



Mountainview Community Learning Center



Implementation and Evaluation Report

Prepared for Stakeholders, July 2010

Otterburn Park, Quebec



Table of Contents
Mountainview CLC Implementation and Evaluation Report

Executive Summary..... 3

1. Introduction.....4

1.1 Purpose of Report..... 4

1.2 Acknowledgements..... 4

2. Description of Mountainview Community..... 4

2.1 School/Student Population..... 4

2.2 Community – Impact of History & Geography on English-Speaking
Community..... 5

3. Overview of First Three Years of CLC Development.....5

3.1 Grant, Coordinator Position, Principal Involvement..... 5

3.2 Partnership Table..... 6

3.2.1 Founding Members..... 6

3.2.2 Member Profiles: Otterburn Park Royal Canadian Legion &
Richelieu Valley United Church..... 6

3.2.3 Steps taken – Establishment of Mission, Vision, Theory of Change..... 7

3.2.3 A. Mountainview CLC’s Mission Statement..... 7

3.2.3 B. Shared Vision..... 7

3.2.3 C. Theory of Change..... 7

3.2.4 Partnership Agreements..... 8

3.2.5 Evolution of Partnerships..... 8

3.2.6 Sample Projects: 8

Anti-Graffiti, Community Garden, & Helping Hands for Haiti

3.3 Reflection on Steps Taken, Value of Partner Table and
Recommendations for Future..... 10

4. Community Outreach..... 11

4.1 Meet & Greet Events..... 11

4.2 Newsletter..... 11

4.3 Lifelong Learning..... 12

4.4 Friends of Mountainview – 50th Anniversary Celebration..... 13

5. Student Success Initiatives.....13

5.1 Curriculum Enrichment through Interactive Video Conferencing and
Community-based Learning Opportunities..... 13

5.2 Art and Health Projects..... 14

5.3 Extra-Curricular Enrichment..... 14

5.4 Leadership Program..... 15

5.5 Rabaska Trip..... 15

5.6	Homework Support Program –Intensive Evaluation Focus.....	17
5.6.1	Overview of Homework Support Programs Offered.....	17
5.6.2	Methodology for Evaluation.....	17
5.6.3	Findings from the Evaluation.....	18
5.6.4	Recommendations Based on Evaluation.....	21

6.	Overall Recommendations for Future Sustainable Development of Mountainview CLC.....	21
6.1	Expansion to Other Schools.....	22
6.2	Taking Partnerships to Next Level of Involvement.....	22
6.3	Revisions to Theory of Change.....	23
6.4	Sub-Committees for Future Development.....	23
6.5	Evolution of Coordinator Role.....	23

Appendices

1	Links to Articles from L’Ceil Régional Profile of the English Community.....	25
2	Mountainview Theory of Change.....	26
3	Partnership Agreement.....	34
4	Letter Signed by Partners in the Youth Anti-Vandalism Project.....	36
5	Letter to Parents and Community re Community Garden Project.....	38
6	Partners Participating in the Community Garden Project.....	41
7	Feedback from Mountainview’s 50th Anniversary Celebration.....	43
8	Extra-Curricular Activity Schedule Example and Survey	43
9	Homework Support Programs 2010 – Parent Evaluation.....	45
10	Homework Support Programs 2010 – Teacher Evaluation.....	49

Executive Summary

This report provides a comprehensive and thorough overview of the development of the Mountainview Community Learning Center during its initial funding phase from 2007-2010. It includes in separate sections: a description of the community served by the CLC; steps undertaken in the implementation of the center to date, including the establishment of a Partnership Table; community outreach efforts; student success initiatives, and recommendations for the future implementation and sustainability of the CLC.

The Mountainview Community Learning Center (CLC) is located in Mountainview School, an elementary school in the Riverside School Board, located in Otterburn Park, Quebec. The Center's mission and vision were developed with the Partnership Table, a group representing stakeholders from the school and community who guide the development of the CLC along with the Coordinator and the Principal of the school. Mountainview Community Learning Center mission is to promote lifelong learning, cultivate good citizenship values, foster student success, and enhance the well-being of all community members. The Partnership Table meets regularly and is facilitating the development of a partnership network in the Richelieu Valley to lead to long-term increased capacity in the Anglophone community. The CLC is acting as a catalyst for dialogue amongst organizations, increasing the distribution of information throughout the community, and improving access to programs and services in English.

An in-depth evaluation of a program area that had been a significant focus of the center was required of each CLC in 2010. The homework support programs at Mountainview were evaluated as they were the longest-running programs and the most likely to have resulted in medium-term outcomes on student success. The methodology, findings and recommendations based on the effectiveness and impact of the homework program as implemented are included in Section 5.6 of this report. This section will be incorporated in a provincial evaluation report to be compiled by the Project Resource Team.

The key findings from the homework evaluation indicate that:

- The service is valued by parents and teachers and should continue to be offered.
- When provided with needed support, students' attitudes toward school improved overall.
- The administrative set-up that was adopted in 2010 worked well and should be continued.
- Creative solutions are needed to help students who cannot stay after school.
- A communication system between teachers and homework program supervisors needs to be formalized to improve the program's effectiveness.

The overall recommendations for future sustainable development of the center include:

- Expansion the CLC to include all schools in the Richelieu Valley.
- Continuing to expand the network of partners and increase their engagement.
- Revise the action plan and theory of change based on what we have learned in the first phase of implementation.
- Increase the use of sub-committees.
- The coordinator's role is evolving as the center becomes more established and will increasingly need to focus on ensuring sustainability of the initiatives undertaken.

1. Introduction

1.1 Purpose of Report

This report has been compiled to provide an overview of the development of the Mountainview Community Learning Center during its initial funding phase from the fall of 2007 to June 2010. The key steps in the implementation of the CLC at Mountainview have been highlighted, including samples of projects and an in-depth evaluation of one program area, homework support. The report is intended to share information and reflections on the process to date with key stakeholders: our school board, our partners, our employees and our potential partners. We hope that it will help to clarify questions and concerns and to gain support for our future development.

The implementation and development of the CLCs has been overseen by a Project Resource Team (PRT) based at Learn Quebec. The PRT will be compiling the evaluation sections of the reports provided by all centers who have reached the end of the initial funding phase in a provincial report. Collectively, the reports will give interested stakeholders and potential funders an overview of the implementation and evaluation results provided by the CLCs to date.

1.2 Acknowledgements

This report has been drafted by the Mountainview Community Learning Center Coordinator with the assistance of many people. The school principal provided assistance with content and writing. Members of staff completed surveys and interviews relevant to various sections as did community partners. As with all aspects of the CLC implementation, the PRT members have provided guidance, assistance and support. Collectively, your willingness to participate in the evolution of the CLC and the creation of this report has been tremendously appreciated.

2. Description of Mountainview Community

2.1 School/Student Population

Mountainview School is an Elementary School located in Otterburn Park, on the east side of the Richelieu River, between the river and Mont St. Hilaire. Amongst the families at the school, 10% specify that English is their mother tongue. The majority of families are bilingual or French-speaking at home, which results in French being spoken more than English in unstructured times amongst the students at home and at school. As is the case in most English schools, maintaining enrolment has required increasing the boundaries of the school over time, such that it now serves 27 different communities in the area. Attachment to the school and the community is therefore a significant challenge as the distance between school and home makes participation in after-school activities difficult for students who are transported by bus.

2.2 Community – Impact of History & Geography on English-Speaking Community

Otterburn Park was a predominantly English-speaking community prior to the change of language laws in Quebec in the 1970's. The exodus of the Anglophones meant that the minority who remained adapted to French culture, participating in recreation and sports activities in French and often completing their education in French. The majority of the 4% of the total population with mother tongue specified as only English who remain in the Richelieu Valley Region are senior citizens (data taken from 2006 Census). They maintain attachments to some traditionally English organizations in the area, either church-based or member-based, including the Richelieu Valley United Church, St. Martin's Anglican Church, and the Royal Canadian Legion. The CSSS in the area provides very limited services in English. The lack of residential care in English for seniors with health issues has been and remains a preoccupation in the area. The dwindling community of Anglophones was highlighted in a series of articles printed in the local newspaper, the L'Œil Regional in February 2010. Links to the articles are located in Appendix 1.

3. Overview of First Three Years of CLC Development

3.1 Grant, Coordinator Timing, Principal Involvement

The CLC development at Mountainview began in the fall of 2007 when the second phase of the CLC grants were allocated to schools who had applied. The principal who had been involved in the grant application was transferred soon after the CLC was approved. The coordinator was hired in October 2007 and throughout the fall she followed the steps in the CLC Guide Book to implement the CLC. She had been a parent in the school and very active in volunteering for many years, so she knew the community well and was able to make connections with teachers, parents and community organizations in a relatively short time.

A new principal was appointed to the school and leadership of the CLC in January 2008. Bob Matthey had grown up in the community and was familiar with the Anglophone organizations and the unique challenges of the community. The principal and coordinator worked together to continue the CLC implementation, establishing the Partnership Table and generally following the Steps in the Development of a Sustainable CLC as outlined in the Guide Book in sequence. Some programs that had already been existent in the school were assumed by the CLC as they fit within the model of community-based learning and complementary services. These included extra-curricular activities, the after-school homework program, and the use of technology in pedagogy.

The video conferencing system was installed and operational in March 2008. Training was provided to teachers, the principal and the coordinator on how to operate the system. Fortunately, many of the problems that the first group of CLCs had faced related to firewalls and bandwidth had been addressed in advance and the CLC was able to start using the system immediately.

The second year of CLC funding saw continued progress on the implementation, the introduction of several new and successful projects, and ongoing collaborative leadership between the principal and coordinator. (A list of projects undertaken in each year is included in the Theory of Change in Appendix 2). Unfortunately and very unexpectedly, the coordinator resigned at the end of May 2009. Due to the timing, the principal filled both roles over the summer months for critical tasks, keeping the Partnership Table running and completing required reports for the province-wide initiative.

In September 2009, a new coordinator was hired but had to take preventive leave immediately due to the H1N1 pandemic. In order to prevent further losses of momentum, the principal determined that the best course of action would be to ask the CLC coordinator at the other center in Riverside School Board (RSB) to take over the role, dividing her time 50/50 with St. Lambert for most of the 2010-11 school year.

As with other CLCs, one of the challenges to be faced is the question of whether the coordinator position can be continued in the Professional category as the positions were approved for three years only by the union as supernumerary contracts. The position is expected to continue without permanence in 2010-11. Funding for the CLCs across the province has been extended on a declining basis for four additional years to cover the coordinator's salary while the CLCs find the means to become self-funding.

3.2 Partnership Table

All CLCs were expected to bring together a group of interested stakeholders who would establish a vision for the center and make decisions to guide its development.

3.2.1 Founding Members

The first partnership table meeting was held on March 26, 2008. The people present at the first meeting included representatives from the City of Otterburn Park, the CPE La Petite Loutre, the Richelieu Valley United Church, ACCESS, the Otterburn Park Legion, the CSSS (school nurse), the school's daycare, the teaching staff, a parent on Governing Board, as well as the principal of Mountainview School and the CLC Coordinator. The potential partners had been contacted individually in advance by the coordinator to present the project and gauge their interest before attending the first meeting. Over the next three months, four additional meetings were held and an additional partner, the South Shore CEDEC (Community Economic Development and Employability Committee), joined the table.

