Riverview Elementary School Community Learning Centre

Families having fun at Spaghetti Nights Family Workshops
Riverview CLC partnering with McGill University’s Social Equity and Diversity Education Office

2013-2014 Evaluation Report
Riverview Community Learning Centre

Strong Families, Strong Community...

**Vision**

Our vision is a healthy community that values high educational achievement and personal success, through positive youth, family and community development. We promote a holistic approach to education whereby the emphasis is not only on acquiring knowledge, but also skills and the ability to apply them. We envision a community with strong shared values whose citizens are responsible, contributing members of society. The CLC aims to cultivate pride in our citizens and our community and offer services, programs and resources that will improve and strengthen the Verdun community.

**Our Mission**

Our mission is to provide social, cultural and pedagogical programs/services to the Anglophone minority in Verdun in order that they become lifelong learners and remain in Verdun as healthy, successful citizens. We seek to empower our community by cultivating life skills and supporting the personal and collective development of our community members. We do this by forming partnerships with the businesses and community organizations of our neighbourhood, in order to provide programs/services and learning opportunities for the families of Verdun, now and in the future.

**Our Values**

Our values center on fostering a desire and respect for lifelong learning from a young age through being an integral part of the community. The Riverview CLC is committed to promoting and reflecting the following values in all that we do.

- Supporting all forms of learning
- Responsible & active citizenship
- Pride in self and community
- Respect for self, others and community
- Recognizing and supporting different types of achievement
Participant Sara takes a snapshot during the Girls Action Foundation media workshops

‘I think the CLC is an awesome opportunity for the students to interact with their community through participation in the different activities and programs. It gives them a sense of belonging and helps to improve their self-esteem and awareness of the environment and how important it is to take care of the world in which we live in. As they say "our children are the future".’ (Parent)
Introduction

The Riverview Community Learning Centre (CLC) is part of Riverview Elementary School located in Verdun, Montréal and is part of the Lester B. Pearson School Board. Riverview Elementary School has been a vibrant part of the Verdun community for over 80 years, and presently serves over 200 students in a French immersion program. The Riverview CLC is supported by the school board, in collaboration with the Ministère de l’Éducation, du Loisir et du Sport (MÉLS). Riverview school’s success plan states that the goal of the “CLC is to foster a reciprocal sense of cooperation by bringing resources from the community into our school and, in turn, extending our school services and talents into the community. We are working towards the day when Riverview Elementary School serves as the hub of the English community in Verdun.” Now in its 7th year of operation, the Riverview CLC conducted an evaluation to assess its progress to date.

According to MÉLS the student population at Riverview is in decline. Between 2005-06 and 2010-11, the school experienced a net decline in student enrolment, dropping from 347 to 214 with a growth rate of -38.3%. In 2012-13 the enrolment rose to 230 students. Visible minorities make up 31.6% of the English speaking population in the region. This percentage is much higher than the proportion of the region’s French speaking majority, as well as, much higher than that of the overall English-speaking population of the province.

Although the region has a greater than average number of high school graduates and people with university degrees, 35.3% of the English-speaking population over the age of 15 was unemployed in 2006. According to Riverview Elementary Schools 2012-13 School’s Success, Management and Educational Success Agreement Annual Report “Traditionally our students are not as successful at their school board and provincial exams as students in schools in other communities. Many of our students are not ready for Kindergarten when they join us, although chronologically they are the appropriate age. As well, we believe that many of our students are not ready for high school.” Hence the need for the CLC to support students, their parents and the community is significant.

How the CLC Developed

In the first year of the CLC, 2007-2008, the first coordinator conducted a needs assessment to determine appropriate programming for the Riverview CLC. In 2008-2009, Audrey Ottier took over as CLC coordinator. Audrey continued to expand on this assessment
through surveys and testimonials from parents, teachers and community members in order to further identify programming needs. Target areas that arose in her first year at the CLC were health and wellness, food security and self-esteem issues, especially related to girls. The CLC coordinator has been with Riverview Elementary for 6 years and is greatly appreciated by school staff and partners alike. In her role, Audrey works to establish and maintain partnerships that support student success and community vitality.

