



ROLES AND RESPONSIBILITIES: CLC Team Members, School Boards and LEARN's Provincial Resource Team

Community Learning Centres are Community Schools dedicated to the creation and maintenance of school-community partnerships that can facilitate access to a range of services and activities, during and after the school day, to help meet the needs of students, their families and the wider community.

Well integrated CLCs tend to have clear and complementary relationships established between the CLC and school board. This includes a clear conceptual understanding of the relationships between the entities of CLC, school, and school board and how they can fit together, as well as a clear understanding of the individual roles of the school board representative(s), CLC school principal(s), Community Development Agent (CDA), and Provincial Resource Team (PRT).

Document Updated: September 2022

School Board Representative

The School Board Representative role is to be the liaison between the school board, its various departments, the CLC school team, and LEARN's Provincial Resource Team (PRT). Ensuring that the CLC action plans are aligned with the School Board's Commitment to Success plan is an important component of the role.

The role of the School Board representative is to:

- Advise and keep the Director General informed about any matter relating to the school board's CLCs and the CLC network.
- Create a place in the school board where CLC-related information is consistently circulated (i.e. a standing item at Council of Commissioner meetings, a regular blurb in the school board newsletter, or a CLC section on the school board website).
- Advocate for the CLCs and the CDAs at the school board level and in the community.
- Provide assistance in identifying services, programs and activities that may achieve the aims of the CLC Approach/community school philosophy, particularly as they relate to the school's Educational Project and the School Board's Commitment to Success Plan.
- Bring CLC principals together as a team throughout the year.
- Organize CLC team meetings to ensure consistent and ongoing communication.
- Ensure accountability from the CDAs. School Board Representatives should receive and review the CDA's online monitoring report three times a year. Providing feedback/comments on the report is encouraged.
- Help the principal(s) and the CDA to work together so they can establish clear and collaborative roles.
- Participate in PRT/School Board Representative meetings (3 per year).
- Celebrate CLC successes. CLCs do great work that is hard to measure or quantify. Discover positive stories and share them. Connect CDAs with the School Board Communications department.
- When there is turn-over in positions of leadership at the CLC school (i.e. Principal, Vice Principal) , help new employees understand and support the CLC philosophy (single site and/or multi-extended sites).
- Meet with Finance & Human Resource departments at the School Board to ensure they understand their responsibilities for invoicing and personnel.

Role of School Board Senior Management and Departments (Educational Services, Complementary Services, Finance Department, Human Resources Department)

ALL school board departments play a supporting role to CLC teams, including Senior Management, Educational Services, Complementary Services, Finance and Human Resources.

School Board Representatives are required to submit a detailed report to the *Direction du soutien au réseau éducatif anglophone* at the end of each fiscal year. This report, signed by both the School Board Representative and the Director General, includes details concerning:

- The role and job classification of the Community Development Agents (CDA) in the school board.
- The number of weeks each CDA works throughout the school year, the number of hours each CDA works each week.
- Details about the financial support from the MEQ/Entente Canada-Quebec.
- Details concerning any additional investment from the School Board to support CLC development, including what it covers.

As the School Board Representative is the liaison between the School Board and the CLC Teams in each school, support from other School Board departments is required to ensure the School Board Representative is able to complete their annual reporting requirements to the MEQ.

Senior Management / Educational Services / Complementary Services:

- Personnel understand/support the role of the school board's community schools and the impact they have on student success.
- Facilitate access to services/resources/projects in the various school board departments for CLC teams.
- Contribute to the alignment of School Board, Ministry of Education (MEQ) and CLC goals.

Finance:

- Personnel understand/support the role of the school board's community schools and the impact they have on student success.
- Collaborates annually with School Board Representative(s) to ensure relevant and accurate financial information is available to enable the completion of year-end DSREA reporting documents.

Human Resources:

- Personnel understand/support the role of the school board's community schools and the impact they have on student success.
- Collaborates with the School Board Representative(s) on:
 - the recruitment of CLC personnel,
 - application of/adherence to collective agreements related to CLC staff, where applicable
 - ensures the coordination of human resource information is available to enable the completion of year-end DSREA reporting documents.

CLC Principal

Being a CLC principal is a shift from the traditional principal leadership style to a more community-based, collaborative leadership style. Empowerment, shared leadership, trust, flexibility, versatility, innovation, capacity building, and sustainability are all commonplace in the vocabulary and daily work of a CLC Principal.

There are **two** types of CLC Principals:

- ✓ Principal of a Single-Site CLC (only 1 school associated with the CLC).
- ✓ Part of a Team of Principals in a Multisite/Extended Model CLC (2 or more schools).

