops
2. # of FST Agents attending workshops
participating school boards
% respondents to feedback forms

- % respondents with positive feedback
3. Title of workshop / theme targeted to students
 4. # participants attending CLC Principal workshops

Reflection: Over the past year, the PRT objective to offer a series of workshops to stakeholders within the English-speaking educational sector of the CLC network has seen both rewarding successes and valuable learning opportunities.

(1) Parent Workshops: A highlight of our year was the success of our parent-focused workshops centered on supporting at-risk student populations and school transitions. These evening sessions consistently drew strong attendance, averaging 118 participants per session. This turnout is a testament to the relevance of the content and the trust built through collaboration with key community partners like the Centre of Excellence for Mental Health and the Centre of Excellence for Autism. Their contributions not only lent credibility but also significantly enhanced PRT outreach efforts.

(2) Supporting Early Transition Agents: The PRT continued to provide support for First School Transition agents across the English school boards, developing and delivering three (3) targeted trainings around identified themes - *Welcoming Families to School*, *Supporting Autistic Students and their Families Through the First School Transition* (COEASD) and *Communicating with Families: Finding Your Connectors*.

(3) Prep for CEGEP Life (Student Webinar): The annual *Transition to CEGEP* webinar consistently receives positive feedback, reassuring the PRT of its ongoing relevance and impact. This year 37 classes from all 10 school boards (SB & CSS) participated – for a total of approximately 250 students. Guest speakers were a Psychosocial Counsellor at CEGEP Champlain St. Lawrence, a Guidance Counsellor from EMSB, and two 3rd-year CEGEP students.

(4) New CLC Principals: A Persistent Challenge: Despite offering targeted training and tools for new CLC principals, engagement has been limited. Low participation rates in the two webinars for CLC Principals offered this year raises important questions about the barriers that prevent their participation. Is it time constraints, motivation, or interest? This reinforces the need for ongoing collaboration with the School Board Representatives to advocate for greater principal involvement, and for the PRT to explore different options that may be more conducive to school administrators.

This year's outcomes underscore the importance of strategic partnerships, responsive programming, and continuous adaptation. While certain stakeholder groups have been highly engaged, others remain more difficult to reach. As the PRT moves forward, there is a commitment to refining PD strategies to ensure equitable access and deepen engagement across the CLC network.

VOLET 1.4: Rencontres pour différentes parties prenantes du réseau éducatif anglophone oeuvrant dans le réseau des CSC

Objective: Discuss, network, and collaborate amongst different CLC Stakeholders groups in the CLC Network

Strategy:

(1) A Peer Learning Community (PLC)/Community of Practice (CoP) will serve as a venue for CDAs to come together to learn from each other and share their expertise. It fosters a sense of shared knowledge and encourages continuous improvement.

(2) Collaborate with School Board Representatives of CLCs. PRT will meet with representatives from each of the School boards, CSS du Littoral and Hebrew Academy three times throughout the school year with the aim of sharing knowledge and best practices related to the development of the Community School approach in the individual school boards.

Level of Achievement: 100%

Indicators: Please note: The indicators listed in the 2024-2025 Action Plan are incorrect. There is **no requirement** for feedback forms for these two meeting groups in the Entente de service. Corrected indicators would be:

- Type of meeting
- Date of meeting
- Number of participants
- School Board participants are associated with

Reflection:

(1) Professional Learning Communities: The implementation of PLCs has been strategic to enable collaboration, mutual learning, and professional growth among the CDAs. This approach reflects the PRT's commitment to nurturing a culture of shared expertise and continuous improvement across the network.

The original goal of having 50% of PLC participants attend all four sessions proved unrealistic due to the diverse and often conflicting work schedules of CDAs. In response, the PRT shifted its focus toward offering a wider range of discussion topics shaped by the interests and input of CDAs themselves. This approach allows participants to engage in sessions that are most relevant to their work and availability, fostering more meaningful and targeted participation.

Despite the intention behind the PLCs, participation has been more limited than anticipated this year. While the primary emphasis has been on newer CDAs, who greatly benefit from peer mentorship and guidance, there is an opportunity to more actively engage experienced CDAs in leadership and facilitation roles. Encouraging their involvement not only supports knowledge transfer but reinforces a culture of shared responsibility and collective learning.

