

# Student Handbook 2013-2014



Laurentian Regional High School

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COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

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## **Our Vision**

All constituents of LRHS share the overall vision centering on the basic belief that all children can learn.

## **Our Mission Statement**

At Laurentian Regional High School our mission is to provide a safe environment which promotes respect and motivates students to learn, participate in school life, and to act responsibly. We believe in the importance of lifelong learning, and that education is the shared responsibility of the student, home, school and community.

## **Our School Motto is "Learning and Respect Harvest Success"**

**Pride and Respect:** Respect plays an essential part in our lives. How our lives develop depends on whether we respect ourselves. It is part of everyday wisdom that respect and self-respect are deeply connected; that it is difficult if not impossible both to respect others if we don't respect ourselves and to respect ourselves if others don't respect us. It is clear that well grounded self-respect will allow us to take ownership of our experiences. We will face our fears becoming more honest with ourselves introducing a sense of responsibility upon which we may lay the foundation upon which an enlightened school can be built and sustained.

# Laurentian Regional High School

## PRINCIPAL'S MESSAGE OF WELCOME

Welcome back everyone! Hope your summer was restful and that you are eager to commence your school year. A special welcome to any new families entering LRHS this year.

Students and parents are asked to review this handbook and familiarize yourselves of the rules, procedures, policies, and expectations contained in it. Through this process we can strive to improve communication with the home and provide for the safety and security of our students.

It is our hope that you will participate in all aspects of school life, be it athletics, the arts, the many activities that exist at Laurentian Regional High School.

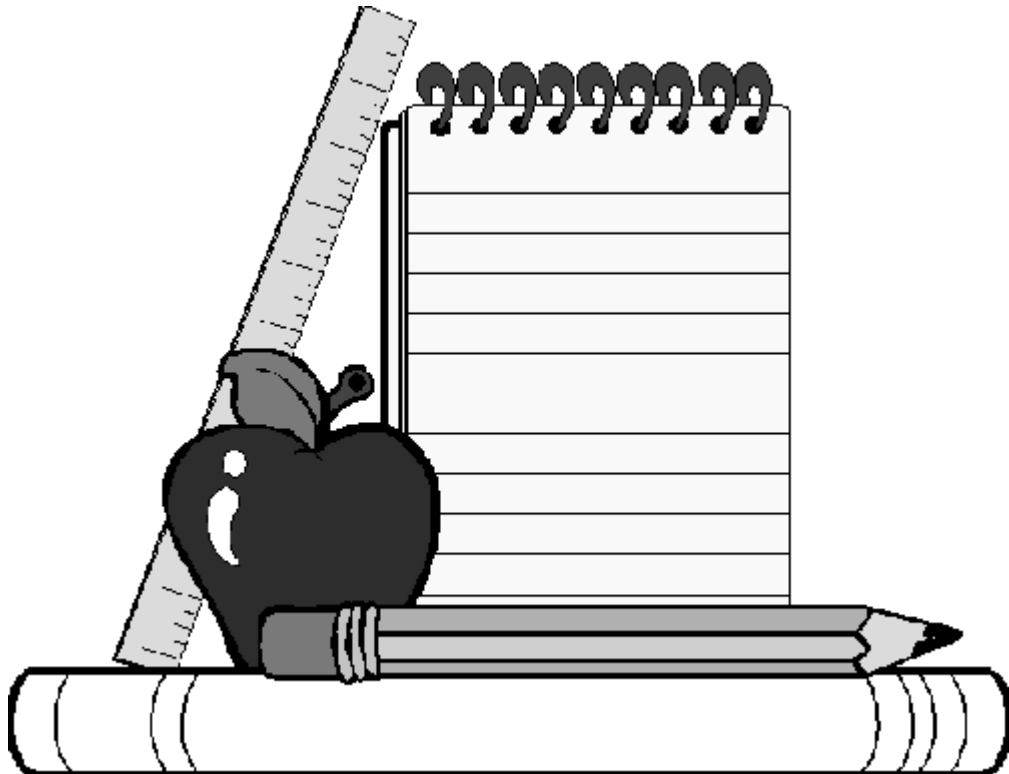
Best wishes to all of you for a successful school year!

Christina Shousha,  
Principal



# PLAN

*For the Future*



# LRHS STAFF FOR 2013-2014

## TEACHING STAFF

### ENGLISH

Laird Bracken  
Rhonda Hughes  
Elaine Jetté  
Daphne Petersen  
Robin Vero  
Gloria Welden

### FRENCH

Julie Crevier  
France Deslauriers  
Marie-Ann Dumas  
Stephan Ethier  
Mathieu Gagnon  
Marie-Josée Madore  
Marie-Andrée Perron  
Isabelle Plante  
Pauline St. Denis

### MATHEMATICS

Sonya Bracken  
Melissa Chang  
Steven Crawford  
Yrel Gaudet  
Heather Usher  
Linda Waissi  
Stephanie Wicki

### PHYSICAL EDUCATION

Luc Dagenais  
Lori Dziewirz  
Pamela Turnbull

### SCIENCE

Ken Gordon  
Rachel Hender  
Simon Hopkins  
Patricia Morrill  
Scott Morrill

### SOCIAL STUDIES

Erin Black  
Melanie Demers  
Tom Foreman  
Brent Nadeau  
Kevin Ross

### SPECIALIST TEACHERS

Judith Best—Ethics & Religious Culture, Life Skills  
Jessica Courville—Dance, Drama  
Christopher Kilbride—WOTP  
Lydie Krivosik—Special Education  
Ernest Robitaille - Technology/WOTP  
Chantal Scapino - Art  
Robert Stagg - Music  
Helen Theodorakakou-Mawdryk - Special Education  
Nena Tremblay—Ethics & Religious Culture  
Kelly Young - Semi-Skilled Trade

## SUPPORTING TEACHERS

Stephanie Ethier  
Erin Black  
Simon Hopkins

## SUPPORT STAFF

Megan Bryan  
Elizabeth Contarini  
Johanne Courchesne  
Mary Cousineau  
Paula Kearns  
Judy Kennedy  
Louise Kennedy  
Joanne Locas  
Kathy Low  
Perry Nicholson  
Karen Noble  
Merry Kim Ott  
Charlotte Turner  
Sylvie Urgolo

## STUDENT SERVICES TEAM

Danielle St-Jacques, Guidance Counsellor  
Sylvie Desrosiers, CLSC School Nurse  
Kathryn Suchostawski, CLSC Social Worker  
Robin Ghilcig, Behaviour Technicien

## COMMUNITY LEARNING CENTER

To be determined

## CAFETERIA STAFF

Lucie Girard  
Hughette Montreuil  
Melanie Plaisance  
Virginia Seguin  
Donna Silverson

## MAINTENANCE STAFF

Albert Beecraft  
Marc Boyer  
Garry Forget  
Willina Robillard

## ADMINISTRATION

Christina Shousha, Principal  
Claude Picard, Vice Principal

## The Three R's of LRHS

### *Respect for Self and Learning*

- LRHS students aim at achieving academic standards appropriate with their ability.
- LRHS students attend school regularly and on time.
- LRHS students complete class assignments and homework on time and to the best of their ability.
- LRHS students are always prepared for class with the required equipment and ready to learn.
- LRHS students dress appropriately for the learning environment.
- LRHS students reject the use, possession and sale of drugs or alcohol.
- LRHS students are honest in all they say and do.

### *Respect for Others*

- LRHS students follow instructions given by persons in authority without comment or protest.
- LRHS students are polite in their speech and behaviour.
- LRHS students behave according to established classroom rules set by their teachers.
- LRHS students consider violence and verbal intimidation to be contrary to the dignity of others, interfering with their rights to learn and participate in school life.
- LRHS students strive to be good citizens demonstrating respect for all the communities we serve.

### *Respect for the Physical Environment*

- LRHS students do their part to keep the school clean.
- LRHS students value the privileges/advantages associated with facilities in the building.



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

LAURENTIAN REGIONAL HIGH SCHOOL

2013-2014 SCHOOL CALENDAR – REVISED 2013-04-16

JULY 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2013 (5)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 <sup>1</sup>	31

SEPTEMBER 2013 (20)						
S	M	T	W	T	F	S
1	2	3 <sup>2</sup>	4 <sup>3</sup>	5 <sup>4</sup>	6 <sup>5</sup>	7
8	9 <sup>6</sup>	10 <sup>7</sup>	11 <sup>8</sup>	12 <sup>9</sup>	13 <sup>1</sup>	14
15	16 <sup>2</sup>	17 <sup>3</sup>	18 <sup>4</sup>	19 <sup>5</sup>	20	21
22	23 <sup>6</sup>	24 <sup>7</sup>	25 <sup>8</sup>	26 <sup>9</sup>	27 <sup>1</sup>	28
29	30 <sup>2</sup>					

OCTOBER 2013 (22)						
S	M	T	W	T	F	S
		1 <sup>3</sup>	2 <sup>4</sup>	3 <sup>5</sup>	4 <sup>6</sup>	5
6	7 <sup>7</sup>	8 <sup>8</sup>	9 <sup>9</sup>	10 <sup>1</sup>	11	12
13	14	15 <sup>2</sup>	16 <sup>3</sup>	17 <sup>4</sup>	18 <sup>5</sup>	19
20	21 <sup>6</sup>	22 <sup>7</sup>	23 <sup>8</sup>	24 <sup>9</sup>	25 <sup>1</sup>	26
27	28 <sup>2</sup>	29 <sup>3</sup>	30 <sup>4</sup>	31 <sup>5</sup>		

NOVEMBER 2013 (21)						
S	M	T	W	T	F	S
					1 <sup>6</sup>	2
3	4 <sup>7</sup>	5 <sup>8</sup>	6 <sup>9</sup>	7 <sup>1</sup>	8 <sup>2</sup>	9
10	11 <sup>3</sup>	12 <sup>4</sup>	13 <sup>5</sup>	14 <sup>6</sup>	15 <sup>7</sup>	16
17	18 <sup>8</sup>	19 <sup>9</sup>	20 <sup>1</sup>	21	22	23
24	25 <sup>2</sup>	26 <sup>3</sup>	27 <sup>4</sup>	28 <sup>5</sup>	29 <sup>6</sup>	30

DECEMBER 2013 (15)						
S	M	T	W	T	F	S
1	2 <sup>7</sup>	3 <sup>8</sup>	4 <sup>9</sup>	5 <sup>1</sup>	6 <sup>2</sup>	7
8	9 <sup>3</sup>	10 <sup>4</sup>	11 <sup>5</sup>	12 <sup>6</sup>	13 <sup>7</sup>	14
15	16 <sup>8</sup>	17 <sup>9</sup>	18 <sup>1</sup>	19 <sup>2</sup>	20 <sup>3</sup>	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2014 (20)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7 <sup>4</sup>	8 <sup>5</sup>	9 <sup>6</sup>	10 <sup>7</sup>	11
12	13 <sup>8</sup>	14 <sup>9</sup>	15 <sup>1</sup>	16 <sup>2</sup>	17 <sup>3</sup>	18
19	20 <sup>4</sup>	21 <sup>5</sup>	22 <sup>6</sup>	23 <sup>7</sup>	24 <sup>8</sup>	25
26	27 <sup>9</sup>	28 <sup>1</sup>	29 <sup>2</sup>	30 <sup>3</sup>	31 <sup>4</sup>	

