



MARCH · SIEWKESIKU'S · MARS · 2022



# REGIONAL UPDATE

Newsletter of the Tri-County Regional Centre for Education

## NEWS & FEATURES

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### Celebrating a Commitment to Student Well-Being

The Golden Turtle is being awarded to people in our schools who make a difference to student well-being. We'd like to congratulate Meredith Nickerson who teaches Grade 2 at Clark's Harbour Elementary School.

This school shines in PATHS (Promoting Alternative Thinking Strategies) implementation and this is especially true in Meredith's classroom. Morning meetings, discussions about feelings as part of problem solving, and end of the day celebrations of the learning taking place, are all a regular part of their classroom routine.

Congratulations! And thank you for your commitment to well-being.





## A Message from the Regional Executive Director

We have just wrapped up African Heritage Month and throughout this report you will see highlights how our schools celebrated and honoured this year's theme: Through Our Eyes: The Voices of African Nova Scotians.

Throughout February and into the first week of March, we recognized students, staff, community members, and elders of African descent through a series called, *Celebrating Voices of African Descent*. If you missed the profiles on our social media pages, I invite you to check out the features [here](#). We were thrilled at the interest in this series, both from those who were willing to participate and the feedback received online.

As a region, our top priority remains on the well-being and achievement of our students and within that, we have much work left to do as it relates to addressing systemic racism and current barriers within our system. We've been fortunate enough to gather first-voice experience from our students, their families and our staff of African descent, and it's through listening and honouring these experiences that we continue to strive towards progress and improvement.

We have made a commitment to continuing this reflection, education, and celebration all year round and are focused on becoming more culturally responsive and equitable. These commitments are highlighted in our newly updated System Improvement Plan. We've included a copy of this plan on page 11.

It's important we share our System Improvement Plan with you, as parents/guardians, as it outlines our regional goals of well-being, literacy, and numeracy. The plan also demonstrates our strategies, instructional expectations, and how we will know what we're doing is working. All the work we do as a region, is led by this document and we will keep you updated on our progress. We'll continue to share updates on student well-being and achievement through this newsletter, on our website and social media sites, and direct email communication with parents/guardians.

Sincerely,

Jared Purdy  
TCRCE Regional Executive Director



Pictured above: Ms. Martin's Kente cloth weaving at Hillcrest Academy.

Pictured below: Mr. Berry visits Carleton Consolidated Elementary School during African Heritage Month.





# MEET OUR TEAM

EACH MONTH WE INTRODUCE YOU TO OUR TCRCE STAFF MEMBERS



## **Jean-Michel d'Entremont** **Journeyman Plumber**

Jean-Michel is a Journeyman Plumber and works in schools from Yarmouth to Lockeport.

Jean-Michel is responsible for maintaining plumbing and heating systems, as well as more traditional plumbing jobs such as repairing leaks, replacing taps, and clearing drains.

"There are no typical days, which is what I love about my job! I started my position in October of 2017 and I have enjoyed my job and all the great people I get to work with."



## **Paul Gould** **IT Support Specialist**

Paul has worked with TCRCE for 21 years. He is responsible for implementation and maintenance of the information technology in numerous schools and worksites.

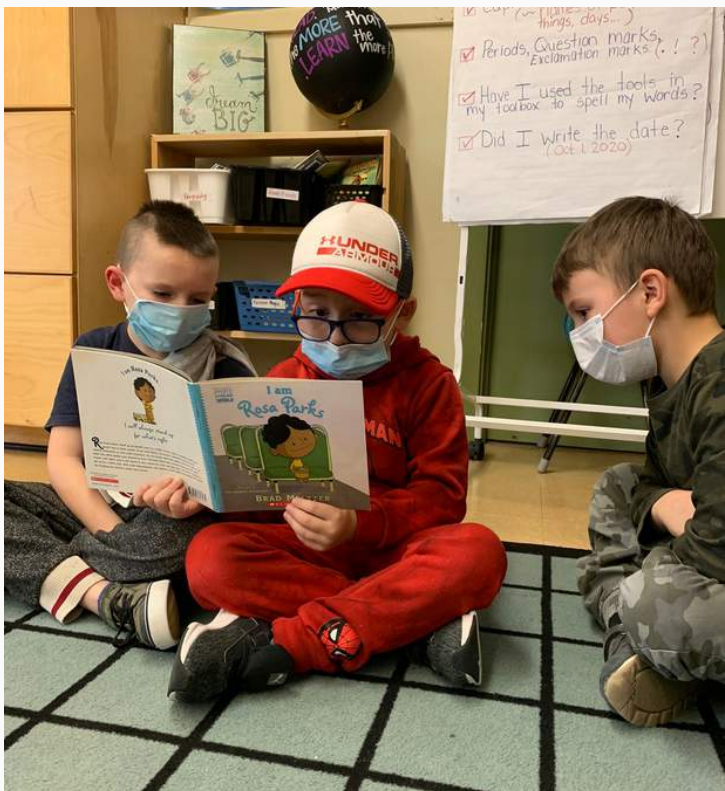
"This also includes maintaining the network at each site and supporting the end users with any technology issues. We have a large number of computers, laptops, chromebooks, iPads, and peripherals to support."

