



**South Shore**  
Regional Centre for Education

## REGIONAL UPDATE

March 2025

### Highlighting our French Programming



Bridgewater Junior High School grade 7 French Immersion students celebrate Mi-Carême, a French Canadian tradition where people dress up in disguise and go from house to house asking for treats, singing and dancing in the Mumming tradition.

In Nova Scotia, March is Francophonie Month, a time to celebrate the French language and diverse Francophone cultures. This is also a perfect time to highlight the optional French second language programs available in SSRCE. Visit page three of this report for details on the programs.

#### What's Inside:

- **Regional Executive Director Message - Page 2**
- **French Programs Feature - Page 3**
- **Ideas for Education - Page 6**
- **International Baccalaureate Program - Page 8**
- **Volunteer Opportunity - Page 9**
- **Resources to Help Keep Kids Safe Online - Page 10**



## A Message from the Regional Executive Director

As we welcome the arrival of spring, we hope that the worst of the winter weather is behind us. And while it may be spring according to the calendar, we do understand that unpredictable weather can still occur. Earlier this school year, we asked for your feedback on school closures options, and last month we emailed our school community to share that we would be implementing two new options when looking at weather related school closures: delayed start and closures by family of schools. I'd like to take this opportunity to dive a little deeper into the feedback we received and why this decision was made.



We received nearly 1,400 responses on our survey regarding weather-related school closures. Half of the respondents either supported or had no opinion on implementing a delayed start option. Additionally, 87% of respondents either supported or had no opinion on family of school closures.

It's important to note that the survey was just one way we collected information to make this decision. We also received significant feedback from families due to the weather-related school closures in February. Common themes in those concerns were the loss of classroom time and that road/weather conditions had improved later in the morning during some of these storm days.



While our top priority when considering school closures will always be safety, student learning is also tremendously important. This is why SSRCE is implementing the option of a delayed start. This choice allows us to have at least part of the day for learning, increasing classroom time. This approach is also used in many other regional centres for education.

We understand that a delayed start isn't ideal for everyone and may be an inconvenience for some families. As a parent or guardian, you always have the choice of whether or not to send your child to school. Our hope is that we won't need to use this option often, however, it does provide us with the opportunity to get children into their classes more frequently.

Thank you for your continued support and feedback.

Sincerely,

Angela Gladwin

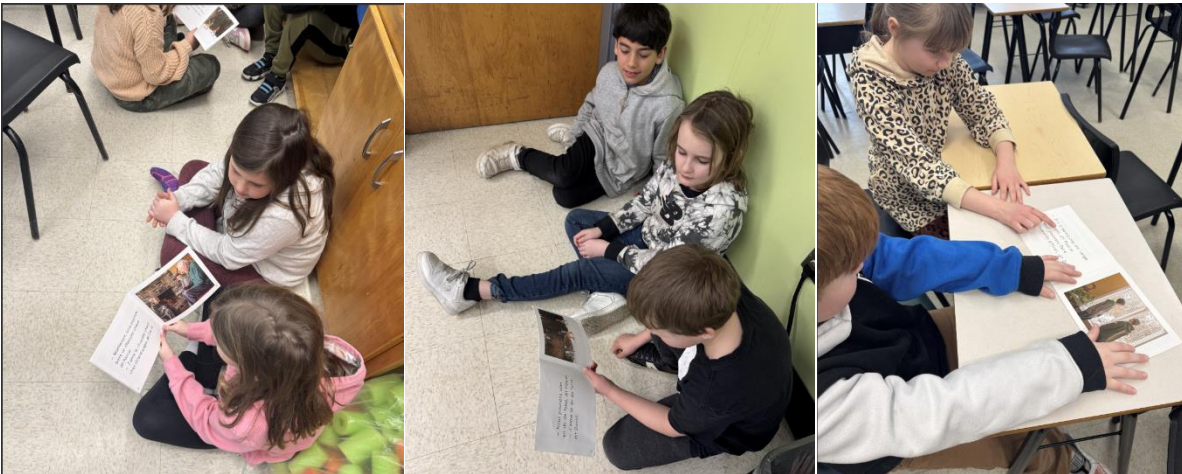
SSRCE Regional Executive Director

## **SPOTLIGHT ON FRENCH SECOND LANGUAGE PROGRAMS IN SSRCE**

SSRCE offers French Second Language learning opportunities through Core French, Intensive French, Integrated French and French Immersion Programs (Early, Middle and Late). Here's a look at each program and what some of our students are doing!