FEBRUARY 2014 (20)						
S	M	T	W	T	F	S
						1
2	3 <sup>5</sup>	4 <sup>6</sup>	5 <sup>7</sup>	6 <sup>8</sup>	7 <sup>9</sup>	8
9	10	11 <sup>1</sup>	12 <sup>2</sup>	13 <sup>3</sup>	14 <sup>4</sup>	15
16	17 <sup>5</sup>	18 <sup>6</sup>	19 <sup>7</sup>	20 <sup>8</sup>	21 <sup>9</sup>	22
23	24 <sup>1</sup>	25 <sup>2</sup>	26 <sup>3</sup>	27 <sup>4</sup>	28 <sup>5</sup>	

MARCH 2014 (16)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11 <sup>6</sup>	12 <sup>7</sup>	13 <sup>8</sup>	14 <sup>9</sup>	15
16	17	18 <sup>1</sup>	19 <sup>2</sup>	20 <sup>3</sup>	21 <sup>4</sup>	22
23	24 <sup>5</sup>	25 <sup>6</sup>	26 <sup>7</sup>	27 <sup>8</sup>	28 <sup>9</sup>	29
30	31 <sup>1</sup>					

APRIL 2014 (20)						
S	M	T	W	T	F	S
		1 <sup>2</sup>	2 <sup>3</sup>	3 <sup>4</sup>	4 <sup>5</sup>	5
6	7 <sup>6</sup>	8 <sup>7</sup>	9 <sup>8</sup>	10 <sup>9</sup>	11 <sup>1</sup>	12
13	14 <sup>2</sup>	15 <sup>3</sup>	16 <sup>4</sup>	17 <sup>5</sup>	18	19
20	21	22 <sup>6</sup>	23 <sup>7</sup>	24 <sup>8</sup>	25 <sup>9</sup>	26
27	28 <sup>1</sup>	29 <sup>2</sup>	30 <sup>3</sup>			

MAY 2014 (21)						
S	M	T	W	T	F	S
				1 <sup>4</sup>	2 <sup>5</sup>	3
4	5 <sup>6</sup>	6 <sup>7</sup>	7 <sup>8</sup>	8 <sup>9</sup>	9 <sup>1</sup>	10
11	12 <sup>2</sup>	13 <sup>3</sup>	14 <sup>4</sup>	15 <sup>5</sup>	16	17
18	19	20 <sup>6</sup>	21 <sup>7</sup>	22 <sup>8</sup>	23 <sup>9</sup>	24
25	26 <sup>1</sup>	27 <sup>2</sup>	28 <sup>3</sup>	29 <sup>4</sup>	30 <sup>5</sup>	31

JUNE 2014 (20)						
S	M	T	W	T	F	S
1	2 <sup>6</sup>	3 <sup>7</sup>	4 <sup>8</sup>	5 <sup>9</sup>	6 <sup>1</sup>	7
8	9 <sup>2</sup>	10 <sup>3</sup>	11 <sup>4</sup>	12 <sup>5</sup>	13 <sup>6</sup>	14
15	16 <sup>7</sup>	17 <sup>8</sup>	18 <sup>9</sup>	19 <sup>1</sup>	20 <sup>2</sup>	21
22	23 <sup>3</sup>	24	25	26	27	28
29	30					

Students first day: Aug. 30, 2013 Teachers first day: Aug. 26, 2013 Students last day: June 23, 2014 Teachers last day: June 30, 2014

BOARD SHUTDOWN 2013: July 22 to Aug. 2, 2013

HOLIDAYS		PEDAGOGICAL DAYS	
		IN-SCHOOL	BOARD SECTORIAL
Labour Day	September 2, 2013	August 26, 29, 2013	August 27, 28, 2013
Thanksgiving	October 14, 2013	September 20, 2013	October 11, 2013
Christmas Break	Dec. 23, 2013 – Jan. 3, 2014		November 22, 2013 (QPAT)
Winter Break	March 3 – March 7, 2014	February 10, 2014	
Easter Break	April 18 – April 21, 2014	March 17, 2014	May 16, 2014
Victoria Day	May 19, 2014	June 23, 25, 26, 27, 30, 2014	
St-Jean Baptiste	June 24, 2014		

Please note that numbers in brackets beside month indicate the number of working days for that month.

> indicates end of term Parent-Teacher Interviews: November 20, March 13 Pedagogical Days: November 21, January 6, March 10



## Bell Schedule

8:20 a.m.	Bus Arrival
8:30-8:40 a.m.	Homeroom (Sec. I only)
8:45 -10:00 a.m.	Period One
10:00-10:10 a.m.	Recess
10:15-11:30 a.m.	Period Two
11:30 a.m.-12:30 p.m.	Lunch
12:35—1:50 p.m.	Period Three
1:50—2:00 p.m.	Recess
2:05—3:20 p.m.	Period Four
3:30 p.m.	Bus Departure



Report  
Card

A+

## Term Dates

Term 1	August 30-November 1 (42 days)
Term 2	November 4-February 11 (58 days)
Term 3	February 12-June 23 (83 days)
	*Includes Final Exams (About 12 days)

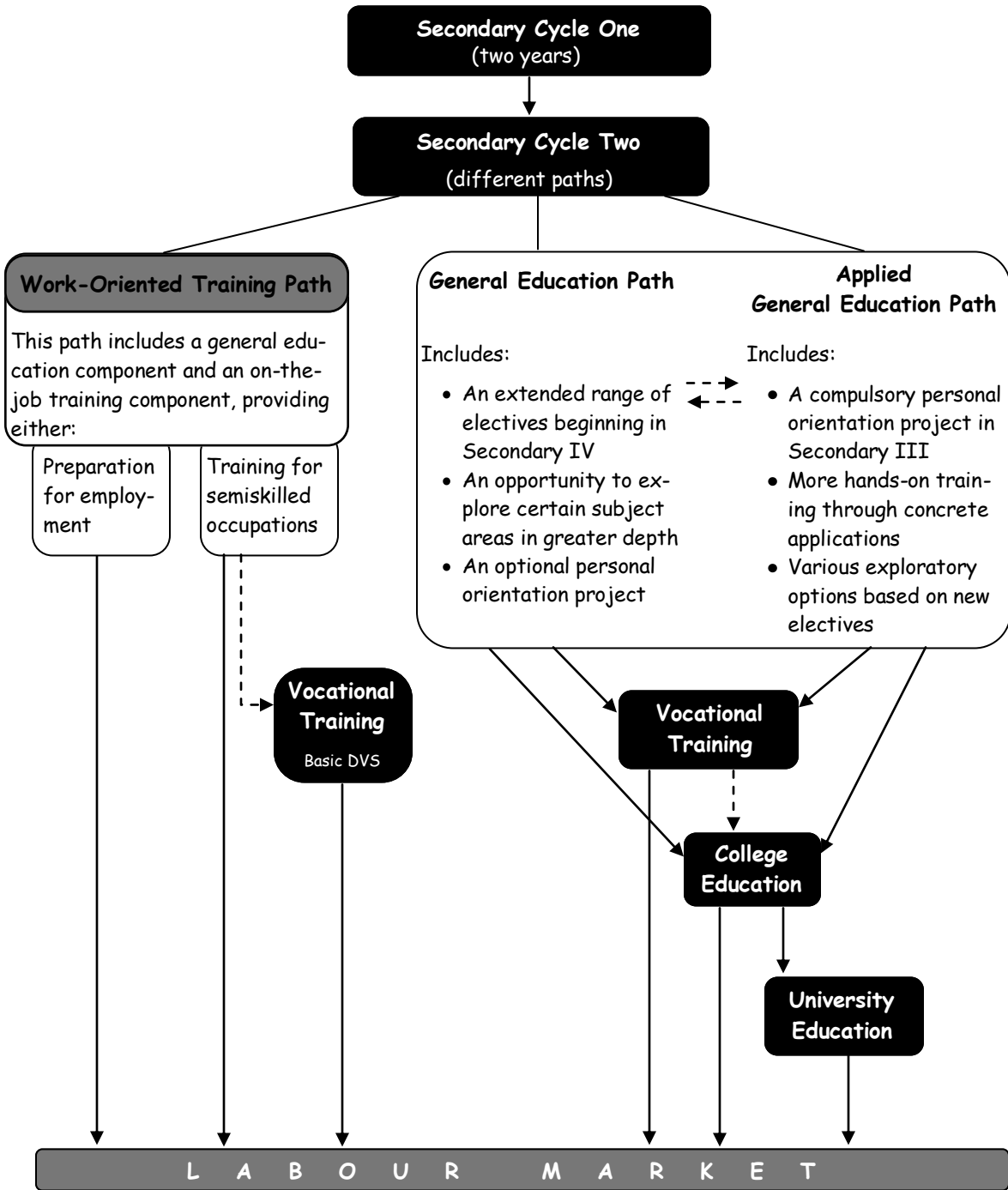
## Reporting Dates

October 15	First Communication
November 15	Term 1 Report
January 8	Interim Reports for students experiencing difficulties or following modified programmes
March 11	Term 2 Report
April 25	Interim Reports for students experiencing difficulties or following modified programmes
June 27 (approx.)	Term 3 Report

## Parent—Teacher Interviews

Term 1	November 20
Term 2	March 13
Term 3	To be arranged as requested by parents or teachers

## OVERVIEW OF PATHS AND OUTCOMES IN SECONDARY CYCLE TWO



---> Indicates possible transitions if certain conditions are met.