The thematic focus of this year's PLCs were aligned with critical areas of practice in CLC schools:

- **Family Engagement:** Strengthening relationships between schools and families to foster a more inclusive and supportive educational environment.
- **Communication Strategies for Collaborating with Principals:** Supporting CDAs in building strong, trust-based partnerships with school leadership
- **Empowering Student Voice:** Ensuring students are active participants in shaping school and community experiences.
- **Community Service Learning Projects:** Enhancing experiential learning through meaningful community partnerships and student-led initiatives.

(2) School Board Representative Committee: The strategy of collaborating with School Board Representatives of CLCs is a cornerstone of the PRT's efforts to sustain and scale the Community School Approach across Quebec. This committee is composed of representatives from the nine English school boards, the CSS du Littoral, the AJDS, Hebrew Academy, and the DSREA.

The committee's mandate, adopted this year, is to offer strategic guidance and support in implementing the Community School Approach and foster alignment with best practices and school board objectives.

This year the committee met three times with all school boards/CSS/AJDS participating in at least 1 of the 3 meetings. The committee members shared updates, addressed challenges and discussed strategies. These meetings are complemented by ongoing communication between the PRT and individual School Board Representatives throughout the year.

The committee plays a key role in shaping the PRT's work by:

- Improving Alignment - helping tailor PRT tools, resources and support systems to match school board needs and policies.
- Sharing Knowledge among the school boards, boosting the impact of the CLC Approach.
- Raising Visibility by promoting the CLC Approach to the Directors General and other educational leaders.

When school boards are engaged strategically, they are more likely to embed the Community School Approach into broader education plans and community development efforts. The result is a stronger ecosystem where students, families, and communities thrive in and beyond school settings.

VOLET 2: Outils pour soutenir la mission des Centres scolaires communautaire (CSC)

Objective:

- (1) Develop digital tools and video training capsules to support the CLC network.
- (2) Keep the CLC website up to date.

Strategy:

(1) Tools & Video-capsules: To support the professional practices of CLC teams the PRT will develop or revamp extensively, a series of tools. Video training capsules will be created to support CDAs and CLC school teams.

(2) Website: LEARN to host and maintain the PRT/CLC website as part of the LEARN website. PRT will update the website regularly with information about upcoming PD sessions, tools, resources, partner and grant opportunities. PRT will share updates with the CLC network on a regular basis.

Indicators:

- (1) Tools & Video-capsules for CDAs and CLC Teams
 - # tools focused on helping CDAs do their job better
 - # tools focused on supporting CLC teams in the promotion and development of the community school approach
 - Learning objective of each of the training capsules.
 - Theme of the tools
 - # video-capsules produced and disseminated to support CLC development
 - Publication Date of tools and training capsules
- (2) CLC Website
 - # of updates to the CLC section of the LEARN website
 - Description of each update

Level of Achievement: 100%

Reflection:

(1) Tools for CDAs and CLC Teams: The suite of ten (10) tools developed this year to support the professional practices of CDAs demonstrates an understanding of the onboarding process and the day-to-day responsibilities of CDAs. Resources such as the *First 100 Days as a CDA*, the *Guiding Questions for CLC Reporting*, and the *Data Sources Checklist* serve as essential scaffolding for new and experienced CDAs alike. These tools provide structure and clarity while allowing room for flexibility and adaptation based on context and community needs.

Other tools such as the *Community Organizations Sources Guide for the CLC Network* signifies a more inclusive, networked mindset, recognizing that sustainable community engagement comes from deep, reciprocal partnerships. The thoughtful inclusion of materials like the *Creating a Community Connections Committee* and *How to Use Infographics* highlights the value placed on strategic communication and collaborative leadership.

The parallel focus on ten (10) tools for CLC Team Development ensures that the work of CDAs is integrated meaningfully into the broader school ecosystem. Resources like the *CLC-QEP Connections*, *Principal Year in Review Reflection*, and videos that highlight models such as *NFSB's Hub School* and *RSB's Multidisciplinary Team Approach* demonstrate the intentional effort to embed community learning within the school's pedagogical and operational framework.

