

Bilan annuel
CSC - Plan d'Action 2025-2026
Submitted September 30, 2025

FINAL Revised : October 21, 2025

OBJECTIVES	STRATEGY	INDICATORS	TARGETS
VOLET 1.1 - FORMATIONS PROFESSIONNELLES POUR LES PARTIES PRENANTES DES CSC			
Increase the knowledge of community development agents (CDAs), school staff, and school boards about the school-family-community approach in order to improve their capacity to take action.	<u>PRT 2025-2026 PD Training for CLC Teams</u> Design, develop, and deliver training workshops that are directly responsive to the needs of CLC teams as identified in the 2024-2025 CLC Year End Surveys, CLC Action Plans and feedback surveys from 2024-2025 PD webinars. PRT Training program will centre around 5 axes of intervention: mental health and wellness, school/family/community approach (family engagement), early childhood, EDI and CLC development	# participants attending PRT PD training workshops by role (CDAs, Principals, SB Reps, Other) # respondents completing a post-training survey # respondents completing the post-training survey giving an average score of 4 (out of 5) or higher. # PD training workshops offered for each axis of intervention	Attendance target of a minimum of 5 participants at each of the PRT PD training workshops 75% of participants attending PRT PD sessions complete the post-training survey to evaluate the level of increased knowledge on the school-family-community approach At least 80% of participants agree/strongly agree in post-session surveys that PD workshops increased their knowledge of the school-family-community approach and addressed their needs. A minimum of 2 training workshops for each axis of intervention
	<u>PRT 2025-2026 PD Training: Two New Pathways</u> PRT will develop and deliver two new training pathways on Family Engagement and Community Service Learning (CSL). These will be made available to both CLC and non-CLC school teams. The Family Engagement pathway will build on the momentum and learning generated from last year's four-part workshop series led by Dr. Debbie Pushor, highlighting the critical role of families as co-educators and partners in student success. The CSL pathway is designed as a teacher engagement resource and a bridge between the Quebec Education Plan (QEP), CLC teachers, and the Community School Approach.	# new training pathways developed and introduced to CLC Network and non-CLC school teams by PRT # schools receiving training from PRT on the Family Engagement pathway # schools receiving training from PRT on the CSL pathway	2 thematic training pathways will be designed and disseminated to CLC Teams by December 2025. 2-3 schools choose to participate in the Family Engagement training pathway 75% of participants attending PRT trainings complete the post-training survey to evaluate the level of increased knowledge on family engagement At least 10 schools receive training on the CSL pathway 75% of participants attending PRT trainings complete the post-training survey to evaluate the level of increased knowledge on Community Service Learning (CSL)
	<u>PRT 2025-2026 PD Training: CLC Development by School Board</u> PRT will offer half to full-day in-person CLC Development training sessions to the school board CLC Teams, in collaboration with the School Board representative(s).	# of school boards requesting PRT deliver a School Board CLC Team meeting # participants attending CLC Team trainings offered by PRT	6 school boards bring CLC teams together for in-person CLC Development training offered by PRT A minimum of 75 CLC team members participate in School Board-wide CLC Team Training sessions facilitated by the PRT 1 post-training survey distributed 6 times to evaluate the level of increased knowledge on the school-family-community approach
VOLET 1.2 Sessions d'orientation au réseau de centre scolaires et communautaires			