**Distribution of Compulsory Courses, Options and Credits**

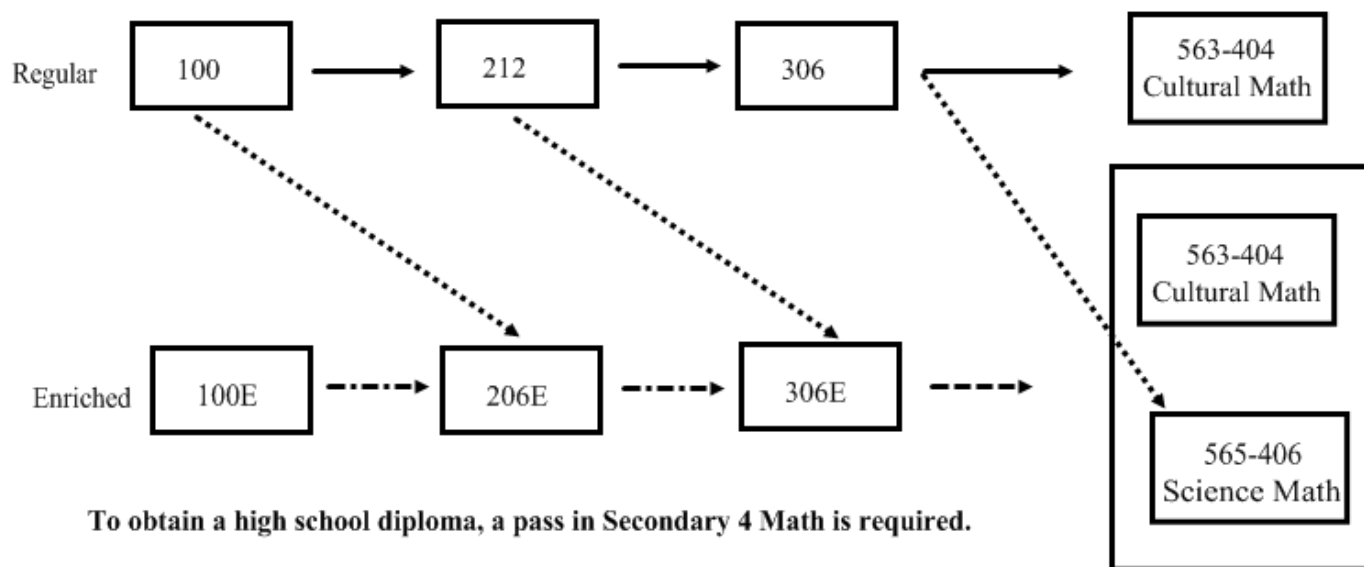
Secondary III		
Course	Credits	Periods
English Language Arts	6	6
French, Second Language	6	6
Mathematics	6	6
History & Citizenship Education	4	4
Science and Technology (General or Applied)	6	6
Physical Education & Health	2	2
Arts Education: Drama, Visual Arts, Dance or Music	2	3
Elective Subjects: One	4	3

Secondary IV		
Course	Credits	Periods
English, Language of Instruction	6	6
French, second language	4	6
French, second language, enriched	6	6
Mathematics : Cultural Option	4	6
Mathematics: Technical or Science Option	6	6
History & Citizenship Education	4	4
Science and Technology (General)	4	4
Applied Science and Technology	6	4
Physical Education & Health	2	2
Ethics and Religious Culture	4	2
Arts Education: Drama, Visual Arts, Dance or Music	2	2
Elective Subjects: One	4	4






Secondary V		
Course	Credits	Periods
English, Language of Instruction	6	6
French, second language	4	6
French, second language enriched	6	6
Mathematics: Cultural Option	4	6
Mathematics: Technical or Science Option	6	6
Contemporary World	4	4
Physical Education and Health	2	2
Ethics and Religious Culture	2	2
Arts Education: Drama, Visual Arts, Dance or Music	2	2
Elective Subjects: Two	8	8

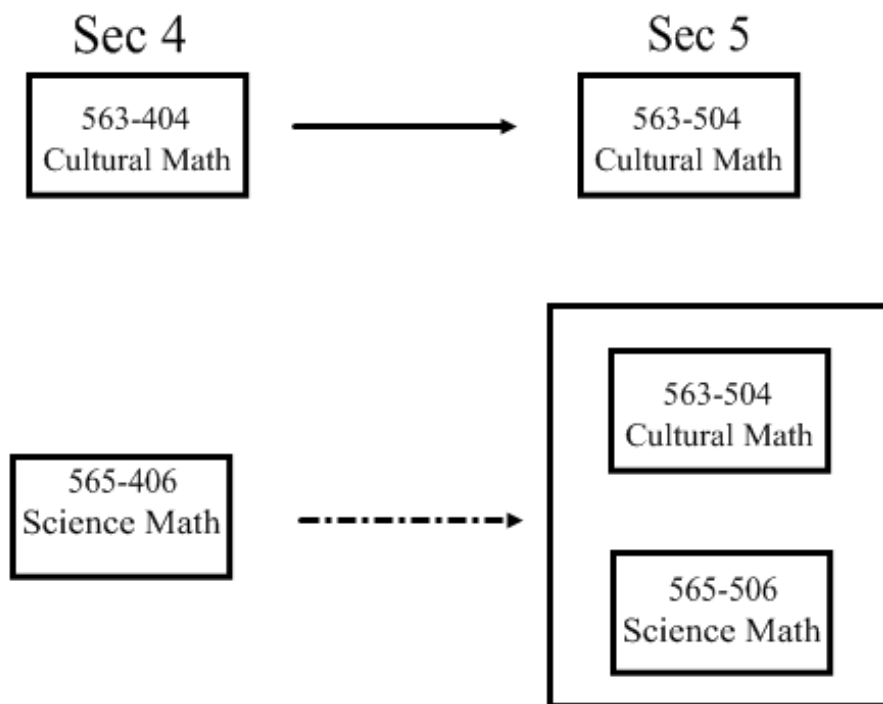
**Note:** The schedule is based on a 9-day cycle with 4 - 75 minute periods daily.

Laurentian Regional High School  
 Mathematics Department Promotional Guidelines 2013



**To obtain a high school diploma, a pass in Secondary 4 Math is required.**

- 
 Promotion from Regular to Enriched Math is NOT a frequent occurrence. Such promotions will be done if and only if recommended by the Math Department. This recommendation will be based primarily on the work ethic and motivation of the student and secondly on the student's results.
- 
 Students who pass regular Math 306 will be promoted to Secondary 4 Cultural Math.
- 
 Promotion from Regular Math 306 to Science Secondary 4 Math will be done if and only if recommended by the Math Department. This recommendation will be based primarily on the work ethic and motivation of the student and secondly on the student's results.
- 
 Students in Enriched Math must maintain a strong average (specified by the teacher). For those students wishing to follow the Technical or Science paths, success in Enriched Math 306E is highly recommended.
- 
 Students who have passed Math 306E may choose one of three paths in Secondary 4. This choice is linked to each individual student's goals.



—————> Students who have passed Cultural Math 4 will be promoted to Cultural Math 5.  
Students will **not** be promoted from Cultural 4 to Science 5.

- - - - -> Students who have passed Science Math may choose one of two paths in Secondary 5.

## Accepting Personal Responsibility

### Accepting personal responsibility includes:

- acknowledging that you are solely responsible for the choices you make in your life.
- accepting that you are responsible for how you feel or think.
- accepting that you cannot blame others for choices you have made.
- the rational belief that you are responsible for determining who you are, and how your choices affect your life.
- pointing the finger of responsibility back to yourself and away from others when you are discussing the consequences of your actions.
- realizing that you determine your feelings about any events or actions addressed to you, no matter how negative they seem.
- recognizing that you are your best cheerleader; it is not reasonable or healthy for you to depend exclusively on others to make you feel good about yourself.
- recognizing as you enter adulthood, you determine how your self-esteem will develop.
- not feeling sorry for the bum deal you have been handed but taking hold of your life and giving it direction and reason.
- protecting and nurturing your health and emotional well being.
- taking health oriented steps to structure your life with time to manage your stress, fears and obligations.
- taking an honest inventory of your strengths, abilities, talents, virtues and positive points.
- developing positive, self-affirming thoughts to help your personal growth and development.
- letting go of blame and anger towards those in your past who did the best they could, given the limitations of their knowledge, background and awareness.
- finding something to be happy about every day of your life.

### In order to accept personal responsibility you need to develop the ability to:

- seek out and accept help for yourself.
- be open to new ideas about life and the human condition.
- reject irrational beliefs and overcome fears.
- see yourself positively and know you are worthwhile.
- recognize that you are responsible for your choices.
- know that you choose your responses to people, events and actions in life.
- let go of anger, blame, mistrust, and insecurity.
- take risks and become vulnerable to change and growth in your life.
- rid yourself of those masks and behaviours which hide low self-esteem.
- reorganize your priorities and goals.
- realize that you are the one responsible for the direction your life takes.

## Encouraging Good Behaviour

### Responsibilities of the School:

1. To help each student to fully develop his or her talents and to achieve high standards in work and behaviour.
2. To recognize good work and behaviour to help students change behaviour that interferes with the learning and well-being of others.
3. To cultivate a sense of pride in LRHS through good example.

### Responsibilities of Parents:

1. To make sure students come to school regularly, on time, appropriately dressed and ready to work.
2. To show by example that they support the school in setting the highest standards in all it tries to do.
3. To take an active and supportive interest in their child's work and progress.
4. To show support for the authority of and discipline within the school, by helping their children to achieve maturity, self-discipline and self-control.
5. To support the school in whatever way they can in all its efforts to improve the value and quality of education of their children.

### Responsibilities of Students:

1. Arrive on time with the necessary materials and be ready to learn.
2. Treat all people and property with respect.
3. When the class begins go to your seats and raise your hand to speak so as not to interrupt your teacher or other students.
4. Focus on your work and never give up.
5. Ask questions if in doubt.
6. Let's cooperate and succeed.

### **Be Responsible. Be Respectful. Be Ready.**

*The positive behaviour of students will be recognized by LRHS. The majority of students demonstrate by their behaviour a sense of pride in themselves and a sense of community with others at the school. This is a source of considerable satisfaction both to parents and to LRHS. Sometimes students will make poor decisions, but if we have done our job well, they will accept the consequences, learn from their errors and emerge with a greater understanding of themselves.*

### **Responsibility and Consequences**

There are times when students will make errors of judgment that can have an impact on other students or the school in general. It is at these times that a student's character is tested in that he/she is faced with the opportunity to honestly evaluate his/her conduct and take responsibility for his/her actions along with the corresponding consequences. This is truly a mark of mature character development and beyond the initial error of judgment, an opportunity to demonstrate moral courage.

Subsequent to the Three R's of LRHS, physical violence, verbal abuse, rudeness, swearing, insubordination, defiance, lying, bringing of dangerous and distracting devices or materials to school, smoking on school grounds, skipping class, being late, unauthorized leave from class, being in restricted areas, being involved in intimidating large group gatherings, vandalism, theft, property damage, bullying, and taxing by any student is subject to consequences and sanctions. Students are expected to accept responsibility for their chosen actions with the understanding that there will be corresponding consequences.

### **Consequences for any of the above behaviours may include:**

- teacher designated detention
- referral to the Student Support Centre
- lunch-time administrative designated detention
- reprimand and a letter home
- suspension
- recommendation for expulsion

## Student Support Center

When a student's behavior is such that it is creating a distraction in class to the point where it interferes with a teacher's lesson and prevents others from receiving the benefits of the learning environment, he/she may be asked to leave class and report to the Student Support Center. While at the center a student will complete work in isolation from others and review the circumstances that lead to him/her being there with the goal of learning possible alternative behaviors so as to avoid future visits.

