



GLOSSARY



Theme / Topic	Term	Acronym	Short Definition	Long Definition
CLC Essentials	Community Learning Centre / CLC Community School	CLC	A school implementing the CLC community-school approach.	A public school (or group of schools) in Québec that acts as a community school; a hub where education, families, and community partners collaborate to improve student success and community vitality through partnerships and programming.
CLC Essentials	CLC Approach / Community School Approach		A way of organizing schools as hubs for learning and community collaboration.	An educational and community development model in which schools act as hubs bringing together educators, families, community organizations, and services to support student success and community vitality.
CLC Essentials	Community Development Agent(s)	CDA(s)	A person or team carrying responsibility for implementing the CLC Action Plan, regardless of official title.	A CDA (person or team carrying responsibility for implementing the CLC Action Plan, regardless of official title) works with the school's Leadership Team to build relationships, develop partnerships, coordinate programming, and align activities with the Educational Project and School Board Success Plan. The term CDA can also refer to school staff coordinatng school-community partnerships on behalf of the school.
CLC Essentials	Models of CLC Structure		Ways CLCs are organized across school boards.	CLC structures include Single Site and Multisite models, defining how CDAs and administrators collaborate across one or more schools. See SS-CLC and MS-CLC for additional details.
CLC Essentials	Single-Site CLC	SS-CLC	A CLC model where one school is supported by one Community Development Agent (CDA).	A Single-Site CLC is a model in which one school building is supported by one CDA. The school serves as a hub for educational and community activity and is often the only English-language education institution in the community. Partnerships are developed with local organizations and businesses to provide resources and services that support students, families, and community members of all ages.
CLC Essentials	Multisite CLC	MS-CLC	A collaborative CLC model where two or more schools share one Community Development Agent.	A CLC model in which two or more schools, often feeder or sister schools, are supported by one CDA. Schools in this model share a common vision and offer complementary activities and programming. The MS-CLC expands collaboration with external stakeholders and increases access to financial and community resources, as the CDA represents a larger number of families and community members at local development tables. Multisites were previously referred to as Extended Model CLCs.
CLC Essentials	Hub School		The central school in a MS-CLC that coordinates partnerships and shared activities across multiple schools.	In the MS-CLC, the Hub School is the school where partnerships, resources, and shared initiatives are anchored. The Hub School often hosts CLC activities, meetings, and community partnerships that serve multiple connected schools (feeder or sister schools). The CDA works closely with school administrators and partners to ensure alignment across sites, support consistent communication, and maximize access to services and opportunities for students and families across multiple CLC schools.
CLC Essentials	Online Journal	OJ	Provincial reporting and planning platform for CLCs.	Online tool documenting activities, partnerships, participation, funding, and outcomes. Supports triannual reporting and accountability. Used to be called the Online Monitoring Report (OMR).
CLC Essentials	CLC Action Plan	AP	Strategic plan guiding CLC priorities and activities.	A living planning document outlining priority goals, initiatives, timelines, and responsibilities. It aligns with the Educational Project and School Board Success Plan and is updated through the Online Journal.
CLC Essentials	CLC Leadership Team		Core leadership group guiding CLC implementation.	The CLC Leadership Team includes the Principal/Vice-Principal, CDA, and School Board Representative. This team is responsible for day-to-day operations, including planning, partnership development, programming, and evaluation. In MS-CLCs this can also include other staff members.
CLC Essentials	Provincial Resource Team	PRT	LEARN's province-wide support team for the CLC network.	The PRT provides professional development, coaching, tools, and networking opportunities to CDAs, administrators, and partners, aligning CLC work with ministry priorities. The PRT also works with provincially-mandated organizations to mobilize resources and create programming opportunities in support of student success and community vitality.
CLC Essentials	School Board Representative	SB Rep	Lead(s) for CLC dossier in a school board.	The SB Rep oversees CLC implementation across the school board's participating schools, supports CDAs and administrators, liaises with LEARN (Leading English Education and Resource Network) and DSREA (Direction du soutien au réseau éducatif anglophone), and ensures alignment with board and ministry priorities.



