

# Sussex Regional High School



## Student Handbook

Principal: Mrs. Lauridsen

Vice Principals: Miss. Cook & Mr. Reicker

Mission: Sussex Regional High School strives to support and educate the whole learner by creating a positive, inclusive environment where each person is accountable, respectful, involved and proud of their school community.

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

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## School Calendar:

Month	Dates	Events
August	26 27 28 & 29 30	Full Administration Day NBTA Council Day – District Led Sessions EECD Professional Learning Days Full Administration Day
September	2 3      30	<b>Labour Day</b> <b>First Day of Classes – Staggered Entry for Kindergarten, Grades 6 &amp; 9</b> <ul style="list-style-type: none"> <li>➤ Sept. 3 &amp; 4 - All <b>Kindergarten</b> children will enter school through a staggered entry process with half of the students attending each day. <i>(Schools will be in touch with parents with their scheduled time).</i></li> <li>➤ Sept. 3 – All <b>Grades 1-5</b> students begin school</li> <li>➤ Sept. 3 – All <b>Grades 6 &amp; 9</b> students begin school</li> <li>➤ Sept. 4 – All <b>Grades 7-8; 10-12</b> students begin school</li> </ul> In schools with multiple levels (K-8, 6-12, K-12) transition for Grade 6 & 9 may look different depending on size and number of feeder schools. <b>National Day for Truth and Reconciliation – NO CLASSES</b>
October	14 15-18	<b>Thanksgiving Day – Statutory Holiday – NO CLASSES</b> Registration for Students Entering Kindergarten in 2025-2026
November	7 8 11 15  25 29	9-12 Report Cards Issued School Improvement Planning – <b>NO CLASSES</b> <b>Remembrance Day – Statutory Holiday – NO CLASSES</b> K-8 Report Card Preparation – <b>NO CLASSES</b> 9-12 - Parent/Teacher Interviews/Professional Learning – <b>NO CLASSES</b> K-8 Reports Cards Issued K-8 – Last Day Term 1 - Parent Teacher/Professional Learning – <b>NO CLASSES</b>
December	20 23-31	Last Day of Classes <b>Holidays – NO CLASSES</b>
January	1-3 6 17 20-24 20-24 27-28  27 29	<b>Holidays – NO CLASSES</b> First Day for Classes Last Day of 1 <sup>st</sup> Semester – <b>HIGH SCHOOL ONLY</b> ELPA / Outcome Recovery – <b>GRADE 9 ONLY</b> Assessment/Demonstration of Learning/Course Recovery – <b>HIGH SCHOOL ONLY</b> <b>Turnaround Day – HIGH SCHOOL ONLY</b> <b>Turnaround Day – HIGH SCHOOL ONLY</b> Intensive French turnaround. Semester 2 Begins and Report Cards Issued – <b>HIGH SCHOOL ONLY</b>
February	17	<b>Family Day – NO CLASSES</b>
March	3-7 28	<b>March Break – NO CLASSES</b> K-8 Full Day – Report Card Preparation– <b>NO CLASSES</b>
April	7 11 18 21	Report Cards Issued K-12 K-12 Full Day – Parent/Teacher Interviews ½ day EECD PL ½ day - <b>NO CLASSES</b> <b>Good Friday – NO CLASSES</b> <b>Easter Monday – NO CLASSES</b>
May	2 5 19	NBTA Council Day – Provincial – <b>NO CLASSES</b> NBTA Branch Meeting Day – <b>NO CLASSES</b> <b>Victoria Day – NO CLASSES</b>
June	9-13 20 23 24 & 25	Assessment/Demonstration of Learning/Course Recovery - <b>High School Only</b> K-12 Last Day for Students – Final Report Card Day NBTA Council Day Full Administration Days

## Bell Schedule:

### Traditional Bell Schedule

<b>Monday - Friday</b>	
Transition to Homeroom	8:25 – 8:35
<b>Homeroom/Period 1</b>	8:35 – 9:45
Break	9:45 – 9:55
<b>Period 2</b>	9:55 – 10:55
Break	10:55 – 11:05
<b>Period 3</b>	11:05 – 12:05
Lunch	12:05 – 12:55
Transition to Period 4	12:55 – 1:05
<b>Period 4</b>	1:05 – 2:05
Break	2:05 – 2:15
<b>Period 5</b>	2:15 – 3:15

### One Hour Bus Delay Schedule

<b>Monday - Friday</b>	
Transition to Homeroom	8:25 – 8:35
<b>Homeroom</b>	8:35 – 9:20
Break	9:20 – 9:30
<b>Period 1</b>	9:30 – 10:20
Break	10:20 – 10:30
<b>Period 2</b>	10:30 – 11:20
Break	11:20 – 11:30
<b>Period 3</b>	11:30 – 12:20
Lunch	12:20 – 1:15
Transition to Period 4	1:15 – 1:25
<b>Period 4</b>	1:25 – 2:15
Break	2:15 – 2:25
<b>Period 5</b>	2:25 – 3:15

## School Counsellors: Mrs. Bennett, Mrs. Douglas and Mrs. Henry

Students can schedule appointments to see an available school counselor in the counselling area. All students must make an appointment to see a school counselor. Students are encouraged to review information pertaining to graduation requirements, scholarship information and course registration in the counselling area.