Students must return the reflection sheet signed by his/her parent or guardian to the SSC Supervisor the following morning. Failure/refusal to complete and return a reflection sheet or to attend a scheduled meeting will result in a referral to administration.

### **Teacher Designated Detention (in respective classrooms):**

As much as reasonably possible the classroom teacher deals with disciplinary issues including the punctuality of students. Teachers may assign a lunch-time or recess detention when deemed appropriate. This detention may be designed to catch up on missed assignments, to offer guidance relative to academic and behavioral difficulties or be strictly consequential to a misbehaviour.

Attendance at these detentions is compulsory. Failure to attend will result in referral to administration.

### **Administrative Designated Detentions:**

#### *a) Lunch-time detention:*

- ◆ may be assigned by the administration for inappropriate behaviors that have occurred outside of the class or in the support of teacher designated detentions.
- ◆ the duration of the detention is 11:40 a.m. - 12:10 p.m.
- ◆ lunch may not be eaten in the detention room.

#### *b) After-school detention*

- ◆ may be assigned by administration as a measure to ameliorate certain inappropriate behaviors, assist students to catch up on work, or as useful alternative to suspension.

It is important to note that the LRHS community values and recognizes appropriate student behavior and academic achievement. Constant effort will be made to recognize good behavior and positive contributions made by students. Even when discipline is required it will be administered in a positive, respectful manner making certain that guidance, the teaching of alternative behaviors, and the maintenance of dignity is predominant.



# Rules and Regulations for the Acceptable Use of Information and Communication Technology Resources

**Aims**

Electronic resources are made available to students and employees in order to support and fulfill educational and administrative activities and mandates as well as to promote access and exchange of information on a global basis.

**Access**

LRHS will provide students and employees with access to electronic devices required to fulfill their mandated learning and responsibilities.

Access by students and employees must be consistent with the objectives, policies and values of the LRHS community. Use must also be consistent with the policies and objectives of the Sir Wilfrid Laurier School Board.

**Student User Agreement**

Each year, students and their parents must sign and return the following Student User Agreement form:



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

*Under 18 Student User Agreement and Parent Consent*

**Student Agreement**

I have read and I understand the Policy on the Use of Information and Communication Technology Resources. I agree to abide by it and understand that any violation of any provision may result in the loss of access privilege and school sanctions.

Student name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

A complete version of the policy is available on the school board Web site at [www.swlauriersb.qc.ca](http://www.swlauriersb.qc.ca)

**Parent / Guardian Consent**

As the parent / guardian of the above named student, I have read and understand the Policy on the Use of Information and Communication Technology Resources. I grant permission for my son / daughter / charge to access networked services such as e-mail and the Internet.

Name of Parent / Guardian (Please Print): \_\_\_\_\_

Signature of Parent / Guardian: \_\_\_\_\_

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

**Extract from Section 5 of the Use of Information and Communication Technology Resources**

**5.5** All users must conform to this policy and abstain from inappropriate use of information and communication technology resources.

- Consequences of misuse and abuse shall result in the suspension of privileges to access Information and Communication Technology Resources and may lead to disciplinary and/or legal action including liability costs.

**ANNEX D**

## Personal Safety of Students

Students must:

- Never post personal information about themselves or other people. Personal information includes, but is not limited to phone number, home address, age...
- Never establish on-line communication with anyone without parent's or school authorization.
- Never meet someone they have met on-line unless authorized by a parent.
- Promptly disclose to their teacher or any other person supervising the activity any message they receive that is inappropriate or makes them feel uncomfortable.

## Inappropriate Activities

Users must refrain from inappropriate activities such as:

- Using the network system either for personal financial gains or for posting of goods and services or for the unauthorized purchase of goods or services.
- Trespassing in other people's work or files.
- Attempting to log on under another user's name.
- Deliberately attempting to disrupt the network performance or destroy data by spreading viruses or by any other means.
- Modifying, copying or transferring any software.
- Placing unlawful information on the network or distributing it via the system.

## System Security

Users must at all times:

- Remain within their authorized access area.
- Never tamper with or exploit any security system.
- Never tamper with equipment.
- Report any abnormality, breach of security or inappropriate use.

**Any act of vandalism which results in damage to data, software or hardware will result in disciplinary action. Persons found responsible for any act of vandalism will be billed for all related costs.**



### **Inappropriate Language and Material**

Users must at all times:

- Use language that is not obscene, threatening, or disrespectful.
- Avoid personal or discriminatory attacks.
- Refrain from posting false or defamatory information.
- Refrain from accessing, sending, or receiving any material that is pornographic, dangerous or that advocates hate or violence.

### **Respecting Resource Limits**

Users are expected to:

- Use the equipment at their disposal diligently and with proper care.
- Use the resources only for educational professional and/or administrative activities.
- Refrain from sending global messages, chain letters or other types of communications, which would cause congestion to the network system.
- Protect the confidentiality of passwords.
- Maintain the integrity of the electronic mail system by checking their e-mail frequently and deleting obsolete files.

### **Consequences of Unacceptable Use**

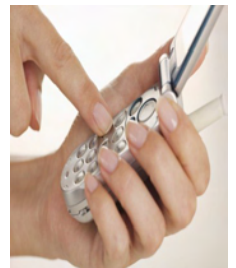
Failure to respect this policy will result in one or more of the following measures:

- Suspension or termination of access to electronic resources.
- Disciplinary action in accordance with existing practice regarding unacceptable language and/or behavior.
- Referral to civil law enforcement officials for criminal prosecution; and/or other legal action to recover civil damages and penalties.

## **Policy Regarding the Acceptable Use of Electronic Devices**

Do:

- 1) Familiarize yourself with the classroom rules regarding electronic devices.  
If your teacher would prefer that you do not use your device, DO respect his/her decision.
- 2) Listen to music or play games during recess and lunch using your device.
- 3) Show respect when using another person's device. It is your responsibility to take care of it and use it appropriately.
- 4) Leave your device in your locker when attending your Physical Education class or when you are writing an exam.  
The school is not responsible for lost or stolen devices.



## Policy Regarding the Acceptable Use of Electronic Devices

Do:

- 5) Feel free to film and take photographs\* at *specific school events* only (Variety Show, Sports Events, Gradstock, Carnival week, etc...).

\*Filming or photographing someone without their consent is a serious offence and will be treated as such.

Do Not:

- 1) Film or photograph **anyone** (staff member or student) without their consent.
- 2) Send or receive text messages while in class.
- 3) Make or receive personal phone calls **at any time**.  
If you need to make a phone call, please come to the office or use the pay phones. Likewise if you need to be reached we also ask that other people call the school and not you directly.

In the event where a student does not respect this policy their electronic device can be confiscated by any staff member and given to administration.

Administration will evaluate the frequency of the violations of the policy and in turn determine the duration of the confiscation.

## Dress Code

A dress code has been developed and reviewed over the years of LRHS to reflect proper attire at school. The school is essentially a workplace for both students and staff and, therefore, standards of acceptable dress are required. Examples of acceptable dress include (but are not limited to):

- All undergarments should not be visible.
- Clothing should completely cover chest, shoulders, torso, midriff area, back and undergarments.
- If clothing material is sheer, there should be appropriate clothing underneath to cover chest, torso, midriff area, back and undergarments.
- Clothing should be free of inappropriate logos, phrases and pictures.
- Bandanas should not be worn to school.
- Length of shorts and skirts must be at least arms length.
- Spaghetti strapped shirts are not to be worn.

The school reserves the right to rule on acceptable attire. Students who are not dressed appropriately will be asked to change clothing. Failure to comply will result in the student being assigned to the Student Support Center for the remainder of the day or immediate suspension from school.

## Drug and Alcohol Policy

The purpose of this policy is to provide students with a healthy, safe environment at school, assist them in obeying the law and to encourage them to take effective and responsible control of their lives. In addition to the physical and psychological dangers associated with drugs and alcohol use, a student under the influence is not prepared to attend academic activities, athletics or other extra-curricular clubs and events. Without question there is an absolute incompatibility between the state of mind needed for scholastic activity and that state of mind influenced to any degree by the use of alcohol and drugs. Additionally students who bring alcohol or drugs to

LRHS or who come to school under the influence of alcohol or drugs have violated the trust of the school community and impaired the ability of the school to carry out its mission.

The school also believes that experimenting with drugs and alcohol on evenings and weekends is dangerous and potentially harmful to adolescents. The extended use of these substances will harm the lungs and other organs, impair mental functions, weaken the ability to concentrate and think, and significantly affect motivation and the ability to accomplish school work.

Possession, use, distribution, showing

evidence of having consumed, selling, soliciting, or facilitating the sale of alcohol or drugs is prohibited. Possession of drug paraphernalia or any item purported to be such is also prohibited. While in attendance at school or school-sponsored events, students must remove themselves immediately from any situation where such prohibited activities are occurring. Students understand that the community encourages them to report any situation which poses a danger to the health and safety of themselves and fellow students or which represents a violation of the law and the code to which LRHS is committed.

**Students who violate the Drug and Alcohol Policy will be subject to disciplinary and guidance actions.**

**When any student violates the Drug and Alcohol Policy while at school or while under school jurisdiction, the following shall result:**

- Parent or guardian will be contacted.
- The student will be suspended immediately.
- The incident will be referred to the police within 1 day of the infraction.
- The student will be restricted from all school activities during the suspension.

**In addition the following action may be taken:**

- Recommendation of lengthier suspension to the SWLSB.
- Recommendation of expulsion.
- An action plan of referral to an appropriate counselling program and doctor will be recommended with the expectation that at least one session will be held during the suspension. The cost of this counselling is to be incurred by the student.
- Transfer or alternative placement subject to consultation with the SWLSB.

## Drug and Alcohol Policy (Continued)

FIRST OFFENSE: The student will be suspended according to the guidelines of the policy. The student and the principal or his designated replacement will meet with the student and his family within 5 school days of the suspension to determine the length and conditions of reinstatement. Responsibility for submitting verification of participation in counselling rests with the student. Failure to comply with the counselling referral within the required time frame will result in the reinstatement of the suspension for twice the original period of time.

SECOND OFFENSE: The student will receive the maximum suspension and all conditions established in the policy regarding the first offense will also be required with the recommendation that the student be placed in a substance abuse program followed by ongoing counselling. Failure to comply may result in a recommendation for expulsion to the SWLSB.

THIRD OFFENSE: The student will be removed from school for an indefinite period pending consultation and final decision by SWLSB. At this stage the school is under no obligation to reinstate the student in the school and the expulsion may be exercised regardless of steps taken by the student aimed at rehabilitation. Final decision will rest with SWLSB.