# African Heritage Month Highlights



A display to honour African Heritage Month at Weymouth Elementary. Special thanks to SSW, Margaret Smith, who put together this display highlighting and celebrating important facts about African Nova Scotians, both past and present (pictured above).

Students from Drumlin Heights Consolidated School and Ecole Secondaire de Par en Bas assisted with the Pan-African flag raising at the Municipality of Argyle (pictured left).



Yarmouth Elementary Students participate in a virtual presentation from the Maritime Centre for African Dance. They enjoyed an African drumming session and learned about African music, dances, and drums (pictured above).

Students at Carleton Consolidated Elementary School completed non-fiction reading and writing on Rosa Parks (pictured left).



# TCRCE Students & Staff Participate in Town of Yarmouth's African Heritage Month Video

Students from Yarmouth Elementary, Maple Grove Education Centre, Meadowfields Community School, and YCMHS all contributed to the Town of Yarmouth's third annual African Heritage Month Virtual Celebration.

The video pays tribute to local heroes through inspiring and thought-provoking conversations. It's also a terrific example of the education and celebration of African history that happens in our schools all year round.

There are a number of familiar TCRCE faces in this video. We encourage you to take some time to watch this interesting and intriguing video celebration.

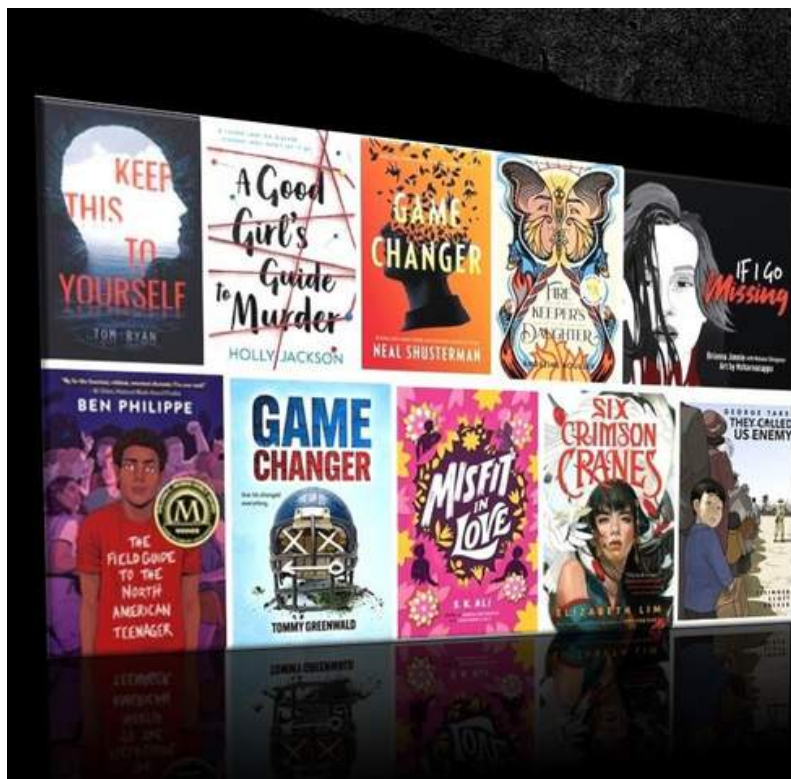


## TEEN READERS' CHOICE AWARD

10 award winning titles waiting to be read, shared and voted on!

Starting this March in your School Library!

Be Part of this Special Event!



The TCRCE Teen Readers' Choice Award is a reading program for TCRCE students in grades 7-12. There are ten nominated books that students may read. At the end of the program students vote for their favorite book. [Click here](#) for details.