The role of the CLC Principal in ALL CLC schools is to:

- Collaborate with the CDA and the various community partners to develop a school culture that engages families & community.
- Work with the school board to ensure the school is open and welcoming to the community. Addressing school board policies that may need to be modified to facilitate being a CLC school - i.e. who can access the school and who is accountable for what?
- Help teachers and the CDA make connections to the QEP. Encourage teachers and CDA to work together.
- Include the CDA in school staff meetings to encourage effective collaboration - they are important staff members.
- Ensure the CDA has appropriate working conditions: flexibility to attend events in the evening and partnership table meetings during the day, a quiet space within the school to work from, and access to teachers and other school staff.
- Provide feedback and hold regular meetings with the CDA. A tool is available from the PRT to help with this.
- Participate in the development of the CLC annual Action Plan/Theory of Change with the CDA. Ensure alignment with the school's Educational Project and the school board's Commitment to Success Plan.
- Attend CLC training sessions when offered to principals by the Provincial Resource Team (PRT).
- Participate in CLC Team meetings when requested by the School Board Rep.
- Ensure the CDA's Online Activity Journal is completed three times a year. This report is shared with you, the School Board Representative and the PRT. Providing feedback on this report to the CDA is encouraged. These reports are required by the MEQ.

Additional Responsibilities of Principals in a Multisite/Extended Model CLC School

- Read the report and recommendations published by the PRT on [Extended Model CLCs](#).

- Determine 'lead' principal for CLC team - ideally in the school where the CDA spends majority of their time.
- Form a 'leadership team' responsible for the development and oversight of the CLC, consisting of School Principals (or VP if holding the CLC dossier), School Board Representative and CDA(s). Additional support can be provided by the PRT.
- Assign a liaison or committee from each extended school site to coordinate with the CDA. This can be a lead teacher or a professional who is regularly in contact with staff and administration.
- Principals of Multisite/Extended model CLCs meet 'regularly' with the School Board Representative.
- Ensure good communications are established and maintained between all CLC schools.

Community Development Agent (CDA)

A Community Development Agent (CDA) is responsible for developing partnerships, sitting on local development tables, planning, implementing, monitoring, and evaluating the strategies in the CLC school Action Plan/Theory of Change to support programs in the areas of academic enrichment, recreation and health and well-being for students, parents and the English-speaking community.

The type of community school models will influence the access to, and presence of, a CDA in a particular CLC school:

- ✓ *CDA of a Single-Site CLC (only 1 school associated with the CLC).*
- ✓ *CDA of a Multisite/Extended Model CLC (2 or more schools).*

The role of the Community Development Agent is to:

- Develop the annual CLC Action Plan in collaboration with the CLC School Principal(s), ensuring alignment with the school's Educational Project and the School Board's Commitment to Success Plan.
- Collaborate with community partners to address school and community needs in support of common outcomes.
- Participate in local community development roundtables (tables de concertation) that correspond to objectives in the CLC Action Plan/Theory of Change.
- Facilitate effective communication practices between the CLC school(s), internal stakeholders (students, staff, parents) and external stakeholders (community partners, local businesses, local roundtables, higher learning institutions, etc).
- Report to the CLC School Principal (lead Principal if multi/extended model CLC).
- Complete online Activity Report three times a year. PDF copies of reports are to be sent to the Principal(s), School Board Representative and PRT. These reports are required by the MEQ and the PRT.
- Prepare monthly reports for Governing Board meetings. If CDA is not present during Governing Board meetings, assign a spokesperson to present the CLC report.
- Participate in school staff meetings.
- Provide leadership, support, and growth opportunities for staff, volunteers, and community partners.
- Participate in training and networking opportunities offered by the PRT.
- Share effective practices with others in the CLC network.

Provincial Resource Team (PRT)

LEARN's PRT works with regionally and provincially mandated organizations to generate resources, programming and funding opportunities for schools belonging to the CLC network. The PRT advocates for the CLC Initiative as a whole, enabling all CLCs, schools and school boards to benefit from greater recognition and community support.

The role of the PRT is to:

- Support School Boards (School Board Representatives) and Schools (CDAs, Principals, Teachers) in the development of their CLCs.
- Provide continuous professional development and capacity building to CLC teams:
 - Resource & tool development
 - Networking opportunities among CLCs and/or partners
- Pursue research and development activities:
 - Monitoring, data collection/analysis & evaluation
- Advocate for and contribute to the development of provincial expertise on community schools.