In 2012-13, the CLC coordinator began to additionally serve Riverdale High School. This change required a shift in the delivery of programs and services. To accommodate the coordinator's new scope of work, the CLC diverted some of its focus from community engagement to student and family engagement. It was hoped that a student-centered approach would allow the CLC to dovetail responsibilities at both sites. This new strategic direction also provided the coordinator with more time to develop classroom links and work directly with teachers on Community Based Service Learning, a teaching strategy that allows students to apply classroom learning in the real world while providing a meaningful service to the community.

The Partnership Table

The Partnership Table committee’s role is to assist the CLC coordinator in the development and delivery of relevant programming and services. (For a full list of members of the Partnership Table committee, see appendix A). This group meets approximately every 6 weeks. Most of the 12 members of this committee represent community based organizations that provide programs and services to Riverview, while others are community stakeholders.

Since partners at Riverview were used to the coordinator’s presence on site to help facilitate partner-led events at the school, there were some challenges to coordination once her hours at Riverview were reduced. To help address this, the Riverview principal and coordinator are now working to facilitate a more direct rapport among partners and school staff and to increase partners’ knowledge of school protocols.

Examples of CLC activities and events

Meaningful programming for girls is offered through CLC partners. The YWCA offers grade 3 to 5 girls leadership empowerment workshops on self-awareness, self-expression, solidarity, and critical thinking.

The Girls Action Foundation (GAF) provides girls in 5th and 6th grade with an after school multi-media program designed to increase girls’ awareness of the issues that impact their lives and communities. Family and friends are also invited to see the students work at a year-end vernissage. Team building, personal growth, violence prevention and self-awareness are part of what this group brings to the students. To view the great work students do with the GAF, click here.
The school has a very active Parent Participation Organization (PPO), a group of dedicated parent volunteers that strive to enhance school life at Riverview. With the support of the CLC, this group runs a hot lunch program, helps to raise funds for school activities that enhance student success and engagement, and organize special events for students and the broader community.

In the past year, Riverview CLC has had some significant success with Community Based Service Learning (CBSL) that brought experts, community members and community partners into the classroom and students out into the community. CBSL allows students to apply classroom learning in the real world while providing a meaningful service to the community. Hands-on experience is believed to deepen the learning experience as students become more engaged with their environment. This type of experiential learning, learning by doing, also helps to engage various learning styles. CBSL ultimately facilitates civic engagement from both community members and students.

The four teachers interviewed that actively engage in CBSL projects to enhance classroom learning stated that the CLC ‘brings resources to us that we would not know about’. To support the adoption and implementation of CBSL projects, the CLC has helped to introduce project ideas, assisted with coordination, identified additional resources like grants, helped to identify community experts and when possible, the coordinator was present when activities were happening. By leading CBSL projects, teachers are not only helping students to learn, but to become active and responsible citizens in their community.

The four teachers interviewed stated that projects like the H2O Water Project and the Gardening Project stimulated their curriculum and actually saved them time and energy. The teachers stated that the project ‘experts’ taught the students through hands on learning rather than through lectures. As the applied subject matter was usually something that the teacher was not necessarily an expert in, they themselves had an opportunity to learn as well! The H2O water project, which explored the environment and pollution of waterways, saw students learning about clean water. The CLC brought in community partner Maison de l’environnement, who gave workshops on pollution in the oceans to the students. The results of this project include the creation of a play in conjunction with the theatre troupe Trunk Collectif. With the support of the city of Verdun and the CLC, students also went out into the community to
clean a portion of the shoreline along the St. Lawrence River. One teacher stated that she never felt comfortable including plants in the curriculum and that she was now more open to the theme because she learned so much from the expert. She felt the theme was ‘very modern’ and relevant for students and community members alike, as they were able to make connections between the impact of pollution and the importance of water.

In 2012, the CLC, staff and members of the PPO started talking about ways to improve the schoolyard environment. This led to the beginning of the Riverview Schoolyard Improvement Project. This dedicated collective went on to raise an incredible $25,000 in 2013-14 to realize their dream.