Course registration formally begins early second semester. Information sessions for both students and families will be offered. The course registration handbook can be found on our website.

# New Brunswick High School Graduation Requirements

## Graduates of 2025

Minimum of 18 credits which include the following 8 compulsory courses:

- English grade 11 Literary Texts and Informational Texts (2 courses, 2 credits total)
  - English grade 12 (1 credit)
  - 2 credited math courses (2 credits)
  - History (1 credit) from:
    - Modern History
    - Indigenous Studies
    - World Issues
    - Ancient and Medieval History
    - Canadian History
  - Science (1 credit) from:
    - Automotive Electrical Systems 120
    - Biology 11
    - Chemistry 11
    - Human Physiology 110
    - Introduction to Electronics 110
    - Introduction to Environmental Science 120
    - Physics 11
    - Physical Geography 110
    - Robotics and Automated Technology 120
  - Fine Arts/Life Role Development (**1 credit**) from:
    - Automotive Electrical Systems 120
    - Cooperative Education 120
    - Culinary Technology 110
    - Culinary Technology 120
    - Electrical Wiring 110
    - Entrepreneurship 110
    - Framing and Sheathing 110
    - Goals, Growth & Grit: Skills for Success 120
    - Graphic Art & Design 110
    - Housing and Interior Design 120
    - Individual and Family Dynamics 120
    - Internal Combustion Engines 110
    - Introduction to Applied Tech 110
    - Metals Fabrication 110
    - Metals Processing 110
    - Metals Processing 120
    - Mill and Cabinet Work 120
    - Music 11/12
    - Outdoor Pursuits 110
    - Physical Education Leadership 120
    - Power Train and Chassis 110
    - Reading Tutor 120
    - Residential Finish 120
    - Theatre Arts 120
    - Tune-up and Emissions 120
    - Visual Arts 11/12
    - Wellness through Physical Education 110
- Students must have an English 12 and a minimum of four other grade 12 credits.
- 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.

## Graduates of 2026 and Beyond

To graduate students will need to accumulate a minimum of 100 credit hours. Each course found in our course catalogue is equivalent to 4 credit hours, except for Cooperative Education which counts for 8 credit hours. The following are the graduation requirements broken down by category.

- **18 Required Courses from 5 core clusters (72 credit hours)**
  - 6 courses from the Language Arts and Languages cluster:
    - PIF 10 or FILA 10 are required.
    - English 10 Foundational is required.
    - English 11 Foundational is required.
    - English 12 Foundational is required.
  - 2 courses from the Humanities cluster:
    - Civics 10 is required.
    - 1 course from the Designated History Course is required
  - 3 courses from the Mathematics cluster:
    - Geometry Measurement and Finance 10 is required
  - 2 courses from the Science cluster.
  - 5 courses from the Personal Well-Being cluster:
    - 1 course from the Creative Arts cluster.
    - 1 course from the Wellness and Physical Education cluster.
    - 1 course from the Career-Connected cluster.
    - 2 additional courses from the Personal Well-Being category.
- **2 Additional Courses (8 Credit Hours) from any of the core clusters listed below:**
  - Language Art and Languages
  - Humanities
  - Mathematics
  - Science
  - Creative Arts
  - Wellness and Physical Education
  - Career-Connected
- **5 Additional Courses (20 Credit Hours) from any option for credit.**
  - Up to 8 credit hours from Challenge for Credit Courses.
  - Up to 4 credit hours from Independent Study Courses.
  - Up to 8 credit hours from Locally Developed Courses.
- **French Immersion students must complete 50% of their Grade 9 curriculum in French and 10 courses (40 credit hours) in French at the Grades 10-12 level.**
- **Successful rating the on English Language Proficiency Assessment**

## 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 Team:

We have five teachers and a team of educational assistants working in our building to support our students. If you have a question about the supports, your student is receiving please feel free to reach out to one of the following individuals by phone or through email.

Mrs. Bromley

Mrs. Folkins (SPR)

Mr. Guptill

Mx. Wellington

Mrs. Ravn

## Emergency Procedures:

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

## Academic Protocols:

### PowerSchool

Students and families can keep abreast of their academic progress by checking their grades and attendance online. If you would like access to the program, please contact our Administrative Assistants.