### **Core French**

Core French is the compulsory French Second Language program for all students in grades 4 to 9 who are not enrolled in an optional French second language program, such as French Immersion or Integrated French. To maximize students' acquisition of language skills, Core French is learned and taught using the [Neurolinguistic Approach](#).



Above: Chester District Elementary School Grade 4 Core French students reading the book “Des activités d’hiver” (“Winter Activities”) in partners and small groups.



Above: New Germany Elementary Core French students created their own snowman and then described it in a project called “Mon bonhomme de neige” (My Snowman).

### **Intensive French**

Intensive French provides Grade 6 students with the opportunity to study French Language Arts through the use of the Neurolinguistic Approach during a five-month concentrated time period. During the intensive half of the year, math is taught in English and subjects taught by specialists, such as music and physical education, are also taught in English. Other subject areas are not explicitly taught; rather, themes from health, social studies, and science are integrated into French Language Arts to allow for a dynamic and interactive French experience for 75% of their school day. Intensive French is currently offered at Hebbville Academy and Chester Area Middle School.



Above: Intensive French 6 Students at Hebbville Academy are reading and sharing their letters from their Intensive French 6 friends at Chester Area Middle School.

## **Integrated French**

For students who wish to develop a greater degree of French language competency, some of our schools offer an Integrated French program from grades 7 to 12. Based on the Neurolinguistic Approach, the program involves taking a French Language Arts course and one other course taught in French in each year of study. The French Language Arts course supports students' language needs in the other course taught in French, while the curriculum of this second course parallels that of the equivalent course taught in the English program. Integrated French is currently available at Bluenose Academy, Chester Area Middle School, Forest Heights Community School and Park View Education Centre.

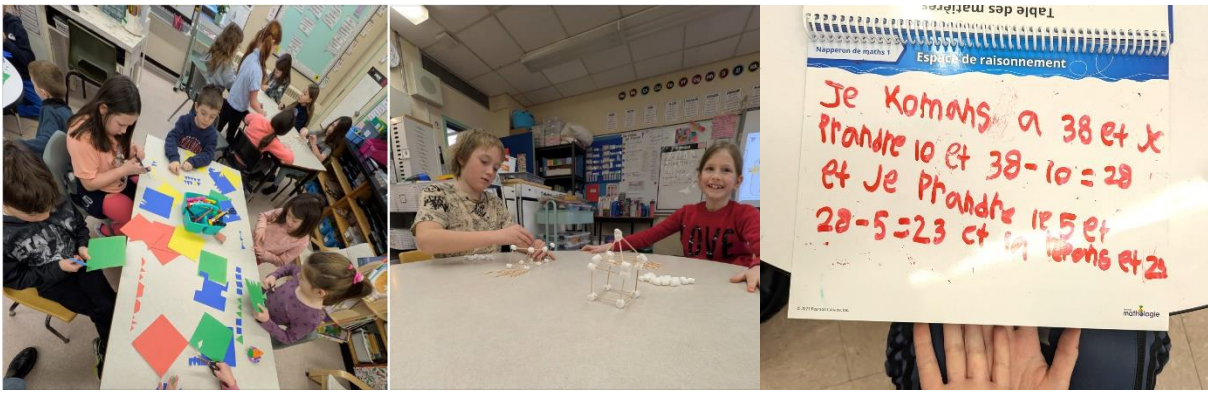


Above: Park View Education Centre Immersion and Integrated French students brave the cold for adventure in their Mode de vie sain 11 class (Physically Active Living 11).

