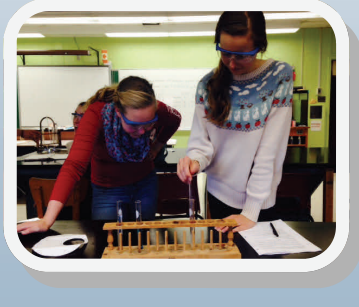
South Shore Regional School Board

Superintendent's Annual Report to the Community

Rapport Annuel du Surintendant à la Communauté

Alsusitew Atukwaqnem wjit Wutan

2015-2016



November 2, 2016

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LETTER FROM THE SUPERINTENDENT

Dear Students, Families and Community Members:

I am pleased to present the Superintendent's 2015 - 2016 Annual Report to the Community. This report has been written for you to highlight the many innovative programs, initiatives and services offered across the South Shore Regional School Board last year. Upon reading this report, I believe you will see that our school system is focused on strengthening instruction and assessment practices, increasing professional collaboration and accountability, supporting instructional leadership in safe and socially-just learning and working environments. Student learning and well-being is at the centre of our collective work.

In the pages of this report, you will find the results of student achievement on provincial and school board assessments in Mathematics and Literacy as well as measures of early years and social and emotional development. The governing board's strategic and business plan guides much of the work of our system. Within these plans, among many other things, you will see work being completed in technology integration and ethical digital citizenship, race relations and cross-cultural understanding, support for Mathematics and Literacy interventions, the expansion of SchoolsPlus and support for School Advisory Councils. There are many stories of student and staff success and recognition for excellence in teaching over the past year .

This report not only summarizes highlights of the past school year, but represents the fine leadership provided by former Superintendent, Geoff Cainen. Over his time with the SSRSB, Mr. Cainen built a solid foundation upon which our school board has been able to move forward and continue growth and development as a learning system. On behalf of the SSRSB, I extend my gratitude to Mr. Cainen and wish him well in his retirement and to all staff members across all divisions for making the 2015 - 2016 school year such a positive one for our students.

Everyday we accomplish amazing things at the SSRSB. Those accomplishments are supported by our dedicated staff in all divisions, parents and guardians, volunteers, partner agencies and the local community in general. If you are not already a part of the learning community at your child's school, I invite you to do so. By joining together, we can help our students realize great success.

Sincerely,

Scott Milner
Superintendent of Schools
South Shore Regional School Board

WHO WE ARE

The South Shore Regional School Board (SSRSB) is comprised of eight board members and over 1448 full time and part time staff. The SSRSB is responsible for providing education to approximately 6495 students in Lunenburg and Queens counties, an area of 5250 square kilometres, with 27 schools.

OUR BOARD MEMBERS

Our elected board members are parents, grandparents and interested citizens with a variety of personal and professional experiences. Seven members are elected in local electoral districts, including one member who is elected to represent African Nova Scotian students and families. One member is appointed by the Province of Nova Scotia to represent Mi'kmaq students and families within the board. As a governing board, the SSRSB is responsible for the education of all students across the region as a whole.

DID YOU KNOW?

The SSRSB employs 84 full time bus drivers, 1 garage lead hand, 2 head mechanics, 4 full time mechanics and 2 body shop technicians :)

SSRSB MISSION, MOTTO & BELIEF STATEMENTS

OUR MISSION

To provide our students with a learning environment that engages and inspires them to reach their full potential.

MOTTO

Inspiring our students to reach their full potential.

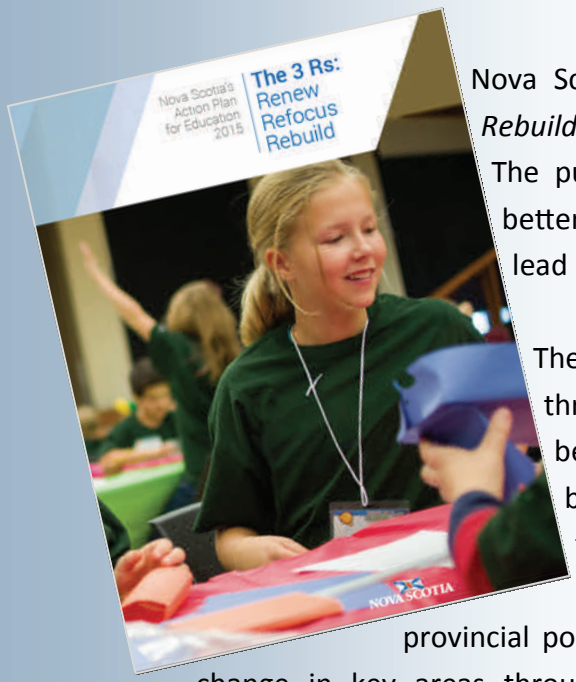
BELIEF STATEMENTS

- Our primary focus is student learning and achievement.
- All students have the ability to learn and become contributing members of society.
- Students learn at their own pace, and in different ways.
- We are committed to the development of the whole student in an equitable and inclusive environment.
- School communities must be safe, supportive and socially just, where everyone is treated with dignity and respect.
- Education is a partnership among home, school and community and ongoing communication and dialogue strengthens this partnership.
- We value diversity and the opportunity for our students to be enriched by diverse cultures and abilities.
- Evidence-based decision-making and accountability are important.

DID YOU KNOW?

There are currently 37 full time Administrative Assistants working in the SSRSB!

NOVA SCOTIA'S ACTION PLAN FOR EDUCATION



Nova Scotia's Education Minister released *The 3 Rs: Renew, Refocus, Rebuild: Nova Scotia's Action Plan for Education* in late January 2015. The purpose of the action plan is to, "ensure that our students do better, especially in math and literacy, and they are better prepared to lead productive lives in our changing world." (page 6)

The Action Plan maps out the re-focus of the public education system through to the year 2020. All school boards in Nova Scotia have been working with the Minister and staff to increasingly align business and strategic plans and the Action Plan. Hundreds of teachers and school administrators from all across the province, including SSRSB, have contributed to curriculum streamlining, provincial policy development and program design. The Action Plan calls for change in key areas through four pillars: *A Modern Education System, An Innovative Curriculum, Inclusive School Environments and Excellence in Teaching and Leadership*.

2015 / 2016 PROVINCIAL AND SSRSB ACCOMPLISHMENTS INCLUDE

- Grade Primary to 4 class size caps.
- Increased instruction in financial literacy in high school Mathematics courses.
- Increased support for Mathematics Intervention; 2 Math Coaches, 1 Early Math Interventionist.
- Increased support in Literacy; 4 Reading Recovery Specialists, Observation Survey of Early Literacy Achievement.
- A curriculum that is more culturally inclusive.
- Starting in grade Primary, students will learn how to be better digital citizens.
- Reduced wait times for early intervention.
- An Early Years Program at New Germany Elementary School.
- SchoolsPlus expanded to Park View Family of Schools.
- Discovering Opportunities 9 program at Forest Heights Community School.
- New homework standards introduced. (www.ednet.ns.ca/homeworkpolicy.pdf)
- Provincial guidelines to support transgender and gender non-conforming students. (www.studentservices.ednet.ns.ca)
- Provincial School Code of Conduct. (www.ednet.ns.ca/codeofconduct.pdf)
- Increased monitoring of students on Individual Program Plans.

ANNUAL BUSINESS PLAN UPDATE

ANNUAL REPORT OF ACHIEVEMENTS FOR 2015-16

The SSRSB is committed to supporting the initiatives and actions outlined in the Action Plan. To focus our work, the following three goals were established:

1. To improve student achievement.
2. To strengthen safe and inclusive school environments.
3. To strengthen teacher practice.

Goal 1 and 2 are common goals that have been established in partnership with other boards and the Department of Education and Early Childhood Development. Goal 3 is specific to the SSRSB and aligns with pillar four of advancing excellence in teaching and instructional leadership.

Goal 1: To improve student achievement	
Priority: Implement provincial streamlined curriculum in Grades Primary-3 including the integration of educational technology and student assessment	**Result**: In preparation for the release of the P-3 streamlined curriculum, SSRSB in partnership with DoEECD provided in-servicing for 100% of P-3 teachers and administration. SSRSB provided a multiple full day in-services to all board staff P-3. All P-3 teachers participate in a Collaborative Learning Time (CLT) with a focus on implementation of the P-3 streamlined curriculum.
Priority: Implement the Nova Scotia Mathematics curriculum in grades 7-9, and grade 12	**Result**: SSRSB has implemented 100% of the curriculum. Ongoing support through math coaches (5.5 FTE) occurs in all math grade 7-9 and grade 12 classes.
Priority: Administer an Observation Survey of Early Literacy Achievement to all students at the start of Grade 1	**Result**: The Observation Survey was administered to 100% of SSRSB grade 1 students in September 2015. The Observation Survey will be administered to 100% of SSRSB grade 1 students again in June 2016.

ANNUAL BUSINESS PLAN UPDATE

Goal 1: To improve student achievement—continued	
Priority: Implement Provincial Homework Policy	**Result**: In August, implementation occurred in all schools and follow-up occurred on an as needed/requested basis with schools. Principals have monitored implementation through teacher evaluation and walk-throughs. Monitoring implementation through administrator Collaborative Learning Teams. Schools report that the policy has been implemented and no parental concerns have been reported to the Director of Programs & Student Services or the Superintendent's Office.
Priority: Offer early intervention support in mathematics for students in grades P-3	**Result**: Our intervention support staff (2 x .5 FTE) has provided support to eight SSRSB schools for six week blocks in either individual or small group sessions.
Goal 2: To strengthen safe and inclusive school environments	
Priority: Implement the new provincial Code of Conduct	**Result**: Prior to August, DoEECD staff presented to all SSRSB administration. In August implementation occurred in all schools and follow-up has occurred on an as needed/requested bases with schools. On an ongoing basis, we are reviewing SSRSB data related to the Provincial Code of Conduct. Suspension rate and length of suspensions are analyzed. Implementation through administrator meetings and Power School. At the AGM of the NSSBA, the SSRSB Governing Board, put forward a resolution that DoEECD review their policy and include deliverables so that standardization of monitoring is across the province.
Priority: Strengthen partnerships with outside agencies	**Result**: Partnerships strengthened in the area of Health and Wellness specific to After School Programming; natural play space development: and food and nutrition resources. Year one implementation of the Early Years Centre at New Germany Elementary School. Partnership with Mental Health to reduce wait time for students. Working in various communities to start Canadian Parents for French Chapters.