3.2.2 Member Profiles

Otterburn Park Royal Canadian Legion – Strengthening Traditional Ties

One of the organizations that first joined the Partner Table and showed an interest in the CLC was the Royal Canadian Legion. The Legion's ties to the school began with traditional Remembrance Day activities. The involvement and focus on Remembrance Day was significantly increased by the Legions' involvement in the Partnership Table. The Legion representatives participate actively in Partnership Table meetings and recently hosted the meeting at their location. The CLC will be assisting them with their Canada Day festivities this year, helping to organize the children's games and manning a kiosk.

Richelieu Valley United Church – Neighbour, Partner, Church on the Move

The Richelieu Valley United Church has been serving the community for 17 years since merging two churches from Otterburn Park and Beloeil to form one congregation. They had been involved in projects with students at Mountainview prior to the school's application for the CLC grant and were one of the founding members of the Partner Table. They have shown a keen interest in projects that lead to increased communication, health and well-being, and pro-social, pro-community action. In the fall of 2009, the church sold their premises in Beloeil and became 'the Church on the Move'. Their close relationship with the school and involvement in the CLC led them to approach the school about the possibility of renting the CLC coordinator's office two days per week when the coordinator was not using it. After using another church's premises for the first two months, they also began to rent the

CLC for services, choir practice and special events, providing the CLC with needed revenue. As of July 1st, they will be holding services at Mount Bruno United Church while continuing to explore possibilities for a more permanent site.

3.2.3 Steps Taken – Establishment of Mission, Vision, Theory of Change

During the first few meetings, the Partnership Table developed, through discussion, a shared vision and mission for the CLC – one that they felt aligned with their organizations’ missions and visions and which would enable the CLC to have the desired impacts on the community.

3.2.3.A. Mountainview CLC’s Mission Statement:

The Mountainview Community Learning Center will promote lifelong learning, cultivate good citizenship values, foster student success, and enhance the well-being of all community members.

3.2.3.B. Shared Vision:

Together, the partners established the following common vision for the CLC:

We believe that Mountainview School Community Learning Center is:

- A place to welcome community members to share, pass on their knowledge and support each other in their diversity.
- An innovative center offering diverse and quality services, through outreach to the community and fostering partnerships with different organizations and individuals.

3.2.3.C. Theory of Change

Each CLC was asked to develop a center-specific theory of change to articulate the long-term impacts the center would like to have on its community. Having determined the long-term desired impacts, they could then formulate some medium-term outcomes to be achieved by choosing activities that would lead to those outcomes. The development of a theory of change was required by the PRT to ensure that the CLCs would choose wisely where to concentrate their limited resources during the implementation so that the activities chosen would lead most directly to the desired impacts. This model is also consistent with the type of information being required on most grant applications, so developing some capability in this planning area helps the CLCs as they look for additional sources of funding.

The Long-Term Desired Impacts that the CLC partners agreed upon included:

1. Improve Health and Well Being
2. Improve Overall Student Success
3. Develop Lifelong Learning for All Ages
4. Improve Positive Interaction (Pro-social, Pro-community Actions) by All Members of Community
5. Improve Community Interaction and Communication
6. Improve the Functioning of the CLC
7. Investigate Sustainability through Regionalization

A copy of the entire Theory of Change document developed for Mountainview CLC is attached in Appendix 2. It includes tables listing activities undertaken in each area during each year of operation to date.

3.2.4 Partnership Agreements

A memorandum of understanding was developed for partners to sign in the spring of 2009. The document's purpose is to formalize the relationship between the CLC and the partner organization. A copy is included in Appendix 3.

3.2.5 Evolution of Partnerships

As opportunities presented themselves for partners to work together, various projects were undertaken by one or more partners working with the CLC to meet the needs of students or the community or both through collaboration.

3.2.6 Sample Projects: Anti-Graffiti, Community Garden, Helping Hands for Haiti

Anti-Graffiti/Anti-Vandalism Project

The Youth Anti-Graffiti Leadership Project was undertaken with the South Shore CEDEC, the Town of Otterburn Park, and Riverside School Board to combat a problem that had been highlighted at the Partnership Table. A copy of the letter that was signed by partners in the Youth Anti-Vandalism Project is attached in Appendix 4. The South Shore CEDEC's Youth Leadership Initiative was designed to create sustainable community partnerships in the five RSB high schools and had already included a major youth forum and survey to understand the developmental and social needs of youth in the Riverside Community. In the long-term, the project aims to reduce the incidence of graffiti and vandalism in Otterburn Park.

The CLC coordinator worked together with the CEDEC and the Board's YIELD (Young Individuals Experiencing Learning Detours) Coordinator for over a year to conceive and execute the anti-graffiti project. The project was designed to help youth develop their 'soft' skills, including leadership, management, interpersonal, empathy, community-awareness, volunteerism, and outreach. The project plan included participation from students from all high schools in the Board and the students from Mountainview.

The project aligned with the CLCs goal to impact pro-community, pro-social behaviour. Students participated in a variety of activities to increase their awareness of the negative impacts that graffiti and vandalism have on communities. Through talking about their community and ways that youth could become positively engaged, they developed pride in their community and in themselves for their role in creating a project to address a communal problem. Together with the high school students, they were able to work with an urban artist

to create a piece of art that they were very proud of. The steps that most impacted the Mountainview students directly were:

- the brainstorming session that was completed in the presence of an urban artist to design their mural based on their views of the Mountainview community.
- participating in the production of the artwork with the urban artist.
- presenting the artwork to the community at the Meet & Greet and to the student body – students developed the ideas for the presentation and made the presentation in a school assembly.

The South Shore CEDEC was responsible for the overall evaluation of the project. Their results statement is copied below.

Youth Leadership Strategy Results Statement

South Shore CEDEC facilitated and coordinated a youth-led community-based project which focused on building the “soft” job-skills in local youth. In partnership with the Mountainview Community Learning Centre and the Town of Otterburn Park, local secondary school students acquired some of the skills and competencies necessary to be successful not only in school but also in the transition from school to higher education, to employment or to a combination of higher education and work.

Community engagement helps build the leadership skills of youth and it helps them develop their soft skills which in turn leads to greater employability prospects.

Evaluation of the participating students highlight their clear understanding of what employability skills are and why these ‘soft skills’ are necessary to not only successfully negotiate the job market but they also realized that they had not necessarily been taught these skills in school.

To date, the CLC has not been able to make contact with the other schools in the area to make the presentation to their student bodies, which had been a desired step and would be necessary if we are actually going to impact the youth graffiti and vandalism problems in Otterburn Park. Similarly, we had hoped that the local youth drop-in center, the Ott Café would run a similar workshop to sensitize youth to the impact their actions have on the community but that step has not yet taken place. Since these issues continue to be challenges in the community, we will follow up on the project and the broader issues it was hoping to address with the Partnership Table.

Community Garden

In 2009, the Partnership Table agreed that a proposal to move a local community garden to the school property would be a project that would benefit students and the community. A sub-committee was formed to look at the steps that needed to be taken to establish the garden at Mountainview. To date, partners have been very engaged. The Corporation Aide et Intégrations Jeunesse receives a small allocation from the CSSS Food Security Table to run the garden. A letter was sent home to all families in the school to make them aware of the project and solicit their participation. A copy is included in Appendix 5. At least two parents responded with an interest in each of the ways of participating suggested. A list of partners participating along with their involvement and contribution is also included in Appendix 6.

Since this is the first year, the garden is currently a work in progress. Nine four-foot by eight-foot garden boxes were moved to the property in May. The City generously provided a truck load of gravel to cover the ground beneath the boxes to address drainage issues. Earth to fill the boxes was also provided by the City. Students planted seeds with their classes which provided plants for the school's own two boxes and for the other boxes as needed. A harvest activity to align with the school's theme is planned for September.

We hope this project will continue to engage many stakeholders, bring more interested adults into contact with students to teach them about gardening and related topics and will be a long-term self-sustaining community endeavour.

Helping Hands for Haiti

Soon after the earthquake struck Haiti in January 2010, the school's daycare technician and PPO Chair proposed to hold a weekend-long garage sale to raise funds to help the people of Haiti. The contacts that they had made through the Partnership Table enabled them to have St. Martin's Anglican Church act as a drop-off and storage site for the garage sale. The South Shore CEDEC's Entrepreneur Support Network provided a contact for disposal of items that remained at the end of the weekend and the partners participated in the donation of items, publicity, and by attending. This project is an example of how the CLC brought its network of support to a school-based project.

3.3 Reflection on Steps Taken, Value of Partnership Table and Recommendations for Future

The steps taken to date have enabled the development of a Partnership Table that could certainly act as a catalyst for change in the area. Partner Table meetings are consistently well-attended and the level of enthusiasm and engagement has remained high amongst local organizations. The partnership table accomplished something that no other organization had yet achieved in the area, to bring a multitude of organizations together to serve a common purpose. It is difficult to quantify or even qualify the value the CLC has created in providing a forum for organizations who would not have met to meet regularly. The interactions amongst the representatives around the table have yielded a net increase in communication in the community and awareness of the programs, services and projects each organization is undertaking. This results in economies of effort in some areas, avoidance of duplication of effort, and overall increased capacity. Challenges do remain, including:

- how to communicate with seniors dispersed in the community
- how to meet the needs of isolated individuals
- making sustainable choices
- increasing involvement between community members and students
- increasing the contribution partners make to the CLC

Recommendations for the future include:

- Revise current theory of change (July – Sept 2010)
- Determine the best way to reach the community with information (communication sub-committee)
- Increase partner engagement by designing projects they can participate in easily
- Increase CLC visibility in the community

4. Community Outreach

4.1 Meet & Greet Events

The CLC hosted two Community Meet & Greet events to reach out to the community, particularly people who were not already affiliated with the school. The first event was held in November 2008 and the second in March 2010. Approximately 50 adults, primarily seniors, attended the November 2008 event. As a first outreach to the community, the organizers felt that it met its goals of introducing people to the CLC concept and giving Anglophone members of the community an opportunity to connect with one another.

The second Meet & Greet was planned around the need to present the Youth Leadership Initiative Project's results to the community. The event also featured some entertainment designed to attract younger families to the event. Attendance was about 25% higher and about twice as many partners were present with kiosks to increase community awareness of their services. The demographic was still about 85% seniors, so despite marketing the event to families in our school and through our partner organizations, interest primarily came from the Anglophone senior population. The seniors found the presentation on the youth project interesting but long. The jazz singer who had been hired to sing for adults while they mingled and visited kiosks at the beginning of the event was not appreciated by some of the seniors who found it too hard to converse during the performance. Her performance of children's songs, which attracted about five children, was very much appreciated, as was the babysitting service offered to parents.

Lessons Learned from Meet & Greet

There were very few notes on the first Meet & Greet, so the second one was planned to be similar without benefit of any document outlining the original event plan or debriefing it. For the community members that the Meet & Greet format appeals to, we believe a future event should focus more on community interaction and less on presentations. A seniors' tea served by youth from the school with a brief presentation by a guest speaker from a health and social service organization or other partner providing services to seniors would be a better format.

4.2. Newsletter

Following the first Meet & Greet, the Partner Table concluded that the greatest community need was for an information service due to the lack of an English news source in the area. The first CLC newsletter was published in December 2008 and was distributed by email and in paper copy to partners to try to reach the Anglophone community. Articles and information on events were submitted by partners but 90% of the work fell on the CLC Coordinator to gather, collate, and publish the newsletter. Copies of all Mountainview CLC newsletters published to date are available on the school website in the CLC section: <http://www.mountainview.rsb.qc.ca>.