With the inclusion of the *Wellness Innovation Lab* (WIL) materials, CLCs are empowered to lead initiatives that resonate with students' academic, social, emotional, and mental health needs. This underscores the holistic focus of the Community School Approach, one that sees well-being not as an ancillary program but as foundational to educational success.

Video-capsules: The three (3) video-capsules - *Community Schools*, *School Garden as a Community Builder*, and *Being Outdoors* - offer a dynamic, engaging mode for learning. The asynchronous format respects the time constraints and learning preferences of CDAs and school staff. Video learning allows for reflection, repeated viewing, and sharing across teams, making knowledge more accessible and scalable.

Moreover, these training capsules model innovative, community-based practices, serving not only as instructional tools but also as sources of inspiration. They demonstrate how small, intentional actions, like creating a school garden or using outdoor space, can contribute meaningfully to a school's identity as a community hub and resource.

By equipping CDAs and CLC teams with targeted, user-friendly tools and resources, the PRT is helping foster professional growth, create stronger community ties, and contributing to improved outcomes for students and families.

(2) Website:

This year, the PRT continued to strengthen access to professional development and educational and community-based resources by maintaining a CLC section on the LEARN website. The site serves as a key platform for sharing timely information with CLC teams, school boards and community partners across the province. Regular updates include upcoming PD opportunities, downloadable ZOOM recordings hosted on YouTube, and curated resources that support the implementation of inclusive, evidence-based practices. The site also spotlights funding opportunities and partnerships, empowering schools and communities to pursue innovative projects that meet local needs.

VOLET 3: Expertise-conseil par le biais d'accompagnement

Objectives:

- (1) Based on their needs, accompany and support CLC teams
- (2) Develop and maintain partnerships

Strategy:

(1) CLC Teams:

- PRT will provide coaching, consulting and accompaniment support for CLC Teams implementing the CLC Approach.
- PRT will provide tailored assistance, as requested, to help CLC teams develop their skills, navigate challenges effectively, connect with various government agencies or community organizations that can help them expand their reach, access resources, and collaborate on projects.
- PRT will support CLC teams, if requested, with the establishment of monitoring and evaluation systems to track the impact of their programs and make data-driven decisions.
- PRT will support CLC teams to develop and implement their Action Plans to ensure they have set clear goals, objectives, and have a roadmap for achieving their mission.

(2) Partnerships:

- PRT will create new and maintain existing community partnerships to enhance services offered by the CLCs.
- PRT will establish 1 new partnership agreement.
- PRT will participate on regional/provincial development tables to forge links and connect with community organizations that can support the community school approach.
- PRT will share relevant partner information with CLC teams and request reciprocity.

Level of Achievement:

- (1) CLC Teams: 100%
- (2) Partnerships: 100%

Indicators:

(1) CLC Teams

- # requests for PRT accompaniment
- # CDAs requesting support from the PRT

- # CLC Principals requesting support from the PRT
- # SB Reps requesting support from the PRT
- Objective of the Accompaniment
- Role of the person accompanied
- School Board of Person accompanied

(2) Partnerships

- # community tables PRT sits on
- # partnership agreements entered into
- # new potential partners
- Purpose of support
- Table / Organization Supported

Reflection:

(1) Accompaniment of CLC Teams: Over the past year, the PRT has successfully delivered coaching, consulting, and accompaniment support to CLC teams. The PRT works directly with CDAs, School Board Representatives, and CLC Principals/Vice Principals to help them navigate challenges, strengthen partnerships, and implement the CLC approach with greater impact.

In 2024-2025, support took the form of over 304 individual requests, across all 9 School Boards, CSS du Littoral and AJDS, reflecting a strong demand and ongoing trust in PRT's expertise. CDAs accounted for the majority of these requests (196), indicating their central role in on-the-ground implementation of the Community School Approach. School Board Reps made 90 requests for PRT support and while only one (1) principal directly requested accompaniment, 19 others participated in joint requests/meetings, highlighting the collaborative, network-wide nature of the work.