ANNUAL BUSINESS PLAN UPDATE

Goal 2: To strengthen safe and inclusive school environments—continued	
Priority: Implement provincial guidelines for supporting transgender and gender non-conforming students	**Result**: In August implementation occurred in all schools and follow-up has occurred on an as needed/requested bases with schools. Seven schools, in partnership with SSRSB Race Relations Coordinator, have had presentations in addition to Board PD on the guidelines. All SSRSB guidance counselors have been in-serviced in the guidelines. Two additional professional development (PD) sessions have been provided to SSRSB staff members. All funding assigned to this priority has been used to support the provincial guidelines. SSRSB schools and the school board office have worked to alter bathroom signage to accommodate for a safe space of all individuals.
Priority: Monitor student progress on Individual Program Plans (IPPs)	**Result**: Program Planning Teams (PPT) are monitoring and reporting out on progress of student progress as part of the program planning process (during regularly scheduled program planning meetings throughout the year). Student Services team, working directly with 100% of SSRSB school based teams, has provided PD specific to the schools needs based on the results of the IPP review.
Priority: Implement provincial criteria for placing a student on an IPP	**Result**: A school-by-school action plan based on the data from the SSRSB IPP review has been initiated. African NS and Aboriginal student IPPs will be reviewed to ensure they are accurate and the planning process is being followed. Three PD sessions have been conducted with school staff responsible for IPP progress to be proactive around this priority. Student Services team, working directly with 100% of SSRSB school based teams, has provided PD specific to the schools needs based on the results of the IPP review.
Goal 3: To strengthen teacher practice	
Priority: Implement formative assessment practices by including a formative assessment learning component at every principal and teacher professional development session. Monitoring of this priority will be done through the teacher appraisal process.	**Result**: 100% of PD offered to school administration and teaching staff include formative assessment practices. Principal Professional Learning Communities (PLC), which meet four times a year, have a designated time focused on formative assessment practices which are conducted through school walkthroughs and debriefings/reflections.

ANNUAL BUSINESS PLAN UPDATE & NSCC PARTNERSHIP

Goal 3: To strengthen teacher practice—continued	
Priority: Integrate cultural proficiency and inclusive programming by providing workshops and professional development session to identified year three schools.	**Result**: 100% of identified year three schools have received professional development. Identified schools are a percentage of board schools stipulated through the SSRSB strategic plan (Dr. JC Wickwire, Bridgewater Elementary, West Northfield Elementary, Bluenose Academey, Bayview Community School, Bridgewater Junior Senior High, Forrest Heights Community School). 28 workshops on cultural proficiency and inclusive practices have occurred with SSRSB staff and school communities.
Priority: Provide meaningful, useful and challenging learning experiences by increasing opportunities for students to participate in inquiry-based learning.	**Result**: Regional PD day offered teacher led workshops demonstrating ways to engage in inquiry based learning. 100% of our SSRSB middle schools are doing inquiry-based practices in the classroom based on continuous year of professional development.

NOVA SCOTIA COMMUNITY COLLEGE (NSCC) PARTNERSHIP

SSRSB has a fantastic partnership with NSCC on many programming opportunities for our high school students (i.e. STEP, Adult High, Building Futures for Youth, etc.)

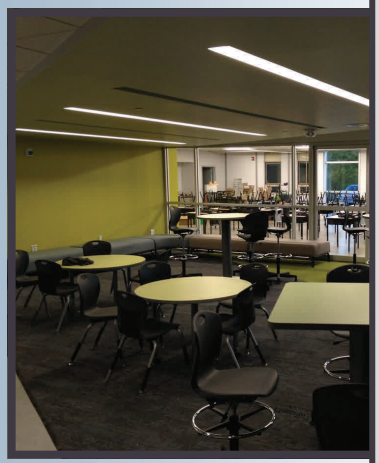
One of the most popular is the Community Based Learning (CBL) Week (unique to our students only) where are Grade 10 Options and Opportunities (O2) students get to go to NSCC-Lunenburg Campus, for a week to explore and test drive various trades and programs such as Diesel Repair, A/C & Refrigeration, Health Services, Business Administration, Gaming, Carpentry - just to name a few.

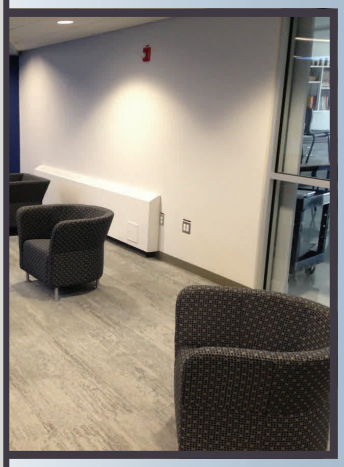
Our students get this wonderful opportunity at a young age to explore these careers and for some, they will find their niche and continue along that career path while others may realize that their selected program is not for them.

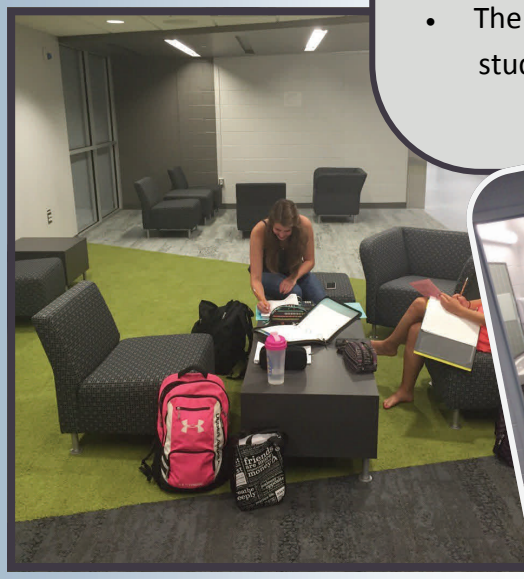
May 2- 6 saw New Germany Rural High School, Park View Education Centre and Bridgewater Junior Senior High School take part. North Queens Community School, Forest Heights Community School & Liverpool Regional High School took part from May 9-13.

PARK VIEW EDUCATION CENTRE RENOVATIONS

- Park View Education Centre was built in 1978
- The work began in November 2014
- It is a $13 million project
- Includes mechanical, electrical, and programming upgrades
- Programming upgrades include: library to learning commons, science, food and technology education labs.
- Classroom technology refresh
- Gymnasium refresh
- Cafeteria renovation
- Washrooms renovated to be gender neutral
- The building will be ready for all students in September 2017







STRATEGIC PLAN 2013 - 2017 UPDATE

In the fall of 2013, the South Shore Regional School Board began the process of consultation to develop a four year Strategic Plan to articulate its long-term goals and priorities and provide overall strategic direction for the region.

This was a comprehensive process and consultation with partners and the public were included. This plan is reviewed annually to ensure we are meeting our targets in promoting student achievement and well-being. The 2015 - 2016 school year marked the third year of this four year plan.

The SSRSB Strategic Plan is comprised of three goals, each with specific measures. Yearly objectives were established at the beginning of the four year plan. The full SSRSB strategic plan can be found at: http://www.ssrsb.ca/strategic-plan-2013-2017/

GOAL 1 To demonstrate continuous improvement in instruction and student achievement.

COLLABORATIVE LEARNING TEAMS

SSRSB teachers are members of Collaborative Learning Teams (CLTs) that meet 14 times each school year. There is a commitment that teachers will see a continuous improvement in their instructional practices as indicated through data collected by annual surveys related to the effectiveness of their collaborative learning team.

In 2013 - 2014, 72% of the responding teachers (250) said the work of the CLT assisted in improving their instructional strategies. In 2013 - 2014, 80% of the responding teachers (347) said the same thing.

For the 2015 - 2016 school year, 79% of the 387 responding teachers said their work in CLTs assisted in improving their instruction and assessment practices.

STRATEGIC PLAN 2013 - 2017 UPDATE

SSRSB showed an increase in achievement in some areas for self-identified African Nova Scotian and Aboriginal students. They include an increase for African Nova Scotian students that self-identify board wide in the 6RW and 8M. SSRSB saw an increase in the 3RW, 6M and 8M for students of Aboriginal descent that self-identify. To continue working towards an increase in achievement, the SSRSB has begun and will continue to provide student specific tutoring with certified teachers as tutors with a focus on literacy and mathematics. Schools are using data to support the students that need support. Support with tutoring has also been given from parent advocacy as well as Student Support Workers that work directly with these two self-identified groups. Please see page 27 for more specific results.

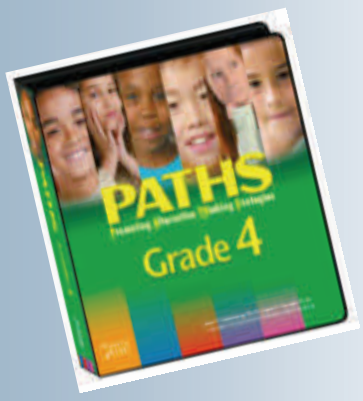
MATHEMATICS ….. It's Sum Fun!

The P-12 Mathematics curriculum revision has been completed with Grades 7, 8, 9 and Grade 12 being implemented in the 2015-2016 school year. Teachers and administrators attended PD sessions for **Mathematics 7, Mathematics 8 and Mathematics 9 along with Mathematics 12, Mathematics at Work 12 and Pre-calculus 12** during June and October 2015.

The Western and Northern Canadian Protocol (WNCP) Mathematics Curriculum replaces the Atlantic Canada Mathematics Curriculum introduced in 1997. Teachers reported that they found the Atlantic Canada Mathematics curriculum unmanageable within the instructional time available for mathematics. The WNCP mathematics curriculum has fewer outcomes at each grade level. It focuses clearly on the most important things to learn at each grade level. Concepts are taught for **deeper understanding**, allowing teachers and students time to focus on the process rather than the product. A major focus of the new approach will be to teach through problem solving and provide opportunities for students to use personal strategies when doing computations.

Race Relations, Cross Cultural Understanding and Human Rights (RCH)
In 2015-2016, many Professional Development sessions were provided on teaching to culture, social justice and race. RCH PD was given to a range of groups including students, staff, administration and custodians. Fifteen focus schools in alignment with this goal received in-depth RCH PD and awareness. Culturally Responsive Pedagogy and Teaching PD was given to all staff grades Primary to 6. Additional sessions were held throughout our board with groups and building staff in grades 7 through 12 as well. Finally over 100 school visits and RCH 120 school visits and PD sessions were given system wide.

GOAL 2 To remove barriers for a safe and healthy environment.



PATHS (Promoting Alternative Thinking Strategies)

Social emotional learning continued to be an important part of programming during the 2015-16 school year with the on-going implementation of the PATHS program. Thirteen schools took a school wide approach to teaching PATHS with coaching support from 1.6 FTE. Schools new to PATHS were Bridgewater Elementary School, New Germany Elementary School, North Queens Community School, Chester District School, Aspotogan Consolidated School and Dr. J.C. Wickwire Academy. Based on the strategic plan, PATHS will be fully implemented as the research based curriculum of choice for social emotional learning in the SSRSB in 2017-18, grades Primary to 6.

