



Bedford and Forsyth Education Centres

April 2025

Quarter 3 Recap

PRINCIPAL'S MESSAGE

As we move into the final stretch of the school year, I'm pleased to share an update on our continued growth and progress. We are currently supporting 373 students across our two campuses, including 187 students in Grade 12. I'm proud to share that 64 of our graduates have already met the requirements for graduation—a remarkable milestone!

Over the past ten weeks, I've had the privilege of witnessing countless moments of student success. From engaging discussions through our Student Voice Committee to the launch of our first Cooperative Education program, and the many daily achievements happening in our classrooms, our students continue to demonstrate a commitment to their goals.

These successes are made possible by a dedicated team of staff who meet each student where they are and guide them forward with compassion and high expectations. As we begin Quarter 4, I encourage all students to prioritize attendance, give your best effort, and take things one step—and one day—at a time.

We look forward to celebrating continued achievements in the weeks ahead

LEADERSHIP PROJECTS

Phys. Ed. Leadership students at the Bedford campus have planned several events to take place over the last few months of school. Students have organized several Spirit Weeks, a Therapy Dog session around exam time, fundraisers for local initiatives such as Camp Brigadoon, SPCA, and Bedford Food Pantry, and a Mental Health Awareness Day. We thank our students for their thoughtful and creative initiatives to bring our school community together!

UPCOMING DATES

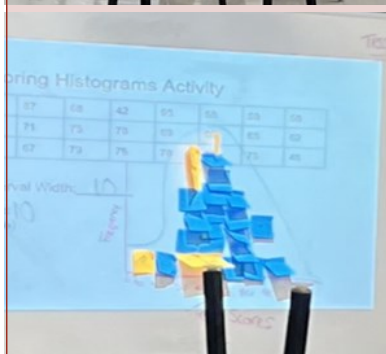
- April 30 - Progress Conferences/Teacher Professional Practice Day (No school)
- May 15 - Black Excellence Day
- May 19 - Victoria Day (No school)
- Jun. 19-25 - Q4 Exam Period
- Jun. 21- National Indigenous Peoples Day
- Jun. 26-27 - Assessment and Evaluation Days (No School)
- Jun. 26 - Dartmouth Campus Graduation (time TBA)
- Jun. 27 - Bedford Campus Graduation (time TBA)

PRE-SERVICE TEACHER

Ms. Conway was happy to have Pre-Service teacher, Ms. Meek, back working with her for the second time this school year. Ms. Meek is getting close to finishing her degree and practicum and will be officially working as a teacher in May and June this school year!

Ms. Meek has been leading the way in Math 11, and also supporting Mr. Hennessey in Chemistry 12. Students and staff alike enjoy having Ms. Meek here with us and we hope we see her back here soon!

In these pictures, Math 11 students are using data and sticky notes to create histograms while considering the concept of normal distribution.



STUDENT SUCCESS PLAN

Math

Our math goal this year has been to increase student confidence in engaging with mathematical concepts. Earlier in the year, our focus was on self-initiating learning, where teachers clearly communicated success criteria and expectations. Now, we are shifting toward students taking greater ownership of their learning. We encourage students to persist through challenges by using re-engagement strategies and openly discussing their mathematical thinking with peers and teachers. To support this, teachers have used diagnostic assessments to understand students' prior knowledge, incorporate formative assessments to guide instruction, and provide opportunities for reflection and self-assessment. By using a balance of observations, conversations, and student work, we aim to foster a learning environment where students feel empowered and confident in their mathematical growth.

Literacy

As part of our School Success Plan (SSP), our literacy goal this year is to enhance students' ability to critically assess texts. We want students to recognize that different texts serve different purposes, develop strategies to overcome challenges in identifying these purposes, and engage in open discussions about their reading with peers and teachers.

To support this, students completed surveys to reflect on their reading strengths and challenges, while teachers supported the process by using exit slips and assignment data to tailor instruction. Additionally, teachers engaged students in discussions about how they approach texts for different purposes—whether for information, analysis, or entertainment. Through these efforts, we aim to deepen students' critical literacy skills and confidence as readers.

Well-Being

As part of our ongoing commitment to student well-being, we continue to create meaningful opportunities for students to share their concerns. Since our last School Advisory Council (SAC) meeting, we completed our first student voice question: *What would you change about BFEC if you could?*

The Student Voice Committee (SVC) recently reconvened to review responses, consolidate priorities, and plan action steps. Using a jigsaw format, students grouped feedback into key themes, highlighting priorities such as a dedicated quiet space for de-escalation, adjustments to the bell schedule, inclusive educational posters, increased project-based learning, more access to mental health professionals, and the addition of a prom to enhance the school experience.

The well-being team then identified actionable next steps, including a recent staff survey to explore opportunities to host a prom at each campus. We look forward to sharing further updates with the community in the coming weeks.