The Garden Project ‘gardening in the classroom’ involved students sowing plants in the classroom and composting. Students from various classrooms also created and maintained garden beds in the schoolyard. The students learned about healthy food as well.

Teachers who participated in the focus group stated that many of the students in the school were excited by the gardens. They felt that experiential learning projects enhanced student learning by making real life connections to the subject matter. The teachers observed a change in many students’ level of engagement and motivation. They stated that successful CBSL projects could be used as an example to encourage more CBSL projects at the school.

Gardening projects such as the Riverview CLC’s Roots Collective Garden sought to engage the broader community by inviting them to garden, learn about gardening, and eat the beautiful fruits and vegetables. Baskets of bountiful fruits and vegetables were also raffled off at a community corn roast.

The CLC also facilitates access to a number of extracurricular activities, like dance classes and martial arts, available to students over lunch and after school. There is also a wealth of volunteer opportunities available through the PPO, as well as lifelong learning activities and workshops directed at adults.

Events like the Annual Corn Roast and year end BBQ help to engage families and members of the broader community. Many teachers and parents commented on how they see these CLC-initiated events as critical to building a stronger sense of community.
Another example of a community focused event hosted by the CLC and McGill University’s Social Equity and Diversity Education Office (SEDE) is Spaghetti Nights Family workshops. The workshops are designed to promote student success by providing parents with the skills and knowledge to encourage their children academically and holistically. Past workshops have included Dealing with Stress and Anxiety: Tools for Parents and Children, How to Deal with ADD & ADHD and Financial Planning for post-secondary education.

The Theory of Change Guides CLC Initiatives

All CLCs are grounded in the Theory of Change (ToC). ToC is a specific and measurable description of a social change initiative that forms the basis for strategic planning, on-going decision-making and evaluation and can refer to either the process or the result.

The Riverview CLC’s Theory of Change is based on 3 of the 4 long-term outcomes that are aligned with the school’s Management Educational Success Agreement Plan (MESA) and MELS’s goals:

1. Maximizing student success in a culture for learning
2. Enhancing school collaboration and community partnerships
3. Promoting wellness in a safe and caring community

Riverview CLC’s theory of change aims to foster relationships with partners and community members to support and influence the building of a vibrant community school in Verdun. “Boiled down to the basics, a community school is both a set of partnerships and a place where services, supports and opportunities lead to improved student learning, stronger families and healthier communities.” (Coalition for Community Schools, p. 2.).

This report will show that community partners, teachers, staff and parents find that the numerous activities and events that the CLC supports act as valuable resources in strengthening Riverview Elementary and its community. The report will provide a global overview of the CLC’s service during 2013-2014, highlighting some of its successes and challenges in meeting the needs of students and the broader English-speaking community of Verdun.

Outcomes

Several methods of data collection were used to inform this evaluation. Riverview CLC indicators for the evaluation were:

- Level of knowledge of the CLC and its activities and events
- Level of satisfaction of community partners, parents, students and teachers with CLC services
- Level of participation of community partners, parents, students and teachers with CLC services

Members of the Partnership Table committee were asked to participate in telephone interviews where they explored questions relating to their working relationship with the
CLC school, how their programs influenced students, parents and the community as well as opportunities for greater collaboration.

Teacher and parent surveys focused on participants’ awareness and understanding of the CLC, as well as satisfaction levels with respect to CLC supported activities and events. The surveys additionally explored potential barriers to participation and ways to enhance programming and events.

Methodology

- Telephone interviews were held with 9 community partners from the Partnership Table committee.
- 23 out of 27 staff completed an on-line survey. Staff refers to teachers, resource people and administration. For the purpose of this report we will refer to this survey as the teacher survey (the overwhelming majority of participants were teachers).
- A parent survey was conducted by Qu’Anglo Communications on the impact of the school and the CLC on students and their community. Response rates to the survey were somewhat low, with only 38 participants (a response rate of 22%). The survey was given out to over 173 parents and guardians.
- A focus group was held with 3 teachers that participate in Community Based Service Learning (CBSL) projects in their classroom.
- Another focus group was held with 4 active parents from the Parent Participation Organization (PPO).
- Past Riverview CLC documentation and reports were also used to support the findings.