Students Being Reported for Severely Disruptive Behaviour

Beginning in the 2015-2016 school year, changes were made to the Provincial Code of Conduct. These changes impacted how Behavioural Incident data was collected at the school level. Prior to this change, there were two categories: *Severely Disruptive Behaviour* (school administration assigned consequences) and *Disruptive Behaviour* (teachers assigned consequences). Under the revised policy, the reporting process permits only one category called *Unacceptable Behaviours* for the use of both groups, however, only school administration can assign consequences. Of the 2955 incidents reported in 2015-2016, there were 517 recorded without consequences, submitted solely by classroom teachers and may have previously been reported as *Disruptive Behaviours.*

	2013 - 2014	2014 - 2015	2015 - 2016
Incidents Reported	2403	2588	2955
Students Involved	908	930	1000
Total Enrollment	6681	6495	6475
% of Students	13.6%	14.3%	15.4%

STRATEGIC PLAN 2013 - 2017 UPDATE

BULLYING & SCHOOL SAFETY (GRADES 4 TO 6)

Student's responding to the OurSCHOOL survey on school climate in 2015 - 2016 indicated 32% of them experienced physical, social, or verbal bullying, or are bullied over the internet. The Canadian norm for these grades is 26%. At the previous measure in 2013 - 2014, 28% reported experiencing bullying. The national norm was the same at 26%.

Students reporting they feel safe at school as well as going to and from school were at a level of 65%. The Canadian norm for these grades is 68%. At the same measure in 2013 - 2014, students reported 28% and 85% respectively.

OurSCHOOL TTFM

OurSCHOOL (formally Tell Them From Me) surveys were completed by students in grades 4 to 6 and by teachers in 2015 - 2016. The student survey was completed at 15 schools and included over 1000 students. The teacher survey was completed at 22 schools by 385 teachers.

PLAYGROUND SAFETY

Following official inspections, a detailed matrix of all board playgrounds was created. This matrix included detailed information about each playground area, priorities across the board for all playgrounds, and who will be completing the work to bring the playground items up to standard. An annual inspection program and repair process was then developed to ensure playgrounds are properly maintained.

MAINTENANCE STANDARDS AND PROCEDURES

The strategy to review and implement hiring practices and training programs for custodial and maintenance staff to achieve alignment with Provincial standards was completed. In doing so, an examination of provincial and other outside hiring and training programs revealed the need to develop unique SSRSB practices. Both hiring and training practices within SSRSB were examined for improvement opportunities. Hiring practices are now linked to both Human Resources practices and training. All levels of custodial services involve training and in-house modules are being developed for training of custodians.

GOAL 3

Promote and strengthen partnerships and community engagement.

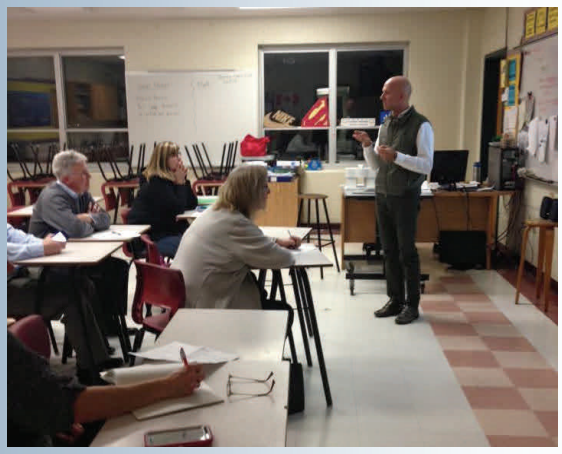
SCHOOLSPLUS EXPANDS

During the 2015-16 school year we expanded SchoolsPlus to Park View Education Centre, Newcombville Elementary School, Pentz Elementary School and Petite Elementary School. This expansion included the hiring a fulltime assistant facilitator and a fulltime outreach worker. We are expecting additional funding in September 2017 to complete SchoolsPlus as a system. Interagency meetings are held monthly as part of our three SchoolsPlus Hubs. Local agencies and partners work collaboratively to support students and families.

The SSRSB actively promotes and celebrates the progress and accomplishments of students and staff through social media platforms such as Facebook, Twitter and the SSRSB website. Local radio and the local newspaper have been very active in supporting SSRSB.

The SSRSB Facebook Page has over 2200 followers.
The SSRSB Twitter Account has over 3600!

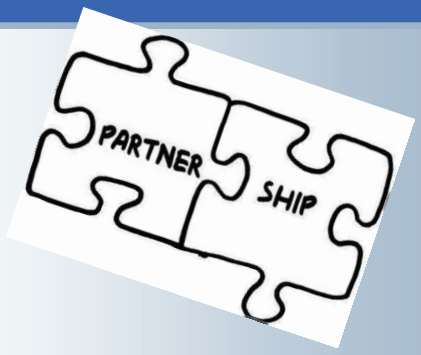
SCHOOL ADVISORY COUNCIL WORKSHOP



On February 3, Board Members and staff held a well attended workshop for SAC members and school principals. Topics included: Becoming a Board Member; Effective Communication for SACs; Strategic Plan; School Board Budgeting & School Based Funds; Health Promoting Schools; School Review Policy; Ministerial & Provincial Policies; SchoolsPlus & Mental Health Partners; Teacher CLTs & Annual Reports to the Community (CSI/SSP); 3Rs Education Action Plan; SAC Discipline Committee; & Human Resources.

New Partnerships Develop,

Current Partnerships Strengthen



Our partnership with the local Nova Scotia Health Authority (NSHA) continues to be strong and vibrant. The School Based Health team is based in all of our Junior and Senior High schools throughout SSRSB. The Health team consists of a Community Health worker, a Mental Health Clinician and an 'on call' Nurse Practitioner. The School Based model has removed the barrier of long wait times for our youth. The NSHA data shows an increase in youth visits by 340% since the program started in 2012-13 and the student visits continue to increase each year.

- We are pleased that collaboration continued with South Shore Health in the 2015-2016 school year. The partnership provided quality health-related co-op placements to our students including public health, nursing, lab, recreation therapy, pharmacy, physio/OT and diagnostic imaging.
- RCH worked with the collaborative group called Welcoming Communities. Welcoming Communities is a network that works with individuals and groups to honour local heritage and to embrace a culture of inclusion and diversity for all who visit, work, live and play on the South Shore.
- As part of their goal to promote awareness and extend communication with families, the Learning Disability Facilitators held evening presentations for families, students and staff across the board. Presentations included: an overview of Learning Disabilities (LD); impact on the classroom; how to support the LD students in the classroom; a hands-on portion that explored the wide variety of technology apps used to compensate for specific learning challenges; and the transitioning process from high school to post-secondary education.
- In December, Chester District School (CDS) launched the CDS C.A.R.E.S. program. This program is a partnership between the school, RCH Coordinator and the RCMP and is born out of the need to further recognize that CDS is a diverse and vibrant community that accepts, welcomes, and encourages all individuals. C.A.R.E.S. stands for Community, Acceptance, Respect, Ethnicity & Solidarity.

There is an increase of over 340% in youth visits for mental and physical health related concerns due to the site-based model in the SSRSB. Wait times and barriers to service have been reduced significantly!

AWARDS & ACHIEVEMENTS

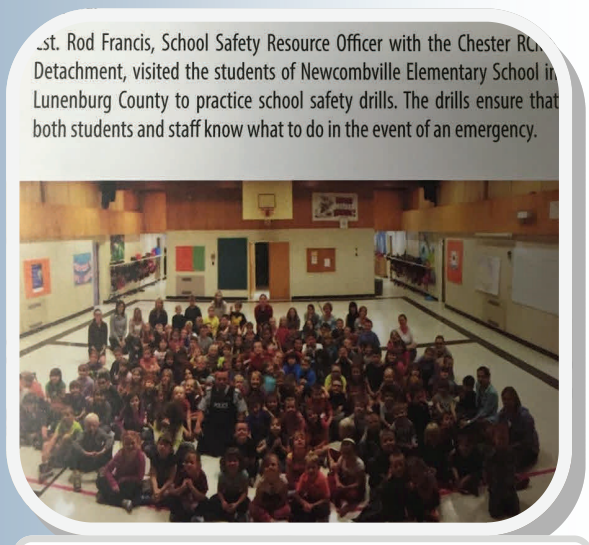
Joel Atkins (STEP Program at PVEC) won a gold medal in the Welding competition at the Skilled Trades Provincial Championships.

International student, Nachopol Charamornburapong wins Citizenship and Mathematics Excellence Award for Hebbville Grade 9

Congratulations to Angela Lake and the Bluenose Academy Grade 7-9 Drama Club on their production of "Jitterbug Juliet". What an amazing, energetic show put on by these talented young students!

Seven SSRSB students competed in the provincial French public speaking contest, Concours D'art Oratoire at Mount Saint Vincent University. Of these seven students, three of them came home with a silver medal!

AWARDS & ACHIEVEMENTS



Newcombville Elementary School made this years RCMP Year in Review

2016 Lieutenant Governor's Medals at Liverpool Regional High School.
Each of these students was recognized for their academic performance, qualities of leadership, and service in their school and community. Congratulations!

SSRSB Transportation Department Brings Home Gold for the 8th Consecutive Year for exceptional performance at the Nova Scotia Pupil Transportation Conference.

Our Provincial Education Week Recipients Erin Dunn-Keefe & John Tutty - Congratulations!

SSRSB BALANCED BUDGET

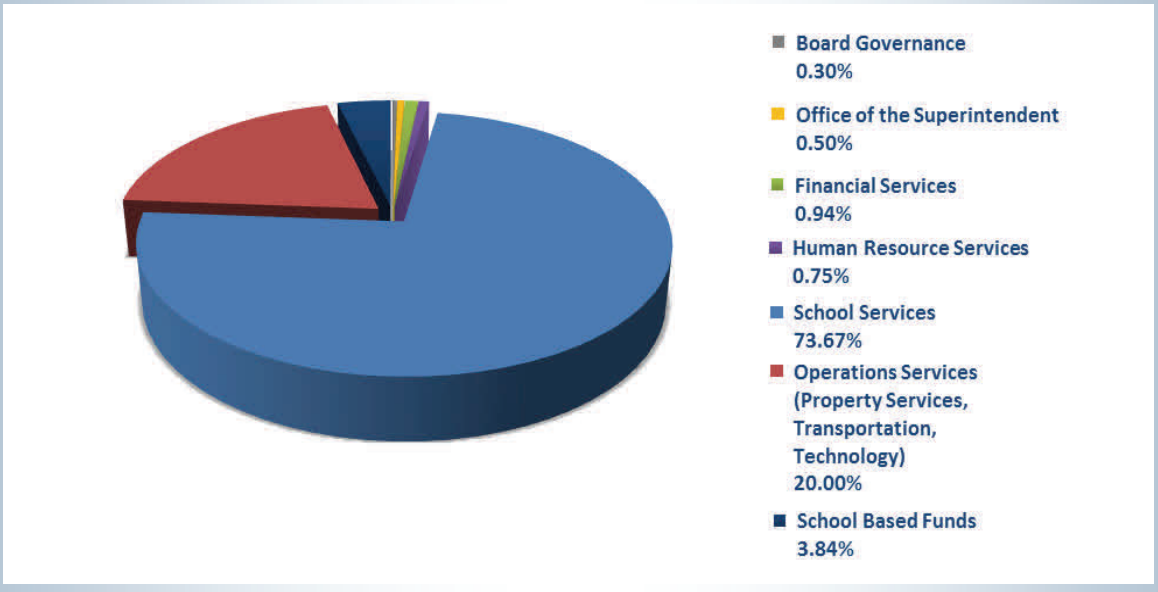
On May 27, 2015, the elected board approved a balanced budget for the fiscal year ending March 31, 2016. The annual budget process is an important element of SSRSB's overall corporate planning, allowing for the allocation of resources that support strategic planning, board priorities, policies and programs.