Below is a breakdown of the key areas of support:

- **Onboarding and Ongoing Check-ins:** A significant portion of the efforts involved "start of year" and "mid-year" check-ins with new and returning CDAs to ensure a smooth transition and address initial questions. End-of-year check-ins are also conducted until the end of June. Contact is maintained with CDAs throughout the year to monitor progress and provide ongoing guidance.
- **Online Journal and Action Plan Support:** The PRT dedicated considerable time to assisting CDAs with completing, reviewing, and providing feedback on their online journals and action plans, which are crucial for reporting and strategic planning. This included troubleshooting access issues, offering coaching on content, and addressing discrepancies.
- **Capacity Building and Skill Development:** Accompaniments included supporting CDAs in developing funding strategies, engaging partners, improving communication, understanding committee structures, and developing project plans (e.g., for garden projects), and accessing PRT tools/resources.

- **Addressing Challenges and Role Clarity:** The PRT assisted CDAs in navigating specific challenges, such as role clarity issues and communication breakdowns.
- **Regional and Cluster Meeting Planning & Support:** The PRT was actively involved in planning and conducting School Board cluster check-in meetings with CDAs and school board representatives.
- **Resource and Information Dissemination:** A recurring theme was the request for information related to grants, FSL partnerships, outdoor education, Black History Month, and various programming initiatives. The CLC Events Newsletter was sent out regularly to inform the CLC network about upcoming professional development opportunities and partners resources.
- **School Board Collaboration:** The PRT frequently met with School Board Representatives throughout the year to discuss CLC support strategies, review survey results and needs assessments, and ensure alignment between board-level goals and CLC activities.

Overall, the PRT's purpose in CLC Accompaniment this year was to provide comprehensive support to CDAs and CLC teams so they can effectively lead and manage their CLC initiatives, promote stronger community engagement within schools, and ensure the successful implementation of their action plans.

(2) Partnerships: Over the past year, PRT has made progress in advancing its partnership development strategy, driven by our strong commitment to the community school approach. Through outreach and consistent engagement, PRT has both solidified existing relationships and cultivated new connections with community organizations, notably, the Centre of Excellence for Autism Spectrum Disorder (COEASD). While a formal partnership agreement was not signed, two significant collaborations stand out:

- A workshop for the CDAs and First School Transition Agents focused on the *First School Transition Protocol for Students with Autism*.
- A workshop for Parents on "*The Power of Using Declarative Language*" with more than 40 parents participating.

PRT is a member of six regional/provincial intersectoral tables, influencing decisions and building strong, mutual connections.

- IES – Education table hosted by DSREA that brings together the seven (7) Centres of Excellence, Work Oriented Training Path (WOTP), Advancing Learning and Differentiation and Inclusion (ALDI), Community Learning Centres (CLC/PRT), Intervention in Disadvantaged areas, and Sexuality Education.

- ILET – Inter-Level Educational Table: representatives of Quebec’s English-language educational institutions and associations, along with community groups and the public sector.
- PERT (Provincial Employment Roundtable) - Education Sectoral Roundtable: educators, education experts, and students from across the province of Québec to discuss the gaps in education and programming that contribute to the employability and employment challenges in English-speaking communities across Quebec.
- CPF – Canadian Parents for French Advisory Board: promoting bilingualism with opportunities for students to learn and use French.
- QCGN (now TALQ) Funding and Data Roundtables: QCGN has four community roundtables that help carry out its Community Development Plan in key areas, based on major trends from community input. PRT participates on 2 tables.

This year the PRT identified at least six new potential partners, each offering resources to support CLC schools and communities. Three of these partners were introduced to the CLC network in the “Partner Spotlight” series.

- **Start2Finish Canada** integrates literacy, physical activity, and leadership to address opportunity gaps and build student resilience.
- **Plant a Seed & See What Grows Foundation** promotes nature-based learning through free resources and garden grants.
- **Conseil québécois de la coopération et de la mutualité (CQCM)** highlighted youth entrepreneurship and cooperative education to enhance career readiness and civic engagement.

A core strength of PRT’s approach lies in its continuous cycle of collaboration: exploring possibilities, sharing resources, and aligning efforts with organizations such as CHSSN, ELAN, PERT, and several of the Centres of Excellence. PRT’s partnership strategy reflects a proactive, relationship-focused approach that is responsive to evolving community needs.