### Report Cards

Formal report cards are issued twice each semester. Families and students are encouraged to check PowerSchool on a regular basis to be informed of academic progress throughout the semester.

### Academic Distinction

#### **Honours and Honours with Distinction:**

To achieve Honours a student must have attained a minimum overall unrounded average of 80%. If a student receives an INC (incomplete) in a course, they will be ineligible.

To achieve Honours with Distinction a student must have attained a minimum overall unrounded average of 90%. If a student receives an INC (incomplete) in a course, they will be ineligible.

#### **Valedictorian and Salutatorian:**

Graduates of 2025: To determine the salutatorian and valedictorian the final average of all credited courses is calculated. A student must attend in-person for a minimum of one course in their grade 12 year. If a student receives an INC in any course, they will be ineligible. The student with the highest unrounded average will be offered the title of valedictorian and the student with the second highest average will be offered the title of salutatorian.

**Graduates of 2026 and Beyond:** The Valedictorian will be determined using an application process. This process will involve the submission of a speech, a student vote, and a staff committee vote. Students who are applying must have a minimum average of 90% on all credited courses by their Q3 report card in their grade 12 graduating year. Each portion of the process will be graded against a rubric. The title of Salutatorian will be awarded to the student with the highest overall average of all credited courses. In situations where the highest overall credited course average is the Valedictorian, or the student does not wish to hold the position of Salutatorian, it will be awarded to the student with the next highest credited course average.

### Final Assessments

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.



## SRHS Code of Conduct - Behavioral Standards and Expectations:

SRHS sets clear standards and expectations for behavior that aim to promote academic and behavioral success for all students in which learning, and safety are central. 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, sonic families, and the staff of SRHS. The roles and responsibilities of each member of the school community are critical to this process. 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, as outlined in Policy 703 the Positive Learning and Working Environment, and to take appropriate action whenever that safety is threatened or compromised.

### SRHS Code of Conduct

Sonics are expected to contribute to the positive nature of the school by acting in a mature manner. Sonics are expected to always accept personal responsibility for their behavior and to follow the behaviors outlined below. The statements below are not an exhaustive list:

#### **Personal Responsibilities of Our Sonics Include:**

1. Always using school-appropriate language and behavior while maintaining friendly and courteous behaviors.
2. Attending all classes fully. This involves being in class or the designated location on time, with the appropriate materials, and ready to work.
3. Refraining from the possession of, or being under the influence of alcohol, drugs, tobacco and vaping products, and all other forms of intoxicants on school property or while representing SRHS.
4. Listening and responding appropriately to all staff members.

#### **Social Responsibilities of Our Sonics Include:**

1. Respecting and appreciating the diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical or mental disability, age, socio-economic status, or appearance.
2. Respecting the rights, property, and safety of ourselves and others.
3. Refraining from all forms of bullying and cyberbullying, intimidation, racism, and discrimination.
4. Ensure the safety of others by refraining from inappropriate physical contact, which includes keeping our hands, feet, and other objects to yourselves.

## Guiding Principles of Policy 703 - Positive Learning and Working Environment

A positive learning and working environment are one in which:

- everyone in the school community is treated with respect and dignity;
- policies, expectations, and practices are clearly communicated to everyone;
- sonic families, 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

## Policy 311 and Cell Phones

- 6.13.1 At the teacher's discretion, cell phone use by students is allowed in classrooms for pedagogical reasons. During class time, teachers will have students place their cell phone in a designated area of the classroom on silent mode.
- 6.13.2 Students will be permitted to use their cell phone to monitor a health condition (such as apps for diabetes self-management) at any time during the school day. If the student requires the use of a cell phone to monitor their health condition, it will need to be included in their Essential Routine Service and Emergency Plan or their Diabetes Management and Emergency Plan.
- 6.13.3 Students may be subject to disciplinary action if the use of their cell phones disrupts the school's learning environment; examples of this may include but are not limited to cheating plagiarism, bullying, harassment, unlawful recording or photographing of others without their consent, violating other school rules, etc.
- If a Sonic is in violation of this policy the phone will be housed in a secure area of the office for the remainder of the day.

## Bullying

Bullying is not tolerated at SRHS. We have several ways in which students can report such incidents including an anonymous online form which is linked to our online homepage.

## Vaping Policy

ASD-S has a system-wide comprehensive approach to reduce vaping on school property, school buses and within school buildings. Please refer to ASD-S website for more information.

## General Information:

### Student Fees:

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

### Learning Commons:

Open for students to access each school day from 8:30 am – 4 pm. Students can use this space to complete assignments, eat lunch, and access computers and associated technology.

### 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 plan with subject teachers to make up any missed assessments.

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