The documents produced were bilingual, aesthetically pleasing, and highly readable and any evaluations completed in the first year were very positive. That said, as the new CLC Coordinator quickly learned, even with a partner organization providing administrative support for desktop publishing, the newsletter required the equivalent of at least two 60% work weeks to complete. The estimated cost in-kind of assembling and publishing the document is \$2000 per issue, half of which was contributed by the CLC coordinator and half by the South Shore CEDEC office in 2009-10. Distribution of paper copies is an additional

cost that also needs to be covered if we are going to send copies to seniors who might not otherwise receive them from one of our partners or by email. To promote the Meet & Greet, we did a mailing to all of the names and addresses of Anglophone seniors collected from our partners and the previous event. The copying and mailing of the Meet & Greet flyer along with the most recent newsletter cost \$350.

The sustainability challenge of publishing the newsletter has been brought to the partner table but no alternatives have yet been found to lessen the amount of work for the Coordinator. Limitations include the need to produce a bilingual version if the newsletter is going to be distributed through Mountainview School parents as that is required by the Governing Board. Inclusion of paid advertisements to offset the publication cost could also conflict with School Board policies for information sent home with students.

The other question regarding the newsletter that has not been resolved is whether it is really serving the intended purpose. The news the CLC is directing at the population is probably not the kind of news that they are looking for and the publicity is not generating registration for courses or events publicized. An entirely different style of publication is likely required. We need to explore sustainable ways of attracting community members to take an active role in the newsletter production. Options could include hosting a writing workshop for seniors so that they can work on writing the news they want to read. Students and seniors working together to write articles could be a wonderful intergenerational activity.

Both the previous and present CLC Coordinator have explored connecting with an English newsletter published in Chateaugay that would consider broadening the territory it serves. The community would have to find someone to solicit advertising to offset the cost of publishing the pages desired for the community. To date, no candidates for the position have been found so the possibility has been tabled for now. It may be revisited by a sub-committee that will meet in the next few months to explore the newsletter issue and other communication vehicles.

4.3 Lifelong Learning

Through the CLC network, the centers are offered many opportunities for workshops or presentations on a variety of topics. Many workshops related to parenting knowledge and skills have been offered as well as on life transitions and health topics. Although these workshops have been promoted to parents and the broader community through newsletters and flyers, interest has been low. The parenting workshops attracted no more than five parents and often only one or two. While timing and transportation challenges may partly explain the low participation, these would likely be overcome if parents had a need for the types of workshops being offered. Given the low demand, the CLC has not registered for as many of these opportunities in this school year, and the ones that it did publicize had no parents register. The question of how to engage parents and positively impact them in ways that lead to better collaboration between parents, students and the school and ultimately positively impacting student success still needs to be explored.

The CLC also struggled with balancing the need to provide students with a safe and secure environment with the desire to reach out to parents and the community with lifelong learning opportunities during the day. In 2008-9, the CLC Coordinator worked with ACCESS to set up French Second Language courses to take place in the CLC room during the day. Unfortunately, the Governing Board felt that having adults in the building alongside students

presented a safety risk and they voted against having the CLC room accessible for this purpose. Although a partner church offered to be the host site, the people who had registered chose to withdraw rather than take the course at another location. To date, no resolution has been found for this issue. Renovations would have to be completed to make a bathroom accessible for CLC room participants that is separate from all student areas and the cost inhibits the completion of this work.

4.4 Friends of Mountainview – 50th Anniversary Celebration

On May 22nd and 23rd, Mountainview School celebrated its 50th anniversary. Over the years, Mountainview has transformed itself from a high school to a middle school to an elementary school. Over the last 15 years, the Immersion Program was added to the existing English Program. Over 120 people from as far as Alberta, San Diego and Nova Scotia participated in a variety of activities that included walking on the mountain, doing a school visit, participating in a cocktail, coming to the dinner dance at school with a DJ and a band, and a breakfast at the Pointe Valeine community center. One of the guests graduated from the first class in 1961 while another was a long-time principal. There were also two teachers who had taught at MTV for over 30 years. The weekend was a resounding success. For some samples of feedback received from community members who attended the 50th anniversary celebration, see Appendix 7.

The CLC hosted the Saturday night cocktail and the Coordinator spoke briefly to the assembled guests about how the CLC is working to ensure the future vitality of the English community in the region. One of the goals after hosting this anniversary event is to maintain a Friends of Mountainview group who will support the school and CLC's efforts.

5. Student Success Initiatives

The creation of Community Learning Centers in schools was intended to foster student success by looking at the school, students, and the surrounding community holistically, bringing benefits to all stakeholders. In terms of specific programs and projects, the school staff was encouraged to participate in sharing needs and seeking out community resources, working with the coordinator. The concept of the CLC is at first difficult to understand, even if welcomed by the staff and parents, until some concrete examples are lived by the school and community. As a general preoccupation, the consensus at the Partnership Table meeting in November 2009 was that more focus needs to be placed on ensuring that students are exposed to English as much as possible during, and ideally, prior to, their elementary school education. During the summer of 2010, the school will be hosting an existing English Immersion Day Camp run by Ecole de Langues Elate and will in future be working with other partners to increase English program options in the community year-round. The following sections highlight programs or opportunities that were explored during the first three years of CLC development at Mountainview.

5.1 Curriculum Enrichment through Interactive Video Conferencing and Community-Based Learning Opportunities

One of the tools that each CLC is equipped with is a video conferencing system that enables each center to connect with the others. It also opens the school to the possibility of doing virtual field trips to museums and other institutions who have distance learning programs. There are also several websites that teachers can register with if they are interested in collaborating with other teachers worldwide with video conference facilities on projects or

activities. The PRT includes two people who are responsible for promoting the use of the technology and the development of community-based learning. While training has been offered to teachers in both areas, neither has been well-used to date. There is some reluctance for the teachers to take on more complexity in their roles when their core responsibilities provide a heavy enough work load already. We have tried training teachers as ambassadors of the technology but this strategy did not work well as the teachers were never given time to work with their colleagues. The challenge is not unique to Mountainview. The entire network has struggled with teacher involvement.

One successful community-based initiative that was organized across the CLC network was the involvement of schools in National Entrepreneurship Day activities. Students in cycle 3 participated in November 2008 and 2009 in a special day of events to celebrate entrepreneurship. Activities were planned to make students aware of entrepreneurship that were engaging and interactive including a video conference and a simulated business start-up competition. This activity aligns very well with our plans to increase student awareness of vocational pathways, many of which lead to entrepreneurship. We will continue to work with the CEDEC, the Carrefour Jeunesse Emploi, and our Riverside School Board partner in vocational and adult education, ACCESS, to participate in this activity and to create additional opportunities for students to be made aware of education and employment options through exposure and engaging activities.

5.2 Art and Health Projects

Students benefitted from the CLC's efforts in collaboration with the school, community, and provincial network partners to increase exposure to healthy lifestyle choices and to arts and cultural experiences. During the project, the students participated in a number of interesting arts projects, some with the ArtsSmarts program working with local artists, and other community-based projects and activities. We would like to continue to focus on this as an area of strength and a link to the community. Otterburn Park has a significant number of artists in its community and the principal has taken steps to reach out to them and hopes to further involve them in the school in future. The school would be open to hosting exhibits of local art and ideas are being worked on with the City of Otterburn Park and the local artists' community.

The CLC was also able to use grants provided by the Canadian Health and Social Services Network (CHSSN) to promote healthy lifestyle behaviors with students and their families in 2008-9 and 2009-10. The school nurse was highly engaged in the project in 2008-9, cooking with students and creating a cookbook of healthy recipes. In 2009-10, due to the H1N1 pandemic and other professional and personal commitments, our nurse was less involved in the CLC health initiatives. In general though, she is highly supportive and we expect her to remain a key link to the CSSS in future and will involve her in planning our healthy living projects for 2010-11 and beyond.

5.3 Extra-Curricular Enrichment

One of the findings of the initial needs assessment completed by the first coordinator was that parents wanted more recreational activities for students. The number and variety of lunch and after-school activities was expanded and enrollment increased by nearly 50%. Each fall and winter, the CLC organizes the activity program for students of the school. A copy of an activity schedule is attached in Appendix 8 as well as the parent survey distributed in December 2009 to evaluate the program and determine future direction.

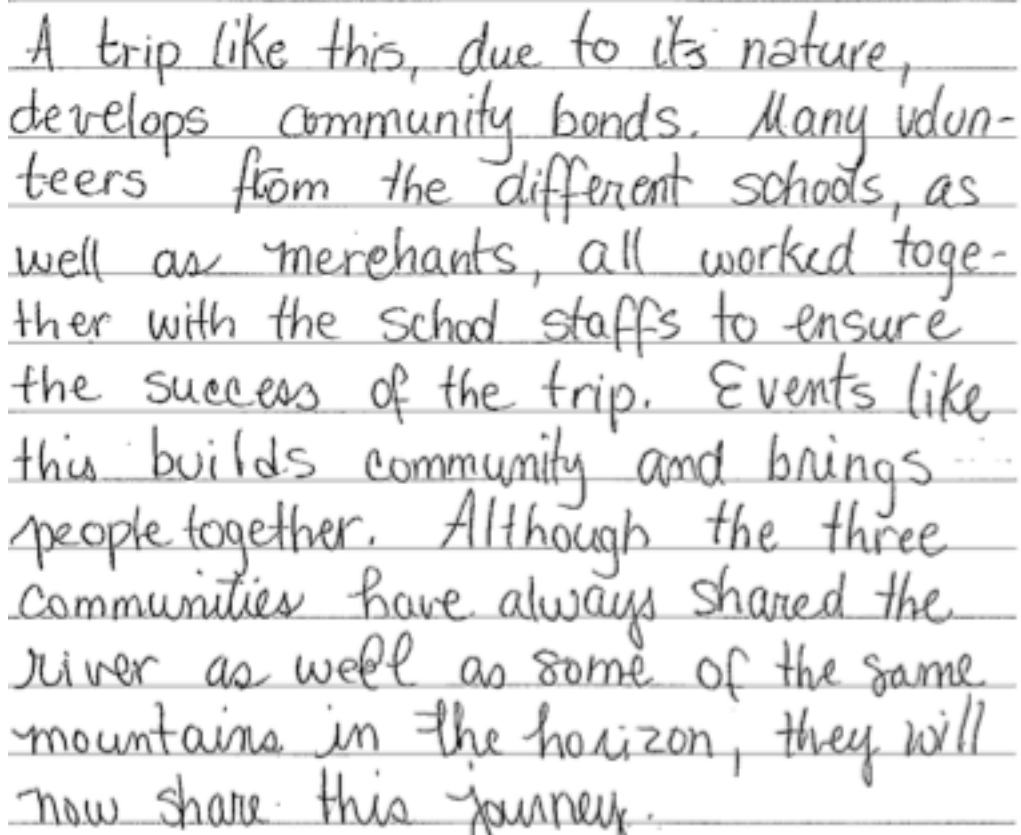
5.4 Leadership Program

In 2009-10, the principal initiated a leadership program with the collaboration of the Spiritual Animator for our school and our partner high school, Heritage Regional High School. Students' in Heritage's leadership program were organized to train cycle 3 elementary students on how to become leaders at school. The training was offered to William Latter Elementary and Cedar Street Elementary also. While the program was somewhat difficult to coordinate with the high school students because of scheduling and transportation issues, when they were able to come and work with the students, the experience was very positive for everyone involved. The students at Mountainview formed a leadership team that met weekly under the direction of a technician. The team undertook some projects to enhance school life for the entire student body, including a hats for Haiti day and a St. Patrick's Day Bingo.