SSRSB's total budgeted revenue was $75,551,994 for the 2015/16 fiscal year. Of this amount, $6.9 million in provincial revenue was for targeted initiatives, including:

- Grade Primary to Grade 4 Student Class Caps
- Special Needs Supports
- Early Literacy Strategy
- Mathematics Strategy
- Options and Opportunities Programming
- An Early Years Center
- Schools Plus Programming

Two significant cost pressures for the SSRSB in 15/16 were the 3% salary increase that was effective August 1, 2014, and the cost of teacher license and increment changes. Also, there was a $550,000 funding reduction from the province due to a revenue formula adjustment. The SSRSB reduced school based teaching allocations by 15 full time equivalents (FTEs) throughout the region due to declining enrollment and decreased unrestricted funding. While unrestricted funding decreased in the 15/16 budget, there was an increase in restricted funding by $900,000 which enabled the addition of four Reading Recovery Specialists; two Mathematics Coaches; two Early Years Centre positions; two SchoolsPlus positions; one Early Mathematics Intervention position; one Discovering Opportunities 9 position; and a 0.6 PATHS position.

2015/2016 Budgeted Expenditures:



LONG RANGE OUTLOOK & TANGIBLE CAPITAL ASSETS

LONG RANGE OUTLOOK

The Long Range Outlook provides information on current and developing circumstances in schools including facility condition, use and capacity as well as enrolment projections and programs offered. The current document will be updated following the September 30, 2016 provincial enrollment reporting deadline.

In 2015-2016, the Long Range Outlook indicated that the board should consider developing a *Catchment Area Review Policy* and initiate school reviews in three families of schools (Big Tancook, Bridgewater and Park View). Policy and reviews were all completed.

The Department of Nova Scotia Education and Early Childhood Development provided funding so demographic information for projected student enrolments in School Board Long Range Outlooks would be developed by an outside contractor. Although this information was anticipated to be available across the province in the spring of 2016, it was not available. It is anticipated that this information will be available during the 2016-17 school year.

TANGIBLE CAPITAL ASSETS (TCA)

New Germany Rural High School	New oil tank, fume hood, air handling unit, building envelope, windows and chimney
Chester Area Middle School	Roof repairs, building envelope repairs
Hebbville Elementary School	Roof replacement, exterior doors and windows
Dr. J. C. Wickwire Academy	Various interior and exterior repairs continuing from last year's roof replacement

BOARD CAPITAL

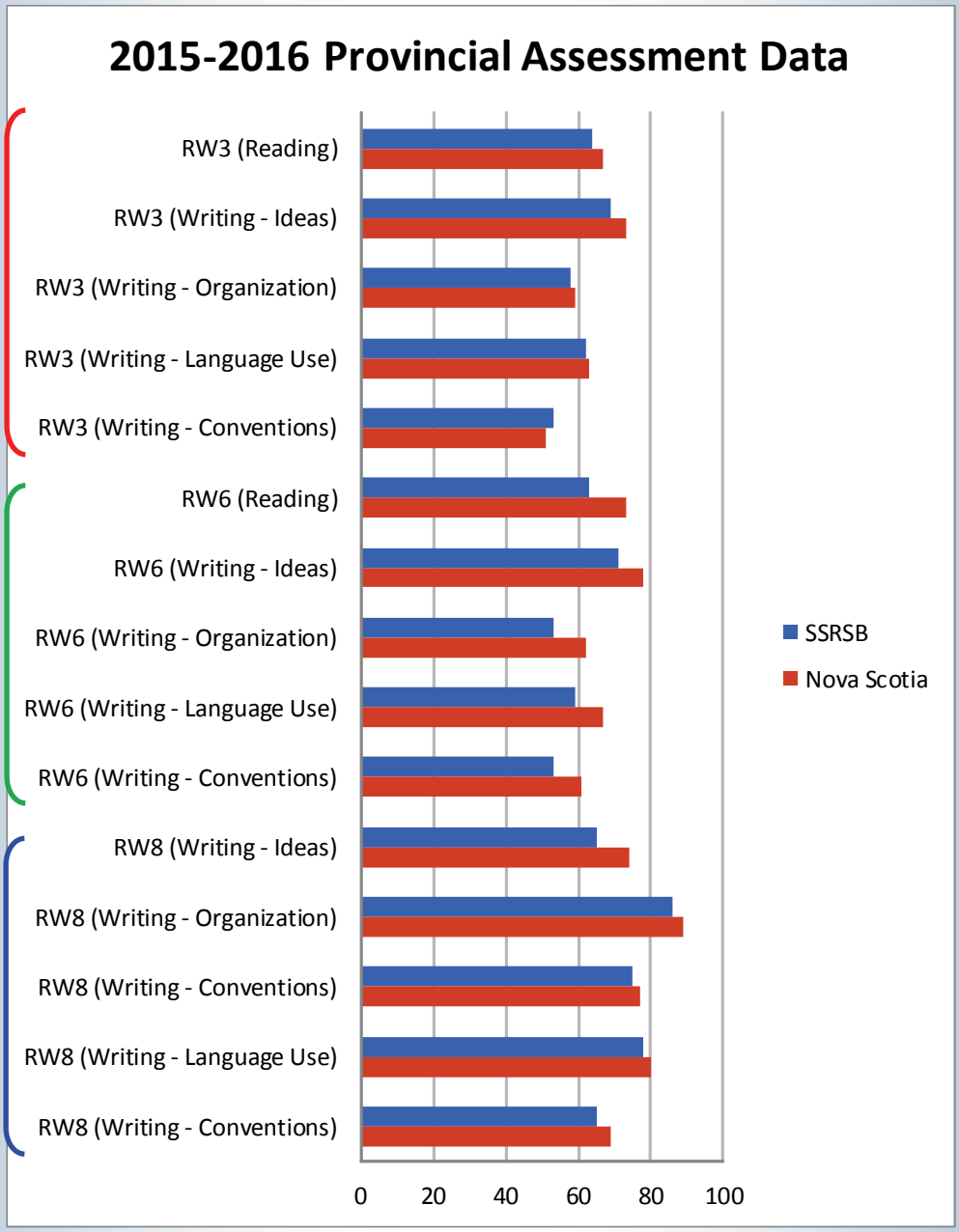
Chester District School	Sidewalk paving (safety upgrade)
Bridgewater Elementary School	Replaced exterior stairs and railing (safety upgrade)
North Queens Community School	Created a learning common area (program upgrade)
Bridgewater Bus Garage	Installed a new hoist (safety upgrade)
Playgrounds	All school playgrounds have upgraded landing areas completed over the past 2 summers (safety upgrade)
West Northfield Elementary School	Installed remote sensing controls for equipment and energy management
Technology	Completed a pilot project to convert school web sites to Google Web

HOW ARE WE DOING

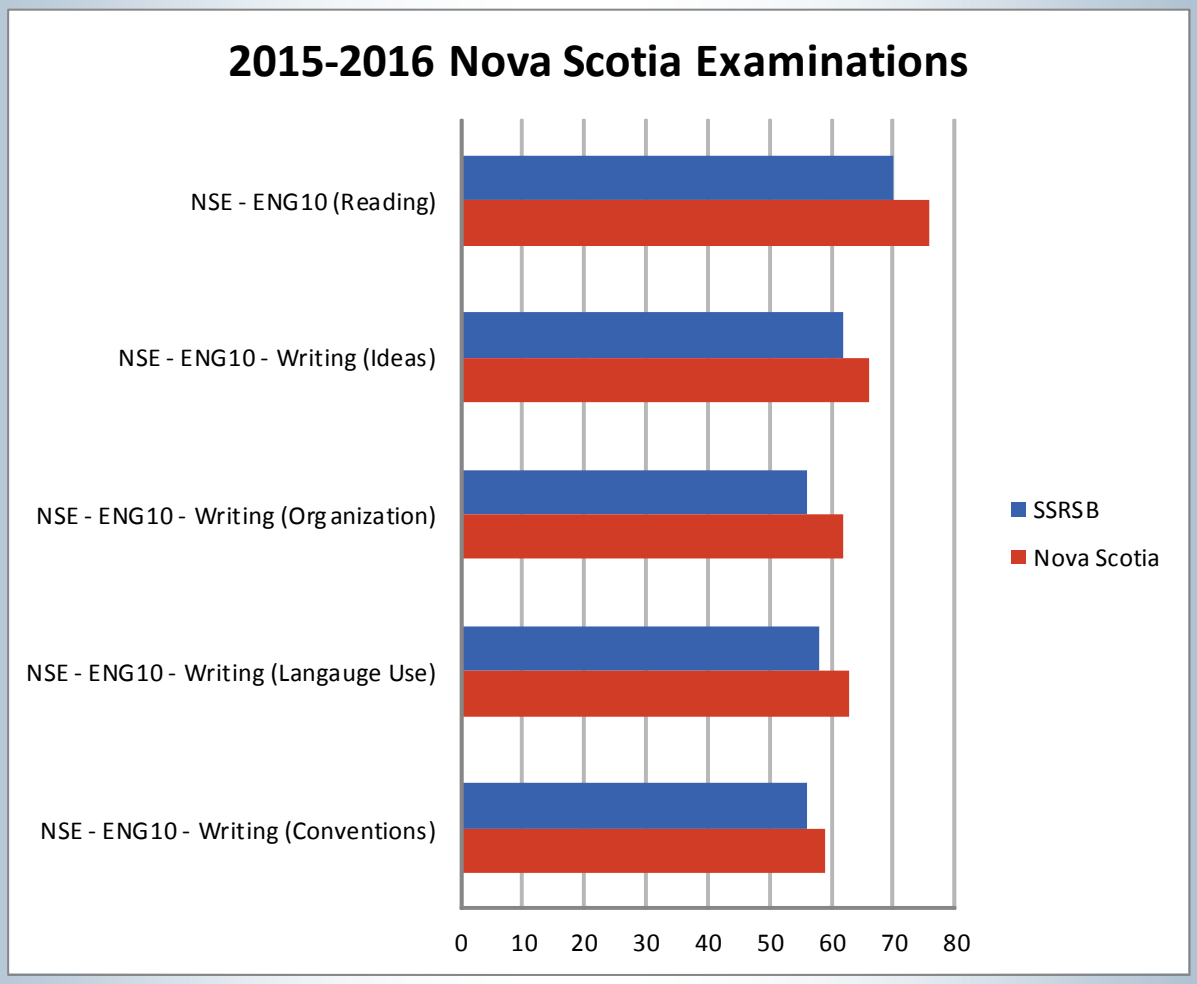
ASSESSMENT

Every year, our students in grades 3, 4, 6, 8 write Provincial Assessments in Literacy and Mathematics. Students in grade 10 write Nova Scotia Examinations in Mathematics 10 and Mathematics at Work 10.