BFEC CO-OP EDUCATION

BFEC launched a Co-operative Education program this quarter as an exciting new opportunity we can offer our students. Students at the Bedford campus were placed at Kali Cakes Bake Shop, Municipal Group of Companies (Dexter Construction), Atlantic Mechanical Contractors, HRCE's Newcomer Welcome Centre, Fairview Animal Hospital, Sackville Animal Hospital, Sagewood Nursing Home, and True North Diner!

It has been incredible to see our BFEC students flourishing in a hands-on learning environment, exploring the ins and outs of their potential career paths, and developing skills that they will need in their professional lives outside of BFEC.

Some of our students have even secured employment from their co-op placement and will start working there in a paid position once their 80 hours of co-op experience has been complete! We are beyond proud of the hard work these students have put into their co-op placements and positively representing themselves and our school in our communities.



ART SPECIALIST

BFEC Bedford is pleased to welcome Sloane Rioux a fine Arts specialist and indigenous artist from HRCE arts. Sloane is currently supporting our students with technical skills for a variety of mediums, including painting, drawing, printmaking and sewing. These skills are often used in her lessons to encourage and foster social & emotional development. Sloane is interested in using the fine arts as a vessel for youth well-being and expression.

GLOBAL GEOGRAPHY PROJECT

In Global Geography this quarter, students made terrariums to replicate the closed system of the earth which constantly recycles its own nutrients through the water, oxygen, carbon, and nitrogen cycles. It was a big hit and some students even named their plants.



STUDENT SUCCESS

Each quarter, BFEC recognizes the academic achievements of our students by awarding certificates to honor their hard work and success. Students who achieve an average of 90% or higher will receive a Principal's List certificate. Those with an average of 85% or higher will earn a High Honours certificate, and students with an average of 80% or higher will receive an Honours certificate. In quarter 3, we had 31 students on the Principal's List, 24 with High Honors and 27 students with Honors. Way to go Falcons! These certificates will be presented by the beginning of May for Quarter 3.

ENGAGEMENT GRANT SUMMARY AND CERTIFICATIONS

In Quarter 2 we learned that HRCE would be supporting BFEC again with a 30 thousand dollar grant to support student engagement.

Over the course of the last month, we have been determining priorities to increase attendance, well-being, and connection to our two campuses.

We are pleased to share that we have utilized the majority of our grant and will be supporting our students with the following:

Technology

- Tablets and styluses for adaptive math work
- E-Reader pens for adaptive reading and EAL assistance
- Robot Kits
- Photography equipment
- Headphones

Well-Being

- Supplies for school group Lunch time game play (D&D)
- Musical instruments to support lunch time music clubs
- Crafting supplies for Creative Arts Lunch Programs
- Tickets to local theatres
- Supplies for Indigenous led activities (smudge kits)
- Popcorn Machine

Subject enhancements

- Shed for Agriculture

- Reading Collections from Orca Publishing
- Floor decals for Active Learning in Phys Ed
- Interactive learning activities

As we look ahead, we are excited to use our Engagement Grant to support students in developing strong resumes that highlight their skills and experiences. Many of our students have not had the same opportunities to participate in teams, clubs, or volunteer work, which can make it challenging to showcase their accomplishments and extracurricular activities when applying for jobs. In response, we are committed to investing in certifications and experiences that will help prepare students for future employment.

We are currently exploring professional certifications that we can fund and integrate into many of the courses offered at BFEC. These certifications include Food Handlers, Child Care, WHMIS, First Aid, and more—valuable credentials that enhance employability and give students a competitive edge in the job market. Through this initiative, we aim to broaden students' opportunities, increase their qualifications, and empower them to pursue meaningful employment pathways. We look forward to sharing more details as this initiative develops!

FIELD TRIPS

In March, a group of Drama 11 students had the opportunity see two productions. The first play was Little Shop of Horrors at Neptune and the second was Fat Juliet at Alderney Theater - a hilarious and heartwarming modern take of Romeo and Juliet entirely from Juliet's perspective. For many of our students, this was their first time viewing professional theatre. Both trips were great experiences for our students.

On March 27th, our Food Science 12 class had the opportunity to tour the Vessel meats retail location. During our visit, the owner shared insights about her career and the process of designing products to meet consumer preferences. She also highlighted the important safety measures in place to ensure food safety and the various preservation techniques utilized in the meat industry.

At the end of March, students at the Bedford Campus participated in a school-wide clean-up outside of our mall community. We appreciate our students for taking this initiative, taking pride in our space, and caring for our planet!



CREATIVE ARTS WEDNESDAYS

Students are involved with some fun new projects in our weekly Creative Arts Wednesday (CAW) meetings at lunch. Some of our recent projects have included rag quilts which will be donated to those in need, stuffed animals, embroidery, and weaving.