## **French Immersion Programs**

French Immersion programs follow the same curriculum as English Programs while the instruction is delivered in French. Early French Immersion entry is offered in Grade Primary and Late French Immersion is offered in Grade 6 and Grade 7 (depending on the SSRCE school). Bluenose Academy, Bridgewater Elementary School, Bridgewater Junior High School, Hebbville Academy, South Queens Middle School, Liverpool High School and Park View Education Centre offer immersion programs.

The early immersion program begins in grade Primary and continues to Grade 12. At the elementary level, a minimum of approximately 80% of instruction is provided in French, and approximately 70% of instruction is in French at the middle school level. At the high school level, students must successfully complete nine credits offered in the French language to receive a French Immersion certificate.



Above: Bridgewater Elementary immersion students are working on problem solving and geometry skills in their grade 2/3 mathématiques class. Top right: a grade two immersion student explains their mathematical thinking.



Above: Liverpool Regional High School French immersion students organized a Valentine's Day party for the residents of Queens Manor as part of the service learning component of their Éducation civique 9 (Citizenship 9) course.

## Looking for More Information on French Programming?



Informational sessions were recently held at various schools that offer optional French Second Language Programs, if you missed a session and would like more information, please reach out to the school or [pferguson@ssrce.ca](mailto:pferguson@ssrce.ca).

## Elementary Mathematics Specialist: Bayview Community School

The purpose of Ideas for Education is to listen to and empower staff on the front line, who have good ideas that will improve teaching and learning in Nova Scotia. The SSRCE has been fortunate to receive several projects to strengthen education within the region. Here's an update on some of our pilot programs.

The elementary math specialist works with teachers and students to improve student enjoyment and achievement in math, as well as reducing stress for teachers.

Jenna Kilfoil, the mathematics specialist at Bayview Community School, is working closely with classroom teachers in grades 3 to 6 to provide targeted and specific instruction to support students in math. Jenna collaborates with grade 3-6 teachers and they use end of unit assessment data and classroom observations to



*Jenna Kilfoil (Math Specialist, left) and Jessie Slade (Grade 3 teacher, right) working collaboratively to support students in small groups.*

determine next steps for instruction. Jenna is also supporting students by working with small groups both in and out of the classroom. In a recent teacher survey, teachers in grades 3 to 6 reported feeling more confident in their math instruction and planning, as well as an increase in how to use assessment to inform their instruction. Jenna also teaches mathematics to a class of grade 3s. The students she supports are showing increased excitement toward learning mathematics along with an increase in confidence. Jenna's enthusiasm and love for math is contagious!

## Connecting Experienced Mentors with New Teachers



*Teacher Mentor: Elizabeth Bridreau-Clark (left) and Grade Three Charlotte Evans (right) listening to a student read to inform instruction.*

The Department of Education and Early Childhood Development is enhancing support for new teachers by connecting them with experienced mentors. This initiative aims to provide early-career educators with guidance, encouragement, and practical strategies to help them succeed in the classroom.

Elizabeth Bridreau-Clark (Liz) and Andrea Coreschi are retired educators with decades of experience teaching children. Having spent years in the classroom, both Liz and Andrea recognize the significant impact that experienced colleagues can have on fostering professional growth and development.

## ***Mentorship Moments: Reflections by Liz Brideau-Clark***

Through the pilot program Liz has engaged in the following work:

- Writing assessments were completed on all Grade 7,8, and 9 students at North Queens Community School (NQCS) to create a database on each student documenting which writing skills are developing as expected, and those requiring more explicit instruction. The English Language Arts teacher is using this information to inform their teaching, and the school will be using it for their Multi-Tiered System of Supports (MTSS). Liz has also been involved in developing reading based units to use as mentor texts for various writing genres.
- Using Grade 3 short cycle data at New Germany Elementary School (NGES), Liz has been instructing small groups for reading, writing, and math as well as assisting with reading records at Grade 5. A new poetry unit has been introduced in grade 5 and Liz is looking forward to working with the teacher to develop a creative unit for the class.
- At NQCS and NGES, teachers have been provided support in marking students' writing, and developing running record skills. The support from the pilot, plus the support from school administration creates a rewarding experience for Liz as well as teachers and students.