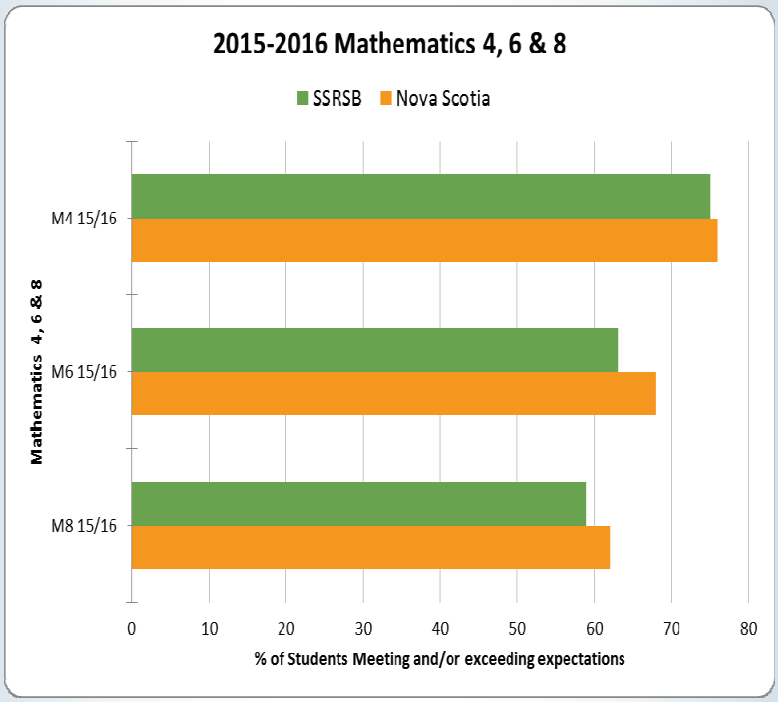
In addition to this body of evidence of student learning, students in SSRSB grades one to nine participate in Supporting Early Literacy Learners/Extending SELL. Students in Mathematics 10 participate in a Common Cumulative Assessment. These common formative assessments inform teacher practice, leadership approaches and resource allocation.



ASSESSMENT DATA—Literacy



% of Students meeting and/or exceeding expectations



ASSESSMENT DATA—Mathematics

SSRSB MATHEMATICS 10 COMMON CUMULATIVE ASSESSMENT

In a response to low student achievement in 2014 - 2015 on the Mathematics 10 Nova Scotia Examination (NSE) along with the need for consistency across the SSRSB in relation to the teaching of Mathematics 10, a *SSRSB Common Cumulative Assessment for Mathematics 10* was developed and implemented for the 2015 - 2016 school year.

All teachers who taught Mathematics 10 were brought together for ten days over the school year to collaboratively develop assessment items for the four common assessments. Additionally, Mathematics 10 teachers participated in a deeper dialogue about specific curriculum outcomes in respect to their interpretation and how to best teach students the concepts in an engaging and meaningful way.

Discussion also focused on the importance of following the Mathematics 10 Yearly Plan and how to close the gap for those students who require extra support to meet expectations and understanding of the essential outcomes.

The four Mathematics 10 common assessments were based on the Table of Specifications used for the Mathematics 10 NSE, including selected response items and a balance of Level 1, 2 and 3 assessment items.

These SSRSB assessments are written on the same day for all high schools. Embedded in the assessment process is review time before the assessment day and student feedback after it is written. Most important is the response to the assessment after students write it and how teachers respond to students who still may not grasp certain concepts.

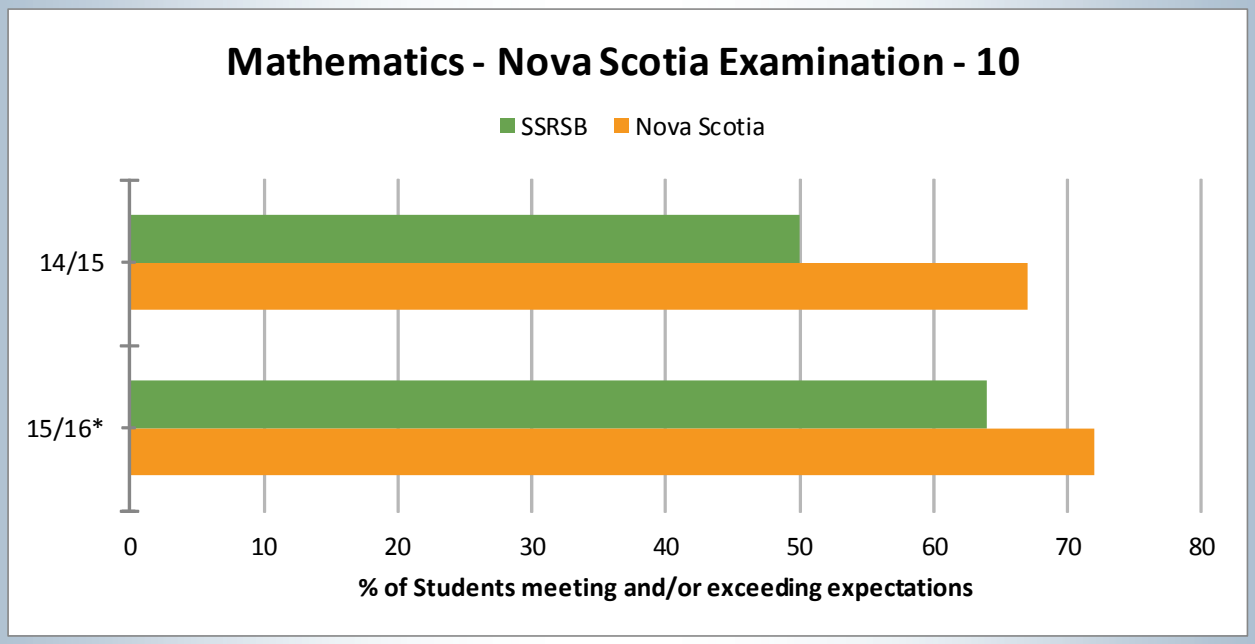
Creating the proper supports and conditions for success through the common assessments yielded very positive results for our students in the SSRSB. As seen in the tables on the next page, results from the June 2016 Mathematics 10 NSE showed an increase of 14.1% (up from 49.7% in 2015 to 63.8% in 2016) on students meeting or exceeding expectations. The SSRSB was the board with the greatest increase.

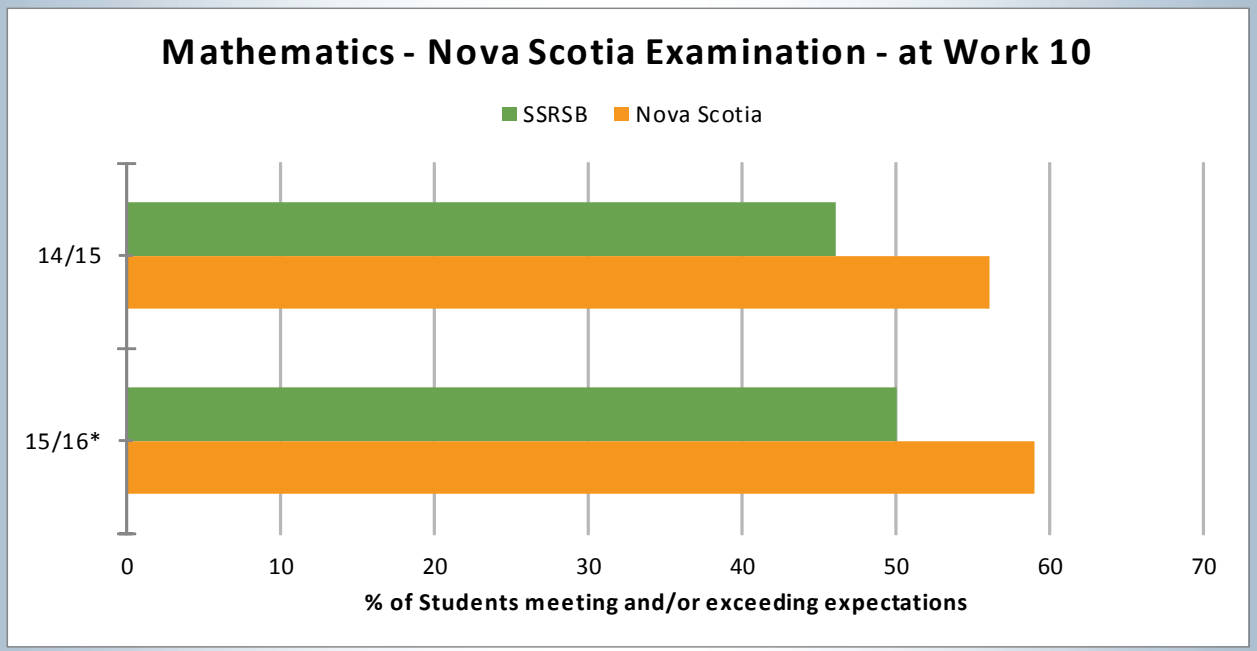
Also of note, is the increase in percentage of students performing at Level 4 (up from 8.3% to 14.7%). This was above the Provincial average of 14.4% and demonstrates that our students are performing much better solving new and complex problems.

DID YOU KNOW?