GLOSSARY



Theme / Topic	Term	Acronym	Short Definition	Long Definition
CLC Essentials	Table de concertation / Partnership Table / Community Roundtable/ Instances régionales de concertation	IRC	Regional or municipal collaboration forum.	A multi-sector partnership table where organizations collaborate on shared community outcomes. CDAs participate to align school priorities with broader initiatives and inform the community about the school's needs and priorities.
CLC Essentials	Stakeholder(s)		An individual or organization with a vested interest in CLC outcomes.	Any individual, group, or organization that has an interest in, is affected by, or can influence the planning, implementation, or outcomes of CLC initiatives. Stakeholders may refer to students, parents, school staff, administrators, community partners, school boards, funders, and organizations.
CLC Essentials	CLC Operations Manual		Central reference document for CLC operations.	A locally maintained document consolidating key information needed to operate and sustain a CLC, particularly useful for MS-CLCs and during CDA transitions.
CLC Essentials	CLC Framework		Model guiding CLC development.	Outlines key components and stages needed to implement and sustain the Community School approach.
CLC Essentials	CLC Self-Assessment Rubric		Tool for reflecting on CLC implementation.	A reflective tool used by CLC Teams to assess progress, identify strengths and gaps, and guide next steps.
CLC Essentials	Official-Language Minority Communities	OLMC	Communities whose first official language spoken is the minority language in their province or territory.	Official-Language Minority Communities (OLMCs) are communities whose primary official language is in the minority within their province or territory (English speakers in Québec & French speakers outside Québec). Recognized under the Official Languages Act, OLMCs are supported through federal policies and funding aimed at strengthening community vitality. In the CLC context, the English-speaking Community of Québec (ESC) is an OLMC, and this status informs planning, partnerships, and access to funding that supports student success and community development.
CLC Essentials	Institutional Completeness		Systems, partnerships, and access to services.	The extent to which a community has access to the institutions, partnerships, services, networks, and spaces needed to support its long-term development, well-being, identity, and vitality. It includes both formal and informal collaborations between schools, organizations, municipalities, businesses, families, and community groups that help meet the educational, social, cultural, health, and civic needs of the community.
Planning, Evaluation & Reporting	Theory of Change	ToC	A planning and evaluation method used to guide CLC decision-making and adaptation.	A planning and evaluation method that helps CLCs and their partners think intentionally about how their work leads to meaningful change. It combines planning and evaluation by clarifying goals, identifying key activities and partnerships, and explaining how and why these are expected to lead to desired outcomes.
Planning, Evaluation & Reporting	Preconditions		Foundational conditions for CLC success.	Organizational, relational, and structural conditions needed for effective implementation, including leadership support and alignment with school priorities.
Planning, Evaluation & Reporting	SMART Goals	SMART	Goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.	Goals that are Specific, Measurable, Achievable, Relevant, and Time-bound, designed to provide clarity, focus, and accountability in planning and evaluation. They help CLC teams define intended outcomes, track progress through measurable indicators, and adapt strategies based on evidence.
Planning, Evaluation & Reporting	Deliverables		Expected outputs of a project.	Specific outputs or products promised as part of a project or funding agreement.
Planning, Evaluation & Reporting	Asset Mapping		Identification of community strengths and resources.	The process of identifying and documenting community organizations, skills, and resources.
Planning, Evaluation & Reporting	Needs Assessment		Process for identifying school and community needs and priorities.	A collaborative process using qualitative and quantitative data to identify gaps, prioritize needs, and inform planning.
Planning, Evaluation & Reporting	Areas of Focus	AoF	Key priority areas guiding CLC work.	Priority domains that guide planning, partnerships, funding, professional development, and evaluation across the CLC network.
Planning, Evaluation & Reporting	Communicating Impact		Sharing evidence of CLC outcomes.	Involves sharing qualitative and quantitative evidence through stories, reports, and data summaries with stakeholders.
Planning, Evaluation & Reporting	Indicator		Measure of progress.	A measurable sign that a program or activity has achieved its intended results.
Planning, Evaluation & Reporting	Measuring Success		CLC approach to monitoring progress and impact.	Includes data collection, reflection, self-assessment, Online Journal reporting, and communicating outcomes.
Planning, Evaluation & Reporting	Qualitative Data		Non-numeric information.	Descriptive information such as interviews, focus groups, and observations.



