



WORKING WITH A CLC SCHOOL

A GUIDE FOR
PARTNERS &
PRESENTERS



January, 2026



WORKING WITH CLC SCHOOLS

What Is the CLC Network?

The Community Learning Centre (CLC) Network is a group of English-language schools in Québec that have made an active, formal commitment to working with their communities in service of student success, family engagement, and community wellbeing. CLC schools are commonly referred to as 'community schools.'

What distinguishes CLC schools from other schools?

CLC schools are not just open to partnerships - they are structured to support them. CLC schools have designated personnel whose role includes coordinating school-community collaboration. This is most often a Community Development Agent, but may also include other staff members, like teachers and Community and Personal Development Animators.

What can organizations offer to schools?

- Educational content and/or resources
- Workshops for students and/or families
- Afterschool and lunchtime activities
- Grant opportunities
- Financial and material donations
- Volunteering opportunities

What info should we be prepared to share?

- What services you offer and who they are for
- Any associated costs (or confirmation that services are free)
- Your experience working in schools and/or with children or youth
- Your ability to work in English
- Whether staff or volunteers have already completed a police background check

What is expected of people working inside a school?

- Participate in a police check (if required)
- Move quietly and discreetly through hallways during class time
- Arrive on time - ideally early (school schedules are fixed and time cannot be recovered)
- Communicate any pre-work or material needs well in advance
- Compliance with school policies (e.g., no phones)



It takes a community to make a school thrive.

PRESENTING TO THE CLC NETWORK IN PERSON OR REMOTELY



WHO MIGHT BE IN THE ROOM?



COMMUNITY DEVELOPMENT AGENTS

CDAs build strong connections between schools, families, and community partners to support the success and well-being of students and the broader English-speaking community.



TEACHERS

Teachers are responsible for curriculum delivery and student learning, and are often interested in how external resources align with classroom goals.



PRINCIPALS

Principals oversee school operations, priorities, and partnerships, ensuring initiatives align with school goals and policies.



SCHOOL BOARD PERSONNEL

Board staff support schools at a systems level, often focusing on policy, student services, equity, and strategic initiatives.



COMMUNITY AND PERSONAL DEVELOPMENT ANIMATORS

CAPDAs support students' personal, social, and community development through activities that promote engagement, wellbeing, and life skills.

UNDERSTANDING THE ENGLISH-LANGUAGE SCHOOL CONTEXT IN QUÉBEC

- English-speaking communities experience higher than average socio-economic vulnerability, including higher rates of poverty.
- Bilingualism and multilingualism are common in some regions, while in others students have limited exposure to French or English outside of school.
- Some schools are located in remote or coastal regions, where access to services in English and English-speaking partners are limited.
- Students from the Black community are a significant part of the student population in many English-language schools, especially in urban areas, and may face intersecting barriers related to race, language, and income.
- As community anchors, English-language schools value partnerships that are equitable, culturally responsive, and attentive to access, cost, language, time, and geography.



PRESENTING TO THE CLC NETWORK IN PERSON OR REMOTELY

TIPS FOR PRESENTERS

01

MAKE IT RELEVANT

Clearly showcase how your work supports students, families, and the community and how it aligns with existing priorities in education, health and/or community vitality.

02

BE CONTEXT-AWARE

Recognize differences in school realities, including socio-economic vulnerability, linguistic diversity, and geographic location.

03

BE PRACTICAL AND ACCESSIBLE

Share concrete examples, realistic next steps, and low-barrier ways schools can engage with your organization.

04

LEVERAGE TECHNOLOGY THOUGHTFULLY

For remote or hybrid presentations, use clear visuals, interactive tools, and flexible formats to engage participants.

05

BE TRANSPARENT ABOUT LANGUAGE CAPACITY

If your organization primarily serves Francophone populations, clearly state up front what is (and is not) currently available in English.

Feeling unsure? Speak to someone at LEARN – we are happy to help.



LEARN can be your bridge to the CLC network

LEARN supports the CLC Network by connecting schools and community-based organizations, providing educational resources and opportunities, and offering continuous professional development.

OUR MISSION

To meet the lifelong learning needs of the English-speaking community of Quebec and contribute to student success and community vitality.

OUR VISION

To be an innovative and collaborative force for the English-speaking educational community of Quebec.

OPPORTUNITIES TO WORK WITH LEARN



LEAD A PROJECT WITH PROVINCIAL REACH

Organizations can collaborate with LEARN to design or deliver initiatives that engage multiple schools or regions.



PARTNER SPOTLIGHT

Join us for an online interview at lunch time. School personnel are invited to attend.

Shine the spotlight on:

- Your organization and its mission
- Your offers of service and how schools can engage

Your organization's services can also be featured in the CLC Brief, helping schools across the network learn about your resources.



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