



Quarter 1 Recap

PRINCIPAL'S MESSAGE

As we wrap up the first quarter of the 2025–26 school year, I'm so proud to share some of the many highlights from both our Bedford and Forsyth campuses. Over the past ten weeks, I've witnessed countless examples of student growth ranging from meaningful classroom engagement to acts of kindness and the determination our learners bring to achieving their goals. The strength, resilience, and optimism of our students continue to inspire everyone in our community.

Our dedicated staff have played an essential role in creating welcoming, supportive spaces where every student is known, valued, and challenged to reach their potential. Our staff's care and commitment is the foundation of the success we are celebrating.

As we move into the second quarter, I encourage all students to continue building on this positive momentum. Each class attended, each assignment completed, and each small effort adds up to meaningful progress.

Keep up the great work BFEC, you make our school community proud every day!

REMEMBRANCE DAY

Remembrance Day holds an important place in our schools as it provides a meaningful opportunity for our students to learn about the sacrifices made by veterans and all those who have served in times of conflict. Through ceremonies, discussions, and creative projects, we demonstrate respect and gratitude for the freedoms Canadians enjoy. Observing Remembrance Day also helps students connect with Canada's history and reinforces the values of peace, tolerance, and community responsibility.

UPCOMING DATES

- November 10 - Start of Quarter 2
- November 11 - Remembrance Day (No school)
- December 19 - Last day of classes before Holiday Break
- Jan 5 - First day back after Holiday Break



PRE-SERVICE TEACHERS

This year at BFEC, we are thrilled to welcome four pre-service teachers into our classrooms as they begin their journey into the rewarding world of education. Their time with us will provide valuable hands-on experience, opportunities to build meaningful connections with our students, and moments to grow alongside our incredible staff team. Ms. Payne, Mrs. Myers, Mr. Humber, and Mr. Hennessey will each be mentoring these aspiring educators at various points throughout the school year. We are excited to support them as they learn, contribute their skills and energy to our school community, and experience firsthand the impact of teaching in an alternative education setting. Please join us in welcoming them to BFEC!

FIELD TRIPS

This quarter students taking our Physically Active Living course had the opportunity to participate in several field trips in the HRM! Our students learned how to play Disc Golf in the Dartmouth Commons with the support of the Findlay Centre. We went to Sir Sandford Fleming Park on Herring Cove Road and climbed the 200+ steps of Dingle Tower to view the Halifax Arm. Afterwards, we all enjoyed starfish hunting along the shore during low tide. We also walked the trails in Point Pleasant Park and did a nature scavenger hunt around Albro Lake. Most recently, we enjoyed the changing falls leaves and historical sites at Shubie park. We are hoping to get to more trips in before the end of the quarter: a visit to Hatfield Farms and kite flying at Citadel Hill!

On Thursday, Oct 23rd, Oceans 11 students traveled to the Bedford Institute of Oceanography to tour the Shark Lab and Glider Piloting Centre, and to explore invasive species with Dr. Kira Krumhansl. We held baby sea stars, were treated to a satellite tagging demo with Dr. Heather Bowlby and touched the marks a great



white encounter left on a remote operated glider sub.

In September, our Visual Arts & Physically active Living classes ventured into Halifax to participate in a mural walk of Quinpool Rd. We viewed and discussed over 25 murals and electrical boxes that have been painted as part of Halifax's "Gritty to Pretty" mural incen-

tive. As a class we explored how artists represent Maritime culture, the history of Quinpool road, beloved Nova Scotians like John Dunsworth, and our thriving multicultural communities. We also learned about the value of public art and how making art accessible, free, and anchored in local culture can beautify the city and promote a sense of belonging for all citizens. PAL continued their journey to the commons to explore free recreation at The Oval and Visual Arts doubled back on Quinpool to check out the murals on the opposite side of the road.