## Spotlight on Schools



*Barrington Municipal High School's grade 9 technology education students recently spent some time researching various boat hull designs. After several sketches, the students, shaped their own styrofoam hulls and will then race them with a variety of power sources. (Pictured above).*

*Students at Forest Ridge Academy display Valentine cards they made for the staff and residents of Bay Side Home (pictured left).*



*During the recent Winter Olympics, Lockport Regional High School held a number of their own sporting events. Pictured above are two "speed skating" participants.*

*Ms. LeBlanc's Grade 6 class at Maple Grove Education Centre work on the electricity unit in Science. Students explored circuits through Brilliant Labs (pictured left).*





Healthy sheet pan recipes for an easy family meal.

[www.tcrce.ca/cook](http://www.tcrce.ca/cook)



## **“Literally Nutritious” Cooking Program Combines Healthy Eating, Literacy & Skills Based Learning**

Tri-County Regional Centre for Education (TCRCE) has once again partnered with Nourish Nova Scotia to bring back “Literally Nutritious.”

First launched last year, “Literally Nutritious” is a virtual nutrition literacy program made possible with the assistance of a community food grant through the Nova Scotia Department of Communities, Culture and Heritage.

This year, the program combines healthy sheet pan meals with skills based learning at TCRCE’s Alternate High School. As part of the coursework for their media class, students at the Alternate High School tested and reviewed sheet pan recipes, took photographs, and created instructional videos to assist families in preparing these easy and nutritious meals.



“Our students were thrilled to have an opportunity to work on Literally Nutritious,” says Malizza Brunette, teacher at the Alternate High School. “We know students learn best by doing and that practical experience can help them master a skill. That’s why our media class and this program fit so well together, our students received hands on experience while preparing materials that will appear in print and on TCRCE’s website.”

The goal of “Literally Nutritious” is to increase literacy skills through reading text in recipes, promoting healthy eating, and creating opportunities for families to spend time together. Seventy-five families throughout TCRCE were identified to receive support through the program including sheet pans and food boxes.

Visit [www.tcrce.ca/cook](http://www.tcrce.ca/cook) for more info and to view the video series. As well, the Nourish Nova Scotia website offers a number of resources at [www.nourishns.ca/food-literacy](http://www.nourishns.ca/food-literacy).

# HAVE YOU SIGNED UP YET?

## SchoolCash Online

Pay for school items & fees online

[tcrce.schoolcashonline.com/](https://tcrce.schoolcashonline.com/)

SchoolCash Online is TCRCE's preferred method of payment for school fees from everything from field trips to yearbooks to lunches.

By using SchoolCash Online, you help increase efficiency and security at your school by making payments directly into your school's bank account. Registering for SchoolCash Online is safe, simple, secure. Create an account today at:

<https://tcrce.schoolcashonline.com/>

Securely pay for  
school items &  
fees 24/7

Log in

SchoolCash Online

## Bus Disruptions Now Posted in One Location - [www.tcrce.ca](http://www.tcrce.ca)

To make finding information on late buses easier, these updates will now be posted to a banner on our homepage at [www.tcrce.ca](http://www.tcrce.ca). When there are late buses a yellow banner will appear with details.

## Now Hiring Bus Drivers

If you, or someone you know, is interested in joining our Transportation team please contact our Human Resources department at (902) 749-5684.





## Pre-Primary Registration Now Open

Registrations are now being accepted for Pre-Primary, along with **new** Primary to Grade 12 students (**if your child already attends pre-primary and will be going into primary, you do not need to register**).

In order to be eligible to attend Pre-Primary, your child must be 4-years-old on or before December 31 in the year they start Pre-Primary. Those turning five (on or before December 31 of the year they enroll) and have never been to Pre-Primary are also eligible to register for pre-primary. Families need to live in the catchment area of the school for which they are registering.

Please register by April 30, 2022

Register online:  
[www.tcrce.ca/registration](http://www.tcrce.ca/registration)



\$650/month per student

## BRING THE WORLD HOME

When you host an  
international student  
you may be surprised at  
how your family will grow



More info or to apply: [nsisp@tcrce.ca](mailto:nsisp@tcrce.ca)



# Explore Program Accepting Registrations

## It's not too late to apply!



EXPLORE

Explore is a once in a lifetime experience for all students aged 13+. This French-immersion summer program is more than just a French course, it's an opportunity for students to experience Francophone culture in a whole new way! The program allows participants to travel somewhere new and make new friends! It is open to all French levels, students are not required to be in French-immersion to participate. The Official Languages programs (OLP) are funded by the government of Canada, and it's a great way to learn and practice French outside of the school year.