Deliver targeted capacity-building programs for both new and experienced Community Development Advisors (CDAs) to strengthen their skills, enhance program delivery, and ensure consistent, high-quality community engagement across all project areas.	<u>Orientation Workshops for New CDAs</u> A limited number of new CDAs have joined the network this year, not enough to host an in-person training (minimum 5 participants required). An alternative plan will be explored for delivering the 2-day New CDA Training. This strategy will remain flexible, with the option to revisit and implement the training should the need arise later in the year. <u>Workshops for Experienced CDAs</u> Address the unique learning needs of the Experienced CDAs, by offering a new 2-day training program. This will replace one of the 2 New CDA trainings in the PRT Entente. Development of 1 training curriculum for Experienced CDAs	# of new CDAs attending the orientation training sessions # of new CDAs feeling equipped to implement their action plan # of Experienced CDAs attending 2-day training Curriculum development completion	Minimum of 3 CDAs (individually) and/or minimum of 2-day training (group) 100% of new CDAs complete a post-training survey to evaluate the level of comfort in implementing their action plan. A minimum of 10 Experienced CDAs attend the new 2-day training offered by the PRT 100% of Experienced CDAs complete the post-training survey and at least 80% of participants agree/strongly agree on a question addressing increase in their knowledge Curriculum for Experienced CDAs finalized by end of Q2 (January 15).
VOLET 1.3 - Ateliers de moins d'une demi-journée pour diverses parties prenantes du réseau éducatif anglophone oeuvrant dans le réseau des CSC			
Increase the knowledge of all stakeholders in the CLC network, CDAs, school staff, parents, transition workers, students, and School Administrators —about the school-family-community approach in order to improve their capacity to take action.	Deliver workshops for parents. These workshops aim to strengthen transitions and enhance support systems for students, families, and school leaders. Collaborate with community and education partners to deliver targeted workshops for parents and families of at-risk student populations, with particular emphasis on key transition points. Themes to be approved by the Liaison DSREA Committee	# parents attending workshops # participating school boards % respondents with positive feedback	Deliver 5 workshops for parents with a minimum of 20 participants per workshop. 100+ Parents attending all 5 workshops Parents from all 9 school boards/CSS du Littoral and AJDS participate in Parent workshops At least 80% of parents gave a favourable rating (agree/strongly agree) in post-session surveys on a question addressing increase in knowledge
	Design and implement training workshops to equip First School Transition Agents with strategies to recognize and build upon the contributions of parents to children's success in school. Content is guided by themes identified by the DSREA Liaison Committee.	# First School Transition Agents attending workshops # participating school boards % respondents with positive feedback	3 workshops delivered to First School Transition Agents, with minimum of 5 FSTs attending each workshop Participation of FSTs from minimum of 4 school boards At least 80% of FSTs gave a favourable rating (agree/strongly agree) in post-session surveys on a question addressing their increase in knowledge
	Collaborate with community partners to deliver a workshop for students in Cycle 2 Secondary who are exploring CEGEP and post-secondary education opportunities.	# of students participating # participating school boards	100+ secondary 4 & 5 students participate in the workshop Students from a minimum of 5 school boards participate in the workshop

	Offer 2 webinars for new and returning CLC principals to equip them with the tools and knowledge to effectively implement and sustain a CLC School. Collaborate with SB Representatives to support principal attendance/participation in PRT webinars. To address low participation rates in Principal PD, PRT to explore developing asynchronous learning opportunities for principals to better meet their learning needs, getting feedback and input from Principals and School Board Reps throughout the process.	# webinars delivered to CLC Principals Workshop at AAESQ Spring Conference # participating school boards % respondents with positive feedback # of potential asynchronous modules identified # principals consulted in development	1 webinar delivered to CLC Principals 1 in-person workshop at the AAESQ Spring Conference (or similar event) Principals from three(3) school boards participate in PRT Principal training sessions. At least 80% of Principals who participated in Principal training webinars gave a favourable rating (agree/strongly agree) in post-session surveys on a question addressing increase in knowledge. Identify at least 2 potential asynchronous platforms or delivery models by year's end for implementation in 2026-2027. Principals are surveyed to determine their asynchronous learning preferences for future PRT training opportunities.
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VOLET 1.4 - Rencontres pour différentes parties prenantes du réseau éducatif anglophone oeuvrant dans le réseau des CSC