FALCON FRIENDS AND FAMILY NIGHT

On September 25th, we hosted our very first Falcon Family and Friends Night at BFEC and what an incredible evening it was! The night was all about connection, bringing together students, families, and staff to celebrate our school community and give our students' most-loved people a glimpse into life at BFEC.

Guests enjoyed a delicious meal prepared by students, featuring a traditional Syrian lamb dish generously shared by one of our families, along with several BFEC favorites made by staff and students. Students also hosted a mini craft market, proudly selling handmade jewelry and delighted by the wonderful support from guests.

One teacher summed it up perfectly, saying it “felt like a really successful party” the kind where you meet so many great people and have such good conversations that you barely get to finish your meal!

We've offered similar events in the past this time of year, and with 54 people in attendance, it was by far our most engaged event yet, filled with laughter, pride, and genuine connection. Thank you to everyone who joined us and helped make the evening so special. We can't wait to come together again soon!



TREATY DAY GUEST SPEAKER

On Treaty Day at BFEC, the Food Science 12 and Netukulimk 12 classes had the honour of speaking with an L'nu'skw/Mi'kmaw woman, Jenna Chisholm, from We'kokekwitk/Millbrook First Nation. Jenna shared her wealth of knowledge from a personal perspective as well as from her role with the National Association of Friendship Centres as a facilitator. She taught our students about the Peace and Friendship Treaties, Mi'kmaw Rights, and Food Insecurity and we had great discussions. We also had the opportunity to learn about some of the traditional Mi'kmaw medicines, as well as the beadwork, art, and drums handmade by Jenna herself. We thank her for this opportunity to share her culture with our students.



MATH CLASS HIGHLIGHTS

This quarter, students explored the concept of **scale** by recreating famous structures in miniature form. The photo below features one group's impressive model of the **Leaning Tower of Pisa**. Students collaborated to demonstrate a strong understanding of proportional reasoning and scale relationships.

In addition, the math class got active around the school while learning about **banking incentives** — discovering the different rewards and benefits that banks offer with various account types. It was a great mix of hands-on learning and real-world math connections!



STUDENT ATTENDANCE AND ENGAGEMENT POLICY

Did you know? [The Student Attendance and Engagement Policy](#) guides our approach to attendance and is in place to support all students. The policy states that regular, punctual attendance supports academic success, responsibility, and preparation for the future.

Ensuring regular attendance is a joint effort between students, families and schools. As a parent/guardian, you play an important role by monitoring attendance, communicating with the school when your child is absent, and supporting your child's regular attendance.

What Should You Know?

Communication about absences:

- Schools will monitor attendance and lateness.
- All absences must be communicated to the school, following the school's procedure.
- If absenteeism or lateness reaches 10% of class time, the school will begin to engage more actively with the student and family.
- If it goes beyond 15%, more targeted supports

may be used (counseling, referrals, community supports).

High school credit requirement

For Grades 10–12, students must attend at least 80% of class time to earn the credit. If more than 20% of class time is missed, and efforts to improve attendance haven't succeeded, the teacher may recommend "loss of credit." The principal makes the final decision.

What Can You Do?

- Monitor and encourage punctual, consistent attendance
- Maintain open communication with the school when absences or challenges arise
- Work with school staff to understand supports or accommodations for your child
- Be aware of the thresholds (10%, 15%) and possible consequences (intervention, loss of credit in high school)

Remember: the policy allows flexibility. If your child has a legitimate reason for missing school (health, family issue, etc.), schools are encouraged to take a supportive approach.

RESUME AND JOB SEARCH WORKSHOPS



On Tuesday, September 16 and again on October 7, 2025, students at BFEC Bedford had the opportunity to participate in interactive resume and job-search workshops designed to support their career readiness. During these sessions, students explored real employer feedback about what makes a strong first impression when applying for jobs or dropping off a resume in person. They also received individualized support, including the chance to have their re-

sume reviewed for structure, clarity, and professionalism, or to receive guided help in creating a resume from scratch.