*Teacher Mentor: Liz Brideau-Clark assessing a student.*

*“Liz was an incredible resource in helping me organize, create, teach, and assess Grades 7, 8, and 9 ELA. She was always available to offer support, whether it was brainstorming lesson ideas, refining assessments, or providing strategies for engaging students. Together, we incorporated short stories, cinematography units, essay writing, and novel studies, ensuring a well-rounded and engaging curriculum. Her guidance gave me the confidence to improve my teaching, and her feedback—both positive and constructive—helped me grow as an educator. Liz’s encouragement made me feel capable, while her honest critiques pushed me to refine my skills. Her dedication and willingness to help at any time truly made a difference in my journey as an ELA instructor.” - Mark Druzina, North Queens Community School, Grade 7,8,9 ELA & 7,8 Social Studies*

## ***Guiding Through Experience: Reflections by Andrea Coreschi***

Andrea has been making a meaningful impact in elementary schools by sharing her expertise. Below are some highlights of her work.

- Andrea has been collaborating with teachers to plan next steps for instruction based on assessment information. She is using short cycle data to better understand what students have mastered and what support they need to keep progressing. Andrea is helping teachers see the significant achievements happening in student learning. Having these conversations reassures teachers that they are on the right track and making a real difference in their classrooms.
- Andrea helped teachers create literacy centers for students in Primary to build independence and reinforce learning. These centers provide meaningful practice opportunities while allowing teachers to focus on guided reading groups, ensuring targeted support for each student.
- Andrea has worked with students to help them bridge gaps in their math learning. She is showing teachers ways to engage in math planning and modeling the three-part lesson format.



*Teacher Mentor: Andrea Coreschi (left) and Primary Teacher Danielle Stephens (right) reviewing writing samples.*

# Park View Education Centre Applies to Introduce an Additional IB Option

For over 45 years, Park View Education Centre has offered the International Baccalaureate (IB) Diploma Program. Thousands of Lunenburg County students have experienced the benefits of an IB education, and now the school is planning to offer an additional IB option to meet the needs of even more students. Park View is currently a candidate school for the IB's Career-related Program (IBCP) and are in the application and authorization process for implementing the IBCP with a planned start date of September 2026. Both the IBCP and the existing Diploma Program (IBDP) are two-year programs starting in Grade 11.



Launched in 2012, the IB Career-related Program is IB's newest program of study. Currently there are only seven IBCP schools in Canada and approximately 400 world-wide. Park View Education Centre and Cole Harbour High School are the first Nova Scotian public schools to be considered to introduce the IBCP.

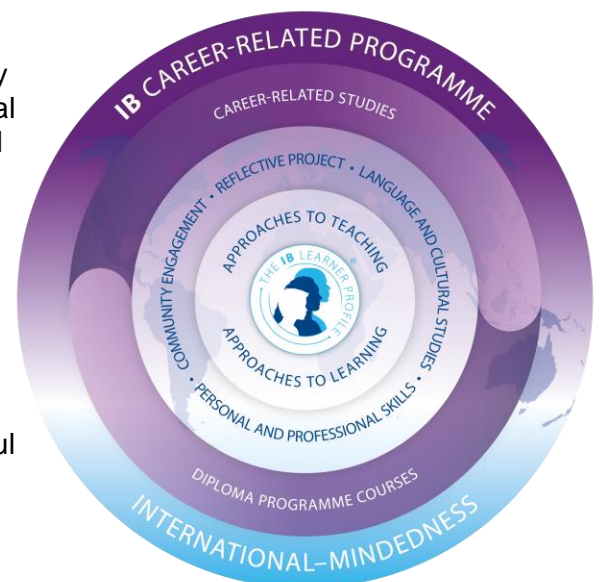
The IBCP was designed for students who wish to combine the skills and values of an IB education with career-related learning. It is particularly well-suited to the student who has a specific post-secondary path in mind, and who wants to explore that career option at an advanced academic level while still in high school.