VOLET 4: Plans d'action, bilans, rapports

Objective: Report and share results with various stakeholders

Strategy:

- PRT will develop and disseminate annual surveys in June 2025 to CLC teams (CDAs, CLC Principals, SB Reps) - survey results will be shared with the School Board Rep committee and will feed development of the PRT Action Plan for the coming year.
- The PRT will review and provide feedback on the CLC Online Journal submissions from the CDAs, three times a year.
- PRT will post the PRT Action Plan on the LEARN/PRT Website
- PRT will submit a progress report on the Action Plan to the DSREA, three times a year
- PRT will complete required documentation from the DSREA

Level of Achievement: 100%

Indicators:

- # surveys disseminated to the CLC network - CDAs, Principals, SB Reps
- # surveys completed by CLC Network - CDAs Principals, SB Reps
- # DSREA Progress reports submitted each year
- PRT Action Plan developed and posted on LEARN Website

Reflection: Throughout the 2024-2025 school year, the PRT successfully fulfilled all components of its reporting and knowledge-sharing strategy, achieving a 100% completion rate.

As part of the PRT's commitment to transparency, accountability, and continuous improvement, end-of-year surveys were distributed to the three stakeholder groups: CDAs, CLC Principals/Vice Principals, and School Board Representatives. These surveys generate valuable data, capturing both impact and evolving needs in the network, which directly informs the development of the 2025-2026 PRT Action Plan.

In addition, the PRT reviews and provides feedback on CDA Online Journal submissions three times during the year. CDA Action Plans for the 2025-2026 school year are reviewed by both the School Board Representatives and the PRT to encourage alignment with provincial and school board priorities.

All three (3) required progress reports have been submitted throughout the year. The finalized PRT Action Plan will be posted on the LEARN/PRT website to ensure transparency. These efforts reflect our ongoing dedication to maintaining strong lines of communication with the Ministry, supporting data-driven decision-making, and advancing the goals of the Community Learning Centre initiative across Quebec.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

The 2024–2025 PRT Action Plan reflects a productive and successful year, the second year of the three-year DSREA Entente. Through an approach grounded in collaboration, capacity building, and equity, the PRT worked to enhance the skills, knowledge, and community connections of CDAs and CLC teams.

Key successes include the delivery of 37 targeted professional development sessions, training sessions with both new and experienced CDAs, and the development of twenty (20) digital tools and resources. The implementation of Professional Learning Communities (PLCs), collaborative relationship with the School Board Representatives, and continued updating of the CLC website as a centralized resource hub, demonstrate a responsive and adaptive organizational culture.

The integration of mental health, equity, and family engagement themes into professional learning this past year signals an alignment with the broader goals of community vitality and student success. The PRT's commitment to continuous accompaniment, regional adaptation, and transparent reporting further underscores its role as a cornerstone of the Community School Approach in Quebec.

While participation from some stakeholder groups—particularly new CLC principals—remains a challenge, the year's accomplishments signal a network that is growing in confidence, resilience, and cohesion.

RECOMMENDATIONS

1. Deepen Engagement of CLC Principals: While PRT has made efforts to engage CLC principals, participation remains limited. Future strategies could include:

- Collaborating with School Board Representatives to integrate principal training into broader leadership development initiatives.
- Providing flexible, role-specific microlearning opportunities for principals to build buy-in and capacity for the Community School Approach.

2. Sustain and Expand the Peer Learning Community Model: PLCs are proving beneficial but remain underutilized, particularly by experienced CDAs. Consider:

- Empowering experienced CDAs to lead sessions to promote mentorship and shared leadership.
- Offer 2 streams of PLCs: Exp. CDAs and "level 1" CDAs. Smaller groups could meet twice or more a year.

3. Strategically Grow Partnerships: The integration of community partners into professional development is always beneficial. To deepen this impact, continue the “Partner Spotlight” sessions to introduce emerging organizations with resources and services for CLC schools.

4. Tailor Accompaniment for Diverse Needs: PRT’s responsive accompaniment strategy is a model of best practice. As the network matures:

- Develop thematic accompaniment pathways (e.g., funding strategy, community engagement, student voice) to offer more customized support.
- Include structured onboarding packages for new CDAs that consolidate tools, video capsules, and access to mentors.

5. Address Systemic Timing Challenges: Hiring delays at the School level impacted onboarding efficiency this year. To mitigate this, PRT may explore developing a “just-in-time” onboarding toolkit for CDAs who are hired off-cycle.