Candidates can select up to three preferences in their application, choosing which sessions interests them the most based off their location and what the host institution has to offer in order to make the program unique! The OLP is happy to offer Explore sessions in-person and virtually. The sooner they apply, the better their chances are of being selected for a spot.

For more information and to apply, visit [EnglishFrench.ca](https://EnglishFrench.ca). Have questions? Contact Nova Scotia's promotion agent, Caroline Hitchcock – [caroline.hitchcock@novascotia.ca](mailto:caroline.hitchcock@novascotia.ca), 902-424-8352.



**APPLYING IS FREE**

*Despite the current situation, we're working hard to proceed with our programs.*

*So, go ahead and apply now to keep your options open for a...*

***SUPER FUN***

**SPRING / SUMMER!**







## SYSTEM IMPROVEMENT PLAN

### WHAT WE BELIEVE

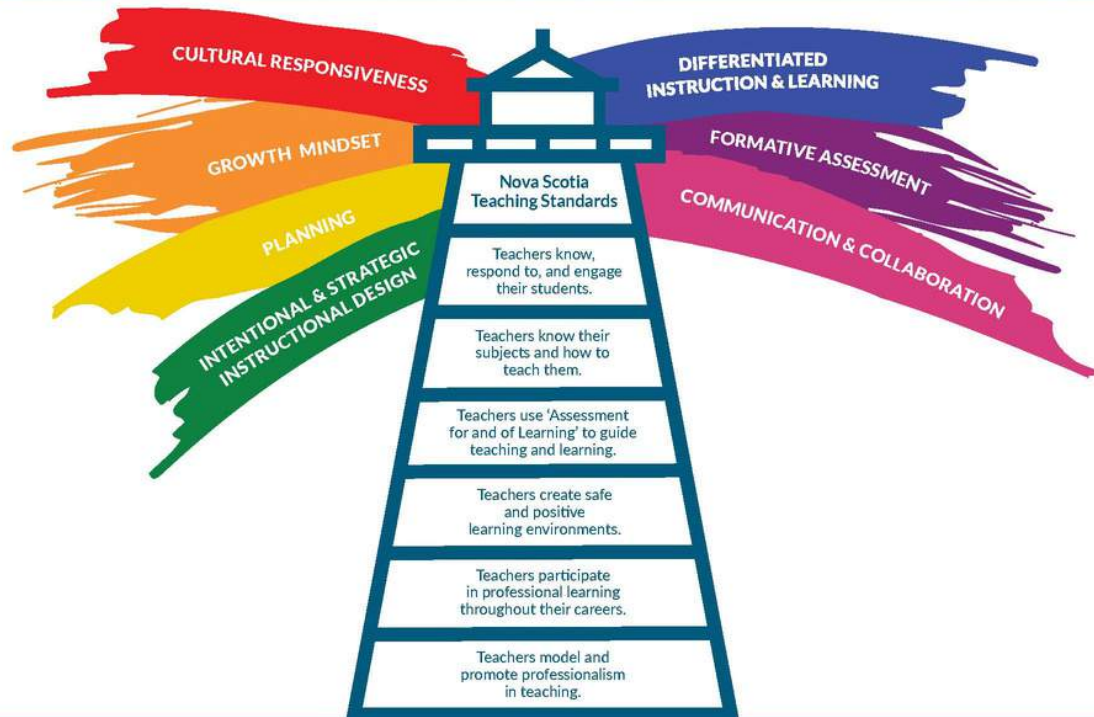
We believe that students' well-being will be enhanced and their academic achievement will improve when educators grow and improve in meeting the individual needs of learners.

### REGIONAL GOALS & STRATEGIES

WELL-BEING	LITERACY	NUMERACY
To foster every student's sense of identity and belonging.	To improve student achievement in literacy.	To improve student engagement and achievement levels in mathematics.

### HOW WILL WE GET THERE?

Our regional strategy is to support the implementation of the TCRCE Instructional Expectations and individual schools' Student Success Plan actions.



