

# Sussex Regional High School



## Student Handbook

Principal: Lori-Ann Lauridsen

Vice Principals: Rachel Bennett & Marcy Gillies

Mission: To ensure success in a safe and positive learning environment.

Moto: Vincit qui se vincit (To conquer, one must conquer oneself)

Mailing Address:       Sussex Regional High School  
                              55 Leonard Drive  
                              Sussex, NB  
                              E4E 2P8

Phone Number: (506) 432 – 2017

Fax Number: (506) 432 – 2613

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## School Calendar:

### ANGLOPHONE SOUTH SCHOOL DISTRICT 2017 – 2018 SCHOOL CALENDAR

<b>August</b>	<b>28</b>	Administration Day for staff
	<b>29-30</b>	Council Days for staff
	<b>31</b>	Administration Day for staff
<b>September</b>	<b>1</b>	Professional Learning Day for Staff
	<b>4</b>	Labour Day – No Classes
	<b>5</b>	All Kindergarten children will enter school through a staggered entry process on Sept. 5 and 6 All grades 1-5 students attend on September 5. For all middle and high school students there will be a “transition day” with grades 6 and 9 only attending on Sept. 5. Grades K-8 schools will not have a Grade 6 transition day. Grades 6-12 schools will not have a Grade 9 transition day and Grades K-12 schools will have neither Grades 6 nor 9 transition days as these days are intended for students who will be starting middle or high school in a different building.
	<b>20</b>	Half day for students K-12 - morning only. (Professional Learning for staff)
<b>October</b>	<b>9</b>	Thanksgiving Day – No Classes
	<b>25</b>	Half day for students K-12 – morning only. (Professional Learning for staff)
<b>November</b>	<b>8</b>	No Classes for K- 8 students (Professional Learning and Report Card Preparation) Half day for Grades 9-12-morning only. (Professional Learning for staff in afternoon)
	<b>13</b>	Remembrance Day – No Classes
	<b>24</b>	Grades K-12 Parent Teacher Student Conferences – No Classes
<b>December</b>	<b>6</b>	Half day for students K-12 – morning only. (Professional Learning for staff)
	<b>22</b>	Last Day of First Term – morning only
<b>January</b>	<b>8</b>	First Day for Students
<b>2018</b>	<b>17</b>	Half day for students K-12 – morning only. (Professional Learning for staff)
	<b>22-26</b>	High School Exam Week (Grades 9-12)
	<b>29-30</b>	Turnaround Days (Grades 9-12 only – No Classes)
	<b>31</b>	Start of Second Semester
<b>February</b>	<b>19</b>	Family Day – No Classes
<b>March</b>	<b>5-9</b>	March Break – No Classes
	<b>14</b>	No Classes for K- 8 students (Professional Learning and Report Card Preparation) Half day for Grades 9-12-morning only. (Professional Learning for staff in afternoon)
	<b>29</b>	Grades K-12 Parent Teacher Student Conferences – No Classes
	<b>30</b>	Good Friday – No Classes
<b>April</b>	<b>2</b>	Easter Monday – No Classes
	<b>25</b>	Half day for students K-12 – morning only. (Professional Learning for staff)
<b>May</b>	<b>4</b>	Provincial Council Day – No Classes
	<b>7</b>	Branch NBTA/AEFNB Meetings – No Classes
	<b>21</b>	Victoria Day – No Classes
<b>June</b>	<b>11-15</b>	High School Exam Week (Grades 9-12)
	<b>22</b>	Last Day for Students
	<b>25-26</b>	Administration Days for Staff

## Bell Schedule:

### Regular Bell Schedule:

8:35	Warning Bell
8:43 – 9:45	Period One
9:45 – 9:55	Class Movement
9:55 – 10:55	Period Two
10:55 – 11:05	Class Movement
11:05 – 12:10	Period Three
12:10 – 1:10	Lunch
1:15 – 2:15	Period Four (M, W & F) Period Five (T & Th)
2:15 – 2:25	Class Movement
2:25 – 3:25	Period Five (M, W & F) Period Four (T & Th)