5.5 Rabaska Trip

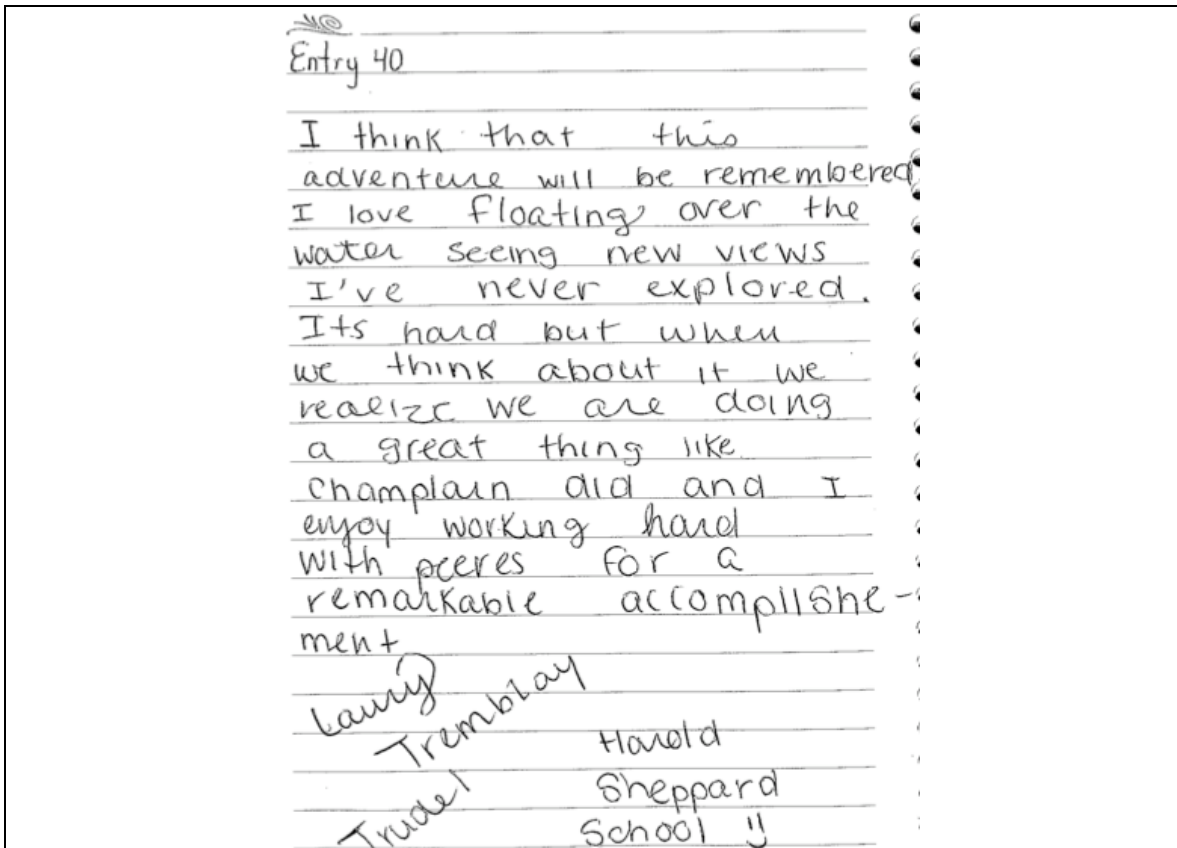
Three schools of the Riverside School Board decided to follow in the footsteps of Samuel de Champlain in June 2009. Mountainview School (Otterburn), William Latter (Chambly) and Harold Sheppard (Sorel) participated in this great historical venture. The fact that 2009 is the Quadricentennial celebration of Champlain's first trip down the Richelieu in 1609, encouraged both Mountainview and Harold Sheppard to work extensively on this theme that year and this trip was the final event. The goal was to paddle, in rabaska type canoes, from Chambly to Sorel. The students and the staff on the trip kept log books.

The following excerpts from the Principal's logbook discuss the goals behind the trip and the connections to community-based learning:



A trip like this, due to its nature, develops community bonds. Many volunteers from the different schools, as well as merchants, all worked together with the school staffs to ensure the success of the trip. Events like this builds community and brings people together. Although the three communities have always shared the river as well as some of the same mountains in the horizon, they will now share this journey.

The students and staff reported that the experience was enjoyable and educational. One of the students wrote:



The following organizations were involved in making the Rabaska trip a success:

Chambly-Carignan Fire department	Parc Canada-Ecluse -Chambly and St-Ours	Le Coq Extra
St-Mathias Fire department	Le Resturant Fourquet Fourchet	Ville D'Otterburn Park
Beloil Fire department	Le Restaurant Mouton	Ville de Chambly
Otterburn Fire Department	Camping Parc Bellerive Marina	CBC Radio-Montréal
Sorel-Tracy Fire department	Club de Canotage Otterburn Park	Manoir Rouville-Campbell
Marina de Chambly	La Grange Mouton Village	Aviation BL

A full report on the 2009 Rabaska trip with photos and additional journal excerpts can be provided on request by the Principal or CLC Coordinator. Although the principal had hoped the school might undertake the same trip in 2010-11, the support and planning time needed were both lacking. Since the previous trip, a used Rabaska was purchased with the intention of using it for future school and community use. We are in the process of negotiating an agreement with the Otterburn Park Boating Club (OBC) for them to take ownership of the canoe which they will make available for school and community groups. Under the terms of the agreement, Mountainview CLC and its partner schools will have favourable access to the Rabaska with the OBC providing access to insurance, instruction and any other needed safety equipment.

5.6 Homework Support Programs – Intensive Evaluation Focus

The after-school homework support program was chosen as our major evaluation focus as it was the program that was run for the longest of any CLC program or project and it was most likely to have had an impact on student success. The evaluation questions we attempted to address included:

- ✓ To what extent is the homework support program achieving its goals?
- ✓ How did the program set-up impact the results?
- ✓ What planned and unplanned outcomes are we seeing in the program evaluation results?

5.6.1 Overview of Homework Support Offered at Mountainview

In 2008-9, the homework support program was initiated by the CLC to meet an expressed need for after-school homework support for students. A Mountainview teacher had offered to supervise groups of students after school as they completed their homework. The homework program was incorporated in the after-school activities program that is distributed each fall and winter to parents. Students in daycare and not in daycare were invited to participate at a cost of only \$5 per session. Funding for the program was provided by the MELS homework assistance grant.

In 2009-10, the program was reorganized to better serve the needs of students and to set up a more sustainable administrative structure. The daycare had found that having students report separately to the homework program created confusion and expressed willingness to take responsibility for the administration of the program. Beginning in January 2010, the program significantly changed and expanded. A remedial homework support program was created with groups formed from students who teachers had identified as needing intervention in language arts or mathematics. The teacher who had originally overseen the entire program took over working with two groups of cycle 2 students who needed remedial math support. Additional teachers were hired to provide support to students in English and French. A lunch monitor was hired to supervise the homework completion program. This group included students from grades 1 to 6 and was designed to provide students with a quiet environment to complete homework during the first hour after school with someone to maintain order and answer questions as needed. The program took place in the library and students without homework were directed to read if not completing homework.

5.6.2 Methodology for Evaluation

The program was evaluated using surveys for parents, including both parents of students participating and those not participating in the program. Classroom teachers were surveyed to determine their perceptions of the impact of the program on their students and on themselves as teachers. Interviews were conducted with individuals who had key roles in administering the program including the daycare technician, the homework completion program supervisor and the remedial teacher who also originally supervised the homework program. (See Appendices 9 & 10 for copies of the parent and teacher surveys used.)

Thirty-nine of a possible 130 families completed the homework program survey. From the 39 responses received, 25 students had not participated in the program, while 14 said 'yes', their child was enrolled.

5.6.3 Findings from the Evaluation

5.6.3 A. Program Implementation: Enrollment, Attendance and Program Set-up:

For the families whose child was not enrolled, we were most interested in learning what the barriers to enrollment were if the parent felt the child needed support. The table below summarizes responses received from the twenty-five families whose children did not participate to the question:

‘What was the primary reason that your child did not participate?’.

Not aware there was a homework support program	0
Transportation related	7
Child does well academically.	7
Able to provide support	9

The responses to the question indicate that more than two-thirds of families who did not enroll their children did not have a perceived need for services. The transportation barrier is one that presents a significant challenge for any after-school programming and may be difficult to overcome. The development of services at lunch time for students who need support and cannot remain after school should be explored.

Amongst students enrolled in the program, attendance was high. Students enrolled in daycare attended nearly 100% of the time. Students not enrolled in daycare were most likely to be absent and took some time to adjust to staying after school for the program. When parents were asked if they would enroll their children again next year, more than 90% indicated that they would. The attendance and re-enrollment question both indicate that the program is meeting the expressed need of parents for homework support.

Parent responses to other questions regarding the set-up of the program are included in the table below for participating students. The responses indicate that the timing, duration, and number of sessions were satisfactory to the majority of parents. The parents who rated duration of session as fair or poor had students in cycle one who found an hour too long. The support provided rating also shows that the program set-up was perceived as good to excellent by the majority of parents.

Parent responses to questions regarding the program set-up:

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
TIMING OF SESSIONS	5	3	3	1	
DURATION OF SESSIONS	4	3	3	1	1
NUMBER OF SESSIONS	4	5	2	1	
LOCATION	8	3	1		
SUPPORT PROVIDED	5		6		1

Parents made the following comments and/or suggestions for improvement regarding program set-up:

- Messages sent home once in a while letting us know what is going on
- Assistance for the younger children required.
- Time frame for the younger children too long, make shorter program.
- Ensure that the work follows what was taught in class so students can improve.
- Could last one full hour
- Have a 15 minute recess outside between end of school and homework time.

- The person responsible for the program should give us a progress report for the child each month.
- For grade 1 child, the program (with no teacher help) was not good for her.

From the eleven teachers who completed the surveys, 100% of teachers agreed or strongly agreed that the homework completion and remedial programs are needed and should be offered in future. The homework completion program set-up was satisfactory but teachers had concerns about the remedial program set-up and would like to see some changes next year. Their comments included:

- It's difficult to catch up when they get to cycle 3. Not sure it is as beneficial as with younger grades.
- Start earlier in year.
- Feedback from person hired for this report.
- We need to get students who need it to participate in the class.
- Better grouping of students in small remedial groups according to objectives.
- Organize a meeting between the subject teachers and homework support teachers to better organize the groups and better define the needs.
- Maybe, more interaction between the tutor and teacher.
- Start as soon as possible in the year.