Strengthen the CLC Network by creating spaces for networking, peer learning, and collaboration that meet the needs of Experienced CDAs and School Board Representatives.	PRT will support the creation of a Community of Practice (CoP) rather than a Professional Learning Community (focus is different), where Experienced CDAs will come together virtually to learn from one another, exchange experiences, and deepen their knowledge of the Community School Approach. The CoP will address their unique learning needs, reduce their isolation, and build capacity by encouraging collaboration across regions and school boards. Through sharing practical strategies and co-developing solutions to complex community challenges CDAs face in their schools and communities, local projects and activities become shared resources for the network thereby turning individual practice into collective impact.	# of CoP sessions for Experienced CDAs delivered. # of Experienced CDAs actively participating in CoP sessions Feedback from Experienced CDAs on how CoP participation supports their professional growth # CDA CoP planning committee meetings # participating school boards	At least 4 CoP sessions held annually. 70% or more of Experienced CDAs actively engaged in CoP activities. 80% of participants report that the CoP contributed to their learning and practice. CoP Planning Committee, comprising of 3 experienced CDAs, meet at least once a year with PRT to plan the annual CoP strategy. More than 5 different school boards have Experienced CDAs participate in CoP
	Convene the PRT/School Board Representative Committee three times per year, bringing together representatives from the nine English school boards, CSS du Littoral, and AJDS to network, share information, and provide strategic guidance to the PRT. Through this collaboration, ensure that the implementation of the Community School Approach in CLCs is aligned with school board policies, priorities, community needs, and provincial best practices.	Number of meetings held with representatives from the nine school boards, CSS du Littoral, and AJDS. Attendance rate of board representatives at committee meetings. Documented alignment of at least one local initiative with school board goals or best practices.	3 PRT-SB Rep committee meetings convened annually (virtual or in-person). +/- 90% of School Boards participate in the SB Rep committee meetings at least twice during the school year. At least 2 examples per year of best practices or strategies are shared across the School Boards.

VOLET 2 - Outils pour soutenir la mission des Centres scolaires communautaires (CSC)