GLOSSARY



Theme / Topic	Term	Acronym	Short Definition	Long Definition
Planning, Evaluation & Reporting	Quantitative Data		Numeric information.	Numerical information such as survey results, participation counts, and statistics.
Planning, Evaluation & Reporting	Adaptive Cycle / Eco-Cycle Evaluation		A formative evaluation tool used to assess and adapt CLC activities, programs, and partnerships.	A formative evaluation approach used in CLCs to assess the current state of activities, programs, and partnerships and to plan next steps. It encourages ongoing adaptation, innovation, and intentional decision-making to make space for new growth.
Governance & Structure	CLC Steering Committee / Community Connections Committee		A leadership group that provides strategic direction and oversight for a CLC.	A leadership body that provides strategic guidance, oversight, and accountability for the implementation of the CLC approach particularly in MS-CLCs. The committee typically includes representatives from school administration, the CDA, a school board representative, community partners and parent representatives. The committee also helps ensure sustainability of CLC initiatives.
Governance & Structure	Commitment to Success Plan	C2S	The school board's strategic plan for student success.	Outlines a school board's priorities, targets, and strategies. CLC work must align with this plan.
Governance & Structure	Educational Project	EP	The school's official plan outlining goals and priorities.	A Ministry-mandated document outlining a school's objectives, priorities, and strategies to improve student success. CLC initiatives align with this document.
Governance & Structure	Governing Board	GB	A decision-making body responsible for school governance.	A formal decision-making body within Québec schools that includes representatives of parents, school staff, the principal, and the community. The Governing Board oversees key aspects of school governance, including approving the Educational Project, policies, and certain activities.
Governance & Structure	English-speaking Community of Québec	ESC	English-speaking community of Québec	The diverse population of individuals, families, and communities whose primary language of communication is English and who live in Québec.
Governance & Structure	Socio-Economic Status	SES	Measure of social and economic conditions.	A measure of social and economic conditions used to understand community context and plan equitable supports.
Governance & Structure	Indice de milieu défavorisé	IMD	Index of socio-economic disadvantage.	A Québec government index measuring levels of socio-economic disadvantage in schools. Formerly called NANS (New Approaches, New Solutions).
Governance & Structure	Partnership Agreement		Formalized school-community partnership document.	Outlines shared goals, roles, responsibilities, and expectations between a CLC and a partner to support sustainable collaboration.
Governance & Structure	Memorandum of Understanding	MOU	A non-binding partnership agreement.	Outlines shared intentions, roles, and responsibilities between a school/CLC and a partner. Less formal than a partnership agreement.
Programs, Frameworks & Guides	Québec Education Program	QEP	The provincial curriculum framework for Québec schools.	Provincial curriculum framework established by the Ministère de l'Éducation outlining learning areas, subject content, competencies, and educational aims for students. In the CLC context, the QEP provides the academic foundation that guides teaching and learning, while CLC initiatives support and enrich the development of QEP competencies and overall student success.
Programs, Frameworks & Guides	Adult Education	Adult Ed	Education programs for adult learners.	Educational programs designed for adults to complete schooling and/or upgrade skills.
Programs, Frameworks & Guides	Vocational Education	Voc Ed	Career-focused education and training.	Provides practical, skills-based training that prepares learners for specific trades or careers.
Programs, Frameworks & Guides	Work-Oriented Trainging Program	WOTP	A program is designed to provide students with a gradual transition into work and community life	A secondary-level educational pathway designed for students with special needs who benefit from practical, hands-on learning. The program focuses on developing work skills, autonomy, and employability through school-based learning, workplace experiences, and community involvement.
Programs, Frameworks & Guides	Anti-Bullying and Anti-Violence Plan	ABAV	A school plan outlining measures to prevent and address bullying and violence.	A required school plan that outlines policies, procedures, and actions to prevent, address, and respond to bullying and violence. CLC initiatives related to social-emotional learning, mental health and wellness, family engagement, and community partnerships can complement and reinforce the goals of the ABAV Plan.
Programs, Frameworks & Guides	Community Vitality Framework		Framework for the Vitality of Official-Language Minority Communities (OLMC)	A framework developed by Canada Heritage to foster a common understanding of what is meant by "the vitality of an official language minority community". It is a tool that can be useful to various stakeholders who seek to better understand vitality issues, to better guide interventions and to explain their relevance.
Programs, Frameworks & Guides	Early Childhood Education	ECE	Education and care for children aged 0-5 in the community context and 3-5 in the school context.	Learning and development opportunities from birth to school entry, emphasizing early learning and family engagement. In some cases the age range spans 0-8 depending on the partners and funding sources.