SELF-REFERRAL: Any student who voluntarily indicates they have a drug or alcohol abuse problem will not be suspended, but will be referred to a medical health professional who will contact the school to indicate the best, course of treatment. Again, costs for any therapy will be incurred by the student. This self-referral may not occur if the student has been discovered to be in violation of this stated policy.

### Components of the Action Plan

#### 1. Suspension from School

After a determination has been made that the student has violated the policy concerning the use of drugs and/or alcohol, the student will be suspended from school for a time period sufficient to develop the plan, agree to and commit to the plan, and begin the implementation of the plan.

#### 2. Assessment and Evaluation

It is recommended that the student will undergo professional evaluation to determine the extent of involvement in drug or alcohol use and/or abuse.

The confidential information from the evaluation will be sent to the school.

#### 3. Counselling

The student will follow professional counselling appropriate to the findings of the evaluation. The appropriate course of counselling will be mutually decided by the student, parents, and school administration.

The counsellor/professional must send confidential reports indicating the student's progress related to counselling to the school. It is important that regular attendance and good faith efforts on the part of the student and his/her family occur during this time.

#### 4. Research Project

The student may be required to conduct a research project to learn about the effects of illegal drug use or alcohol use on an individual, his/her family, and society in general.

The scope of the project will be appropriate to the age of the student.

## Drug and Alcohol Policy (Continued)

A two month probation period will be assigned upon the student's return as a full time student. The student will not be permitted to participate in Extra-Curricular Activities. The probation period may be shortened or lengthened as determined by the administration.



### Policy on Smoking

It is the policy of the Laurentian Regional High School that smoking is prohibited within the school buildings, on school property, in front of the school property, or at any school sponsored event (daytime or evening) and at any event away from the school which is deemed a school function.

Students caught smoking will be suspended for a minimum of one day with the provision that the parent/guardian contacts the school to discuss the situation. This policy is a reflection of society's concern that smoking poses a very serious health hazard both to smokers and to those in proximity to smoke.

The purpose of this policy reflects society's growing realization of the harmful consequences of this habit and is aimed at minimizing student exposure to this behaviour.

Support will be available for students who wish to quit smoking.

# LAURENTIAN REGIONAL HIGH SCHOOL'S ANTI-BULLYING & ANTI-VIOLENCE SUMMARY PLAN



21

The word **"violence"** means any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.

The word **"bullying"** means any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes;

The following actions can be considered bullying if they meet the above criteria:

## Physical:

- Hitting, kicking, punching;
- Pushing, shoving, spitting;
- Forcing others to hand over food, money or something that belongs to them;
- Making someone do something they don't want to do.

## Verbal:

- Name calling;
- Teasing, insults, putdowns;
- Threatening of any kind;
- Making fun of someone because of their appearance, physical characteristics, cultural background, or sexual orientation;
- Making fun of someone's actions.

## Indirect (social and psychological):

- Excluding others from the activity or the group;
- Spreading untrue stories about others;
- Making inappropriate gestures;
- Taking, hiding or damaging something which belongs to someone else;
- The inappropriate use of websites, chat-sites or camera phones.

## Cyberbullying

### (involving the use of Information & Communication Technologies):

- Threats, Insults, Rumours;
- Identity theft;
- Harassment, Discrimination, Denigration, Defamation;
- Sending hateful emails, private messages on Facebook or text messages;
- Posting inappropriate messages a Facebook wall (your own or someone else`s);
- Posting fights, incidents on YouTube or any other social media website.

These lists are not exhaustive.

**Bullying and violence must not be tolerated and require intervention should they occur.**

**Bullying is not fighting. Bullying is aggression (imbalance of power) and not necessarily a physical fight. A jostle, a fight, an insult or another threat restricted to two individuals on equal power footing is not considered bullying.**



# Strategies to Deal with Bullying and Violence

21A

LRHS' goal is to provide a safe environment that promotes respect. Respect and self-respect are deeply connected in that it is difficult if not impossible to both respect others if we do not respect ourselves and to respect ourselves when we do not respect others. Our positive behaviour plan is to teach students the three R's of LRHS: *Respect for Self and Learning, Respect for Others* and *Respect for the Physical Environment*.

## The Members of the Anti-Bullying & Anti-Violence team (ABAV team) are:

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| • <b>Ms. Shousha, Principal</b>       | <b>cshousha@swlauriersb.qc.ca</b>  |
| • <b>Mr. Cavanagh, Vice-Principal</b> | <b>icavanagh@swlauriersb.qc.ca</b> |
| • <b>Ms. Black, Teacher</b>           | <b>eblack@swlauriersb.qc.ca</b>    |

## Responsibilities of staff:

- To model appropriate behaviour, respecting individual differences and diversity;
- To reinforce the message that bullying and violence are not accepted nor tolerated;
- To treat in a serious manner all reports or observed incidents of bullying or violence;
- To report incidents of bullying or violence to the administration in writing.
- To ensure that students are supervised at all times.

## Responsibilities of students:

- To model appropriate behaviour, respecting individual differences and diversity;
- To reinforce the message that bullying and violence are not accepted nor tolerated;
- To help someone who is being bullied or hurt;
- To refrain from bullying or hurting others;
- To inform any adult if they are being bullied or hurt or if they see someone else being bullied or hurt - both at school and on the way to and from school.

## Responsibilities of parents:

- To model appropriate behaviour, respecting individual differences and diversity;
- To reinforce the message that bullying and violence are not accepted nor tolerated;
- To instruct their children to tell the appropriate adult if they are bullied or hurt;
- To inform a member of the ABAV team if their child is being bullied or they suspect that this is happening.

## Students who bully or hurt others may face one or more of the following consequences:

- Meetings with administration with or without parents;
- Reflections;
- Restitution;
- Involvement in a mediation process;
- Involvement in social skill programs;
- Referral to the behaviour technician;
- Parents may be contacted by the school;
- Privileges may be withdrawn (e.g. exclusion from special activities, loss of lunch hour);
- Sanctions outlined in the School's Discipline Policy such as detention and suspension.
- Ultimately, a student could be expelled by the SWLSB Councillor of Commissioners complying with Article 96.27 of the L.I.P.

## Pro-Active Plan:

- In-class activities developed in ERC;
- Professional development offers for staff;
- Student Leadership Committee;
- Networking with community services in the Laurentians;
- Working in partnership with the school's SQ Officer;
- Mental Health workshops given yearly to students;
- Student-led anti-bullying assemblies to sensitize school population to the issue;
- Cycle Assemblies to education students on bullying and internet awareness;
- Distribute a document explaining the difference between bullying and normal conflict;
- Parent Workshops ;
- Tell Them From Me Survey.

## How to Report Bullying:

- Student reports to any adult;
- Student completes an *Incident Report form* (attached) and hands it in at the office;
- Student's parents contact the principal;
- Student or parent submits an incident report through the "Stop a Bully" website at [www.stopabully.ca](http://www.stopabully.ca)

OUR SCHOOL IS A MEMBER OF  
**STOP A BULLY**  
 ✦ SAFE & ANONYMOUS





# Incident Report Form

22A

CONFIDENTIAL



Date of incident: \_\_\_\_\_

Location of incident: \_\_\_\_\_

DESCRIPTION OF THE INCIDENT (please indicate the names of all the **persons involved**)

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Has this type of incident already occurred?  YES  NO  I don't know

If YES, indicate the number of times: (\_\_\_\_\_) and for how long? (\_\_\_\_\_)

Did you do something to try and stop the situation?  YES  NO

If YES, what did you do? \_\_\_\_\_

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Your name: (\_\_\_\_\_)  Witness  Victim  Parent

*You can choose to remain anonymous, but we promise to treat your report with the utmost confidentiality.*

## Promotion Policy

### Cycle I & Cycle II

Promotion from Cycle I, Sec. II to Cycle II is based on the achievement of 60% in the basic competencies in 2 of the 3 core subjects: English and Math. Promotion in Sec. III, IV and V is based on the achievement of 60% in the 3 core subject areas at each level as well as the compulsory courses listed in the chart below.

### Promotion Policy to Secondary V

To be placed in Secondary V, a student must be registered in a Secondary V English and French program. In addition, the student must be eligible to graduate with the necessary credits as prescribed by the Ministère de l'Éducation, du Loisir et du Sport (MELS).

**Note:** Final placement of all students rests with the principal following consultation with the constituents concerned within the school.

## Graduation Requirements

The Ministère de l'Éducation, du Loisir et du Sport (MELS) sets the rules for the earning of the Diploma in Secondary Studies. It is based on a system of credits.

The Ministère de l'Éducation, du Loisir et du Sport (MELS) will award the Diploma in Secondary Studies to a student who has accumulated 54 credits in Secondary IV and V, at least 20 which must be at the Secondary V level. The following credits are compulsory:

COURSE	LEVEL	CREDITS
English	V	6
French (2nd Lang)	V	4
History & Citizenship Education	IV	4
Mathematics	IV	4
Science & Technology or Applied Science & Technology	IV	4 6
Arts Education	IV	2
Physical Education & Health or Ethics & Religious Culture	V	2

*Note: Students who plan to continue their studies must meet the admission requirements for CEGEP. Students must have obtained their Diploma in Secondary Studies. Please note that some CEGEP programs require Math 504 or enriched Math and/or Science.*

*For students in Secondary I-IV graduating in or after June 2013*

## Individual Schedules and Course Changes

Students are advised that there exists little flexibility within the school's scheduling of courses and classes. Students do not have the option to select their teachers or the particular timetable for their classes. Any special circumstances requiring consideration need to be addressed directly with the school principal or vice-principal prior to the commencement of classes in August. Any changes will be made only up to September 30th.

## Evaluation of Students

Students are evaluated in all classes/subject areas. Marks are derived from a combination of class work/participation, home assignments, tests and formal examinations. There is one formal exam period during the school year in June for all students. Some students who have achieved superior grades may be exempt from certain exams. Not all courses have final exams. Some students may write supplemental exams in January for courses they failed previously.

### Policy on Missed Exams

If a student misses an exam due to illness, the school will, upon receipt of a medical certificate from a physician, either arrange for the student to write at another time or to receive an estimated mark (based upon the term(s) mark).

A similar arrangement may be made in the event of **emergency situations**, e.g. reason deemed valid by the administration. However, if a student misses an exam for any other reason, he/she may not be given an opportunity to write it and the report will indicate 'failure' for that exam.

MELS Examinations: The principal will apply the rules and regulations as outlined in the Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector. Note that the rules are very strict and that students must make every effort to be present during examinations. Students who are absent from MELS examinations will need to write exams in August at the Summer School session.

## Homework

Homework consists of activities assigned to students by their teachers which are to be carried out during non-school hours. It is an essential component in a student's overall success. Homework provides students with opportunities to apply recent learning or to reinforce newly acquired skills; e.g. doing problems in Science or Math. It also allows students to apply knowledge, focusing on production rather than reproduction; e.g. project work, paragraphs, essays, and creative work.