Findings

Awareness of the CLC and its Activities and Programs

- 52.5% of the teachers think that the CLC is an integrated part of the school and community, while 26.1% think that it is becoming an integrated part of the school and community.

- While 50% of teachers stated that they use CLC supported services, 45% had no opinion. This suggests that a significant number of teachers have a limited understanding of CLC supported services for students, families and school staff. There may also be a perception that participation in CLC services, or use of CLC classroom based resources, might create more work for teachers or fail to support curriculum goals.
• **82.2% of the 38 parents who responded to the survey know that Riverview has a CLC and 91.9% feel very informed about CLC supported activities.** 76.3% of the parents surveyed were aware of after school programs for their children, 57.9% were aware of the daycare and pre-school services and 52.6% were aware of recreational opportunities for students and others in the community. Findings suggest that while parents are aware of CLC supported programs and activities, they are not necessarily associating them with the CLC. Assuming Riverview is pursuing an integrated community-school model, the attribution of programs to the CLC is not considered important; however, a general awareness of available programs is a significant achievement. The most popular way that parents receive CLC information is through the newsletter (92.3%) or through their child (69.2%). Although responses to questions relating to awareness are encouraging, a greater response rate would be needed to consider survey findings representative.

• **12 out of 23 teachers recommend CLC activities for students directly to students and/or their parents.** Community partners observed that Riverview had an active student body during lunch and after school, when most CLC supported activities take place.

• The **Parent Participation Organization (PPO) is actively involved** in CLC initiatives. Over the past year, PPO members and community partners have experienced challenges stemming from a lack of **clarity around school rules and regulations.** For example, volunteers and community partners have accidentally disrupted classrooms while moving through the building. Moreover, administrative staff and teachers may not know who or why volunteers or community partners are in the building. To help address this, the CLC coordinator and school Principal are developing rules and regulations that will help to ensure greater communication between all of those involved.

• **Community partners** have a relatively good sense of the activities that other partners offer, but their **primary relationship is with the CLC coordinator.** They greatly appreciate the work that the coordinator does especially in terms of encouraging enrolment in activities.

• Partners observed that they generally do not collaborate on projects together, nor do they hold strong relationships with school staff. “We have a sense of what the other partners are doing, but we function independently.” Historically, partners could rely on the CLC coordinator to bring them together and help them to coordinate activities that respect the parameters of the school. This may help to explain why partners, as well as PPO members, are experiencing challenges with respect to navigating school rules and regulations as they adapt to the CLC coordinator’s more limited availability.
Connecting the School, Students, Parents and the Community

- When asked what the CLC is presently doing well, teachers overwhelmingly stated that the CLC is very good at ‘offering valuable activities’ that connect students, parents and the community to the school.

  "Providing many activities and opportunities for students and parents, as well as useful knowledge."
  "Keeping a link with the parents while collaborating with the school."
  "Providing extracurricular activities to students."
  "Making parents feel welcome at school." (Teachers)

- 76.9% of the 38 parents that responded to the survey think that parental attendance has increased at school/CLC activities and 91% of them feel welcomed as volunteers. As stakeholders in the school, 81.9% of parents believe parents are involved in the planning and decision making around the school/CLC activities and events. While respondents’ views were overwhelmingly positive, the low response rate (22%) may suggest a significant portion of parents are uninformed or disengaged.

- Interestingly, 57.9% teachers gave neutral responses when asked if the CLC’s parental engagement efforts have helped them as a teacher, while 31.6% were satisfied. This suggests that while parents may be attending CLC school events in greater numbers, they are not necessarily more engaged or actively supportive of their child’s classroom learning. Incidences of parents inadvertently disregarding school rules and regulations may have also contributed to lower levels of appreciation for increased parental involvement among teachers. To understand findings further, more information on the types of engagement most relevant to teachers is needed.