GLOSSARY



Theme / Topic	Term	Acronym	Short Definition	Long Definition
Programs, Frameworks & Guides	First School Transition	FST	Transition into preschool (K4/K5).	Supports children and families moving into school through coordinated school and community services. Some school boards have an FST Agent who supports schools with the First School Transition.
Programs, Frameworks & Guides	Volet Parents / Parent Component		A parent engagement component within K4 that supports families as partners in children's development and school success.	A core element of the Preschool Cycle Program consisting of a series of 10 parent meetings for families of children in K4 and emphasizing collaboration between families, schools, and community partners. The Parent Component supports parents in their role as their child's first educators and helps children experience a positive and confident transition into school.
Programs, Frameworks & Guides	Social Emotional Learning	SEL	Development of social and emotional competencies.	Focuses on Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
Programs, Frameworks & Guides	Community Service Learning	CSL	Authentic learning approach combining curriculum and community service.	A project-based, authentic learning approach in which students apply curriculum knowledge to real-world community needs.
Programs, Frameworks & Guides	Wellness Innovation Lab	WIL	School-based initiative created to engage youth in developing Social and Emotional Learning (SEL) competencies and develop wellness initiatives to pilot in their school.	A school-based initiative designed to engage youth in developing SEL competencies while actively contributing to the design and testing of wellness initiatives within their school. WIL brings together students, school staff, and community partners to co-create, pilot, and reflect on innovative approaches to mental health and well-being.
Outcome Area	Family and Parent Engagement	FE	Active involvement of families in school life.	Practices and strategies that engage families as partners in student learning, school decision-making, and school community life.
Outcome Area	Education for Truth and Reconciliation	T&R / Ed4T&R	Education that advances understanding of Indigenous histories and reconciliation.	Refers to learning approaches, initiatives, and practices that promote understanding of Indigenous histories, cultures, perspectives, and the impacts of colonialism, including the legacy of residential schools. Education for T&R supports reconciliation by fostering respectful relationships, addressing systemic inequities, and integrating Indigenous perspectives into school-community partnerships, programming, and engagement.
Outcome Area	Equity, Diversity and Inclusion	EDI	Promoting inclusive and equitable school communities.	Approaches that value diversity, address systemic barriers, and promote belonging and fairness for all.
Outcome Area	Mental Health and Wellness	MHW	Supporting emotional and psychological well-being for students and/or staff and/or community.	Initiatives and partnerships that promote mental health, resilience, and access to resources.
Education Subject Areas	English Language Arts	ELA	Programs and activities focused on the use of the English language.	The English Language Arts program in Québec emphasizes the use of language for communicating, learning and living in a pluralistic society.
Education Subject Areas	French Second Language / Français Langue Seconde	FSL / FLS	Programs and activities that support the learning of French as a second language for students in English-language schools.	Programs, learning experiences, and community-based opportunities that support students in developing French language skills in English-language schools. FSL contributes to student success, social inclusion, sense of belonging, and community vitality by strengthening students' ability to participate fully in Québec society.
Education Subject Areas	Science, Technology, Engineering, Arts, and Mathematics	STEAM	An educational approach that integrates the arts into the traditional STEM (Science, Technology, Engineering, Math).	An interdisciplinary approach to learning that integrates science, technology, engineering, arts, and mathematics into a cohesive and interconnected curriculum to prepare students for the complex and rapidly changing world by fostering critical thinking, creativity, collaboration, and problem-solving skills.
Learning & Engagement	Professional Development	PD	Learning opportunities that build knowledge, skills and capacity.	Structured learning opportunities that support the growth of CDAs, school and board staff, administrators, and partners.
Learning & Engagement	Webinar		An online learning session with limited interaction.	An online professional development session where participants usually keep cameras off and interact through chat, polls, or Q&A. Webinars are commonly used to share information, introduce concepts, or provide updates.
Learning & Engagement	Workshop		An interactive, hands-on learning session.	A workshop emphasizes active participation through hands-on activities, discussion, and practice to deepen understanding. It can be in-person or online.
Learning & Engagement	Peer Learning Community	PLC	A group that learns together through shared experience.	A group of individuals who meet regularly to share experiences, reflect on practice, and learn from one another.
Learning & Engagement	Community of Practice	CoP	A group connected by a shared role or interest.	A group of people who share a common role or area of interest and deepen their knowledge through ongoing interaction, collaboration, and shared problem-solving.