In addition to developing these practical employment skills, students were introduced to **MyBlueprint**, a comprehensive career and life-planning platform that helps learners explore post-secondary pathways, build resumes and portfolios, and make informed decisions about their future goals. These sessions are part of BFEC's commitment to supporting student success both in school and beyond, equipping learners with confidence and tools for their next steps.

GIRLSWORK

Girls' Groups have followed suit from Guys' Groups, which was developed in Nova Scotia in 2012. The objective of these lessons is to create a space for girls to speak freely and without judgment about health topics that are not always brought forth in a regular classroom.

The lessons have the goal of exploring the influence of femininity, developing a sense of community amongst girls, and fostering self-advocacy. Last year the Dartmouth campus piloted the first Guys Group, and this

fall, the first Girls Group has just had its introductory session.

Approximately 12 female identifying students met to hear about what the program entails, set community standards for the group, and collectively choose what lessons will be covered in our 6-week pilot course. We are all very excited to learn and discuss together about issues that affect young female identifying students in a safe and confidential space.

NSCC OPEN HOUSE

On Friday October 17th, 2025, NSCC had their Open House Day where students could learn about more than 140 programs, tour a campus, connect with faculty and students, and apply for free, with the chance to win a tuition bursary. Mrs. MacDonald, Mrs. Pierce and Mr. Mantley took 22 students in total to both NSCC campuses in Dartmouth. BFEC students were recognized as being very respectful, open to try new things and asking lots of questions. It was a great day had by all.



STUDENT SUCCESS PLAN

Each year, all school's in HRCE complete a student success plan which identifies improvement goals in the areas of Math, Literacy and Well-Being.

SSP begins with a review of data from various sources (attendance, grades, incident reports, feedback) and results in the design of short cycle strategies that align with our goals.

Ultimately, the purpose of the SSP is to ensure that school practices support achievement and growth for students.

MATH

This fall, our Mathematics Cycle 1 focus is on helping students take greater ownership of their learning and build confidence in their mathematical thinking.

Staff noted that many students are hesitant to engage in problem-solving and often wait for teacher direction.

To address this, we are emphasizing **agency and independence**, helping students understand not just *what* they're learning, but *why* and *how* it connects to their goals and experiences.

Teachers are supporting this by making Math more meaningful and culturally responsive. This includes connect-

ing mathematical concepts to students lived experiences, incorporating practices that build understanding, and providing regular opportunities for reflection and self-assessment.

Data from student surveys, self-assessments, and classroom evidence will help us measure growth in confidence, independence, and comprehension.

Ultimately, this cycle is about ensuring all learners see themselves in their Math learning and gain the skills to approach problems with curiosity and persistence.

LITERACY

Our Literacy Cycle focuses on strengthening **students' basic technology skills** this fall. This is a key foundation for success in both learning and life.

Over the first quarter, teachers have observed that many students continue to struggle with essential digital tasks such as formatting documents, attaching files, and conducting effective online searches.

To address this, staff are providing **explicit, structured instruction** and integrating **real-world applications**—like emailing NSCC or completing job applications—to build both

skill and confidence.

Through this cycle, we aim to create a consistent, inclusive approach that empowers students to become more independent and capable digital learners. As students build competence, we expect to see improved motivation, collaboration, and pride in their work.

Progress will be tracked through student surveys, conferencing data, and classroom assessments, helping us ensure every learner develops the technology skills needed to succeed in an increasingly digital world.

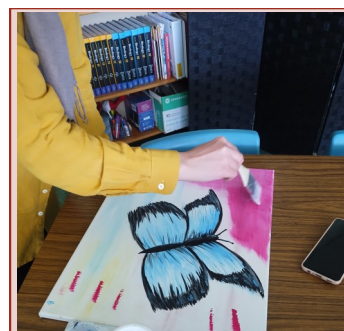
CREATIVE ARTS

Creative Arts continues to grow and inspire this year! Even with only 45 minutes over lunch, students are finding ways to eat, unwind, and create together.