To strengthen the program set-up, they suggested:

- improving communication between the homework program supervisor or remedial teacher and the classroom teachers and between the homework program staff and parents
- reducing the numbers of students in the homework completion program
- offering a lunch-time option for students who cannot stay after school
- adopting a different format for cycle one students, for whom an hour was felt to be too long

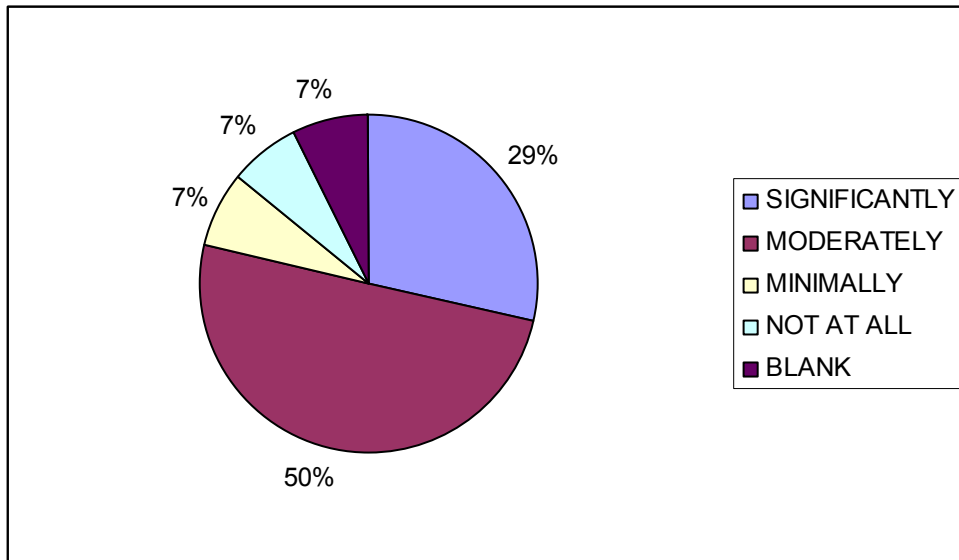
The three staff members who were interviewed about the homework also gave feedback regarding program set-up. All three indicated that the administration of the homework program through daycare was working well and was better than having a program set up outside of the daycare. Having the daycare take attendance and ultimate responsibility for the supervision of students in the building after school ensured better security and reduced confusion. They also agreed that having a snack supplied by the school for students in the program was not necessary. They felt that it was taking a significant amount of time and effort to organize, was not always appreciated, nor even necessary, as most of the time parents sent snacks for after school anyway.

5.6.3. B. Planned and Unplanned Outcomes of the Program:

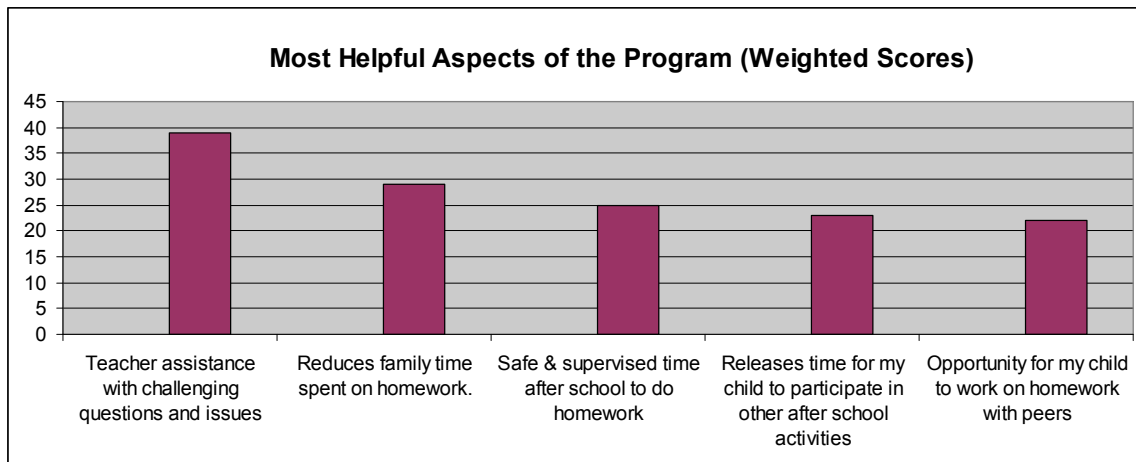
To answer the evaluation question regarding planned and unplanned outcomes of the program, parents and teachers were asked to give feedback on what they considered to be the most helpful aspects of the program. In answer to the question:

'Has the program been helpful to your child', about 80% of parents responded that the program had been moderately to significantly helpful. While we would ideally like to see all parents responding this way, we are optimistic that acting on the feedback received in this evaluation will enable us to improve that response.

Responses to the question 'Has the program been helpful to your child?':



Parents were asked to rate the elements of the program that helped the most on a scale of 1 to 5. The graph below shows the total weighted score of the responses given (the answer from 1 to 5 multiplied by the frequency of the response). From the possible responses, the most helpful according to parents were having teacher assistance with challenging questions and issues and reducing family time that would otherwise be spent supervising homework. In the long-term, we would hope that reducing stress on families and enabling them to enjoy more free time together in the evenings would have an impact on the student's and family's overall well-being.



Responses to survey questions and interviews provided feedback that indicates the program has had some measurable impact on the skills and confidence of students. Parents were asked to rate the progress of their child on a number of potential indicators that the program was impacting students in ways that would ultimately lead to better outcomes related to school participation and performance. As shown in the tables summarizing parent responses below, 50% or more of the children have demonstrated either slight or significant improvements in key areas, including study skills.

‘In what ways has the program changed your child’s behaviour in the following areas?’

	DID NOT NEED TO IMPROVE	SIGNIFICANT IMPROVEMENT	SLIGHT IMPROVEMENT	NO CHANGE	SLIGHT DECLINE	MODERATE TO SIGN. DECLINE
ATTITUDE TOWARDS HOMEWORK	3	3	3	3		
TIME SPENT ON HOMEWORK	1	3	4	4		
LEVEL/QUALITY OF STUDY SKILLS	1	4	4	4		
SELF CONFIDENCE TO DO HOMEWORK	3	5	3	1		
LEVEL OF AUTONOMY TO DO HOMEWORK	1	3	5	2	1	
HOMEWORK COMPLETION	2	4	4	1		

Questions asked of parents related to outcomes like motivation, attendance in school and performance in the classroom do not show as much change to date. This may not be that surprising given that these are indirect outcomes and they may also be more likely to result from a high school homework completion program than in elementary school.

	DID NOT NEED TO IMPROVE	SIGNIFICANT IMPROVEMENT	SLIGHT IMPROVEMENT	NO CHANGE	SLIGHT DECLINE	MODERATE TO SIGN. DECLINE
MOTIVATION TO ATTEND SCHOOL	3	2	1	7		
ATTENDANCE IN SCHOOL	4	1		9		
COMPLETION OF CLASSROOM ASSIGNMENTS	1	2	2	6		
ACADEMIC PERFORMANCE IN ONE OR MORE SUBJECTS	1	3	5	4		

The change that was most frequently observed by teachers of students participating in the homework support, particularly the remedial program, was increased self-esteem. A number of teachers reported that their students were more confident after participating in the program and that the change affected their overall behaviour and attitude towards learning.

“I saw that one of my students in grade one who received services had a much more positive attitude and more confidence in herself.”

5.6.4 Recommendations based on Evaluation of Homework Support Programs

Overall, parents and parents seem to be satisfied with the program and it is meeting a need in the community. Since meeting the expressed need of families is one of our goals for the program, it is achieving that goal to a significant extent. It is also at least partially achieving its goals of supporting students with academic difficulties but to a limited extent to date. To improve on the program set-up, some adjustments should be looked at in the program design for younger children and in the communication process.

Based on the feedback received, we recommend the following for future years:

- Continue to have the daycare look after the day-to-day administration of the homework program as all of the stakeholders felt that this set-up was effective.
- Ask parents to send students with an extra snack. Have an emergency supply of snacks for cases when a child forgets and needs one but stop offering a daily snack to homework program participants.
- Start the program as early in the year as possible, preferably when extra-curricular after school activities start in late September/early October.
- Remedial teachers need to have an orientation to the school and a meeting with each teacher whose students they will be assisting before the first session.
- Homework completion groups can be supervised by a non-teaching staff member so long as that person is bilingual and has experience assisting children with homework.
- Set up a communication system between teachers and homework program staff – make the frequency and format explicit and compensate teachers for the time spent meeting together.
- Focus efforts in remedial on students in cycle one and two in small groups of students with common challenges, i.e. in approaching math situational problems in cycle 2.
- Offer the homework completion program to cycle 1.2 and 2 together and cycle 3 in separate, smaller groups to increase individual attention and decrease disruptions.
- For cycle one, offer a literacy development group using volunteers with more one-on-one attention to develop reading skills. Depending on the availability of volunteers, this may be done during the day, at lunch or after school.

6. Overall Recommendations for Future Sustainable Development of Mountainview CLC

6.1 Expansion to other schools

The principal and CLC coordinator agree that sustainability for the CLC would necessitate expanding the scope of the project to other schools in the Richelieu Valley. Since many of the agencies in the area are geographically based on the Richelieu Valley Region, the CLC would ideally encompass all schools in the area for the development of partnerships and services. Since Mountainview is a relatively small school with a large territory, it does not lend itself to becoming a true community center for the families of the school because they live so far from the school. By extending services more to the families of Cedar Street School in Beloeil, the community served would be doubled. The principles of community-based education could also be extended to other schools and some of the services offered through the CLC could be developed at other sites depending on their needs. For the expansion to be effective, the initial steps of the Framework would need to be done with each school, introducing the concept, conducting needs assessment and recruiting additional partners. The process would not take as long as it does when first starting a CLC.

6.2 Taking partnerships to next level of involvement

As discussed in Section 3.2.3, further developing our relationships with existing partners and developing new strategic partnerships will be necessary for future sustainability.

6.3 Revisions to theory of change

For 2010-11, the theory of change should be updated with the involvement of key stakeholders. The present theory's impacts should remain in place but the outcomes, outputs and activities should be updated.

6.4 Sub-committees for future development

As the breadth and depth of the activities undertaken by the CLC has increased, so has the need for sub-committees to do planning for different initiatives. Some sub-committees would be project-based like the community garden committee, others more impact-based. We recommend establishing sub-committees for health and wellness, communication, and student success, to include partners and stakeholders who have knowledge or understanding to contribute to the dialogue on what the desired outcomes, outputs, and activities are and how they will be attained.

6.5 Evolution of coordinator role

The role of the coordinator at Mountainview has already evolved due to the staff changes during the first three years. The first coordinator took a very hands-on approach in directly delivering services to the school. For example, based on the need for translation of messages from the school from English to French, she took on the role of doing all of the school's translation work. In looking at the role from a sustainability perspective, this type of direct service is not sustainable as it is not self-financing and it depends on the skills of the person in the role. As the replacement coordinator had significantly less time available to provide direct services to the school, the role became more strategic, more about building relationships with partners and community members so that they would take a more active role in providing needed services in the school and community. The function of the coordinator will increasingly be focused on ensuring that the center is sustainable as funding declines. The School Board will need to make decisions about the future of the position next year as well, as it is currently a supernumerary role and the professionals union agreement normally requires that the position be made permanent after three years.

Appendix 1

Links to Articles from the L'Oeil Régional* Profile of the English Community – February 2010

Disparition d'une communauté

http://monteregieweb.com/Ma_Vallee/main+fr+01_300+Disparition_d_une_communaute.html?ArticleID=627320

Portrait des Anglais d'ici

http://monteregieweb.com/Ma_Vallee/main+fr+01_300+Portrait_des_Anglais_d_ici.html?ArticleID=627365

Une cohabitation parfois difficile

http://monteregieweb.com/Ma_Vallee/main+fr+01_300+Une_cohabitation_parfois_difficile.html?ArticleID=627324&JournalID=28

*Please note that articles are in French only, as published.