## Resource Room

The Resource Room, which was created in 2012, is a place where students can go during lunch for extra help in all subjects. It is open everyday from 11:30-12:30 pm and is located at the entrance to the English Department (Room 248).

Students may also choose to play board games, work on puzzles, draw, or research information on the computers.

The Resource Room is but one avenue for help. Students are encouraged to see their teachers first if they are experiencing difficulty in class, and there is also an after school homework program available.

Our resource team this year consists of Mrs. Silverson (Literacy), Mr. Hopkins (Math), and Mr. Ethier (Behaviour). We are looking forward to a great year with your child and if you have any questions or concerns, please do not hesitate to contact the school (450)-562-8571 to set up a meeting with your child's teacher or someone from the re-

## Agendas

Students in Secondary I and II will be provided with an agenda to assist and improve organizational skills.

## Tracking Sheets

Students who have difficulty organizationally may be assigned a daily tracking sheet. Classroom behaviour and home-work will be confirmed by each teacher. Parents will examine and sign the sheet each night and it will be returned by the student to the Student Support Centre in the morning. This allows for daily communication between home and school while providing support for the student and greater opportunity for success.

## Counselling Services

### **Student Services Team**

LRHS is fortunate to have a team of professionals offering services on an "as needed" basis. The team includes a public health nurse, a social worker, a psychologist, one guidance counselor and a behavior management technician. Any student and/or his or her family can access services by requesting an appointment directly with team members. When warranted, a student may be referred to the team for interventions.

Team members have different office hours and are not all present at all times. Their hours are posted outside the Student Services Team offices.

### **Guidance Department**

The Guidance Department at LRHS offers students an array of services including educational counselling, vocational/career counselling and personal counselling. Students needing information on course selection, schedule changes, careers, vocational schools, CEGEPs and universities are encouraged to drop by Student Services.

## Miscellaneous

### Compulsory Fees for all Students



\$40.00 for consumables

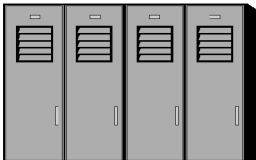
\$60.00 for self-financing activities

\$75.00 for supervision

The above fees exclude consumable materials specific to certain courses and athletic teams.

Failure to meet this obligation may result in the student not participating in activities. Please consult the administration to make financial arrangements if necessary.

### Locks/Lockers



All lockers are the property of the school and, as such, can be accessed by school personnel at any time. Each student will be assigned a large locker for texts, clothes, etc. Gym lockers are available during gym class **only**. **Locks must be removed from gym lockers after each class.** The locker number appears in the upper right hand corner of the student's schedule.

**Each student must use the locker that is assigned to him/her only. Students are not permitted to change lockers without the permission of Mary Cousineau (Coordinator of Supervisors). Students who cause damage to their lockers will be held financially responsible for the necessary repairs.**

The Secondary I and II locker area is restricted to those with a locker assigned in it. All other students may pass through but may not loiter in this area.

For the student's own protection, it will be necessary for him/her to purchase from the school one lock for each locker. These locks, once purchased, become the property of the student and may be used each year. The school assumes no responsibility for the loss of personal property; therefore, students are cautioned not to trade locks, share lockers or reveal their lock combination to any other student. The cost is \$7.50 per lock.

### Textbooks

Students are issued textbooks free of charge and are expected to return them in good condition. Failure to do so may result in a replacement charge.

## Library Resource Centre

The Library Resource Centre serves as a vehicle for providing access to a wide range of print, non-print and electronic learning resources related to the curriculum. Students are encouraged to acquire the skills needed to access and evaluate information and to carry out effective research and reporting techniques. Students may also choose from a variety of literature genres for both in-school and recreational reading. The Library Resource Centre offers a positive, dynamic working environment.

Library services include Level 1 orientation sessions and library skills workshops. Also, library activities include a book fair, guest speaker and contests. As well, the librarian works closely with the teachers on cross-curricular projects that support the curriculum.

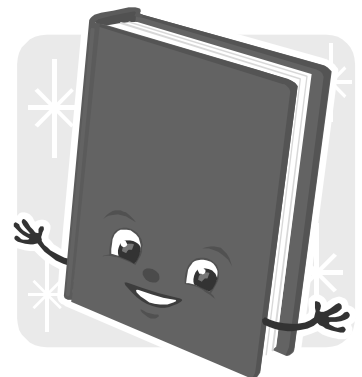
The Library Resource Centre's webpage address is:

<http://www.swlauriersb.qc.ca/schools/lrhs/library>

Students are asked to have a Hall Pass or a note from their teacher if they visit the Library Resource Centre during class time other than with the entire class. Students are welcome to work in the Library Resource Centre before school and during lunch hours. Students are asked to respect others in relation to noise level.

### General Information

- The Library Resource Centre is open Monday — Friday from 8:15 a.m.-3:30 p.m.
- A student may borrow a total of three books at one time. The loan period for books is three weeks. A loan may be renewed if no one else has reserved the book.
- All overdue books must be returned to the library before a student is allowed to take out additional books. Overdue reminders will be issued on a regular basis. A late fee of \$ .25 per day will be charged for overdue books.
- Food and beverages are not permitted in the Resource Centre.





# General Procedures

## Attendance

It is well recognized that in order for students to attain maximum achievement and for effective instruction to take place, attendance **MUST** be on a regular basis. The staff and administration of LRHS are vigilant concerning student attendance.

The law states that students must be in full time attendance at school until the end of the year in which they turn 16 years of age. The law mandates the school to ensure that students do attend. When a student must be absent from school due to illness, pre-arranged appointments which cannot be scheduled outside of school hours, or for some emergency situation, the student is required to bring a note from the parents/guardian acknowledging the absence and indicating the reason for it. This is required by law. Reasons deemed inappropriate or illegitimate must be refused. The parent/guardian must inform the school of the student's absence by 8:30 a.m. Truancy will be reported to the Department of Youth Protection to investigate.

## Late Arrivals/Early Departures

When a student arrives late for school or must leave early, it is his/her responsibility to ensure that the parent/guardian come to the Reception Desk at the school office to sign the student in and/or out. Failure in following these procedures will result in a meeting with the coordinator of supervision. Students will be held accountable for not following proper late arrival/early departure procedures. If the parent/guardian is unable to come into the school office, he/she must contact the office by phone (450-562-8571) or provide a written note explaining the circumstances of late arrival/early departure. The note must include the date and specified times, be signed by the parent/guardian and include a telephone number where the parent/guardian may be contacted to verify the situation. Medical/dental appointment slips signed or stamped by the doctor with the date and time will be accepted in lieu of parental notes. If a note is to be used for early departure, it must be brought to the office **BEFORE** school that day, where it will be verified and /or signed by an administrator.

## Students out of Class during Class Time

It is the student's responsibility to ensure he/she has an admit slip or hall pass when out of class during class time. Detentions can and will be assigned to those without proper authorization.

## Restricted Areas

- Access to subject area corridors during lunch and recess is restricted to students meeting with teachers.
- Students are to use the central staircase and bus entry and exit doors during non-class time.
- Students are not permitted to loiter in front of the school or be present in the Place d'Accueil.
- All wooded areas are out of bounds to all students.

### Students 18 Years of Age and Older

Regular high school students who are 18 years of age or older are subject to the same rules and regulations as any other student at LRHS. This includes the policy regarding signing in/out during the school day along with the expectation of regular attendance.

Students who have reached the age of majority will be asked to sign the following contract to indicate their understanding and acknowledgement of the above regulation.

<b>Student Contract (18 Years and Older)</b>	
Student Name:	_____
<p>I, the undersigned, in my desire to continue my formal education at Laurentian Regional High School, agree to abide by all rules and regulations, policies and procedures that have been established by the school community to ensure the safe, orderly and effective running of the school.</p>	
<p>I recognize, in my status as an adult, that to be considered a student requires my participation in and respect for all rules governing the conduct of students within this school.</p>	
<p>I also recognize that refusal to do so may result in the immediate disqualification of my status as a student.</p>	
Signature of Student	_____

### Leaving Campus

Level I and II students at LRHS are NOT PERMITTED to go outside the fenced bus parking area.

Students in Levels III, IV and V will be permitted to leave school property during lunch time ONLY if written authorization from the parent/guardian has been received by the office. In such cases, a permission to leave campus card will be issued to the student which must be carried by the student at all times when leaving the campus. Students who are not in possession of a pass card will be denied permission to leave the school grounds. Authorization forms are available at the office.

### Medical Exemption from Gym Class

If a student has a serious medical problem which makes it impossible to participate in Physical Education activities, including swimming, the student must bring a medical certificate from the attending physician indicating the period of time for which the student is to be exempted from the class. In this case, the student MUST still report to the gym, classroom or field ( as the case may be) and stay with the class for the entire 75 minute period.

### Physical Education Classes

Students are expected to be prepared with proper attire to participate in physical education classes. Guidelines will be provided through the Physical Education Department.

### Gymnasium

Students are expected to have the proper attire when using the gymnasium, whether during regular school hours, at lunch hour, or during after school activities. Running shoes, shorts/sweatpants or track pants, and a t-shirt must be worn. As well, no food or drink is allowed in the gymnasium at any time (with the exception of water bottles). Students who are unable to follow the rules will be asked to leave the gymnasium.

### **Student Illness/Medical Room**

Should a student become ill while at school he/she must report to class and ask the teacher for a permission slip to report to the office. This slip is to be brought to the Reception Desk where the student will be given the opportunity to call home for someone to come get him/her. If no one is available to come for the student, the student will return to class if at all possible, otherwise, he/she will be placed in the Medical Room.

### **Ambulance Fees**

If a student is sent by ambulance, please note that Laurentian Regional High School will not be responsible for the ambulance charges. **The parent/guardian will be accountable for these charges.**

### **Visitors to the School**

Parents and graduates are welcome to visit the school during the lunch hour. All visitors are asked to report to the Reception Desk upon arrival.

### **Announcements**

Students are advised that all announcements for in-school distribution must be submitted to the Reception Desk before the commencement of classes on the day the announcement is made.

### **Changes in Bus Transportation**

In order to reduce confusion and avoid potential mix-ups, a different a.m. and p.m. bus address will be acceptable (if on a permanent basis). A two day notice is required to change buses for school related activities.

### **Lost and Found**

Any items found should be brought to the reception desk in the office. Also, if a student has lost an item, he/she should inquire at the Reception Desk.

### **Withdrawal from School**

Students who withdraw from LRHS are to go and see Mrs. Louise Kennedy in the main office for assistance with the necessary forms and procedures.

### **Change of Address**

Students are asked to provide Mrs. Louise Kennedy in the main office with any change in address and/or guardianship.

### **Skateboards/Rollerblades/Scooters**

Students are advised that transport of skateboards, rollerblades, and/or scooters on school buses is forbidden. The use of skateboards/rollerblades and /or scooters is strictly prohibited anywhere on school grounds.

