



# REGIONAL UPDATE

Newsletter of the Tri-County Regional Centre for Education



## ***A Quilt for a Cause***

*Students in Grades 4 to 6 at Weymouth Consolidated School worked hard to create this beautiful quilt. The children spent time learning how to use a sewing machine and how to hand tie a quilt.*

*Now that the project is complete, they will be selling tickets on the quilt to raise money to support relief efforts in Ukraine. The group would like to extend a special thanks to Quilts by the Bay and Saulnierville Foodland/Clarence's for the donations of fabric and discounts.*

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## A Message from the Regional Executive Director

I'm thrilled to introduce you to this year's TCRCE Education Week recipients. Each year, we recognize members of our staff for their outstanding contributions to our schools and communities. This year the theme was Cultural Responsiveness – Meeting students where they are.

Our eight award winners are highlighted on page three. We are so proud of our recipients, who have demonstrated their commitment to recognizing that culture is much more than skin colour or race. These TCRCE team members build cultural responsiveness into their everyday work and make it a priority to build relationships with students, parents, guardians, and the community. Congratulations on your accomplishment and recognition!

If you follow us on social media, you may have seen recent posts reminding families and students about the importance of regular attendance at school. With less than two months left of the 2021-22 school year, this message is as important as ever. There is still much work to be completed and while this time of year is busy and exciting, we must remain focused.

We know some school absences are unavoidable. We also understand there have been a number of circumstances recently that may have prevented your student from coming to school. The important thing is that your child attend class as often as possible. Missing valuable in-person instructional time has a direct impact on the overall achievement and well-being of our students.

It's never too early to start building the habit of good attendance. Attending school regularly is crucial even in early elementary. Studies show many children who miss too many days of school early on can struggle academically in the later years. I encourage you, as parents and guardians, to have conversations with your children on why attendance matters.

If your child is worried about their grades, please know they are not alone. Reach out to your school and someone will be happy to help get your child back on track and help improve their attendance.

All the best,

Jared Purdy  
TCRCE Regional Executive Director



On May 5, TCRCE marked the National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People. Also known as Red Dress Day, the day honours all those who have been taken from us but who will not be forgotten.

Pictured here are students from Yarmouth Consolidated Memorial High School who participated in a walk to honour Red Dress Day. Students also sang the honour song, and read poems during a meeting that brought together principals from throughout TCRCE.



**Cultural Responsiveness**  
Meeting Students Where They Are

**Education Week**  
April 24 – 30, 2022

**Semaine de l'éducation**  
24-30 avril, 2022

**La sensibilité culturelle**  
S'adapter à la situation des élèves

Education Week is a special opportunity for the education community to acknowledge educators, school support staff, and partners for their outstanding work relative to the Education Week theme.

This year's theme: Cultural Responsiveness – Meeting students where they are.

We celebrate educators, school support staff, and education partners for recognizing that culture is much bigger than skin colour and race. It is the unique 'ways of living' that every child carries with them when they arrive at school each day. Cultural Responsiveness stresses the positive pedagogy of building relationships with students, parents, guardians and community to get to know home cultures. This ensures safe and caring schools where every student sees themselves reflected throughout their learning journey.

We are thrilled to share our 2022 Education Week Award Recipients:



**Adam Chisholm**  
PSAANS Member Award  
Maple Grove Education Centre



**Jill Kyte**  
Teacher/Specialist Award (Digby local)  
Weymouth Consolidated School



**Shanna Maxwell**  
Teacher/Specialist Award (Shelburne local)  
Clark's Harbour Elementary School



**Sherisse Dixon**  
Teacher/Specialist Award (Yarmouth local)  
Port Maitland



**Melissa Fells**  
African NS Student Support Award  
Maple Grove Education Centre



**Cherie Hemeon**  
Early Childhood Educator Award  
Port Maitland Consolidated Elementary School



**Christine Henneberry**  
Student Support Award  
Clark's Harbour Elementary School



**Terri Pennell**  
Mi'kmaq Student Support Award  
Maple Grove Education Centre

## See inside our schools



Grade 1/2 students at Weymouth Consolidated School spent some time with the Math Learning Carpet to figure out where numbers go on a 100's chart (pictured above).

To mark Mental Health Awareness Month grade six students at Hillcrest Academy created positive chalk messages in front of the school/bus loop (pictured left).