### TCRCE INSTRUCTIONAL EXPECTATIONS

<b>CULTURAL RESPONSIVENESS</b>	<ul style="list-style-type: none"> <li>Engage in anti-racism (Anti-Black, Anti-Indigenous, etc.) and anti-discrimination (gender and sexual identity, race, ability, age, class etc.) education</li> <li>Engage in work that promotes and safeguards the acceptance, inclusion and wellbeing of 2SLGBTQIA+ learners</li> <li>Promote and engage in Culturally Responsive Pedagogy to validate and affirm student identities and lived experiences</li> <li>Build and foster one-to-one relationships enhancing Social Emotional Well-Being</li> <li>Consider biases (of self, resources, etc.) "Bias Evaluation Instrument Tool"</li> </ul>
<b>GROWTH MINDSET</b>	<ul style="list-style-type: none"> <li>Embody and model growth mindset as a lifelong learner (<i>seek out and engage in Professional Development, networking mentoring, etc.</i>)</li> <li>Encourage students to embrace challenges and see the value of failure, effort, persistence, etc.</li> <li>Use reflection as a tool to extend and solidify learning</li> <li>Present material in a way that challenges and extends students' existing knowledge</li> </ul>
<b>PLANNING</b>	<ul style="list-style-type: none"> <li>Develop and use yearly, unit, and daily plans for instruction (<i>whole group, small group and individualized programming</i>)</li> <li>Create and use routines and procedures to increase predictability and clarity in both academic and social settings</li> <li>Access curriculum.novascotia.ca and Moodle frequently and use Nova Scotia's documents first before exploring other resources</li> <li>Plan with the end in mind and consider multiple modalities</li> </ul>
<b>INTENTIONAL &amp; STRATEGIC INSTRUCTIONAL DESIGN</b>	<ul style="list-style-type: none"> <li>Focus is on students and time to teach, time to practice, time to reflect and share</li> <li>Explicit Instruction/Modeling embedded across all subjects and grades</li> <li>Ensuring Small-Group Instruction occurs daily</li> <li>Ongoing use of technology, mentor texts, anchor charts, hands-on learning opportunities, etc.</li> <li>Model problem-solving using actions, images, and thinking-out-loud to develop independence</li> </ul>
<b>DIFFERENTIATED INSTRUCTION &amp; LEARNING</b>	<ul style="list-style-type: none"> <li>Promote and support Universal Design for Learning (UDL), Inquiry/Project-Based Learning (IBL/PBL) and Trauma-Informed Practice</li> <li>Present materials using a combination of visuals, texts, manipulatives, and spoken words and incorporate movement into lessons</li> <li>Make classroom connections with real-world applications, careers, and extra-curricula (<i>incorporate student voice and choice</i>)</li> <li>Be receptive of student feedback and respect the backgrounds, identity and culture of each individual student</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Provide frequent and ongoing feedback using constructive and encouraging language to guide both teacher and student next steps</li> <li>Ask guiding questions while checking for understanding</li> <li>Students have a clear understanding and can identify daily targets, as well as outcomes/goals for lessons/units</li> <li>Assessment through conversations, observations and products (using data/evidence to inform next steps)</li> </ul>
<b>COMMUNICATION &amp; COLLABORATION</b>	<ul style="list-style-type: none"> <li>Present students and families with clear means/access to communication (i.e. communication plans)</li> <li>Use family phone calls, notes, conferences, and report cards to communicate positive achievements and areas for growth</li> <li>Make collaboration with subject-area, grade level, and goal-specific school teams, an ongoing regular practice</li> </ul>

### HOW WILL WE KNOW? (<https://bit.ly/tcrceip>)

WELL-BEING	LITERACY	NUMERACY
<ul style="list-style-type: none"> <li>Regional Data Wall</li> <li>Student Success Surveys</li> <li>PowerSchool reports</li> <li>Parent, Student and Staff surveys/focus groups</li> <li>Regional Health Promoting Schools Assessment Tools</li> <li>Early Development Instrument Data</li> <li>Conversations and Observations</li> </ul>	<ul style="list-style-type: none"> <li>Regional Data Wall</li> <li>Student evidence and assessments</li> <li>Provincial Assessments</li> <li>PowerSchool reports</li> <li>Distribution of supports</li> <li>Conversations and Observations</li> <li>Reading Recovery and Early Literacy Support Data</li> </ul>	<ul style="list-style-type: none"> <li>Regional Data Wall</li> <li>Student evidence and assessments</li> <li>Provincial Assessments</li> <li>PowerSchool reports</li> <li>Distribution of supports</li> <li>Conversations and Observations</li> <li>Intervention data</li> </ul>