- Community partners believe the CLC does a good job or bringing parents into the school but are unsure if the CLC is creating community ties. Partners based outside of Verdun, who often work exclusively with students, are less concerned with community impact; however, partners working more directly with the Verdun community feel strongly that the CLC could be doing more to help the broader community to address core challenges. All partners agreed that students are the primary beneficiaries of activities and services provided.

- Participants of the PPO focus group stated that they were sometimes struggling to find dedicated volunteers. The parent survey revealed that 78.4% of parents do not volunteer at the school, 5.9% volunteer once a week and 17.6% volunteer once a year. This could indicate a challenge in communicating volunteering opportunities to parents. Another factor is that a lot of volunteering opportunities take place during the day, when most parents are working.
• The PPO believes that diverse stakeholder groups could be working together more effectively. They noted that it has become more challenging to manage volunteers without the consistent help of the CLC coordinator; however, this is likely a reflection of transitional 'growing pains.' A PPO/volunteer handbook of roles and expectations is being developed to help address this issue.

• PPO members shared that their involvement has given them a stronger sense of attachment to the school; however, they do not always feel valued by (the previous) school administration or staff, citing limited feedback on fundraisers and other events intended to support the school. PPO members also noted that events/activities are accidentally double booked on occasion. Establishing timely communication mechanisms between school staff and the PPO could help the group to feel more appreciated and to avoid booking oversights.

• Some community partners expressed feeling unwelcome at the school following complaints relating to noise in the hallway and instances where they were questioned by staff for being on site. This further reflects communication challenges between staff, the CLC coordinator, partners and PPO members. The new Riverview Principal (who joined the school in March 2014) has been made aware of these issues and intends to develop strategies to improve communication among all stakeholders and ultimately create a more welcoming school environment.

**CLC Impacting Student Engagement and Success**

• 76.4% of teachers were satisfied or very satisfied that the CLC has introduced interesting new activities for students and that these extra-curricular and after school activities are satisfying for the students.

  "The kids love all the after school and lunch activities- they are more animated and excited on days when they have an activity going on."

• 76.2% of the teachers were satisfied or very satisfied that the CLC improves the school culture and 81.8% of them were satisfied or very satisfied that the CLC has increased the school’s capacity to promote positive child and youth development. They also believe that the CLC helps to improve students’ attitude toward school (71.4% very satisfied or satisfied) and participation in school (80% very satisfied or satisfied). Many teachers believe that the CLC offers activities that enhance students’ capacities to learn (59.1% satisfied and 22.7% very satisfied).

• The teachers and parents that were surveyed view the CLC as offering fun, free or low-cost activities for students.
The CLC is "providing activities to parents and students alike that they may not have otherwise." (Teacher)

- Both the parents and the teachers surveyed think that these activities give **students motivation, exercise, and a chance to make friends and socialize.** The teachers found that these activities help the students to learn about **expectations, codes of conduct, how to work together,** etc.

"When activities are planned, the students know how they are expected to act and live up to these expectations. They look forward to these activities and are keen to learn and participate." (Teacher)

As a result, this learning **increases the students’ sense of support and belonging while enhancing the school climate.** The teachers’ comments indicate that the **CLC impacts student success and engagement through activities that inspire a positive attitude and greater enthusiasm for attending school.**

"From what I’ve seen of the lunch/after-school activities, many seem to work on raising self-esteem which does affect how children view their overall school experience. I believe that the school activities help develop a positive attitude toward school. In addition, the projects organized for my classroom have been interesting and engaging for the students.” (Teacher)

However, when asked if **the CLC enhanced how students engage in the classroom, 65% of teachers offered a neutral response.** This may reflect a need for more purposeful observation of students following participation in CLC supported activities, particularly over lunch, as well as limited use of classroom based resources support by the CLC.

- Community partners observed positive behavioral shifts over time in students participating in their programs. They believe that **having programs/activities that take place outside of the classroom where students can learn and build skills in different ways is of significant benefit.** There was however some concern that programs are not reaching at-risk children and that **reaching these students would require more mobilization between partners, teachers and administrative staff.**

**Special Projects in the Classroom - Community Based Service Learning**

CBSL allows students the opportunity to apply what they learn in the classroom by addressing local community needs.

