



RIVERSIDE SCHOOL BOARD

Schools in Project Cohort		
Schools	No. of Students	No. of Teachers
St. Lambert International (Secondary 1-V)	335	24.5
St. Lambert Elementary (K-6)	550	32.3
St. Mary's (K-6)	343	27.3
Cedar Street (K-6)	165	11.6
William Latter (K-6)	385	24.4
Total	1,778	120.1

RIVERSIDE SCHOOL BOARD

Survey Results for OurSCHOOL 2017

OurSCHOOL Survey - Student Outcomes and School Climate – Elementary *				
Schools	Positive Sense of Belonging Valued by Peers and Others Canadian Norm 86%	Positive Relationships with friends Canadian Norm 80%	Safe in School ** Canadian Norm 68%	Moderate or High Anxiety Canadian Norm 16%
Cedar Street	67%	84%	56%	26%
St. Lambert El.	86%	90%	65%	21%
St. Mary's	75%	80%	51%	23%
William Latta	80%	93%	50%	15%
Pierre E. Trudeau	84%	88%	80%	20%
OurSCHOOL Survey - Student Outcomes and School Climate –Secondary*				
	Positive Sense of Belonging Valued by Peers and Others Canadian Norm 72%	Positive Relationships with friends Canadian Norm 80%	Moderate or High Levels of Depression Canadian Norm 17%	Moderate or High Anxiety Canadian Norm 18%
St. Lambert International	62%	74%	25%	21%

**St. Lambert International High School
Riverside School Board**

**« Doing School Differently: Moving Hearts and Minds Ahead »
Chill Zone Project**

Submitted by Heather Hancheruk, Teacher
For the WellAhead Initiative for the J.W. McConnell Family Foundation

Introduction

To enhance student success and to lower stress and anxiety levels amongst students and staff, we would like to create an environment in a space within the school where the school community could go to decompress and refocus. We have noticed an increase in student and staff stress levels over the past few years due partially to constant change in society and the implementation of digital technologies (which does not allow some to “shut off”). We see a growing need in our community for an alternative space where the engagement in mindfulness and creative activities would be a great benefit. This space would provide a holistic environment to help relieve stress and would be accessible before, during and after school hours to students and staff. We feel that lowering the stress level in our staff would have a positive impact on the success of our students. Furthermore, we feel that the students need a place where they can let go of all of that pressure they feel.

Justification

We are a smaller high school, thus this project is appropriate and feasible. Attachment theory in the education context, as explained by Dr. Neufeld(<http://neufeldinstitute.org/about-us/dr-gordon-neufeld/>), plays a significant role in creating an environment where students feel safe and empowered to learn. Traditionally, because we are a smaller school, attachment amongst students and staff has always been our experience. Our students would become even more trusting of us allowing us to fight problems of bullying, shyness and social anxiety. Our project, called the “Chill Zone” by the students would be an excellent model for other schools to use. Larger high schools could implement a similar model within their middle school or other specialized departments.

Procedure

We have a designated space in the school and some of the material needed as well as some expertise amongst the staff. We would need to further our knowledge through professional development and some visits to environments that are already engaged in that direction such as Forest Hill Senior Elementary in St.Lazare and La Ruche which is a community initiative of the J.W. McConnell Family Foundation and the Creative Arts Therapy Department of Concordia University.

Plan

Because this kind of activity is qualitative in nature, the long-term accessible impact could be measured through case study and further research. We have approached Concordia University's Creative Arts Therapy Department and they have agreed to support us with an Art Hive. We would also measure the impact of this project through our success rate i.e. graduation rates, improvement in overall academic performance and the OurSCHOOL survey. This project would become part of our School Success Plan.

Conclusion

“People are less likely to tear down a culture that they have helped build.”

By Shelley Burgess & Beth Houf

We feel that the sustainability of this project relies on three crucial factors. First would be the collaboration among administration and the staff in building the project with key students who demonstrate leadership abilities. Secondly, working with the Creative Arts Therapy Department would give us the expertise and materials needed to build the Chill Zone. Finally, we would need the help of this particular grant to ensure the financial support in developing expertise through professional development (exchange of information, visits, seminars, etc.). Once our project is established, we would like to share our knowledge and experience with the English educational community by inviting them into experience our Chill Zone.

**Cedar Street School
Riverside School Board**

« Doing School Differently : Moving Hearts and Minds Ahead »

Submitted by Patti Buchanan, Principal
For the WellAhead Initiative of the J.W. McConnell Family Foundation

In order to address identified problems in the areas of anxiety, emotional well-being and equity our over arching objective is to improve student well being and overall student success by applying UDL to address Academic, social/emotional and physical wellbeing. Several Projects towards this goal have already been implemented and are sustained: an outdoor classroom and reading atrium. The outcomes of which are increased emotional wellbeing, improved relationships, (peer and student/adult) lower anxiety and improved focus. , A garden well has been implemented and sustained. The outcome of which has been increased self esteem, increased sense of belonging, increased environmental awareness, increased sense of community.