The SSRSB were acknowledged by Efficiency Nova Scotia for their commitment to Strategic Energy Management

ASSESSMENT DATA—Mathematics





ASSESSMENT FOR LEARNING IN ACTION

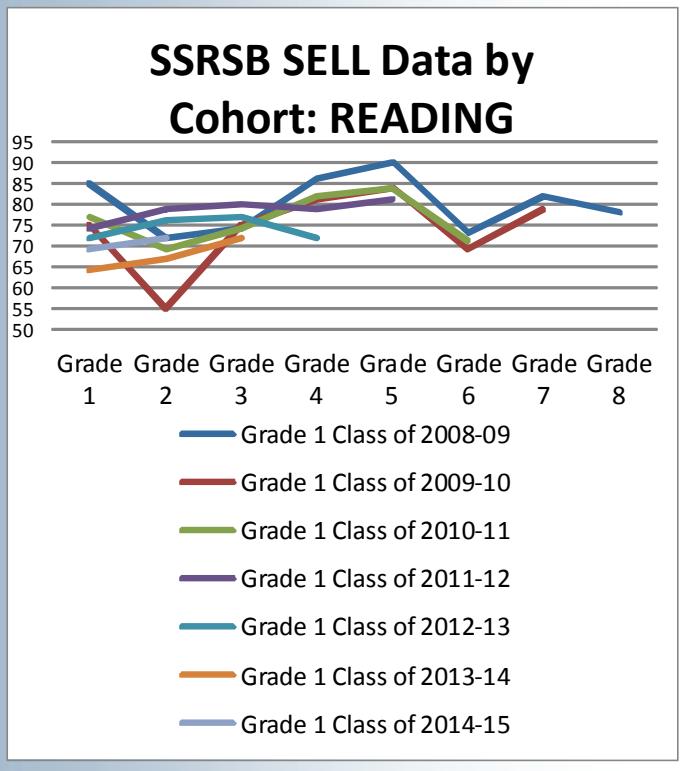
SUPPORTING EARLY LITERACY LEARNERS (SELL)
EXTENDING SUPPORTING EARLY LITERACY LEARNERS (EXSELL)

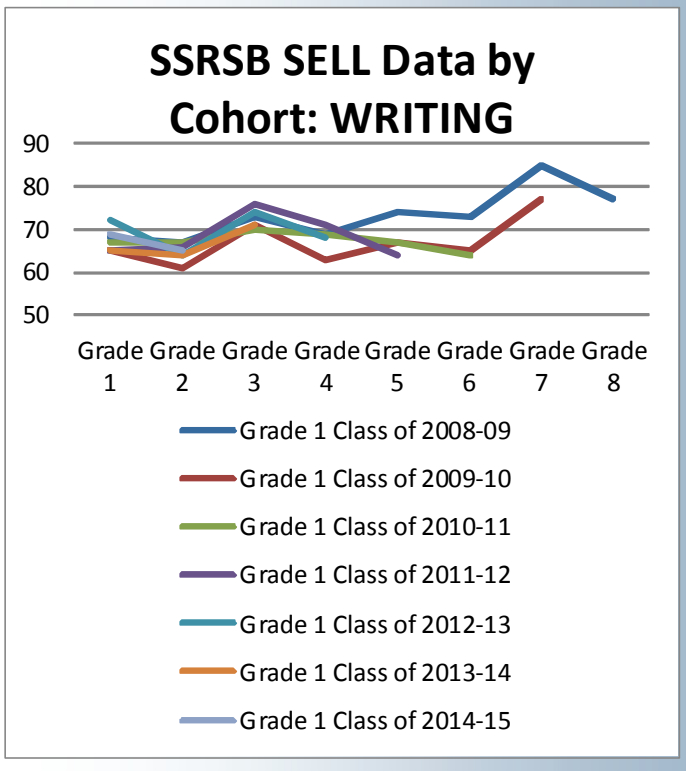
Learning to read and write is complicated, important work. The South Shore Regional School Board strives to improve student achievement in literacy through the SELL (P-3) and ExSELL (4-9) formative assessment protocols. These protocols create the conditions for continuous, frequent, ongoing and varied assessment of student progress. This information then informs instructional practice for the teacher, as well as learning for the student. It provides both teacher and student with necessary feedback to enhance learning.

The SELL/ExSELL assessment tasks are administered twice a year in October and May. The October assessment provides the teacher with baseline data to make instructional decisions about student learning. Based on this evidence of student literacy learning, teachers give descriptive feedback to the students and then they jointly co-construct learning goals as well as design plans to strengthen students' literacy skills. The second administration in May enables the teacher to evaluate a student's growth over time.

The SELLabrate Learning and SSRSB Teacher Community of Practice moodles have been developed to provide ongoing and timely support to teachers. Classroom teachers can access documents which enable them to go from assessment to instruction and to be responsive to the learning needs of their students.

The first administration of the Observation Survey (all grade 1 students) for the Nova Scotia Department of Education and Early Childhood Development took place in September 2015. The Observation Survey tasks are closely aligned with the Primary and Grade One SELL tasks therefore, our grade 1 teachers had experience managing and responding to this sort of information about student progress. The Observation Survey was administered again in June 2016. The grade one students in the South Shore Regional School Board demonstrated a high level of achievement with 77% of students meeting expectations - exceeding the results in all other Boards in Nova Scotia. Our grade one students and teachers deserve a "well done"!





CLOSING THE ACHIEVEMENT GAP

The data received from provincial assessments, Nova Scotia Examinations, common SSRSB assessments and classroom assessments can be sorted in many different manners; by gender, ethnicity, cohort group, age and so on. The term *Achievement Gap* is generally agreed to mean the persistent disparity of educational measures between the achievement of identified groups of students, especially those groups defined by ethnicity, gender and/or socioeconomic status.

In the case of the particular data sort below, we are examining the achievement gap between self-identified Aboriginal students, self-identified African Nova Scotian students and non Aboriginal or African Nova Scotian students from a regional point-of-view. Schools look at individual students results and respond appropriately. This regional view allows us to design programs and supports, professional development for staff and allocate resources as required.

Because SSRSB has a relatively small cohort of self-identified students, we are looking at the data over a three year time period.

RW3, M4, RW6 and M6 Using 2013/14 to 2015/16 Self-Identification Data

Reading Writing 3	# Students Testing	% Level 3 and Above	# Level 3 and Above
Aboriginal Students	70	52.9%	37
African Nova Scotia Students	20	70.0%	14
Non Aboriginal or African Nova Scotian Students	1149	67.1%	771
Mathematics 4			
Aboriginal Students	80	58.8%	47
African Nova Scotia Students	17	76.5%	13
Non Aboriginal or African Nova Scotian Students	118	71.6%	850
Reading Writing 6			
Aboriginal Students	66	58.3%	38
African Nova Scotia Students	17	70.6%	12
Non Aboriginal or African Nova Scotian Students	1362	65.9%	1469
Mathematics 6			
Aboriginal Students	64	50.1%	31
African Nova Scotia Students	16	43.8%	7
Non Aboriginal or African Nova Scotian Students	1348	64.2%	862
Reading Writing 8			
Aboriginal Students	60	61.2%	37
African Nova Scotia Students	19	61.9%	12
Non Aboriginal or African Nova Scotian Students	1371	66.7%	915
Mathematics 8			
Aboriginal Students	58	37.3%	22
African Nova Scotia Students	17	49.6%	5
Non Aboriginal or African Nova Scotian Students	1339	51.3%	684

EARLY DEVELOPMENT INSTRUMENT

In 2013, Nova Scotia completed its first provincial implementation of the Early Development Instrument (EDI). Data was collected from 8,592 Primary students enrolled in the eight publicly-funded school boards across the province. As a result of this data collection, the Nova Scotia Baseline has now been developed. This Baseline dataset offers the first provincial representation of children's developmental health at school entry.

The Early Development Instrument measures children's readiness for school. The data collected is most relevant as it is shared with health-care partners and primary partners who work with children birth to four years of age. Information is gathered from five core areas of development known to be predictors of later health, education and social outcomes: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. Teachers answer questions about each child based on these themes. Primary teachers are trained on what each of the categories mean so there is consistency based on the EDI.

	Percentage	
	2014/2015 South Shore regional School board (NS Baseline cut-offs)	NS Baseline
Vulnerable on at least ONE EDI domain	32.1%	25.5%
Vulnerable on at least TWO EDI domains	18.4%	14.0%

As a direct response to the needs of vulnerable children at the school entry level, the **Primary Project** began in May 2015. Health partners, early childhood educators, family resource personnel and SSRSB staff held an EDI symposium followed by an outdoor play symposium in the winter of 2016. Collaboration with our partners continues to this day.

Vulnerability is ascertained by looking at the highest to the lowest scores in the community. The children in the lowest 10% are considered 'vulnerable' – meaning they will definitely experience challenges in the area and struggle at school entry.

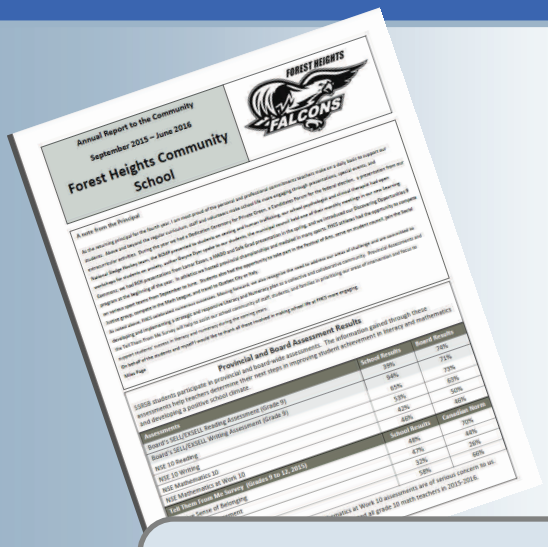
EARLY YEARS CENTRE

DID YOU KNOW?
We have 426 students in grade primary

As part of the Nova Scotia Action Plan for Education, September 15, 2015 saw the official opening of our **Early Years Centre.** MLA, Suzanne Lohnes-Croft opened the South Shore Regional School Board's Centre in New Germany Elementary School. Early Years Centres are designed to fit the needs of the community, and include core services such as: play-based early learning programs for children the year before entering school; family supports and resources; and regulated child care responsive to family needs. "The community of New Germany is supportive and proud to open its Early Years Centre and create a hub for family support within its elementary school," said Mary Chisholm, Early Years Centre Lead for the South Shore Regional School Board. "Eighteen four-year-olds are enjoying the benefits of our early learning program, and interacting with the staff and students of the school."

Pictured right: Attending the EYC Grand Opening at New Germany Elementary School—SSRSB Board Members Cheryl Fougere, Elizabeth Crossland, Elmer Garber; and MLA, Suzanne Lohnes-Croft.