Strengthen the capacity of CDAs and CLC school teams to engage with students and communities more effectively by providing them with the knowledge, tools, resources, and confidence to deliver relevant and impactful activities and programming.	PRT will deliver a suite of digital learning tools and video capsules that provide CDAs and CLC school teams with accessible, practical, and on-demand learning. These resources will equip users with the knowledge, skills, and tools they need to strengthen CLC capacity, enhance student learning, and deepen community engagement in schools. Suggestions from year-end surveys contribute to development of tools and videocapsules.	# digital tools focused on helping CDAs do their job better # digital tools focused on supporting CLC teams in the promotion and development of the community school approach # video training capsules produced to support CLC development. Plan developed for dissemination, promotion and training of digital resources for 2026-2027	Develop and finalize 10 digital tools for CDA development, published/available on the LEARN website by June 30, 2026 Develop and finalize 10 digital tools for CLC teams, published/available on the LEARN website by June 30, 2026 Develop and finalize 3 video training capsules for the CLC network in collaboration with subject experts, published/available on the LEARN website by June 30, 2026 By June 2027, PRT will design and implement a dissemination and promotion plan that integrates at least 80% of the digital tools and video capsules into ongoing professional development offerings.
On the LEARN website, make tools, resources, video clips, etc. available to the various stakeholders in the CSC network.	Maintain the CLC Website, ensuring all content, resources, and updates are accurate, timely, and reflective of current programs and activities. LEARN will host and maintain the PRT/CLC website as part of the LEARN platform, while PRT ensures the site is regularly updated with upcoming professional development opportunities, tools, resources, and partner/grant information, and actively shares these updates with the CLC network on an ongoing basis.	Frequency of website updates with new content (PD sessions, tools, resources, partner/grant opportunities)	Website updated at least monthly, with urgent/priority updates (e.g., new PD session dates or grant deadlines) posted within 5 business days.
VOLET 3 - Expertise-conseil par le biais d'accompagnement			
To strengthen the capacity of CLC (Community Learning Center) Schools by providing consulting, coaching, and accompaniment that enables CLC Teams to effectively implement the CLC Approach, develop actionable strategies, and foster sustainable community impact.	PRT will provide coaching, mentoring, consulting, and accompaniment support, as requested by CLC teams, to strengthen CLC team capacity and leadership. Support will be tailored to each school's context, including skills development, program design, and partnership building. PRT will support the development and implementation of CLC Action Plans with clear goals, success indicators, and ongoing follow-up to ensure alignment with each school's mission and community priorities. PRT supports CDAs in tracking and monitoring through the CLC Online Journal.	Level of Improvement of CLC Teams with PRT's accompaniment (End of year surveys and feedback) # of CDAs receiving mentorship or accompaniment support PRT connects with all new Principals # SB Reps requesting support from PRT # of training sessions, one-on-one coaching, technical support provided to CDAs on completing the Online Journal and CLC Action Plan.	At least 85% of CLC Teams report having improved their capacity to implement the CLC approach, their action plan, etc, with PRT's accompaniment in end of year surveys. 80% of the total of CDAs receive direct mentorship or accompaniment support from PRT within the year. 100% of New Principals are in contact with the PRT at least twice a year. At least 50% of School Board Reps request support/guidance from PRT during the year. Delivery of at least 3 support sessions per year to support CDA completion of the Online Journal and CLC Action Plans.
To strengthen and expand partnerships with community organizations in order to enhance the support and services offered to CLCs	PRT's strategy is to grow and strengthen partnerships that support the CLC Network's capacity and reach. This will be accomplished by: - Representing the Network at community tables and consultations, promoting the CLC Network and staying informed about available community resources. - Continue to work closely with current partners while also exploring new collaboration opportunities. - Formalize at least one new partnership agreement. - Offer orientation sessions on the CLC approach for partners as needed, collect information about grants and partnership opportunities to share with the CLC Network.	# of community tables, consultations, or networks where PRT is present and contributing. # of new formal partnership agreements signed # of orientation sessions on the CLC Approach delivered to partner organizations # of funding/partnership opportunities circulated to the CLC Network	PRT actively participates in a minimum of 6 community tables and/or consultations during the year. Minimum of 1 new partnership agreement signed At least 5 CLC Approach orientation sessions held with partner organizations Monthly dissemination of partnership/funding opportunities through CLC Network Update
VOLET 4 - Plans d'action, bilans, rapports			

Report on activities and share results with stakeholders through the development of an annual End-of-Year Report reflecting on involvement, indicators, targets and strategy effectiveness for the year.	Develop and disseminate annual surveys each June to CLC teams (CDAs, CLC Principals, SB Reps). Share survey results with the SB Rep committee to inform the next year's Action Plan. Submit three Action Plan progress reports (<i>Bilan</i>) annually to DSREA. Post the finalized PRT Action Plan and End-of-Year Report on the LEARN/PRT website for transparency and accessibility.	# surveys dissiminated to the CLC network (CDAs, CLC Principals, SB Reps) # surveys completed by CLC Network (CDAs, CLC Principals, SB Reps) # DSREA Progress reports submitted each year PRT Action Plan developed and posted on LEARN/CLC Website. PRT End-of-Year Report is developed and posted on the LEARN/CLC website.	Three (3) year-end surveys developed and disseminated to CDAs, CLC Principals, SB Reps 100% of active CDAs complete the PRT year-end survey 100% of SB Reps complete the year-end survey (1 per school board) 20% of CLC Principals complete the year-end survey 3 DSREA Progress reports (<i>Bilan- Tableaux d'avancement des travaux</i>) submitted by PRT 1 PRT Action Plan developed and submitted to DSREA. Uploaded to LEARN/CLC website when approved. 1 PRT End-of-Year Report developed and uploaded to LEARN/CLC website when approved.
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