### Half Day Schedule:

8:35	Warning Bell
8:43 – 9:20	Period One
9:20 – 9:25	Class Movement
9:25 – 10:00	Period Two
10:00 – 10:05	Class Movement
10:05 – 10:40	Period Three
10:40 – 10:50	Break
10:50 – 11:25	Period Four
11:25 – 11:30	Class Movement
11:30 – 12:10	Period Five

### Assembly Day Schedule:

8:35	Warning Bell
8:43 – 10:10	Period One
10:10 - 10:20	Class Movement
10:20 – 11:10	Period Two
11:10 – 11:20	Class Movement
11:20 – 12:10	Period Three
12:10 – 1:15	Lunch
1:15 – 2:15	Period Four
2:15 – 2:25	Class Movement
2:25 – 3:25	Period Five

## Guidance:

Todd Robertson – Full time Guidance with a concentration on grades 11 & 12

Crystal Gray – Part time Guidance with a concentration on grades 9 & 10

Students can schedule appointments to see an available guidance counselor in the guidance area. Hours of operation are listed on the guidance department doors. All students must make an appointment to see a guidance counselor. Students are encouraged to review information pertaining to graduation requirements, scholarship information and course registration in the guidance area.

Scholarship information can be found by contacting guidance.

Course registration formally begins early second semester. Students will meet with an academic advisor to select courses.

Information sessions for both students and parents are offered in February. The course registration handbook can be found at <http://web1.nbed.nb.ca/sites/ASD-S/1818/Documents/SRHS%20Course%20Selection%20Handbook%202017%20-%202018.pdf>

The deadline to drop courses is two weeks after the first day of the semester. No adjustments to schedules will be available after that point.

## New Brunswick High School Graduation Requirements

### ➤ **Minimum of 17 credits which include the following 7 compulsory courses:**

- ✓ English grade 11 (**2 credits**)
- ✓ English grade 12 (**1 credit**)
- ✓ Financial and Workplace Mathematics 11 or Foundation of Mathematics 11 (**1 credit**)
- ✓ Modern History grade 11 (**1 credit**)
- ✓ Science (**1 credit**) from:
  - Automotive Electrical Systems 120
  - Biology
  - Chemistry
  - Human Physiology 110
  - Introduction to Electronics 110
  - Introduction to Environmental Science 120
  - Physics
  - Physical Geography 110
  - Robotics and Automated Technology 120
- ✓ Fine Arts/Life Role Development (**1 credit**) from:
  - Career Explorations 110
  - Cooperative Education 120
  - Entrepreneurship 110
  - Graphic Art & Design 110
  - Individual and Family Dynamics 120
  - Music 11/12
  - Outdoor Pursuits 110
  - Physical Education Leadership 120
  - Reading Tutor 120
  - Theatre Arts 120
  - Visual Arts 11/12
  - Wellness through Physical Education 110

➤ **Students must meet the requirements of the prescribed common curriculum of the 9/10 program as outlined in the Grade 9/10 Companion Document.**

➤ **Success on the English Language Proficiency Assessment (ELPA) is required.**

Students must acquire a literacy credential by achieving acceptable or better on the reading and writing components of the ELPA in grade 9. Students who are unsuccessful have the opportunity to rewrite in their grade 11 and 12 year. Candidates are provided further support in grade 10.

➤ **Students must successfully complete either the Post Intensive French (PIF) or French Immersion Language Arts (FILA) course at the grade 10 level.**

➤ **Students must complete the Grade 9/10 Block.**

➤ **Students must have an English 12 and a minimum of four other grade 12 credits.**

### The Work Room – Career Development Center:

The work room provides one on one support to students and community members in the following areas:

- Job search tips
- Career search assistance
- Resume and cover letter writing
- Post-secondary training and opportunities
- Scholarship information

Hours of operation: 8:30 - 4:30 on Wednesday, Thursday and Friday

Website: <http://www.careerthatwork.ca/>

### Resource:

Resource Teacher Assignment

Grade 9 – Mrs. Holder with a special focus on English

Grade 10 – Mrs. Wallace with a special focus on Math

Grade 11 – Mr. Harding with a special focus on the Trades and Technology

Grade 12 – Mrs. Kyle with a special focus on Science and Physical Education

### General Information:

#### Student Fees:

An annual \$30.00 student or \$50.00 family fee is levied each year by the Student Leadership Team which funds many clubs, teams, assemblies, leadership activities, and scholarships.