- Of the 23 teachers who responded to the teacher survey, 88.1% believe **the CLC offers activities that enhance students’ capacities to learn.**
Unfortunately, very few teachers in the school currently use classroom based resources supported by the CLC. Some of the barriers expressed in the teacher survey were that:

- CBSL projects would not fit their already established curriculum, the age of their students or the language they teach (French),
- The ‘experts’ or community members would not know how to work with children,
- CBSL was not part of their teaching style,
- CBSL projects would increase their workload,
- CBSL projects would require additional funds,
- And that they do not have the time to explore these projects.

“Ensure that there is little to no added work for teachers and that activities would not take up much time or interfere with student learning, only enhance it.”
“Time is the main factor I think to teacher involvement and to their acceptance of new projects.” (Teachers)

Greater communication of CBSL projects with strong curriculum connections and ties to multiple subjects may be helpful. Similarly, greater communication of grant opportunities, the roles and responsibilities of partners and the CLC coordinator in CBSL projects could help to alleviate concerns relating to competency and workload. Facilitated opportunities for community partners and teachers to meet could additionally help to build trust and to identify opportunities for collaborative work.

- 16 out of 23 teachers surveyed are aware of CBSL and the same number are interested in knowing more about it. Some teachers were not fully aware of the level of support that the CLC could bring to these projects.

“I think that just providing teachers with information about possible projects and proposing ways on how to incorporate these into the curriculum would spark an interest, as it did for me this year!”
“More hours in the day and more information as to what is available in keeping with the school curriculum.” (Teachers)

Some of the teachers recommended that the CLC Coordinator present appropriate projects to teachers either individually or at Staff meetings.
“Giving more information on the available activities and finding ways to pay for them.”

- Teachers suggest the CLC coordinator find out what activities they might be interested in participating in. One teacher suggested providing after school programs for staff, like Tai Chi and yoga!

- Comments from school staff suggest they do not always feel well supported by the CLC. Rather, the perception from some at the school is that community goals are
disproportionately prioritized. To help address this, it is recommended that the CLC coordinator enhance communication of CLC activity and actively work toward building relationships between all actors in the school. Enhanced relationships and communication practices can help stakeholders to better understand how school and community goals supported by the CLC align.

- For CLCs to be sustainable, meaningful relationships among/with others in the system must be fostered. Enhanced relationships among stakeholders could further help to decrease tensions between administration, teachers, parents, PPO members and community partners. It could also help to build trust and increase overall participation. To this end, there is presently a plan between the CLC coordinator and the Principal to introduce partners to teachers at the beginning of the school year.

CLC’s impact on the English-speaking Community

- 87.3% of teachers are very satisfied or satisfied that the CLC and its partners have a positive impact on the local English-speaking community by impacting the community’s sense of identity and belonging, improving access to services (awareness and use), and school involvement in the community (including volunteerism). Most teachers (72.7%) also think that the CLC has helped increase community participation at Riverview. In 2012-13 volunteers provided 764 hours of services to the CLC, which is a human resource value of $19,100.00 (valued at $25.00 per hour).

- Most Partnership Table members are unsure if the CLC is effectively impacting the Anglophone community of Verdun. They believe the community is facing many issues, including a declining population. They stated that a lot of great work is happening in the community already and that there would be great value in the CLC helping to unite these services. Clarifying the CLC’s mandate, which was revised in 2012, as well as the coordinator’s capacity with partners, will be an important step in managing expectations and developing alternate strategies for support.

The Partnership Table

- Community partners think that coming together as a group is a good idea but that they lack a reason to do so. There is a sense that the group needs to get clear on its mandate and create a strategic plan. Bringing in a consultant to work with the committee would be very helpful.

It is recommended that the CLC work with the Partnership Table to clarify its mandate and create a strategic plan. With a clarified plan, the partners could be of greater assistance to the CLC. What actions can the CLC and its partners take and what resources do they have or need to assist them in uniting the community of Verdun to Riverview Elementary?
Conclusion and Recommendations

Since its inception over 7 years ago, the Riverview CLC has facilitated access to a significant number of resources and has helped the school to build strong community partnerships.