Drama 11 students at Lockeport Regional High School put on a puppet show for grade primary students (pictured above).

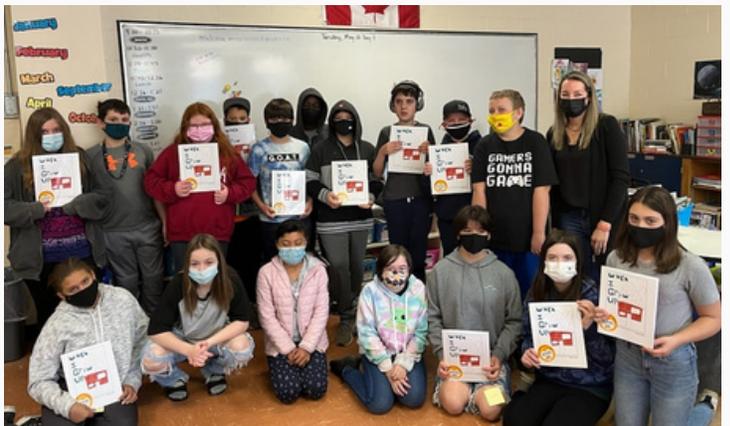
Forest Ridge Academy students show their excitement after receiving new books from the School Advisory Council (pictured left).

## See inside our schools



O2 & PAL 11 students from Digby Regional High School gathered 233 kg of garbage from Gilbert's Cove Shores on a recent beach cleanup. Thank you to Scotia Shores for helping organize this event. (Pictured above).

At Carleton Consolidated Elementary School, grade 1s team up with grade 5s for math buddies. Math buddies are pictured to the left working together to solve word problems.



Grade six students at Maple Grove Education Centre are book publishers! In the photo above, they proudly display the class book titled: *When I grow up*.

On April 22, SMBA staff and students took part in the Day of Silence, a day to spread awareness about the effects of the bullying and harassment of 2SLGBTQIA+ students (pictured left).

## Celebrating O2 Excellence at Shelburne Regional High School

Options and Opportunities, most often referred to as O2, is a program designed to help students work toward a career pathway in a context that responds to their learning needs. Students are supported with learning opportunities where they develop skills and make connections to the workplace, post-secondary institutions, and training programs that assist with transitioning to new environments beyond high school.

The O2 program is a three-year program and is available in the following TCRCE schools: Barrington Municipal High School, Digby Regional High School, Drumlin Heights Consolidated School, Islands Consolidated School, Lockport Regional High School, Shelburne Regional High School, St. Mary's

Bay Academy, and Yarmouth Consolidated Memorial High School. The program has a maximum cohort of 20 students who must enter in grade 10.



Shelburne Regional High School student, Joseph Nickerson is a terrific example of what's possible in the O2 program and how it creates engagement between students and post-secondary institutions. Joe started his level one classroom training (ASTA Level1) at NSCC Akerley in April, and is pursuing his Youth Apprenticeship as an Automotive Service Technician.

It's a rare occurrence for a high school student to achieve their first block of technical and classroom apprenticeship training while still attending high school. It is a true testament to Joe's hard work and dedication to the apprenticeship process. Joe was required to work 1800 hours alongside a journey person before starting his classroom training so he could complete the first level in his apprenticeship. Joe embarked on his career path as a co-op student at Lombard Motoring in the spring of 2021. Joe then immediately applied to become a youth apprentice and decided by the end of that summer that he would pursue the apprenticeship route.

A big thank you goes out to Joel Lombard and his staff at Lombard Motoring in Sable River for providing Joe with the opportunity to begin his apprenticeship. Joe credits the Options to Opportunity Program at SRHS for providing him the opportunity to reach his educational goals.

SRHS staff and students would like to take this opportunity to wish Joe the best of luck and congratulate him on his journey. Joe, you are a true example of success with your strong work ethic and dedication to achieving your educational goals.

Congratulations!

# TCRCE Participates in Time to Thrive

A number of members of the TCRCE team recently spent two days participating in *Time to Thrive*.

The event took place in Halifax and welcomed staff from all regional centres for education, Conseil Scolaire Acadien Provincial, the Department and Education & Early Childhood Development, along with several other education partners.

The sessions involved numerous case studies, reflecting on current practices, and strategic planning. Lessons learned will be used as we plan for the 2022-2023 school year and beyond.