Appendix 2 - Mountainview Theory of Change 2008-2010

Mountainview School Community Learning Center Theory of Change 2008-2010

Our major areas of focus are the following:

1. Improve Health and Well Being
2. Improve Overall Student Success
3. Develop Lifelong Learning for all Ages
4. Improve Positive Interaction (Pro-social, Pro-community Actions) by all Members of Community
5. Improve Community Interaction and Communication
6. Improve the Functioning of the CLC
7. Investigate Sustainability through Regionalization

Impact 1 -Improve Health and Well Being

Activity (Program, service or event planned)	Indicator (SMART goal)	Output (Direct result of activity)	Outcome (Medium-term desired result of activity)	Impact (Long- Term desired result)
After school recreational activities	Number of participants Satisfaction towards variety, quality and quantity of activities	Students activity directed within some focus	Increase physical activity Increase specific skills in different sports	Improve Health and Well Being
Nutrition and Health Project	Number of healthy bake sales Quantity of information transmitted and retained	Provide information to children Provide cooking opportunity	Increase student awareness-knowledge-skills related to eating in a nutritious manner	
Rabaska Canoe Trip	Number of participants and satisfaction of participants	Provide opportunity to paddle in a Rabaska	Increase Physical fitness of cycle 3 students	

Appendix 2 Continued – Mountainview Theory of Change

Impact 2- Improve Overall Student Success

Activity	Indicator (Smart Goal)	Output	Outcome	Impact
After school Homework Period	Number of participant Quality & quantity of homework completed	Regular support for signed up children	Provide additional support to students	Improve Overall Student Success
Math Remedial Sessions	Math results	Develop whole number-fraction knowledge of the children	Provide alternative method of learning math...	
Increase use of technology for Special Needs students	Motivation	Develop typing skills Develop organization skills Develop tech knowledge in these children	Provide selected students with additional learning tools	
Reading Support Program	Fluency in reading	Feedback to readers on their reading	Children read out loud to an adult	
Flexible groupings for students needs initiative	Quality & quantity of newspaper articles produced (enrichment program)	Learning tasks at different levels of learning Differentiation of learning	Student receives adequate more appropriate support (quantity and quality)	
Reading Week	Number of books read Number of guests readers	Opportunity for children to read	Increase and encourage reading for students	
School Theme Support-400 years of change....	Sense of belongings	Academic learning, Drama, Music and Visual Arts opportunities for children	Provide outlets that motive high levels of learning.	
Laptop Loaning Program	Number of laptop loaned, number of individuals using the service	Teachers can access laptop to take into their classrooms	Children use laptops related to their learning...	

Appendix 2 Continued – Mountainview Theory of Change

Impact 3- Develop Lifelong learning for all ages

Activity	Indicator (Smart goal)	Output	Outcome	Impact
Pop Ed course-Intro to technology & internet	Number of registrations Level of confidence in using tech.	Introduce to using basic technology to access the internet	Adults use the Internet	Develop Life-Long learning for all ages
Pop Ed course-Basic travel French course	Number of registrations Level of confidence in speaking French in public	Develop the use of French for travels	Increase Ability to Speak French	
VCN Workshops on Parenting skills	Attendance	Adults receive specialized information related to parenting	Increase Adult knowledge	
VCN workshops for teachers PD	Attendance Number of requests for areas of interests	Teachers participating in continuing education	Increased teachers professional competencies	
Reading for Tots		Young children hear stories and see books as transmitter of story	Expose young child to positive literacy experiences	
Yes Conference....	Attendance Participation of employers Number of workshops	Provide 16-25 years information and discussion related to employment	Increase knowledge of young adults in area of employment	
Reading to Petite Loutre children	Students volunteer involment	Provide our grade 5 students with opportunity to read out loud to young children	Provide additional reading Opportunity	
Library Sharing with Petite Loutre		Provide young children with a library experience	Expose young children to reading and books	
Gym sharing with Petite Loutre	Number of participants and frequence of visits	Provide young children with a library experience	Expose young children to gym and fitness experience	

Appendix 2 Continued – Mountainview Theory of Change

Impact 4-Improve Positive Interaction (pro-social, pro-community actions) by all members of Community

Activity	Indicator (Smart goal)	Output	Outcome	Impact
Teenager Anti Graffiti project	Frequency of incidents	Outreach to teenagers Increase resources for teenagers	Create positive outlet for teenagers Create an artistic and communication opportunity for teenagers	Improve Positive Interaction (pro-social, pro-community actions) by all members of Community
Remembrance Day Activities	Number of students participants Number of veterans involved Number of activities	Expose children to veterans Awareness of history Share impact related to conflicts	Opportunity for community to access students Increase Historical knowledge of community Support Peace	
High School Transition Program for interested Gr 6 students	Number of participants Fear of transition	Provide opportunity for gr 6 students to discuss important issues and get info related to transitioning to HS	Knowledge of HS life Knowledge of resources Develop ability to self-express related to stressful issues	
HS students projects: Graffiti walls, education program in HS, Adopt-a-spot, graffiti walls, promotional material	Number of Youth involved in the program Number of incident reported	Awareness of consequences to vandalism acts	Engaged students make a difference in their community	

Appendix 2 Continued – Mountainview Theory of Change

Impact 5-Improve Community Interaction and Communication

Activity	Indicator (Smart goal)	Output	Outcome	Impact
CLC Newsletter	Number of copies distributed Satisfaction of readers Number of article sent in	Information exchanged Newsletter distributed across the community	Increased knowledge related to news and activities in the area-community	Improved Community Interaction and Communication
Translation Support	Number of francophone reached	Information made available in both languages	French-English only populations exposed to same information	

Impact 6-Improve Functioning of the CLC

Activity	Indicator (Smart goal)	Output	Outcome	Impact
Partner table	Number of participants Level of ownership	Information exchanged	Increase knowledge related to news and activities in the area-community	Improve Functioning of the CLC
Partner Categories		Information made available in both languages	French-English only populations exposed to same information	
Leadership & Administrative Actions				
Coordination Actions				

Appendix 2 Continued – Mountainview Theory of Change

Activities of the CLC by Major Results Area 2007-2009

1. Improve Health and Well Being	2. Improve overall Student Success	3. Develop Lifelong learning for all ages	4. Improve positive Interaction (pro-social, pro-community actions) by all members of Community	5. Improve Community Communication and Exchange
Nutrition Month Activities: Snack project-healthy living grant+ other grant	Homework support program through MELSS\$ integrated within extracurricular act.	Parenting courses in evening	Meet and Greet-Nov 2008	CLC Newsletter
Rabaska Canoe project: Paddling many km on water Preparatory paddling and school physical activities; Fitness in PE	Math Remedial Class for cycle 3 students	Pro-Work weekend for teenagers and young adults (Yes conference)	Student corn roast-Sept 2008	Monthly Partner meetings
Afterschool Sport activities (paying courses)	Scheduling Resource teacher differently	VCN Field trip-Hamilton-kids	Reading + PE Support for local CPE	VCN Parent exchanges
	Volunteer Reader program + flexible groupings program	VCN Field trip-Pittsburg-teachers	Remembrance Day Celebrations-Ott Legion	Ind Interaction with partners on projects
	Reading Week	School theme Support-for teachers, students, Principal	HS transition program by Concordia students	

Appendix 2 Continued – Mountainview Theory of Change
Activities of the CLC by Major Results Area 2009-10

1. Improve Health and Well Being	2. Improve overall Student Success	3. Develop Lifelong learning for all ages	4. Improve positive Interaction (pro-social, pro-community actions) by all members of Community	5. Improve Community Communication and Exchange
Outdoors- Out of School- Recreational Activities (6 activities)*	3- Homework program integrated in the activities	3-Grey Hair Computer Course	1-Art Expo MTV 2009 1-Art Expo MTV 2010	1-Newsletter 4 x a year November, February, April, June
1-June Rabaska Canoe Activity*	Technology Support for a Special Needs Students (Further technology workshops to ensure a set of tools for special needs students that they can use easily in the classroom-use IEPSS program to explore this component.)	3-Extra Curricular Activities	2-Elementary Leadership through HS student Support* (Mountaineers)	1-Community Connections
3-Paid Extra Curricular Physical Activity	1-Support for Learn Program	2-Christmas Card Company	Meet and Greet 2010	1-Website improvement and data entry program
1-Caring Loving Community Hall	Info to Parents related to HS tracks which include vocation and professional education	2- Development of the use of the Daily 5 teaching strategy in teachers	Cure for Cancer 2010	Community Visit Program

Appendix 2 Continued – Mountainview Theory of Change

Activities of the CLC by Major Results Area 2009-10

1. Improve Health and Well Being	2. Improve overall Student Success	3. Develop Lifelong learning for all ages	4. Improve positive Interaction (pro-social, pro-community actions) by all members of Community	5. Improve Community Communication and Exchange
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3-Lunch time sports for students through the PE teacher	1-Math remedial course with a teacher for cycle 2 & 3	1-Parent VCN Evening	2-50th Anniversary Activities	1-Services-Need database accessible on the web....
Nutrition and Health Project	1-French Tutor program	1-Survey on Value of extra curricular activities for the purpose of improving the program	3-Remembrance Day Activities	
	1-English Tutor Program	Summer Immersion-Adventure camp for elementary School age students	School Garden Activities	
	2-River Science Activities		River –Mountain Clean Up Activities	
			Green Team Lunch hour recycling program	
			Environmental Action Group Table	
			Spiritual Development Action Group	
			Cultural Development Action	

Appendix 3 - Partnership Agreement



Our School, Our Community
A Community Learning Center Project
École Mountainview School



Memorandum of Understanding **CLC Mountainview**

I. GOAL

1. The fundamental objective of this Memorandum of Agreement is to establish mutually satisfactory relations between the school and organizations participating in the development of the CLC Mountainview
2. Together, all partners are striving to develop relations characterized by mutual respect, good will and professionalism.
3. Our vision and our mission being:

Vision

We believe that Mountainview School Community Learning Center is:

- A place to welcome community members to share, pass on their knowledge and support each other in their diversity.
- An innovative center offering diverse and quality services, through outreach to the community and fostering partnerships with different organizations and individuals.

Mission

The Mountainview Community Learning Center will promote lifelong learning, cultivate good citizenship values, foster student success, and enhance the well-being of all community members.

Appendix 3 Continued - Partnership Agreement

Our major areas of focus are the following:

1. Improve Health and Well Being for all members of the community	2. Improve overall Student Success	3. Develop Lifelong learning for all ages	4. Improve positive Interaction (pro-social, pro-community actions) by all members of Community	5. Improve Community Interaction and Communication
6. Improve the functioning of the CLC				

A more elaborate partnership agreement will be signed when the specifics of service delivery will be mutually determined.

We are pleased that _____ agrees to help our Community Learning Centre to achieve positive results in these major areas of focus.