IBCP schools are able to create their own distinctive version of the program by selecting career pathways that suit local community needs and resources. This flexibility and attention to future industry trends allows schools to offer a program highly relevant to the student population. Using past graduate destination data and survey results based on student and staff interest, Park View is exploring two potential career pathways: a) Business & Project Management, and b) Marine Systems & Sustainability.

Students who enroll in the Career-related Program must successfully complete at least two IBDP courses, plus the IBCP "core" of Personal & Professional Skills, Community Engagement, Language & Cultural Studies, and a Reflective Project. The IBCP core provides students with opportunities to develop practical and transferable skills for the workplace, engage in a service learning experience, and synthesize their learning into an advanced multi-media research project that addresses an ethical career-related dilemma. IBCP students are also required to complete the approved career-related studies associated with their selected career pathway.

IBCP students develop the skills and self-confidence to be successful in a changing economy and labour force. The program prepares students both academically and professionally for further education, apprenticeships and/or employment.

For more detailed information about the IB Career-related Program, please click [here](#).





## Joint Accessibility Committee - Volunteer Opportunity

Are you looking to make a difference in your community?

### READY TO MAKE A DIFFERENCE?

Become a member of the Joint Accessibility Advisory Committee



The Joint Accessibility Advisory Committee for the Regional Centres for Education (RCEs) and Conseil scolaire acadien provincial (CSAP) is looking to fill vacant positions within SSRCE. The committee is looking for individuals (students, staff, community partners and community members) with lived experience and/or individuals with expertise in the area of accessibility.

As a member of the Committee, you will provide advice and help identify, prevent and remove barriers for students and staff with disabilities, including, but not limited to, the development, implementation and review of Accessibility Plans.

The deadline to receive applications is 11:59 pm, March 24, 2025.

Learn more and apply [here](#).

---

## Parent/Guardian Questions or Concerns?

1. **For curriculum or classroom-related questions**, start with your child's teacher. If required, follow up with the school principal.
2. **For questions about the pre-primary program**, start with your child's Lead Early Childhood Educator. If required, follow up with the school principal.
3. **For questions about programs and services available from community partners at a school**, and how to access these supports, please contact SchoolsPlus (Shannon Vincent at 902-523-1451).
4. **For questions related to busing, bus stops, and or/bus routes**, please contact SSRCE Transportation at 902-541-8252 or [busdispatch@ssrce.ca](mailto:busdispatch@ssrce.ca)
5. **For school closure/weather inquiries**, contact 902-523-5368 or [weather@ssrce.ca](mailto:weather@ssrce.ca).
6. **For general inquiries**, please contact the SSRCE office, where someone will be happy to connect you with the appropriate staff member. Email [receptionist@ssrce.ca](mailto:receptionist@ssrce.ca) or 902-543-2468.

## Parent Resources for Online Safety



Canada's Centre  
for Digital Media  
Literacy

Are you a parent/guardian looking to help your children navigate the digital world safely and confidently?

MediaSmarts has many great resources to support children's well-being and help them balance the risks and benefits of digital media. From self-guided parent workshops, to tip sheets, there's great info available online [here](#).

## NOW HIRING

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

- Administrative Assistants
- Early Childhood Educators
- Teaching Assistants
- Janitors
- Bus Drivers
- Food Service Workers
- Tutors

For details and to apply visit [www.ssrce.ca/employment](http://www.ssrce.ca/employment)



**South Shore**  
Regional Centre for Education