SCHOOL IMPROVEMENT PLANNING


Annual Report to the Community
September 2015 – June 2016
Forest Heights Community School

A note from the Principal

Provincial and Board Assessment Results

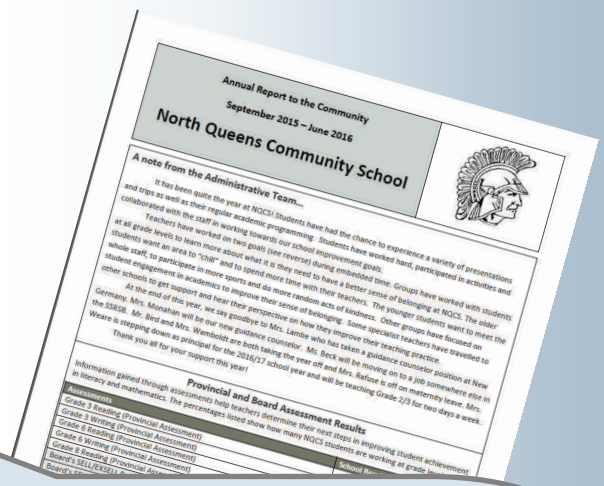
During the 2015-2016 year, all schools participated in the Continuous School Improvement (CSI) process. Under the leadership of the principal, each school was responsible for developing and implementing a plan for improvement. Following a review of student learning evidence from provincial, regional and school-based data, improvement efforts were primarily focused in the areas of literacy, numeracy and social-emotional learning.

Grade 4 teachers at Dr. J.C. Wickwire Academy explored how to incorporate technology applications into the students' writing and reading.

In 2015-2016, the Grade 4 & 5 students at Aspotogan Elementary School scored 100% in the Effort category of the TTFM Survey.

Once student achievement and school performance goals were determined, school staff developed and implemented strategic actions to respond. Embedded Collaborative Learning Teams (CLT) provided all teachers and administrators on-going, regular opportunities to engage in a cycle of reflection and action around curriculum implementation and best assessment and instructional practices. Schools then documented their progress toward each goal and shared this information with the entire school community through their year-end Annual Reports. These annual reports can be found on the SSRSB website at: http://www.ssrsb.ca/school-annual-reports-2015-2016/.

In 2015-2016 all principals were provided with guidelines for establishing the goals on the CLT documents. Beginning September 2016, each school will transition to a new provincial framework for school improvement known as Student Success Planning. This format will see each school identify literacy, numeracy and safe and inclusive learning environment goals, with all educators working collectively and collaboratively toward excellence and equity for every student within the province.

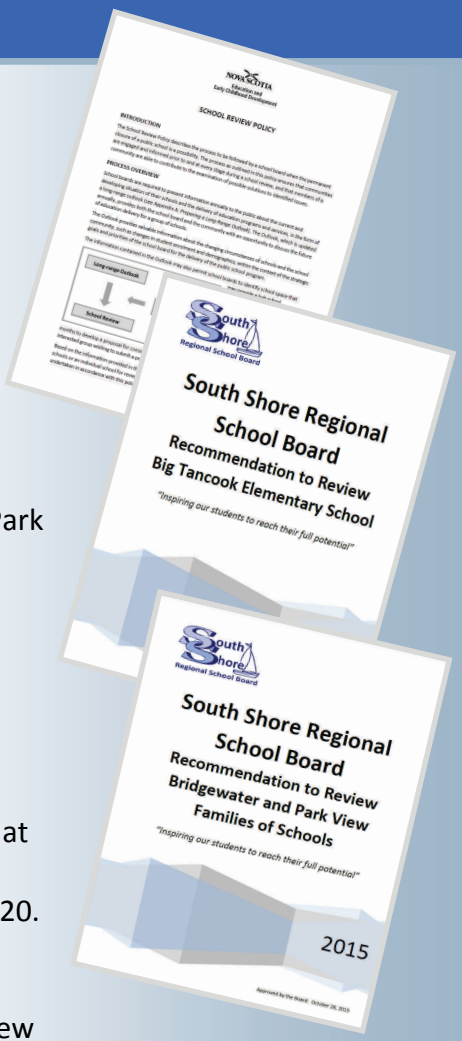

Annual Report to the Community
September 2015 – June 2016
North Queens Community School

A note from the Administrative Team...

Provincial and Board Assessment Results

There is overwhelming evidence that student learning and student engagement increase when teachers have opportunities to work together as Professional Learning Communities (PLCs). A recent evaluation of the collaborative learning teams from all current schools indicates that teachers are engaged in valuable learning and are adjusting their teaching practices to improve student engagement and achievement.

SCHOOL REVIEW PROCESS



On October 28, 2015, the South Shore Regional School Board made a *Recommendation to Review* the Bridgewater and Park View Families of Schools and Big Tancook Elementary School and established the School Options Committees (SOC). The School Options Committees includes volunteer members from school communities and had the mandate of supporting the school board in conducting the review.

The Board made the decision to keep Big Tancook Elementary School open in March 2016 and the School Review Process continued for the Bridgewater and Park View Families of Schools. The SOC was provided objectives from the SSRSB:

1. Make recommendation to the Board that optimizes high school programming options and choices for all students.
2. Review school catchment areas as defined in the Catchment Area Policy.
3. Consider facility utilization and operational costs when making recommendations.
4. Make recommendation to the Board regarding school grade configuration at all schools.
5. Determine whether Bayview Community School will be needed beyond 2020.

On November 26, 2015, the Schools Options Committee began a series of ten working meetings and three public meetings to review data, discuss information and explore possibilities of the future state of the Bridgewater and Park View Families of Schools. This include significant SSRSB staff input and the request for multiple sets of data and information related to the schools and system.

On May 12, 2016, the SSRSB received the *Recommendations of the SOC* and the *Staff Technical Report.* Shortly thereafter, some SOC members stated concerns regarding the procedural fairness of the proceedings and subsequently an external consultant was hired to investigate the allegation. The school review process was paused.

The consultant's report was received by the SSRSB on July 14, 2016. Because no procedural fairness problems were identified by the external reviewer, the SSRSB stated their intent to continue the review process. The external review consultant's report was sent to the Minister of Education's Office for consideration. It was acknowledged that there were some matters related to communication, meeting processes and information flow that should be considered moving forward, but should not interrupt the decision in this case.

SCHOOL REVIEW PROCESS—SEPTEMBER & OCTOBER 2016

The SSRSB set three Special Meetings of the Board over September 2016 to receive information, review the data and debate the future state of the two families of schools. School review can be controversial and in some instances divisive for parts of the community.

On September 28, 2016, the SSRSB made the following motions, all of which were voted on and passed:

Related to Review Objective #1:

That Grades 10, 11 and 12 from Bridgewater Junior Senior High School move to Park View Education Centre.

Time line of Objective #1:

That Grades 10, 11 and 12 students from Bridgewater Junior Senior High School move to Park View Education Centre when the interior renovations at Parkview Education Centre are substantively complete, with the target being September 2017.

Related to Review Objective #2:

That a review of catchment areas of Bridgewater Family of Schools as defined in the SSRSB Policy 390: School Catchment Area Review with consideration to improvement of transportation times for students occur.

That a review of catchment areas of Park View Family of Schools as defined in the SSRSB Policy 390: School Catchment Area Review with consideration to improvement of transportation times for students occur.

Related to Review Objective #3:

That SSRSB direct the Superintendent to evaluate facility utilization and operational costs throughout the entire infrastructure of SSRSB through the annual update of the Long Range Outlook.

Related to Review Objective #4:

That SSRSB staff review grade configurations for Bridgewater Elementary School and Bridgewater Junior Senior High School to optimize programming and facility use and space.

Review Objective #5:

At the regular public meeting of the SSRSB on October 5, 2015, the Board voted to retain Bayview Community School.

The work of the transition team began immediately after the board decisions on the SOC objectives were made. Acting as co-chairs, Program Coordinators Mr. Eason and Mr. MacLeod, assembled a representative group from both Park View Education Centre and Bridgewater Junior Senior High School to act as a lead team for the transition of grades 10, 11 and 12 students in September 2017. The lead transition team includes students, School Advisory Council members, teachers and both school's principals. They will design sub-committees to manage details related to student services, school culture, course selection, teams and clubs and other topics that may be identified at a future date. The transition team has set up a webpage and an email address. (transitionteam@ssrsb.ca)

WORKER'S COMPENSATION BOARD (WCB)

WORKERS COMPENSATION INITIATIVES SAVE TIME AND MONEY

Over the past five years, the SSRSB Human Resources Department has been actively working with the Operations Department and schools to reduce our Workers Compensation premium demerit. The demerit is based on how much more our board pays for workers compensation claims than other boards and companies in our industry. The claims are made up of two components: medical expenses and time lost.

The most controllable aspect is time lost. Over the past year, we have implemented a few mechanisms to reduce the number of claims and to reduce the time lost. The biggest initiative was providing grip shoes to bus drivers and custodial staff to reduce the high number of slip, trip, and fall injuries. For workers who did injure themselves, we worked closely with WCB to re-employ them to modified or transitional duties to reduce the lost time. As a result, our claims reduced substantially in 2015 and 2016 and the demerit premium will decrease 31% for 2017.

We are communicating regularly with our WCB relationship manager to remain proactive and look at ways to decrease medical costs and enhance prevention strategies with a goal of a further reduction, working toward a merit position where we are lower than the industry average.

Year	Time Loss Claims	Total Weeks of Temp Benefits Paid *	Average # of Weeks Paid	Performance Relative to 8500 Elementary & Secondary Schools
2016	4	19	5	23.8% lower
2015	8	39	5	46.4% lower
2014	21	194	9	11.4% higher
2013	18	218	12	45.8% higher
2012	15	159	11	5.7% higher

OUR SCHOOLS … OUR STUDENTS

Bridgewater Junior Senior High School's Grade 12 Production Technology class, taught by Mr. Muire, built three pieces for the temporary skate park, which will provide skateboarders, bikers, scooter riders and in-line skaters with a place to "wheel" while waiting for the permanent park to be built.

Hebbville Academy celebrates Music Monday. A nationally celebrated day to recognize the importance of music in our schools and in our lives.

North Queens Community School Students for Social Justice group pitched the idea of a "Give and Take Cupboard" to The Awesome Foundation South Shore in Chester. This crew of stellar, thoughtful and passionate kids (plus their dedicated and inspiring school advisors) won a $1000 grant to help make this happen at NQCS!