Flexible classroom seating: initiated; Acceleration; initiated; Outdoor education program: initiated.

Buddy Bench: to be initiated.

The expected outcomes of the newly initiated projects are:

- Improved sense of safety in classrooms and extending the safe space into the outdoor environment/land based learning
- More inclusive and motivating environment
- Improved interpersonal and intrapersonal relationships
- Increased physical, mental and spiritual health
- Enhanced spiritual, sensory, and aesthetic awareness
- Increased awareness of one's own well-being
- Increased self-esteem
- Increased co-operation
- Greater respect for the needs of others
- Greater understanding of the need for protecting the environment
- Increased attention towards personal health and well-being
- Improved attitude towards school and learning
- Improved attention and engagement in school

Conclusion

Overall, I uphold that the results of this program will be positive for all of our stakeholders; students, teachers, parents, community partners and community at large.

I also believe that this program will have a positive impact not only on the present situation for the school and community but also for the future as the benefits to the participants and their environment will be sustainable indefinitely

**Ecole St. Mary
Riverside School Board**

« Doing School Differently : Moving Hearts and Minds Ahead »

Submitted by Eric Boutin and Sheldon Sandy, Teachers
For the WellAhead Initiative for the J.W. McConnell Family Foundation

Le « Museum of Whispers » est un projet permettant à nos élèves de révéler et d'exprimer qui ils sont à travers des œuvres d'art personnelles. Le musée comprendra une pièce centrale donnant accès à 15 portes individuelles. Chaque porte s'ouvrira sur le monde personnel de chaque élève. Ces jeunes aborderont par des dessins et des créations artistiques des facettes de leur personnalité.

Dans la salle principale, les élèves uniront leurs voix afin de créer les murmures guidant les visiteurs vers les différentes pièces. Dans les salles individuelles, ils verront 4 œuvres personnelles reflétant des pensées de chaque participant. Avec l'aide d'artistes, ils développeront les ambiances sonores pour l'ensemble des salles en dévoilant qui ils sont et ce qu'ils pensent par des arrangements vocaux et l'orchestration d'une musique construite sous forme symphonique par les participants.
Nombre d'artistes impliqués : 3

**William Latter School
Riverside School Board**

« Doing School Differently : Moving Hearts and Minds Ahead »

Submitted by François Couture, Principal
For the WellAhead Initiative for the J.W. McConnell Family Foundation

For the last few years, the William Latter staff have been working on the theme of diversity with the student population. In fact, students show signs of intolerance regarding the differences among the school population. The staff recognized this issue and felt they had to teach work on teaching acceptance and empathy.

This year, we decide to launch our BEE KIND project in which students will recognize the impact that they have on others, positive and negative, in order to change how they support one another.

The BEE KIND project will help students understand what empathy is and find strategies to promote collaboration highlighting the strengths of all in a diversity world. Bees are the best example of collaboration and diversity as they develop specialties that can help the whole community in a collaboration process.

All students from K to Cycle 3 will be working on their student-student relationships learning about different aspects of kindness. They will develop skills to share with all as the process goes on..

K and Cycle 1 students will work on “Bee Kind to plants and animals” and will explore the world of collaboration between the animals and plants such as pollination. They will meet bee-keeper specialists and will work on implementing a beehive on the roof of the school linked to a camera to observe them from their classroom. They will also represent pollination through the arts, drawing with pastels to illustrate the flowers and use water colour techniques to add bees and birds interacting with the plants.

Cycle 2 students will work on “Bee Kind to self and others” to recognize that our differences make us stronger as allies against bullying in school. As part of this initiative we will reach out to students from the Kahnawake community to build a cultural bridge. We want them to explore the aspect of reconciliation with the indigenous community in order to understand that human kind can make poor decisions when it is time to solve issues related to community values. We want them to use natural items such as rocks, branches and roots to make a meaningful bridge with the Maker Space approach. Our students and Kahnawake students from Kateri School will build these bridges from their own classrooms and will collaborate by teleconference to explain their process before meeting in the spring to share the result of their bridges. At this time they will live workshop together such as drumming, rabaska-making and native art.

Cycle 3 students will work on “Bee Kind to the environment” by creating an interactive garden, exploring the vegetation of the ecosystem of Canada, which draws the students and teachers back to the land in land-based learning. Artist Marc Sauvageau will support the process by helping students to record their podcasts explaining the different plants and their roles in the ecosystem. They will install signs in the garden with the names of the plants linked to their podcasts and a QR code to let visitors hear the story of each plant. They will also create an environment, using lights and sound to make the garden interactive using the technology developed by Moment Factory with the support of Dominique Gauthier, the artist responsible for the project Foresta Lumina in Coaticook. All this will be powered with green energy source such as solar panels and windmills that will be developed in collaboration with Bordeau Solaire specializing in green energy in schools.

These multi-media projects will be integral to helping students interact with each other, working in collaboration, using the strengths of each other, and building strong student-student and teacher-student relationships, showing us that caring for each other is important and that recognizing our differences make us stronger as a community.