GLOSSARY



Theme / Topic	Term	Acronym	Short Definition	Long Definition
Partners: Community	Municipalités régionales de comté	MRC	Regional municipal governance structures in Québec.	Regional governance bodies in Québec responsible for land-use planning, regional development, and coordination of municipal services. They often host community roundtables / tables de concertation on topics that reflect the needs and priorities of a region.
Partners: Community	Centre intégré de santé et de services sociaux	CISSS	Regional public body providing health and social services.	Regional health and social services organization responsible for delivering front-line services such as mental health support, family services, youth services, and psychosocial support through CLSCs and affiliated services. There is often a Community Organizer appointed as liaison with schools and community organizations.
Partners: Community	Centre intégré universitaire de santé et de services sociaux	CIUSSS	Regional health and social services organization linked to a university.	Provides the same front-line health and social services as a CISSS, while also contributing to research, training, and university-affiliated expertise. There is often a Community Organizer appointed as liaison with schools and community organizations.
Partners: Community	Community Health & Social Services Network	CHSSN	A provincial network improving access to health and social services for English-speaking communities.	CHSSN is a provincial network that works to improve access to health and social services for English-speaking communities in Québec. It supports research, data collection, community mobilization, and partnership development. CHSSN and its regional partners are key collaborators in CLC health, wellness, and community development initiatives.
Partners: Community	Network and Partnership Initiative	NPI	Regional organizations supporting English-speaking communities through collaboration.	NPIs are regional organizations within the CHSSN network that support English-speaking communities by coordinating services, facilitating partnerships, and strengthening community development. NPIs often act as connectors between schools, health and social services, and community organizations in CLC regions.
Partners: Community	Regional Development Network	RDN	A regional network that coordinates partners and initiatives to support community development.	A provincial nonprofit organization dedicated to enhancing socio-economic development for English-speaking communities across the province of Québec. RDN collaborates with federal, provincial, and municipal governments as a way to represent its network's needs and challenges and to create projects and partnerships.
Partners: Community	Talking. Advocating. Living in Québec	TALQ	A provincial advocacy organization for English-speaking Québécois. Formerly known as the QCGN.	TALQ is a provincial organization that advocates for the vitality, participation, and rights of English-speaking Québécois. It supports civic engagement, leadership development, research, and policy dialogue.
Partners: Community	Entente Canada–Québec	ECQ	Federal–provincial agreement that funds programs supporting Québec's English-speaking community.	A federal–provincial agreement between the Government of Canada and the Government of Québec that provides funding to support the development and vitality of Québec's English-speaking community. Provides funding to support English-language education and initiatives via provincial institutions and organizations.
Partners: Education	English Language Arts Network	ELAN	A provincial organization connecting schools with arts and culture.	ELAN offers annual grants and connects artists, cultural organizations, and schools to support arts-based learning and cultural engagement. They offer ArtistInspire grants to schools.
Partners: Education	Leading English Education and Research Network	LEARN	A provincial organization supporting English-language education and community vitality in Québec.	A provincial non-profit organization that supports the English-language education network through professional development, resources, research, and community partnerships.
Partners: Education	Ministère de l'Éducation du Québec	MEQ	Québec's Ministry of Education.	Provincial body responsible for policy, funding, and oversight in Education.
Partners: Education	Direction du soutien au réseau éducatif anglophone	DSREA	MEQ branch supporting English-language education.	A division of the MEQ that works closely with the English-language education network and plays a central role in overseeing the management of ECQ education funding.
Partners: Education	Centre of Excellence	CoE	A team or an entity that provides best practices, research, support, and/or training for a focus area.	A Centre of Excellence supports professional learning, research, and innovation within Québec's English education sector. CoEs contribute tools, training, and evidence-based practices that strengthen community school implementation, planning, and sustainability on the themes each one supports.
Partners: Education	Inclusive Education Services	IES	A network with a mission to foster equitable, accessible, and supportive learning environments for every student through collaboration, professional learning, and research-informed practice.	Comprised of Québec's seven Centres of Excellence and partner organizations (CLC and IMD) to promote inclusive practices, provide professional learning, and support schools in meeting the diverse needs of all learners. Each centre/partner contributes unique expertise while working collaboratively to strengthen capacity across the province.