OUR SCHOOLS … OUR STUDENTS

Aspotogan Consolidated School

New Ross Consolidated School

Bridgewater Junior Senior High School

New Germany Elementary School

Verge House

Bayview Community School

Chester District School

New Germany Rural High School

Newcombville Elementary School

Liverpool Regional High School

Chester Area Middle School

Bayview Community School

Forest Heights Community School

Hebbville Academy

Park View Education Centre

Bluenose Academy

North Queens Community School

Pentz Elementary School

West Northfield Elementary School

Dr. J. C. Wickwire Academy

Bridgewater Elementary School

Petite Riviere Elementary School

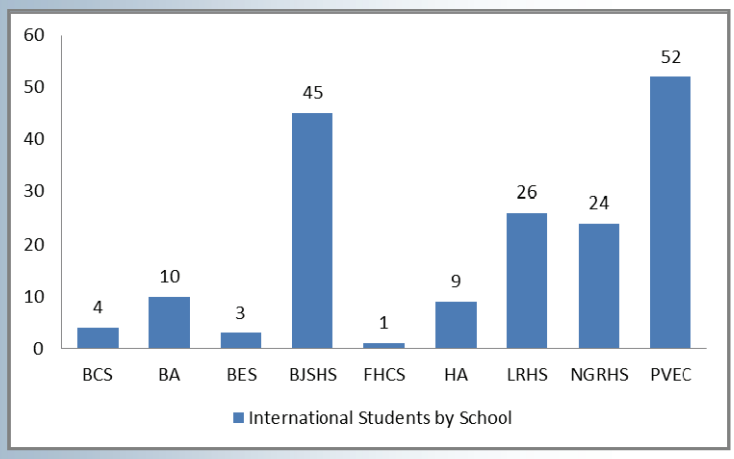
South Queens Middle School

Greenfield Elementary School

NOVA SCOTIA INTERNATIONAL STUDENT PROGRAM

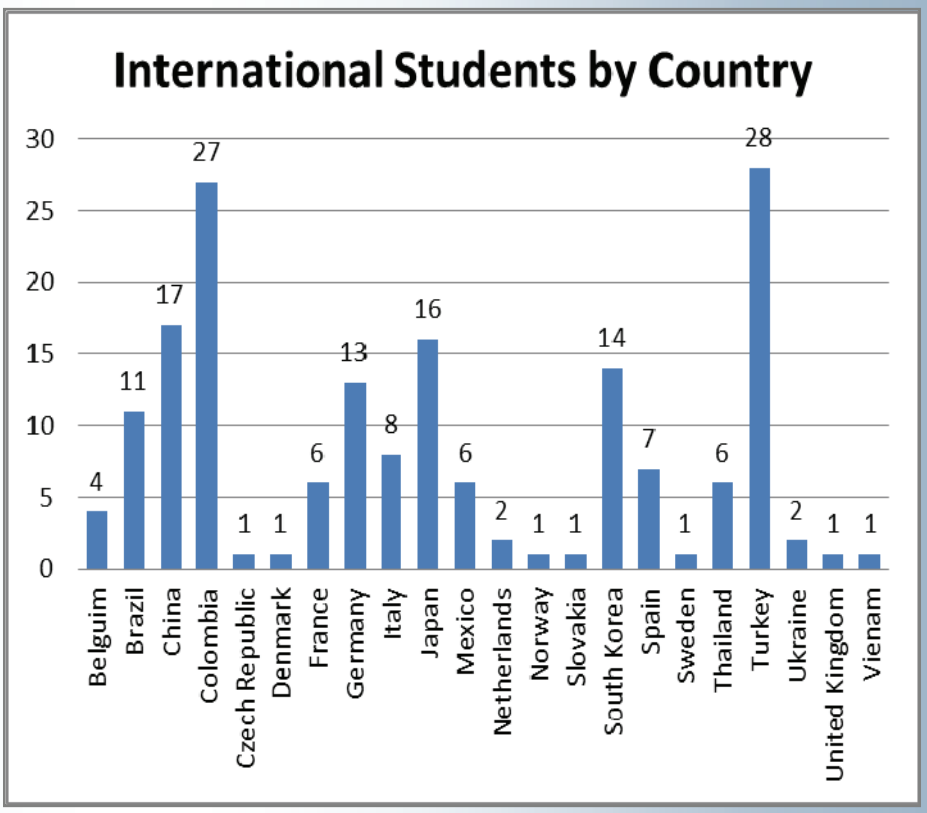
NOVA SCOTIA INTERNATIONAL STUDENT PROGRAM (NSISP)

In the 2015 – 2016 school year, the SSRSB hosted 174 international students through the International Student Program. The host schools were Bayview Community School, Bluenose Academy, Bridgewater Elementary School, Bridgewater Junior Senior High School, Forest Heights Community School, Hebbville Academy, Liverpool Regional High School, New Germany Rural High School, and Park View Education Centre. Participating students were from grades 5 to 12 and represented 22 countries.



DID YOU KNOW?
Our SSRSB NSISP has a Facebook page?

The Nova Scotia Education Experience Program (NSEEP) provides participants with the opportunity to be mentored by a Nova Scotian teacher while learning new teaching methodologies in the subject area of most interest. During the 2015-2016 school year a teacher from South Korea came to Bridgewater Elementary School to take part in the Nova Scotia Education Experience Program.



ATTENDANCE SUPPORT

ATTENDANCE SUPPORT PROGRAM YIELDS EXCELLENT RESULTS

The SSRSB Strategic Plan goals include a focus on student achievement and creating a healthy and safe work environment for all employees. This connection between student achievement and employee attendance and satisfaction is important because we know there is a positive correlation between
employee effectiveness and student achievement. This applies to all employees in our system as we all have a collective responsibility and each have valuable roles to play in supporting student success.

We have put measures in place to determine what root causes of absences are in order to remove barriers that may affect regular attendance and employee engagement. Often, absences are unmonitored and failure to address issues lead to disengagement, more stress and further illness. This creates inconsistency in the workplace and places increased burden on other employees. We have all heard the anecdotal cases of workload and stress, but we had no concrete means to find out what we can do to help.

Over the past year, we have supplemented our return to work programs with a support program to assist employees in remaining at work. We have checkpoints for direct supervisors and HR staff to talk to employees who have higher than average absences for illnesses and appointments. Having individual conversations on pre-defined intervals will change our culture to let employees know that we intend to support them as best we can. The entire program is geared around what we can do to help employees, not to penalize them.

In the last budget year, over $300,000 in substitute savings was reinvested in classrooms and in Wellness Programs. We hope this will continue as we see shifts in employee engagement. Almost 20% of staff participated in our spring wellness challenge and we are working on initiatives that were identified from over 300 responses to our Wellness Survey. Our goal for this year is to increase participation and create sustainable changes in employee wellness and school climate.

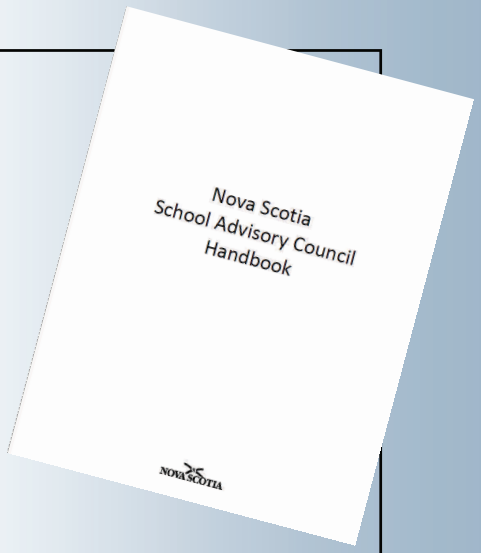
Kente Cloth

DID YOU KNOW?
Kente comes from the word kenten, which means "basket."

SCHOOL ADVISORY COUNCILS & STUDENT SERVICES

School Advisory Councils

School Advisory Councils (SACs) are volunteer organizations that have duties embedded in the Education Act. All SSRSB schools have SACs comprised of parents, students and school staff. The SAC provides partners with a voice in decision making related to school and board practices, communication, student support services, policy development and similar matters. An additional responsibility includes participating in the development of the school improvement plan and annual report to the community.



Join or Attend Your Local School Advisory Council

Education is a responsibility shared among teachers, students, parents, support staff, communities, school boards and the Province of Nova Scotia. The School Advisory Council (SAC) is one example of a partnership that brings together individuals who share an interest in their local community school and school board. If you are not already involved, please consider attending or joining your school's School Advisory Council.

Student Services

In response the to Provincial IPP review in the spring of 2014, the Student Services Team implemented a two year plan to support teachers and schools in the Program Planning Process and developing Individualized Program Plans for students involved in the process.

In September 2015, the Student Services Team provided in servicing to school based teams, which included Administrators, Resource and Learning Centre teachers from all schools. These sessions included:

- Summarizing the results from provincial IPP review.
- Analyzing individual school data with regards to IPPs and documented adaptations.
- Using the IPP scoring rubric to reflect on their own IPPs from their schools.

In the fall, the regional professional development strategy focused on developing the individual students 'Strengths, Challenges, and Interests', which provides a strong foundation for the Annual Individualized Outcomes and Specific Individualized Outcomes, for students on IPPs and directly links to the required adaptions in Documented Adaptations.

STUDENT SERVICES

At the end of these regional PD sessions, teachers worked collaboratively with regional student services to map out what they needed, as follow up supports, so the PD would be school specific to better meet the needs of schools and teachers. In some cases this support was provided to entire school teams, working directly with specific teachers, or a combination thereof.

The Student Services Team then followed up directly with school teams early in October 2015 and scheduled time at the schools to work with teams of teachers, developing IPPs for students. Other additional school based PD included:

- Writing IPP's outcomes.
- The Program Planning Process.
- TIENET training through eight afterschool sessions or as needed in schools.
- Developing the Strengths, Challenges and Interests.
- Roles and Responsibilities of staff in supporting IPPs.
- Documented Adaptations vs. IPP's (specifically looking at programming of specific students, reviewing assessments, etc.)
- Service Delivery Model.

In January 2016, the Student Services Team, Gaston Comeau, Elementary Math Coordinator, and Math mentors provided professional development on Exploring Math Diagnostic Assessment Tools for Students. We brought school teams in by grade levels (Grade P-3 and Gr 4-8) to provide support in writing Math IPP goals.

In February 2016, the Student Services Team collaboratively worked with 2-3 resource and/or Learning Centre teachers from each level (Elementary, Middle, High school) to develop IPP exemplars to help support school teams in developing Individual Program Plans. These exemplars were shared with all school teams and will part of the continuing professional development in 2016.

In March 2016, the Student Services Team provided professional development to Resource / Learning Centre teachers by bringing them together within feeder schools in their areas. The transitioning PD focused on transition planning at key stages, documented transition outcomes, various transition charts shared, and roles & responsibilities during the transition process.

The Student Services Team are examining IPPs of self-identified African Nova Scotian and Aboriginal students to ensure each is supported by evidence that an IPP is required.

DID YOU KNOW?
The dream catcher has been a part of the First Nations culture for generations. Some held the hoop in the highest esteem, because it symbolized strength and unity.

HOW TO CONTACT US

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Stay in touch!

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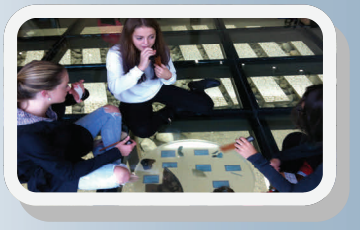
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