## Learning Center:

This is a space open to students for them to work individually or in groups on any academic subject Tuesday afterschool from 3:30 - 4:30. The area is supervised by at least one teacher and visited by other staff for support.

## Attendance Matters

Students at Sussex Regional High School are expected to be in school, on time and prepared for class. Should a student be absent from school, it is their responsibility to get caught up on any work missed. A written excuse will be expected by the teacher upon their return to school. The student will be required to make arrangements with subject teachers to make up any missed assessments.

A missed school day is a lost opportunity for students to learn.

At 5 classes missed, a teacher will be contacting home and speaking with a parent/guardian.

After 10 classes missed guidance will be making contact.

After 11+ classes missed administration will be contacting home.

## Emergency Procedures:

Students and staff will practice fire drills, bus evacuation, lock down and evacuation procedures within the school year.

## Academic Protocols:

### Report Cards

Formal report cards are issued twice each semester. Many teachers also provide informal interim reports. Parent-teacher interviews are scheduled each semester.

### Missing Assignments

All work and assignments are expected to be completed by the scheduled time at SRHS. In the event that a student is not able to complete the work on time, the following incomplete assignment form must be completed by the student and given to the teacher to ensure prompt completion.



Sussex Regional High School  
55 Leonard Drive, Sussex, NB E4E 2P8  
Phone: 432-2017 Fax: 432-2613



Mrs. Lori-Ann Lauderback  
Principal

Mrs. Nancy Gilpin  
Vice Principal

Mrs. Rachel Bennett  
Vice Principal

### INCOMPLETE ASSIGNMENT FORM

Student \_\_\_\_\_ Assignment \_\_\_\_\_

Date Assigned \_\_\_\_\_ Due Date \_\_\_\_\_

#### STUDENT SECTION:

1. Why were you unable to complete the assignment on time?

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2. Going forward, how will you ensure that deadlines are met? Check all that apply.

- Use class time more effectively
- Increase time studying/working at home
- Extra help from teacher
- Attend the Learning Centre
- Counselor visit
- Help with time management
- Other: \_\_\_\_\_



**PARENT/GUARDIAN SECTION:**

3. Are you content with the explanations given by your child on the front of the page? Do you feel that their request for extension is justified?

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4. Considering what you have read, would you like to schedule a meeting to discuss your child's progress? If yes, include possible dates in the next week. I will contact you with the time and date.

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Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date Received: \_\_\_\_\_

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Also provided are some prompts for students as they reflect on why the assignment was not completed.

**Possible reasons for the incomplete assignment:**

- Difficulty with the assignment
- Procrastination
- Lack of motivation
- Extracurricular activities
- Part-time job
- Heavy course load
- Social event(s)
- Club or group event outside of school
- Other \_\_\_\_\_

## Academic Distinction

At the end of each school year students averages are calculated to determine academic standing. To achieve **Honours** a student must have attained a minimum overall average of 80%. To achieve **Honours with Distinction** a student must have attained a minimum overall average of 90%.

For the selection of salutatorian and valedictorian in grade 12, level 1 courses are taken into consideration.

Each school year the top 15 students are recognized for each grade level.

If a student has an incomplete for a final mark, they are not eligible for these distinctions.

## Examinations

Final assessments will occur at the end of each semester. The format and value of the final assessment will be determined by the teacher and communicated to the students at the beginning of the semester.