GLOSSARY



Theme / Topic	Term	Acronym	Short Definition	Long Definition
Partners: Education	Administrators of Complementary Educational Services	ACES	A committee focusing on special education, student services, and supporting the diverse needs of learners.	A professional group within the English school boards of Québec, often operating as a subcommittee of the Association of Directors General of English School Boards of Québec (ADGESBQ). This group focuses on special education, student services, and supporting the diverse needs of learners within the English public education system.
Partners: Education	Special Needs Network of Anglophone Professionals	SNNAP	A provincial network for English-language special education and inclusive practice professionals.	A network of English-language special education and inclusive education professionals that share expertise, discuss special education topics, and build collaborative professional networks. SNNAP provides opportunities for consultants, resource teachers, and support staff to collaborate, learn from one another, and align practices in support of inclusive education for students with diverse learning needs.
Partners: Education	Special Needs Advisory Committee	SNAC	A local committee advising on services for students with special needs.	A consultative body at the local level that advises school boards on services and supports for students with special needs. SNAC can inform inclusive practices, partnerships, and initiatives that support equity, accessibility, and student well-being.
Partners: Education	Directors of English Education Network	DEEN	A committee that sets the path for teaching in Québec's English public schools, with various sub-committees for different subjects and student levels.	A committee that pedagogical leadership for Québec's English public schools, overseeing various subject-specific sub-committees to support teachers and improve English education across the province.
Partners: Education	English Parents' Committee Association	EPCA	A provincial association representing parents in Québec's English-language school system.	A provincial organization that represents and supports parents of students in Québec's English-language school system. EPCA advocates for parent voice, provides information and training, and works with school boards and partners to promote student success and strong school-family relationships.
Partners: Education	Parent Participation Organization	PPO	A parent committee focused on parent involvement in the school.	A parent committee that promotes involvement of parents in school life. The PPO represents parents' interests, supports communication between families and the school, and encourages participation in school activities. The PPO is an optional entity, which exists according to the will of a school's parents to create it.
Partners: Education	Québec Federation of Home and School Associations	QFHSA	A provincial federation supporting Home and School associations.	A provincial organization that supports Home and School associations across Québec. QFHSA provides training, resources, advocacy, and networking opportunities to strengthen parent involvement and collaboration between families and schools.
Partners: Education	Home and School Association	H&S	A non-profit organization made up of parents that supports school life and student success.	An independent, incorporated, not-for-profit, volunteer organization dedicated to enhancing the education and well-being of children. H&S groups may also play a role in fundraising, communication, and supporting parent participation in school initiatives. The membership is open to anyone in the community, regardless whether they are parents or not. Local H&S groups can apply to become members of the Québec Federation of Home and School Associations (QFHSA).
Partners: Education	Leadership Committee for English Education in Québec	LCEEQ	A professional network supporting English-language education in Québec.	A professional organization that supports educators and school leaders in the English-language education network through professional development, leadership training, and networking, from preschool to university.
Partners: Education	Québec English-Speaking Communities Research Network	QUESCREN	A research network focused on Québec's English-speaking communities.	QUESCREN is a provincial research network that supports and mobilizes research on the realities, vitality, and development of Québec's English-speaking communities. It contributes evidence, data, and analysis that help inform planning, partnerships, and decision-making related to student success, community vitality, and equitable access to services.