In 2012, the CLC coordinator began to split her time between Riverview and Riverdale High School in the West Island. Partners at Riverview expressed concern during the evaluation process about her reduced availability, citing missed opportunities to connect and share information. To help address this, the CLC coordinator is looking to develop a new partnership table structure that would reestablish strong communication practices and support new ways of working together. The concept of shared leadership among partners needs to be developed. It would also be helpful to clarify the CLC’s revised mandate and priorities. To facilitate adaptations to the CLC coordinator’s part-time status, it will be important to build bridges between administrative staff, teachers, volunteers, parents and community partners.

The great success of the community gardens that surround Riverview Elementary speak to the success of CBSL as a teaching strategy. Teachers using CLC classroom based resources were very excited about what these projects brought to their classroom. A significant amount of data outlining benefits and approaches to CBSL already exists within the CLC network. Of the 4 teachers interviewed, they all stated that they had been personally approached and supported by the coordinator. There was clear evidence of a relationship between the coordinator and the teacher as well as between teachers and partners. Teachers who have positive experiences with CBSL projects can also help to inspire their peers. Relationship building is believed to be key to establishing these types of projects in the school.

It is additionally recommended that examples of successful projects be communicated with Riverview teachers and that they are encouraged to participate in the annual CLC Teachers Institute.

Final Words

The success of the gardening project is testimonial to CBSL’s potential. The CLC and its partners could use successful CLC initiatives such as this one as a stepping-stone toward greater involvement from school staff, partners, parents and community members. Focused involvement from the Partnership Table could provide important resources to the CLC as it moves forward. This could have a ripple effect for the CLC as greater community involvement in the school will both ease the workload of the CLC coordinator and stimulate the school as a whole. Improving communication and relationship building between the various parties will assist the Riverview CLC in its future achievements.
Authors

The CLC partnered with an independent consultant to develop and conduct the evaluation and subsequently write this report.

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## Appendix A

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Title</th>
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<tr>
<td>Audrey Ottier</td>
<td>Riverview CLC</td>
<td>CLC Coordinator</td>
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<td>Deborah Dixon</td>
<td>Riverview</td>
<td>Principal</td>
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<tr>
<td>Danielle DePalma</td>
<td>Riverview</td>
<td>Mother, PPO &amp; GB rep</td>
<td>PPO: Hot Lunch, TCBY, fundraisers &amp; school events</td>
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<tr>
<td>Michael White</td>
<td>Beurling Academy</td>
<td>Vice Principal</td>
<td>Leadership</td>
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<tr>
<td>Deborah Dixon</td>
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<tr>
<td>Jade Goldfarb</td>
<td>YMCA Montreal</td>
<td>Program Coordinator</td>
<td>Girls Groups (grades 3-6)</td>
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<td>Simone Viger</td>
<td>Girls Action</td>
<td>Coordinator</td>
<td>Girls Multi-Media Club (grades 5-6)</td>
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<td>Gloria Chubb</td>
<td>Foundations</td>
<td>Verdin citizen, CLC steering committee member &amp; volunteers</td>
<td>CLC events and fundraisers</td>
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<td>Isabelle Alarie</td>
<td>Beurling Academy</td>
<td>Teacher</td>
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<td>Anurag Dhir</td>
<td>McGill</td>
<td>Community Engagement Coordinator</td>
<td>Spaghetti Nights Workshops in partnership with McGill</td>
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<td>Jill Bensimhon</td>
<td>Riverview pre-k teacher</td>
<td>Pre-K</td>
<td><a href="mailto:jbensimhon@lbpearson.qc.ca">jbensimhon@lbpearson.qc.ca</a></td>
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<tr>
<td>Satoshi Ikeda</td>
<td>Concordia University</td>
<td>Service learning/Internships in partnerships with Concordia (provided 3 interns for)</td>
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<td>Glenn Henden</td>
<td>SPVM</td>
<td>Socio-community officer</td>
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