Signatures:

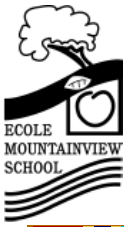
**Agency Staff/ Representative
Date**

Agency

**Principal
Date**

Agency

Appendix 4 – Letter Signed by Partners in the Youth Anti-Vandalism Project



École Mountainview School



Otterburn Park, le 16 janvier 2009

Projet : Prévention contre le crime

La Ville d'Otterburn Park est une municipalité qui compte 8 500 habitants. Sur ce nombre, environ 1 320 habitants sont des jeunes âgés entre 10 et 19 ans. De plus, Otterburn Park se retrouve au 7^{ième} rang des municipalités qui compte le plus de jeunes âgés de 15 ans et moins au Québec. La clientèle jeunesse est donc très présente dans notre municipalité et depuis les cinq dernières années, nous remarquons une augmentation des actes de vandalisme liée aux graffitis. Nous en retrouvons maintenant sur les édifices municipaux, sur les panneaux de signalisation, sur les institutions scolaires, dans les parcs, dans les commerces et sur les résidences. Ces graffitis sont motivés, en partie, par la haine ou les préjugés liés majoritairement à un conflit entre francophones et anglophones. Cette vague de vandalisme est également liée au manque d'encadrement et d'activités offertes à la clientèle jeunesse qui ne cesse d'augmenter.

En tant que coordonnatrice du CLC, je désire vous présenter un projet mobilisateur et rassembleur qui concorde avec notre mission au niveau du développement communautaire. En effet, le Community Learning Centre de l'école Mountainview a comme mission de promouvoir les apprentissages, à inculquer des valeurs de bon citoyen, à avoir un impact direct sur le succès des enfants et à accroître le bien-être des membres de sa communauté. Concrètement, le CLC est un endroit invitant la population à partager, à transmettre leurs connaissances dans le respect de leur diversité et à accroître le sentiment d'appartenance à leur communauté.

Afin de limiter la criminalité liée au vandalisme et de canaliser de manière localisée l'énergie créative de nos jeunes, nous désirons donc mettre en place un projet concerté pour permettre aux jeunes d'effectuer des graffitis sur des murs légaux.

Le CLC estime que, pour mieux encadrer ce projet, nous devons avoir recours à une démarche concertée qui comporte plus d'un volet. Les principaux partenaires ayant accepté de soutenir le projet sont la municipalité d'Otterburn Park, la commission scolaire Riverside, la régie intermunicipale de police Richelieu St-Laurent ainsi que la table de concertation jeunesse de la Vallée des Patriotes.

Appendix 4 Continued - Letter Signed by Partners in the Youth Anti-Vandalism Project

Le milieu étant mobilisé, il sera plus facilitant de mettre en place divers volets tels que :

Atelier de prévention et de sensibilisation – Sensibiliser les jeunes aux problématiques liées au vandalisme et à la criminalité à travers un programme d'ateliers de prévention dans les écoles et organismes jeunesse. Resserrer les liens entre les diverses communautés pour favoriser un climat plus harmonieux dans la collectivité.

Responsabilisation – Maximiser le recours aux ressources et aux personnes disponibles pour mener à bien ce projet et redonner une place à nos jeunes. Impliquer les parents dans les ateliers de sensibilisation et favoriser la participation citoyenne.

Actions concertées sur le terrain - Construction de murs de graffitis légaux pour contrer les actes de vandalisme. Aménager des surfaces réparties sur une dizaine de sites afin de permettre d'y graffiter à volonté, en toute légalité. Assurer une supervision du projet pour contrer tous messages haineux ou inappropriés.

Nous vous remercions à l'avance de l'attention que vous porterez à notre demande et nous vous prions d'agréer l'expression de nos sentiments distingués.

Chantal Lafontaine
Vice-présidente
Table de concertation jeunesse de la Vallée des Patriotes

Daniel Desnoyers
Directeur général par Intérim
Ville D'Otterburn Park

Jean-Marc Bouchard
Policier
Régie intermunicipale de police Richelieu St-Laurent

Bob Matthey
Directeur
École Mountainview School, Riverside School Board

Andréanne Rhéaume Pietracupa
Coordonnatrice
Mountainview Community Learning Centre, Riverside School Board

Darryl Climan
Coordonnateur YIELD
Riverside School Board

Appendix 5 – Letter to Parents and Community Regarding Community Garden Project

April 29, 2010

CLC Community Garden Project

This spring, with the help of many CLC partners, we will be starting a community garden on the grounds of Mountainview School. Special thanks to the City of Otterburn Park who will be setting up the garden boxes and the Corporation Aide et Intégration Jeunesse au Travail and the Table de Sécurité Alimentaire de la Vallée du Richelieu who originated this project and are providing ongoing financial support as we move the garden to Mountainview from its original location at the Pentecostal Church.

This week, some classes will be starting vegetable plants from seed that will later be planted in the garden. Students will benefit from learning more about food from seed to harvest. Activities will be planned for September to enable students to harvest and taste food grown in their garden.

There will be nine garden boxes to be planted with different vegetables and herbs. The CPE La Petite Loutre will also be involved in planting and growing vegetables in the garden and will be providing access to water. We would like to provide seniors and community members with some boxes to plant and harvest as well.

How can our families get involved?

If you are interested in helping in any of these ways, please check the circle beside the descriptions below and return this form to the school office.

Name: _____ Parent of: _____

Best way to contact (phone or email): _____

I would be interested in helping by:

- Donating items:** garden tools in good condition, gloves, mulch, plants, etc. Please indicate what you would like to donate and we will contact you:

- Volunteering** to supervise work in the garden on evenings or weekends during the summer. We will be making a schedule of times that community members can come and work in the garden. Specific times that you are available:

- Sharing your knowledge** with a class or helping as we do the planting during school hours. Day(s) of the week you are available:

- Making a financial contribution** to support the planting of a garden box including seeds, earth, mulch and other materials. Your family or company name would be placed on the box to acknowledge your contribution.

Appendix 6 - Partners Participating in the Community Garden Project and Description of their Involvement

Name of Partner	Type of Organization	Involvement	Financial Contribution	In-Kind Contribution
Bonjour Soleil	Support for single-parent families	Using 2 garden boxes for families to plant, harvest	None	Participation of Director in planning meetings \$40 x 5 hours=\$200
City of Otterburn Park	Municipality	Recreation Dept. Manager has been key in getting project established at school, Mayor and City Council have been interested and supportive		Delivered a ton of rock and a truck-load of soil as well as moving garden boxes to site Recreation Manager: \$40x15 hours = \$600
CPE	Daycare	Using one garden box; participating actively on sub-committee; supplying access to water		Participation of Directors: \$40 x 10 hours = \$400
CSSS Food Security Table	Health and Social Services	Indirect – the Corporation Aide et Integration Jeunesse receives a grant from them for a community garden	\$350	
Corporation Aide et Intégration Jeunesse	Youth Intervention – Social Services	Travailleur de Milieu has been the driving force behind the project, has recruited partners and worked in collaboration with the CLC Coordinator and Partner Table to move the garden to Mountainview's property		Has contributed approximately 100 hours to the project to date @\$40 per hour, \$4000 for start-up of garden

Appendix 6 Continued - Partners Participating in the Community Garden Project and Description of their Involvement

Mountainview School and Daycare	Elementary School (K – Grade 6)	Teachers have participated in seed planting sessions (7 classes) and garden planting (5 classes); daycare will be watering until the end of the school year; principal has been actively engaged; parents have volunteered hours to help with planting and maintaining the project	\$50 – donated by family to offset cost of planting school garden boxes	CLC Coordinator Hours contributed to project to date: 60 hours Principal involvement 10 hours Parent volunteers, 7.5 hours @ \$25 per hour = 187.50
The HLM Seniors Residence	Subsidized housing for seniors	The HLM was contacted relatively late and will likely get involved next year. The City Council representative who liaises with the HLM has expressed interest in developing a partnership and requesting funding for involving the seniors in the community in the project through the New Horizons' for Seniors Funding. A meeting has been scheduled for July 2010.		
Debra Dorey, Landscape Architect	Individual with subject matter expertise and experience in community gardening.	Debra is a friend of the CLC Coordinator who has previously helped with a community garden at an elementary school in Vancouver. She has generously shared her time and expertise with Mountainview and has participated in a video-conference with other CLC network centers interested in developing community gardens.		10 hours @ \$50 per hour = \$500

Appendix 7 - Feedback from Mountainview's 50th Anniversary Celebration

<p>Bob, you and your group did an amazing job of pulling this event together. Having organized many large events myself I know that when it all happens as seamlessly as yours did, there was a lot of planning and hare work involved. Congratulations to all of you.</p> <p>I cannot wait until 2019 and I challenge everyone to keep in contact.</p> <p>Susan LeBlanc</p>	<p>Marlene Laverty Labelle hi Bob - Thank you so much for that wonderful weekend. Seeing old friends, special teachers and hugging Mrs. Glenwright, I cannot say how special it was. Looking forward to any future reunions. Big hugs and kisses to everyone who was involved. Great work everyone...</p>
<p>I just wanted to take time to thank you and the staff for all of your dedication to this extraordinary event. It will stay with me for the rest of my life. My sister had a wonderful time, as well. Perhaps we should start right away, to contact the remaining students and find out their addresses etc. Some people would need a lot of advance notice. I could help and so could Donna.</p> <p>All the best, Jill McCubbin Clare</p>	<p>Bob, Many thanks for all your hard work putting this amazing reunion together. Doug and I had a wonderful time. The mountain hike was tremendous! Doug was so pleased once he arrived at the top and commented that the views were worth every step!</p> <p>Again, thanks so much and hopefully we'll see everyone again in 10 years!</p> <p>Lynda & Doug Whelen (Antle)</p>
<p>Good afternoon, Bob:</p> <p>Sorry I missed saying good bye Sunday morning after the breakfast. It got a little hectic with farewells and I regret missing one of the most important persons...the host! It was a pleasure meeting you and want you to know that you and your team did an absolutely fantastic job. All of you are certainly to be commended for all the time and effort put into making the 50th Mountainview Reunion and events such a resounding success. I am so pleased to have been a part of it and have taken away more wonderful memories that I will cherish always. Thank you so much. Even though there may have been a few changes and new paint on the walls, walking back through the school halls, classrooms, and the gym once more, was like turning the clocks back – so many memories came flooding back (all good ones, I might add). Didn't know I was such a nostalgia buff. Enjoyed reacquainting with many old friends, teachers, and classmates. Sylvia Glenwright is a wonder and has changed the least of all of us. It was wonderful to catch-up with her.</p> <p>I would have liked to have stayed later Sunday morning, but my husband and I had to head back to Ontario earlier than we had first anticipated so, unfortunately, had to miss the Rabaska paddle on the River. Daniel Caumartin was very gracious in giving Jack and I a guided tour of the facility Saturday morning and we will look forward to (hopefully) attending the 90th celebrations there next year.</p>	

Bob, I will keep in touch with the Mountainview website and hope to see some photos posted of this past weekend's event. Let me know if you should plan a visit to the St. Jacobs/Kitchener/Stratford areas in Ontario sometime. We would be very pleased to welcome you and give you a guided tour of our region here. Hope you will stay in touch.

Again, congratulations. Best wishes for continued success at Mountainview. Have a wonderful summer vacation and well deserved rest.

Kind regards

Dianne Boda

Human Resources

RIS Companies Inc

519-699-0022 ext 243

This is the English version of the article that the principal tried to have published in the local paper. Unfortunately it was not used.