We've watched incredible growth as students explore art forms they're passionate about, many even taking home supply kits to keep creating, and a few have started selling their artwork! They recently set a goal to make pieces and plan to host a Creative Arts Market, stay tuned for details.

What makes this group so special is how students inspire and encourage one another. They share ideas, cheer each other on, and create a welcoming

space where everyone feels free to express themselves, whether they're sketching, joining a project, or simply enjoying the creative energy



WELL-BEING

This fall, our Well-Being Cycle 1 strategy focuses on strengthening **student voice, belonging, and engagement** across both campuses.

Survey data and student feedback made it clear that many students do not always feel understood or connected to the school community, and that their well-being directly affects their engagement in learning.

To address this, staff are working collaboratively to design and launch a **student micro survey**, co-created with the Well-Being Committee and Student Voice representatives. This survey will capture authentic student perspectives on belonging, relationships,

and engagement, helping us better understand what supports are most needed.

Through October and November, we'll use this feedback to guide meaningful action—ensuring that students see their voices reflected in real change. The ultimate goal is for every student to feel seen, heard, and valued at BFEC.

Success will look like stronger relationships between staff and students, increased engagement, improved attendance, and a shared sense of ownership over the school environment. This process is as much about **listening** as it is about **responding**, building a culture where students know their input truly matters.

SCHOOL HAPPENINGS

Here's a "snapshot" of some of the hands-on learning opportunities this quarter at BFEC.



VISION AND VALUES STATEMENT AND MATRIX OF EXPECTATIONS

Starting this year, HRCE implemented the Safe Schools Strategy, a comprehensive approach that includes creating inclusive, supportive learning environments, implementing the Provincial School Code of Conduct, and having detailed emergency preparedness plans. The strategy focuses on preventing negative behaviors through strong relationships, providing mental health supports, and using a progressive discipline model that emphasizes educational value. As part of the safe school's strategy, all schools were actioned to create a school vision & values states and a school matrix of expectations with the support of staff, students and school advisory members.

BFEC's vision and values statement is a clear declaration of what we strive to achieve as a learning community and the guiding principles that shape how we work together each day. It reflects our shared beliefs about student success, well-being, and inclusion, and it serves as a compass for decision-making, relationships,

and school culture. When our vision and core values are consistently practiced and visible in classrooms, hallways, and interactions, they help create a positive, respectful, and supportive environment where every learner feels seen, valued, and capable of achieving success.

BFEC's School-Wide Matrix of Expectations serves as a shared roadmap for how we learn, work, and treat one another, ensuring everyone understands what success looks like in classrooms, common spaces, and throughout the school day. By promoting clarity, fairness, and consistency, the matrix supports a positive and inclusive school climate, reduces disciplinary issues, and strengthens relationships between students and staff.

With our vision, values, and expectations in place, we continue building a school community where everyone feels welcomed, respected, and ready to succeed.

FOOD SCIENCE

Our Food Science 12 class in Bedford has been cooking to perfection in our school kitchen! The class made a delicious variety of baked goods for our Sweet & Greet curriculum night in September. Students spent 3 classes making cookies, squares, cupcakes, fudge, and more! The class also makes lunch

for the school 2-3 times a week! Students have learned to make a variety of dishes from pastas to tacos to fresh bread. So far, the fan favourite lunch was the chicken alfredo which students made from scratch! Thank you to our students for their teamwork and engagement.