## Exemption Policy

Students at SRHS have the opportunity to earn one final assessment exemption each semester. To qualify for an exemption students must be passing the course they wish to exempt and have missed no more than five days of school. It is ultimately the teacher's decision to accept an exemption request from qualifying students.

## Behavioral Standards and Expectations:

*Sonic Way* - SRHS sets clear standards and expectations for behavior, and promotes academic and behavioral success for all students in which learning and safety are central. The focus is on the development of positive student behavior; however, the school also has a mandate to protect the safety of all individuals within the school system, and to take appropriate action whenever that safety is threatened or compromised.

## Application

The behavior standards established by SRHS apply to all individuals within the building and are designed to create and maintain a positive learning and working environment. These expectations also hold true while students are traveling on the school bus, partaking in field trips or on any other school school-sponsored event. The implementation and enforcement of these expectations is a cooperative effort among students, parents, and the staff of SRHS. The roles and responsibilities of each member of the school community are critical to this process.

## Guiding Principles for a Positive Learning and Working Environment

A positive learning and working environment is one in which:

- everyone in the school community is treated with respect and dignity;
- policies, expectations, and practices are clearly communicated to everyone;
- parents/guardians, staff and the community understand that social skills, self-discipline, compassion and ethics continue to be learned throughout life. Each of these partners<sup>3</sup> plays a role in teaching appropriate behaviors through instruction and by example;
- students are educated about the expectations of the school learning community; and
- students are taught the skills, attitudes and values essential for success and are consistently required to demonstrate expected behaviors

## SRHS Administration

The Administration, with the support and guidance of the Parent School Support Committee, take a leadership role in the daily operation of a school.

## Students

The New Brunswick Education Act outlines the duties of a pupil and categorical instances of improper conduct. Both of which are defined below.

### Duties of Pupils

14(1) It is the duty of a pupil to:

- a) participate in learning opportunities to his or her potential,
- b) accept increasing responsibility for his or her learning as he or she progresses through his or her schooling,
- c) attend to assigned homework,
- d) attend school regularly and punctually,
- e) contribute to a safe and positive learning environment,
- f) be responsible for his or her conduct at school and while on the way to and from school,
- g) respect the rights of others, and
- h) comply with all school policies.

### Improper Conduct

22(1) Where a person creates or attempts to create a disturbance in or on school property while being used for school purposes, a teacher may exclude that person from the school property.

22(2) Where under subsection (1) a teacher attempts to exclude a person from school property and that person refuses to immediately leave the school property, that person commits an offence punishable under Part II of the Provincial Offences Procedure Act as a category C offence.

22(3) Where a person, in or on school property,

- a) uses threatening or abusive language, or
- b) speaks or acts in such a way as to impair the maintenance of order and discipline in or on the school property, that person commits an offence punishable under Part II of the Provincial Offences Procedure Act as a category C offence.

Furthermore, students are expected to act in a manner which protects the safety and learning of all. To meet the behavioral standards and expectations established by the district, students must:

- come to school prepared, on time and ready to learn;
- show respect for: themselves and others; rules and authority; learning and teaching; school and personal property; and, the school and community environment;
- follow established rules, procedures, expectations and staff directions;
- complete assignments and produce quality work up to one's potential; and
- be accountable for personal actions and the positive resolution of problems

## Parents/Guardians

Parents/Guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment. Parents fulfill this responsibility when they:

- communicate regularly with the school and share pertinent information which impact their child's education such as illness, travel, extended absences, medical conditions, family situations, etc;
- contact the teacher if there are questions or concerns about classroom procedure(s), curriculum, or any incident involving their child;
- ensure that their child attends school regularly and on time
- encourage and assist their child in following the rules of behavior; and
- collaborate with teachers and administrators in dealing with disciplinary issues to develop effective *Positive Behavior Support Plans* if their child is experiencing significant behavioral difficulties.

## Behavioral Standards & Expectations

Within the school learning community, all staff, students, parents and other partners are required to:

- treat one another with dignity and respect at all times;
- show respect for school property and the property of others;
- comply with all applicable school rules and laws;
- demonstrate honesty and integrity