Mountainview's 50th Year Celebrations

On May 22nd and 23rd, we had the 50th year celebration events. Over the years, MTV has transformed itself from a high school to a middle school to an elementary school. Over the last 15 years, the Immersion Program was added to the existing English Program. Over 120 peoples from as far as Alberta, San Diego and Nova Scotia participated in a variety of activities that included walking on the mountain, doing a school visit, participating in a cocktail as well as coming to the supper dance at school with a DJ and a band and the breakfast at the PT Valeine community center.. One of the guests graduated from the first class in 1961 while another was a long time principal. There were also two teachers who had taught at MTV for over 30 years. The weekend was a resounding success. Thank you to everyone who helped out.

Appendix 8 - Extra-Curricular Activity Schedule Example and Survey:

WINTER SCHEDULE 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 11:45	Academic	Academic	Academic	Academic	Academic
11:45 to 12:45	Lunch Guitar	Lunch Mad Science	Lunch Yoga	Lunch	Lunch Karate
12:45 to 2:45	Academic	Academic	Academic	Academic	Academic
2:45 to 3:45	Guitar	Girls soccer	Cosom Hockey	Soccer K – 2	***** *
3:45 to 4:45	*****			*****	***** *

Dear Parents,

As part of our mission to increase student success, our CLC designs a program of lunch and after-school activities to give children an opportunity to explore new ideas, learn new skills, and find new and fun ways to express themselves through art, music, movement and more.

Please help us by completing this survey and returning it to school by Wednesday, December 9th. **Completed surveys will be eligible for a draw for a free activity in the winter session (see back page*).**

For each child in your family, please answer the following questions:

	Child 1	Child 2	Child 3
What grade is your child in?	_____	_____	_____
Did you register this child for an activity this fall?	Y or N	Y or N	Y or N
<i>If yes</i> , how many activities?	_____	_____	_____
Have you registered him or her for activities in previous years?	Y or N	Y or N	Y or N

Appendix 8 - Extra-Curricular Activity Schedule Example and Survey

We want to make our activity program accessible for all students. **If your child did not participate, is there something specific we could change for our next session?**

What additional or new activities would you like to see offered?

If your child(ren) participated in activities this fall, please complete the following:

Satisfaction rating (1= Very low, 6=Very high)

Activity 1: _____ 1 2 3 4 5 6

Comments about the activity: _____

Activity 2: _____ 1 2 3 4 5 6

Comments about the activity: _____

Activity 3: _____ 1 2 3 4 5 6

Comments about the activity: _____

Activity 4: _____ 1 2 3 4 5 6

Comments about the activity: _____

Any other suggestions or comments regarding extra-curricular activities:

Appendix 9 - Homework Support Programs 2010 – Parent Evaluation

May 6, 2010

Dear Parents,

As the homework support programs have now been running for several months, we would like your opinion on the impact of this year's programs. All information you provide will remain confidential and anonymous. It will be summarized and presented in an evaluation report to be prepared by our Community Learning Center in June 2010.

We are sending this evaluation to all of our families so that we can get feedback from parents of children who did not participate in the program as well as those who participated. Only this page needs to be completed if your child did not participate in a program.

Name of Child: _____ **Grade:** _____

Is your child participating in the Homework Completion Program that is being coordinated with our daycare program this year? **Yes, # of days per week?**
_____ **No** ____

Has your child been participating in one of our remedial homework support programs run by Mme. Anne Lajoie or Mrs. Jennifer Rose-Lapointe?
Yes, which program _____

Questions for parents whose children have not been participating in the after school homework support programs:

1. The primary reason that your child is not participating in a homework support program is:

- ___ You were not aware that there was a homework support program.
- ___ Transportation-related: your child takes the bus and it is not possible to pick them up after school.
- ___ Your child does well academically and does not need any extra support.
- ___ You are able to provide the support your child needs for completing their homework.
- ___ Other, _____

2. If your child has not been participating in any of the homework support programs and you feel he or she would benefit from additional support from the school in future, what services would you like to see us develop?

Appendix 9 Continued - Homework Support Programs 2010

– Parent Evaluation

HOMEWORK EVALUATION QUESTIONNAIRE for Parents' whose children have participated in a program in 2009-10

1. Information about your child's participation and attendance:

1 a) Approximately, how often did your child attend the program they were enrolled for?

- 25% of the time
- 50%
- 75%
- 100%

1b) When did you child start participating and for how long?

Start date (month/year):

End date (month/year):

1c) Do you wish to enroll your child in this program again next year?

2. In your view, to what extent has the homework assistance program been helpful to your child (or children)?

- Significantly
- Moderately
- Minimally
- Not at all

3. In what ways has the program changed your child's behaviour in the following areas?

	Did not need to improve	Significant improvement	Slight improvement	No change	Slight Decline	Moderate to significant decline
Attitudes towards homework						
Time spent on homework						
Level/quality of study skills						
Self-confidence to do homework						
Level of autonomy to do homework						
Homework completion						

**Appendix 9 Continued - Homework Support Programs 2010 –
Parent Evaluation**

4. In what ways has the program influenced your child’s ability to perform in school?

	Did not need to improve	Significant improvement	Slight improvement	No change	Slight Decline	Moderate to significant decline
Motivation to attend school						
Attendance in school						
Completion of classroom assignments						
Academic performance in one or more subjects						

5. What do you perceive as the most helpful aspects of the program? *(Please rate in order of importance from 1 to 5, with 1 being the most important and 5 the least important, the aspects you consider most helpful in the list below)*

- Safe and supervised time after school to do homework
- Teacher assistance with challenging questions and issues
- Opportunity for my child to work on homework with peers
- Reduces family time spent on homework
- Concentrated time ensures that my child gets homework done more easily
- Releases time for my child to participate in other activities after-school
- Other (please specify): _____

6. How you would rate the following aspects of the program?

	Excellent	Very good	Good	Fair	Poor
Timing of sessions					
Duration of sessions					
Number of sessions					
Location					
Support provided					

**Appendix 9 Continued - Homework Support Programs 2010 –
Parent Evaluation**

7. What suggestions would you make to improve the program?

8. Please feel free to provide additional comments and suggestions.

We thank you very much for your cooperation!

Appendix 10 - Homework Support Programs 2010 – Teacher Evaluation

May 6, 2010

Dear Teachers,

As the homework support programs have now been running for several months, we would like your opinion on the impact of this year's programs. In January we asked you for recommendations of students to these programs. I'm going to include the descriptions of the program I wrote in the January letter because we want to evaluate the individual program's effectiveness compared to its original intent. There are also some general questions at the bottom of the survey to ask you what other types of programs you would like to see next year.

Name of Teacher: _____ **Grade:** _____

1. Homework Completion Program:

To what extent is the homework completion program achieving its stated goal?

“For students who really only need to be well supervised in a homework program in order to facilitate more time in the evenings with their parents, we will be having a daycare technician oversee these students. Again, if you have students who need assistance just to focus and complete homework as they are not presently completing their homework consistently, you may recommend students for this supervised homework period.

Of course, we cannot force parents to have their children attend the Homework Program so students you recommend may still not attend but we will do our best to encourage their participation. Other creative solutions may be sought for the limited number of cases where transportation is impossible or other barriers exist.”

1.1 Evaluation questions for Teachers on the Homework Completion Program

1.1.1. How many students did you recommend to the Homework Completion Program?

_____ 1.1.2. How many of your students actually attended the program? _____

1.1.3 Do you feel that the program met its stated goals?

Did the students who attended complete their homework:

___ More frequently than before joining the program

___ About the same as before joining the program

___ Less frequently than before joining the program

Appendix 10 Continued - Homework Support Programs 2010 – Teacher Evaluation

1.1.4 Although it was not necessarily a goal to improve the quality of the homework completed, do you feel that students in the homework completion program:

- Did a better quality of homework than they had previously
- Completed their homework more neatly than they had previously
- Became more organized about taking their homework with them
- Improved in their academic performance during this period and the homework program may have helped
- Were more attentive to instructions given in class about homework
- Had a better attitude than before about homework
- Seemed less stressed about homework
- Seemed less stressed by school in general
- Other

Other

Overall, regarding the homework completion program:

1.1.5 Do you feel the service is needed?

Strongly Disagree Disagree Neutral Agree Strongly Agree

1.1.6 Do you feel that the way the program was set up this year was effective?

Strongly Disagree Disagree Neutral Agree Strongly Agree

1.1.7 What would you change about the program?

1.1.8 What do you think we could do next year to assist students who were unable to attend the program but are in need of this type of homework support?

Appendix 10 - Homework Support Programs 2010 – Teacher Evaluation

2. Remedial Program

The goal of the remedial program as stated in January: “There will be a remedial group which Ann Lajoie* will be responsible for. She will have release time to work with teachers to determine how best to support the students selected for this group. We are looking for suggestions from you for students who would benefit from this Remedial Homework Program.”

*Please note that we ended up creating additional remedial groups based on the number of students recommended and your students may have been helped by another teacher who was hired to work in the program.

2.1.1. How many students did you recommend to the Remedial Program? _____

2.1.2. How many of your students actually attended the program? _____

2.1.3 Do you feel that the program met its stated goals? Yes No

Comments:

2.1.4 Was the program able to address your students’ needs for remedial learning?

___ Yes, my students made **significant improvements** in the areas we identified

___ My students made **some improvements** in the areas we identified

___ My students showed **very little improvement** in the areas we identified.

___ My students showed **no improvement** in the areas identified.

2.1.5 Although these outcomes were not specifically expected from the program, did you see any of the following changes in students who participated in the program?

___ Did a better quality of homework than they had previously

___ Completed their homework more neatly than they had previously

___ Became more organized

___ Behaviour in class improved

___ Improved their self-confidence

___ Improved in their academic performance during this period

___ Was more attentive to instructions given in class

___ Had a better attitude than before about homework

___ Seemed less stressed about homework

___ Seemed less stressed by school in general

___ Other

___ Other

2.1.6 Do you feel the service is needed?

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

**Appendix 10 Continued - Homework Support Programs 2010 –
Teacher Evaluation**

2.1.7 Do you feel that the way the program was set up this year was effective?

Strongly Disagree Disagree Neutral Agree Strongly Agree

2.1.8 Overall, would you recommend that we continue to offer a remedial program next year?

Strongly Disagree Disagree Neutral Agree Strongly Agree

2.1.9 What would you change about the program?

2.1.10 What do you think we could do next year to assist students who were unable to attend the program but are in need of this type of support?

3. Reading Support

Finally, we were able to provide some volunteers to read with students this year.

3.1 Did you have students you recommended for reading support? Yes No

3.2 Were we able to provide a volunteer to work with your students? Yes No

For those who had a volunteer work with students, do you feel that:

3.3 Time spent with the volunteer reading was beneficial?

Strongly Disagree Disagree Neutral Agree Strongly Agree

3.4 The volunteer who worked with your students enjoyed the time spent doing the activity?

Strongly Disagree Disagree Neutral Agree Strongly Agree

3.5 The students enjoyed interacting with the volunteer?

Strongly Disagree Disagree Neutral Agree Strongly Agree

3.6 What would you change about the program?

Appendix 10 Continued - Homework Support Programs 2010 –

Teacher Evaluation

3.7 What do you think we could do next year to assist students who are in need of this type of support?

4. Overall Recommendations regarding Homework Support Programs:

What additional services would you like to see provided through homework support programs next year?

Is there any other feedback you would like to give us that has not been addressed in a previous question or section?