FOOD SCIENCE AT DARTMOUTH



HALLOWEEN SPIRIT WEEK



Students celebrated a week of creativity, community, and Halloween fun at BFEC! From October 27th–31st, students were invited to take part in daily themed

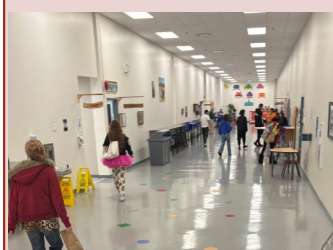
activities including costume day, pumpkin carving, a Halloween hat day, cozy Halloween pajama day, and lunchtime movie events. Each day offered a chance to join in, show school spirit, and build connection across our learning community. Students were encouraged to participate in a way that felt comfortable and inclusive, whether it's dressing up, joining an activity, or simply enjoying the festive atmosphere. It was a fantastic week of laughter, creativity, and school spirit, we can't wait to do it again next year!

TRICK-OR-TREAT AT BEDFORD

Students at the Bedford campus had the opportunity to go trick-or-treating from class to class at breaktimes on Halloween.



HALLOWEEN STAFF COSTUME FUN



IMMUNIZATION OPPORTUNITY

BFEC has been chosen to be part of a pilot project that is aimed to Grade 12 students to allow them the opportunity to get caught up on the provincially funded vaccines they may be missing.

Presentations to BFEC students to convey the information and start the process will take place on November 25 for Bedford and November 26 at Dartmouth.

Immunization clinic dates will be December 9 in Bedford and December 10 in Dartmouth. There will be future dates for presentations and clinics based on needs of students and the scheduling of vaccine doses, so there will be opportunity for students joining in future quarters to be part of this project.

AI AND YOUR STUDENT'S LEARNING

HRCE teachers and staff are introducing students to artificial intelligence (AI) in safe and meaningful ways that build awareness, creativity, and critical thinking. Together, we can help our learners understand how to use AI responsibly and confidently in their education and everyday

lives. This informational sheet provides you with starting points for conversations about AI and learning.

[Click here](#) to download the document.

NETUKULIMK 12

This year BFEC introduced a new Grade 12 high school course called **Netukulimk 12**. This environmental science course is rooted in Mi'kmaw knowledge and principles, blending them with Western science using a "Two-Eyed Seeing" (Etuaptmumk) approach.

The Netukulimk 12 class has been studying our cultural, emotional, personal, and scientific connections to the soil, water, and organisms that are present around BFEC. We have explored the Little Sackville River in front of the school while making observations of soil and water health using a number of observational methods. These include using micro-

scopes to observe the biodiversity of plants and animals, composition of the soil, and determining the chemical composition of the water (pH and dissolved oxygen).

We also took a walk down to Fish Hatchery Park to observe where the Sackville River meets the Bedford Basin. This is an especially important site as the Bedford Basin is both important to the Mi'kmaq and to the Settler population for similar reasons including fishing, trade, and transportation. It was also interesting for the students to see the difference in soil and water quality/health at a fresh and saltwater site.



YMCA YOUTH EDUCATIONAL SUPPORT PROGRAM



At Bedford BFEC, we are excited to be working with Barrett Mercer and his team from The YMCA's Youth Educational Support Program or YESP. This program helps high school students prepare for life after graduation through personalized guidance and hands-on learning.

They provide one-on-one support and interactive work-

shops that focus on academic success, post-secondary planning, career exploration, financial literacy, and overall wellness. The goal of YESP is to help students identify their goals, overcome barriers, and build the confidence and skills needed to thrive in their next steps after high school.

YESP will be on campus every Wednesday from 11:00 a.m. to 1:00 p.m. Stop by the conference room to introduce yourself!

TRANSGENDER AWARENESS WEEK

Transgender Awareness Week provides an important opportunity to strengthen understanding and respect for the transgender community, to encourage inclusivity in our schools and to promote safe en-

vironments where all students feel valued and supported. Learn more [here](#).



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 @gnspes.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 2025, and September 2026.



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 Instagram](#)

It's important to always have a plan in place for childcare in the event of any cancellation. Please remember: As a parent or guardian you always have the choice of whether or not to send your child to school.

For more information on how HRCE manages during inclement weather, visit hrce.ca/families/cancellations.