## NOW HIRING

We have immediate openings for part-time and full-time positions including:

- Permanent School Psychologist
- French Immersion 7-12 Literacy Coach
- Mechanic - 2 permanent vacancies - Yarmouth
- Burner Technician - Term - Yarmouth
- Teacher Assistants (casual)
- Early Childhood Educators & Pre-Primary Support Workers (casual)
- School Bus Drivers (casual)
- Janitors (casual)
- Alternate Substitute Teachers (Permits - BA needed)
- Substitute Teachers (NSTU License)

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



**Tri-County**  
Regional Centre for Education

# Host Families Needed

The Nova Scotia International Student Program is looking for families in the TCRCE area to host international students.

Families receive \$725 monthly (per student) for expenses and will gain memories to last a lifetime.

Students range in ages and stay anywhere from a month to a year. We work with families to find suitable student matches.

NSISP students enjoy all of the perks of becoming a member of one of our fantastic homestay families. Our homestay families open their hearts and their homes to the international students, and the experience for everyone is extremely rewarding. The homestay program is the heartbeat of the NSISP experience. For students, it is a way to learn about the Canadian way of life. For the host families, it's an opportunity to bring the world to their home and gain a new family member. These rewarding relationships do last a lifetime.

**Are you ready to open your heart and home to this fulfilling life-changing experience?**

Visit [www.tcrce.ca/host](http://www.tcrce.ca/host) for more info.



**\$725/month per student**  
Tax-free

# BECOME A HOST FAMILY

Learn more  
about hosting  
an international  
student today

<https://www.tcrce.ca/nsisp>

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

## SYSTEM IMPROVEMENT PLAN

### WHAT WE BELIEVE

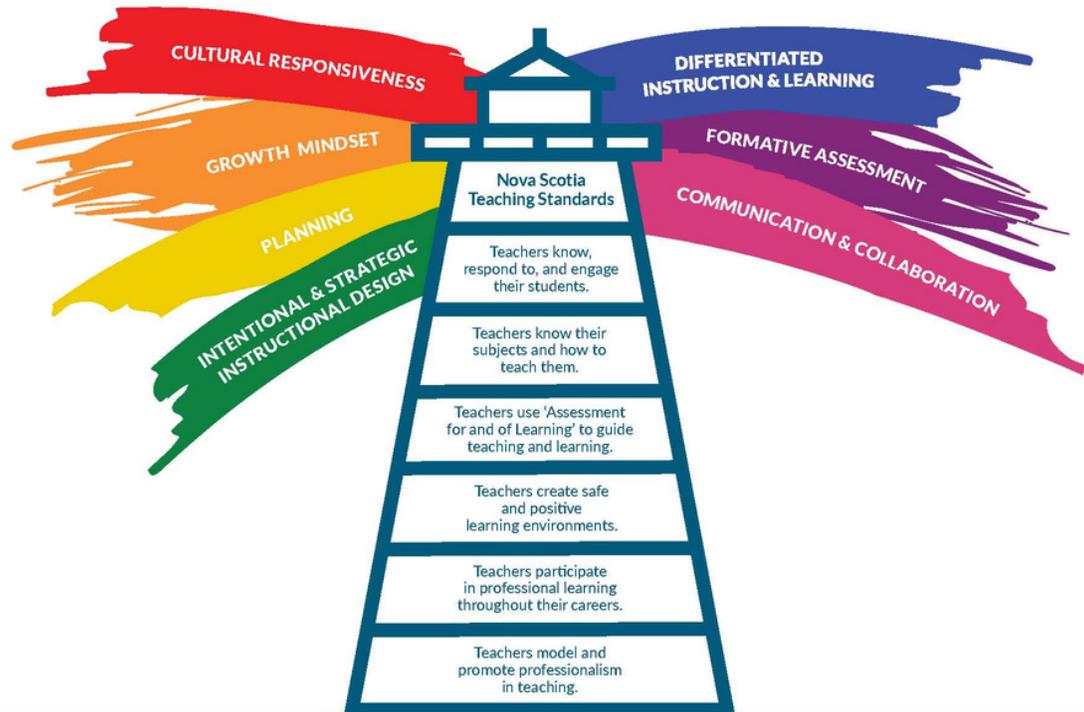
We believe that students' well-being will be enhanced and their academic achievement will improve when educators grow and improve in meeting the individual needs of learners.

### 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/tcrcesip>)

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>