## School Dances

The following guidelines apply to all school dances:

- Entrance fee - between \$5.00 - \$10.00
- Guest passes maybe available in advance (at the Reception Desk) for non-LRHS students.
- Graduates of LRHS are welcome to attend senior dances. Adult Education students may not attend.
- For reasons related to supervision and security, the locker area will not be accessible during the dance.
- Students may go outside but must not leave the sidewalk area in front of Place d' Accueil.
- School rules, as set out in the Student Handbook, must be respected at all times.
- Students who are suspended during the school year will not be able to participate in school dances.

## Students Driving Private Vehicles to School

The school encourages all students to use the bus transportation provided for traveling back and forth from school for reasons of general safety and the lack of parking space available. A limited number of parking spaces are available for senior students and they must request permission from the administration. Only students with a valid reason for needing their car at school will be issued a pass. The following will be remembered by all students with vehicles:

- Do not loiter in the parking area or either inside/outside vehicles
- Respect the need to significantly reduce speed on the campus.
- Do not operate the vehicle in the bus parking lot.
- All Highway Code rules will apply - violators will be reported and permission to park on campus will be revoked.

## Littering

Students are expected to do their part to keep the school clean. This involves the participation of an entire school community using the numerous garbage cans placed inside the building. Students must eat food purchased in the cafeteria, from the vending machines, or at the snack bar in the cafeteria areas. All other food and beverages must be eaten in the cafeteria. Failure to respect the physical environment of LRHS will result in **sanctions**.

## Extra-Curricular Activities

LRHS is committed to providing ample opportunity for students to participate in a wide range of extra-curricular activities. Students are encouraged to "get involved" and take advantage of these opportunities. If you wish to try out for an athletic team, see your Physical Education Teacher.

The following is a list of possible extra-curricular activities that are scheduled to be offered to students during the 2013-2014 school year. Keep in mind that more activities may occur based on student interest.

### Athletics:

Rugby

Soccer

Swimming

Basketball

Volleyball

Hockey



### Other:

Grad Committee

Weight Training

Chess Club

Cheerleading

Wheels Club

Drama Club

Equestrian Club

**It is the responsibility of the student who will miss class time in order to participate in an extra-curricular activity to find out what work will be missed and to complete all work and assignments which have been given. Students who are irresponsible about their school work may be denied permission by the teacher concerned to be absent from that teacher's class in order to participate in an extra-curricular activity.**

Students participating in extra-curricular activities are to conduct themselves in the same manner expected of students during school hours and in classes. They are subject to the same rules and regulations as at any other time in school.



## Student Recognition

LRHS believes that it is of value to give recognition to student effort and achievement. This is done throughout the school year in Secondary I as well as at the end of the year during the Graduation Exercises. For this reason, a number of awards are made available each year.

### Academic Awards

#### Honour Roll:

Each term, some hard-working and/or gifted students earn an overall average of 85% or more on all their courses. These students are recognized by being named in the Principal's Honour Book.

#### Scholarships:

Eleven scholarships valued at \$500 each will be awarded to the students with the highest final marks in the following designated subjects.

English, French, Mathematics and Social Studies at Secondary III, IV and the three terms of Secondary V = 12 subject or discipline units plus

Two (2) Sciences at Secondary III, IV or V = 2 subjects or discipline units plus

Two electives (options) at the Secondary III, IV and V levels = 2 subjects or discipline units, plus

Two credits in Ethics and Religious Culture at the Secondary IV or V level or Physical Education at the Secondary IV or V level = 2 subjects or discipline units.

Total discipline units to be used for scholarship = 18 (i.e. maximum 1800 marks) Note: When an enriched program is followed in any of the names disciplines, the marks shall be adjusted by multiplying by 1.10.

**Additional Scholarships** may be available for which students may qualify under other norms.

#### Prizes:

Achievement in individual subject areas is acknowledged by several **Subject Prizes** valued at \$100 each (Art, Dance, Drama, English, French, Mathematics, Music, ERC, Outdoor Education and Community Development, Technical).

**The Lieutenant Governor's Youth Medal** underscores not only the recipient's academic achievement, but especially his or her personal and social commitment and community involvement.

**The Governor General's Academic Medal** is awarded to the graduating student who receives the highest academic average based on the final two years of the secondary program. It is awarded following completion of provincial exams.

**The Citizenship Award's** is given to the student who is involved in the school community as well as their own community, contributing to the betterment of society.

#### Citations:

At the Annual Graduation Exercises, several citations valued at \$250 each are available to students who have demonstrated outstanding leadership, and have made a significant contribution to school life. In addition to the citations with a financial value, several trophies and book prizes are awarded.

## Sports Awards

### The Male and Female Athlete of the Year:



Each year since 1976, the school has awarded the Campbell Trophy for outstanding male and female athletes of the year.

Criteria:

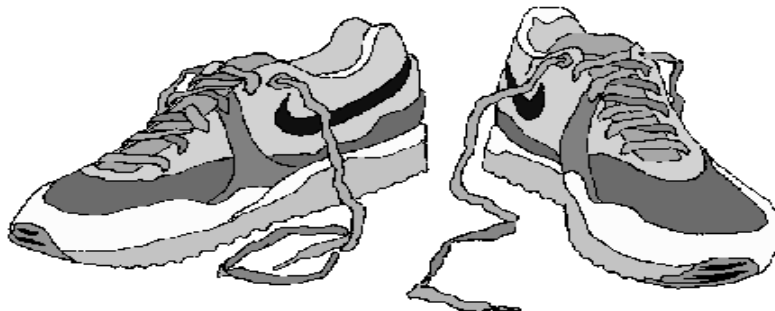
- Involvement of student in team and individual sport activities
- Athletic ability ( performance)
  - Achievement in Inter-Scholastic and Intra-Mural sports
  - Leadership
  - Sportsmanship
  - Dedication
  - Involvement in other Athletic/Phys. Ed activities

Eligibility: All students of Levels IV or V who have participated extensively in the athletic program at the school.

Selection Process: Each senior team will be invited to nominate candidates who, in their view, meet the criteria. In addition, members of the staff who coached teams will submit nominations. The final selection will be made by the Council of Coaches which consists of people who coached one or more teams during the year.

### Stafechuck-Young Memorial Trophy:

This trophy is presented in memory of Matthew Stafechuck and Chris Young reflecting their dedication to athletics.



## Bus Transportation



Laurentian Regional High School will follow the guidelines described in the Sir Wilfrid Laurier School Board Transportation Policy.

Please note that only those students participating in after school activities are permitted to take late night buses that are available Tuesdays and Thursdays. (Departure Time: 5:15 PM) This will be very closely monitored.

The SWLSB Transportation Department may be contacted at 1-866-621-5600.

In case of emergency only before 8:00 a.m. and after 4:30 p.m. immediate assistance is available by calling the school bus contractor.

CONTRACTOR	ROUTE NUMBERS	TELEPHONE NO.
Autobus Outaouais (Ropin)	163	819-770-1070
Autobus G.D. Paquette	38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 79, 80, 83, 84, 85, 86, 89, 91, 94, 96, 98, 99, 938	450-437-4777
Autobus J. Renaud	67, 68, 71, 72, 73, 74, 75, 76, 76-1, 76-2, 77, 78, 78-1 901 to 905, 907-927, 931, 934, 937, 995	450-258-2789
Autobus J.J. Campeau Inc. Autobus Lloyd Inc.	101, 103, 104, 105, 201, 202, 203, 300, 303, 305, 311, 401, 402, 403, 405, 407, 408, 409, 410, 501, 504, 601, 602, 603, 641, 642, 643, 644, 645, 701, 702, 703, 704, 731, 801, 802, 803, 804, 805, 806, 811, 821, 822, 932, 933, 935, 936	1-800-468-2838
Autobus J.P. Brunet Inc.	304, 307, 705, 732, 733, 734, 735	450-438-8363
Autobus La Diligence	102, 406, 502, 505, 507, 651	450-229-3114
Autobus La Montréalaise Inc.	23, 34, 35, 88	450-664-0449
Autobus Terremont Ltée	27, 37, 57, 58, 59, 60	450-477-1500 ext. 22
Autobus Transcobec (1987) Inc.	301, 302	450-432-9748
Gil-Ber Inc.	62, 63, 64, 65	450-439-3018
Sabem	66, 77, 92, 97	450-585-1210, ext 1222
S & L Transport Ltée	2, 3, 8, 10, 11, 13, 15, 16, 19, 20, 21, 24, 25, 26, 28, 29, 30, 32, 33, 36, 69, 87, 90, 93	450-622-7985
Société de transport de Laval	1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 10C, 11C, 12C, 13C, 14C, 15C, 16C, 91C, 92C, 93C, 94C, 95C, 96C, 97C, 98C, 99C, 194C, 195C, 198C and regular public transit	450-688-6520
Transport Shirol	928, 938, 939, 940, 941, 942, 943	450-497-4777



## Important Transportation Information

### Inclement Weather Procedures

The Sir Wilfrid Laurier School Board (SWLSB) covers a large territory; Laval, Laurentides and Lanaudière. The weather conditions are very different from one region to another making school closures a complex task with many factors to take into consideration. The School Board consults with transportation companies, other school boards and Transport Québec in order to come to a recommendation to the Director General.

SWLSB students are transported by different bus companies across our large territory. Please note that we rarely do board wide closures. Often only sectorial board closures are recommended.

The best way to get the most accurate and reliable information is to consult the homepage of our website at [www.swlauriersb.qc.ca](http://www.swlauriersb.qc.ca), our Facebook page [www.facebook.com/swlsb](http://www.facebook.com/swlsb) or to call the Administrative Centre line at 450 621-5600 or 1 866-621-5600. Although we inform the various radio and television networks, please note that we have no control over the message that is announced.

Have a safe school year!

### Bus Safety Rules

1. Always be at the bus stop 10 minutes ahead of scheduled time.
2. Do not play on the street while waiting for the bus.
3. Wait for the bus to come to a complete stop, then board the school bus in single file in an orderly fashion using the handrail.
4. Find a seat quickly without pushing other students and keep the aisle clear.
5. Remain seated, talk quietly and do not eat, drink or leave trash on the bus.
6. When riding the school bus, remember that your driver is in charge. Always listen to your driver's instructions.
7. Never put your head or arms out the window.
8. Know where the emergency exits are. Do not tamper with the emergency exits.
9. Never throw anything in the bus or out the window.
10. When getting off, wait until the bus comes to a complete stop before leaving your seat. Descend in single file.
11. Walk a safe distance away from the bus so the driver can see you and know that you are out of danger.
12. Should you cross in front of the bus, keep the same safe distance, wait and watch for the driver's signal to cross. Do not run...proceed with caution.