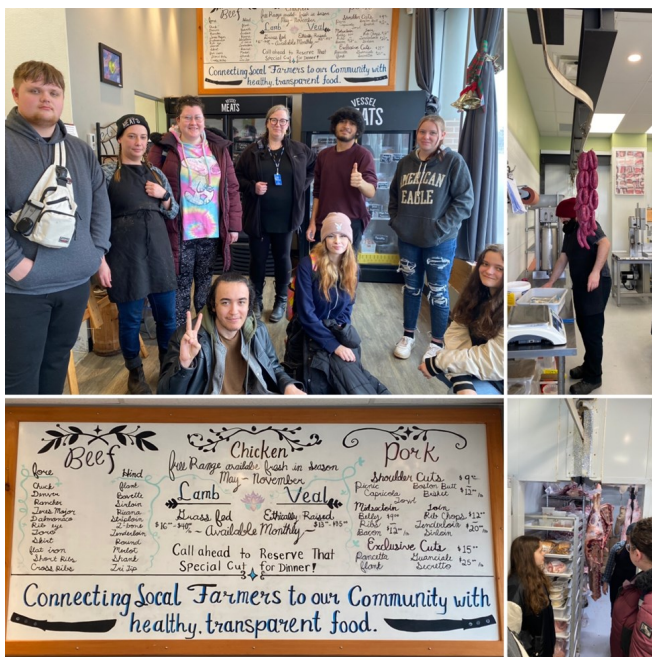
We've had some great success with stick weaving (pictured) and we will be focusing on jewelry making. These weekly

art club meetings also take place at our Dartmouth Campus on Tuesdays. Feel free to drop in anytime!



THERAPY DOG

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PROFESSIONAL DEVELOPMENT SESSION

On April 3rd, BFEC staff participated in a Professional Development Day. The day began with a presentation from Dr. Alexa Bagnell, Chief of Psychiatry at the IWK Health Centre and professor at Dalhousie University. Dr. Bagnell led a session on adolescent mental health, with a particular focus on anxiety, offering valuable insights into the challenges students face and practical strategies staff could access to support their well-being & success.

Staff also started to examine the Provincial Safe Schools Strategy, collaborating on the development of a new Vision Statement as well as a School-

Wide Expectations Matrix, outlining behavioral expectations and routines to ensure consistency across the school community.

As always, our wonderful staff were dedicated to the process, engaged with the work and focused on developing knowledge and skills to support our students.

POWERSCHOOL ACCESS

Student Access: Students can reset their own password using their username and student number. Many students have chosen to use their student email without the @gnspe.ca as their student portal username. If you are unsure of your username, please email mparis@hrce.ca. Your student number is available from your teacher. Attached are instructions on how to reset your password.

Parent/Guardian Access: Your username is your email on file. You can reset your password using your email. If you don't have access please contact mparis@hrce.ca to get access.

Additional information from HRCE on Powerschool can be found here:

<https://www.hrce.ca/our-schools/families/powerschool>



HALIFAX TRANSIT PASSES

Student Transit Passes area available for all students in the school office. If a student loses their Student Transit Pass, they should go to their school's office to receive a replacement. A second replacement is only available by contacting transportation@hrce.ca and requesting a new pass. Student Transit Passes are valid on all Halifax Transit buses, Access-A-Bus, and ferries between September 5, 2024, and June 30, 2025.



ABOUT BFEC

BFEC invites high school learners, 16 years and older, including adults of any age, to a student-centered high school model leading to completion of Nova Scotia high school credits. BFEC is a self-referral school for students who can make the commitment to regular school attendance, positive course participation, and a safe and healthy learning environment.

There are on-going opportunities to register throughout the year. There are multiple starting points and you can commit to one course or several. All demonstrations of learning must be completed in class.

Courses focus on outcomes – what the student must know and demonstrate – and are marked on a scale of one to four. At reporting time, these scores are turned into a percentage grade indicating how well students have done on what they have accomplished to date.

Daytime offerings vary from campus to campus. Students who have already graduated may apply to attend. To express interest in BFEC, please submit the online [Expression of Interest](#).

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INCLEMENT WEATHER



Did you know? HRCE takes great care when making the decision to alter the regular operations of schools and school buses in the event of severe or inclement weather.

It is HRCE's goal to communicate any changes to the regular operations of schools and/or buses as close to 6:00 a.m. as possible.

A 6:00 a.m. announcement could be:

- All schools are delayed in opening by two hours and bus pickups are delayed by two hours; or
- All schools are open, but some or all busses are not operating for the day; or
- Some schools (either individually or by family) are closed for the day; or
- All schools are closed for the day.

If weather deteriorates, or is forecasted to worsen throughout the morning, **an 11:00 a.m. announcement could be:**

- Bussed students will be picked up two hours earlier than their regular dismissal time; and
- Walking students will be dismissed at their regularly scheduled lunch hour.

How will I find out?

By email to the addresses in PowerSchool

By text message, **if you have opted-in**. If you aren't sure if you have opted-in, text Y to the following number: **978338**

[On the HRCE website](#)

[On X \(formerly Twitter\)](#)

[On Instagram](#)