### Sir Wilfrid Laurier School Board Regulations on School Busses

The discipline policy of the Sir Wilfrid Laurier School Board applies to all individuals riding its buses.

- While it is permissible to carry thermos bottles on school buses, other glass containers are strictly forbidden.
- Skis, ski poles, snowshoes, hockey sticks or articles for woodwork projects are not permitted on school buses.
- Skates and other such articles are allowed on school buses provided they are appropriately covered (i.e. carrying case) and stowed beneath or between the seats.
- Animals are not permitted on school buses.
- Throwing objects on or from buses is forbidden.

- Holding objects outside bus windows is forbidden.
- Students must remain seated at all times facing forward while a school bus is in motion.
- All garbage or litter must be deposited in the appropriate receptacle provided on each bus.
- For safety reasons, all noise or other similar disturbances must be kept to a minimum.
- Buses are not to wait for students who are not at their regular pick up spots at the appointed time.
- For reasons of safety or discipline, students must abide by a bus driver's decision when assigned to a specific seat.
- The costs incurred through willful damage to a bus will be assessed to the offender(s) concerned.
- All students must carry identification cards. Secondary students are required to surrender identification cards when so requested by a bus driver.
- Students wishing to change buses must be able to provide the driver with written verification from a parent or guardian along with signed approval from a school administrator.
- Students are permitted to eat lunches, fruit, etc. on school buses as long as they have the permission of the driver and agree to respect the rules concerning safety and cleanliness.

In order to reduce confusion and avoid potential mix-ups, a different a.m. and p.m. bus address will be accepted (if on permanent basis).

### **Student Discipline Report**

Most discipline problems can be handled by the bus driver by explaining to the student what is required and why. If the problem persists, or if it is of a serious nature, the driver will refer the matter to the school administrator by completing a "Bus Discipline Report". Please note that bus transportation may be revoked when any student places the safety, security and dignity of themselves or any other person on the bus at risk. Any decision regarding the withdrawal of transportation will be made in consultation with the bus company, the school board and the LRHS administration.



## Permission to Publish on the Internet

In August, parents receive the following letter that provides an opportunity to grant permission, valid for the current school year, to publish student work, pictures, etc. on the Internet.

August 2013

Dear Parent/Tutor:

As part of your son/daughter's educational program he/she will have the opportunity to publish documents and projects on the Web. Such projects may include: personal home pages, stories and poems, research projects and photographs.

Though similar to the "school pages" of the local press, Web pages are more widely accessible to the public. People, classes and other students around the world with Internet access will be able to view and possibly respond to your child's work by electronic mail. We think this is an exciting opportunity for our students.

Such work will only be published with your written permission. It is a school board procedure that student name(s) and/or identifying information never be published. To give your permission, please sign and return this form to school.

Thank you for your cooperation.

Christina Shousha,  
Principal

On behalf of my child, \_\_\_\_\_ **I grant** permission to publish documents on the World Wide Web for the 2013/2014 school year. I give permission for the publication of my child's writings, poems, multimedia projects, and class and/or group photo.

**I do not grant** permission for the publication of my child, \_\_\_\_\_'s writings, poems, multimedia projects, and class and/or group photo.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**What to do if:**◆ **you can't remember your locker combination?**

See Mary Cousineau, student supervisor.

◆ **your lock doesn't work?**

See a student supervisor.

◆ **you are having difficulty organizing yourself?**

See your homeroom teacher.

◆ **you are not feeling well?**

During class, tell your teacher. Between classes, tell a student supervisor or come to the office.

◆ **you need to call home in an emergency?**

See Kathy Low, the school receptionist, in the main office.

◆ **you have a personal problem with a student or at home?**

See the Behaviour Technician in the Student Services office.

◆ **you are going to be away from school for an extended period of time?**

Ask your parents to write a note, in advance, to the office.

◆ **you have lost something?**

Check the lost and found box near the receptionist's desk in the main office and/or ask Ms. Low if she could make an announcement during the next break in the school day.

◆ **you need an early dismissal?**

Bring a note from your parents to the receptionist before first period or have your parents call the school.

◆ **you need to change your bus for the return home one day?**

See the receptionist with a note before first period or have your parents call before recess.

◆ **You have lost your agenda or class schedule?**

See the receptionist in the main office. A fee of \$0.25 will be charged for any schedules printed.

# Eight Habits of Successful Students

## 1. Be responsible and know yourself.

When the word "responsibility" is broken down, the key words are "respond" and "ability". A successful person has the ability to respond to challenges.

## 2. Reflect Success

Put life, family, and values in a good perspective.

## 3. Aim Toward Your Goal

Have a clear picture of the kind of person you would like to become and the types of goals you want to achieve. Find a role model.

## 4. Prioritize and Maximize

Make the best use of your time and energy. Don't dwell on things that take away from your goal. Don't get caught up with negative people or ideas.

## 5. Be a Winner

Build relationships in which you and the other person both succeed. These "win - win" partnerships should be with those you can rely on for support, tutoring or advice.

## 6. Communicate

Communication is the essential key to understanding. Do not be afraid to ask questions and listen carefully to the answers.

## 7. Connect to a Good Power Source

Having access to strong positive partners will increase your ability to succeed. (friends, teachers, mentors, family members...)

## 8. Stop, Look, and Listen


Your world will continue to change and evolve, so be prepared to review, reevaluate, and renew your goals. Look at these changes not as disappointments, but as opportunities to improve a realistic plan for your long-term success.

## ACADEMIC ACHIEVEMENT

If you remember the following and apply them, you will have success as well as satisfaction in your studies.

- Be an INDEPENDENT LEARNER. LEARN FOR YOURSELF, NOBODY ELSE! What you get from your education is up to you.
- Realize when you are having problems and seek help. Continue until you are satisfied that the problem no longer exists. Never ignore a problem in understanding or comprehension; it won't disappear by itself.
- Be willing to help fellow students, but NEVER do their work for them! Don't expect others to do your work for you.
- When you've been absent, find out what you have missed, especially dates for assignments, tests...etc. This is one of your biggest responsibilities.
- We all have different interests; therefore, not all your studies will be interesting to you. When this happens, you must concentrate harder. We all have a tendency not to want to learn things we don't find interesting. We must be aware of this and engage ourselves at all times.
- Be flexible in your thinking and be willing to learn new things. Many new concepts are taught to test and develop different learning abilities. Some of these are your ability to memorize, analyze, reflect, or accept new ways of perceiving reality.
- Be patient and kind to yourself. In some courses you may not understand an idea immediately. Don't panic. Take the time to go over it. Think about it first. Then speak with your teacher, an informed person, another student or another resource person who you feel can help you understand.
- Review frequently! Read your notes. Read your texts. Go over assignments and problems. This refreshes your memory and helps you retain more! Don't wait for the teacher to tell you! Do this consistently on your own.
- Be persistent and consistent.
- Remember that teachers are simply your guides through new information and knowledge. It is the teacher's responsibility to help you as much as he or she can. Ultimately, it is your responsibility to learn. Work at becoming a mature, responsible and motivated learner. It will pay off BIG TIME. You must feel free to seek help from your teachers. Be independent - do not expect your parents to request help or extensions for you - do it yourself.



CLASS	STUDYING	TAKING TESTS/EXAMS
<p>Go to class prepared. Before you go to class, bring all necessary items with you. (Books, pencils, homework).</p> <p>When you take notes in your notebook or on loose leaf, always begin a new page for a new class. Write down the title of the class, and the date of the lecture. This will help you keep track of your notes for each course, especially if you miss a day. It will also make reviewing easier.</p>  <p>Keep all your notes and handouts together in a binder that is clearly marked.</p> <p>Be brief in your note taking. Summarize your notes in your own words. Remember that the goal is to understand what the instructor is saying and not to record everything that is being said.</p> <p>When a teacher writes something on the board, copy it down. If he/she is taking the time to write it down, then it is important.</p> <p>At the end of each class, ask questions about points you did not understand.</p> <p>Do not doodle or play with your pen. These activities break your concentration.</p> <p>At the end of the day, go back over your notes. If you still don't understand, make an appointment to see your teacher.</p>	<p>The environment in which you study can have a big effect on how efficient your study time is. Check your place of study for the following conditions:</p> <p style="padding-left: 40px;">Noise - Interruptions - Lighting - Temperature - Neatness - Comfort - Equipment</p> <p>Minimize distracting noise. Some people need some sound and some like silence. Find what works for you.</p> <p>Have plenty of room to work; don't be cramped. Your study time will go better if you take a few minutes at the start to straighten things up.</p> <p>A desk and straight-backed chair are usually best. Don't get too comfortable; a bed is a place to sleep, not study.</p> <p>Have everything (book, pencils, paper, juice, dictionary, computer, calculator, tape recorder, etc.) close at hand. Don't spend your time jumping up and down to get things.</p> <p>Test yourself on what you have studied. Ask your parents or family members to quiz you on what you have learned.</p>	<p>Go to bed early the night before the test.</p> <p>Eat a good breakfast the morning of the test.</p> <p>Arrive early and make sure that you have brought all the necessary supplies and materials.</p> <p>Do NOT panic.</p> <p>Write your name on each page of the test/exam.</p> <p>Make sure you understand the directions for a test before you begin. If you are unsure, ask your teacher to explain.</p> <p>Read the whole test before beginning to answer any questions.</p> <p>Plan on how you will use your time during the test. Pace yourself so you'll have enough time to answer all questions and review your work.</p> <p>Start with the easy questions to build your confidence and gain time for the harder ones.</p> <p>Turn the pages over to make sure you are not missing a question.</p> <p>Use the time at the end of the test to edit, check and proof-read your answers.</p> <p>Never leave a question blank.</p>
	<p><b>WHEN YOU GET A TEST BACK</b></p> <p>Review the test and write down the correct answers to any question you may have gotten wrong.</p> <p>Identify the reason you missed a question. Did you fail to read it correctly? Did you fail to prepare for it? Was the test at a more difficult level than you prepared for? Did you run out of time?</p> <p>If you do not understand something, even after your teacher has gone over the test, please make an appointment to see him/her.</p>	

## Managing Stress

**BREATHE.** Take several deep breaths to calm the body and bring oxygen to the brain.

Eat well-balanced meals. Have fruit instead of candy.

Talk to a friend, advisor or family member.

Do something fun. Remember the goal is to become a well-balanced student.

**SLEEP.**

Drink plenty of fluids, especially water.

## Time Management Tips

Record all daily, weekly and monthly assignments in your agenda.

Make a to do list and rank activities in order of importance.

Remember to do the top priority activities first.

Set goals that are **realistic** and **manageable**.

Do tasks when you can, so they don't pile up.

Check off all tasks that you complete.

## How to Work in a Group

When, working in a group you have to keep an open mind. Your partners won't necessarily be your friends. This is a real world situation where you have to get along and be productive with someone you may not even like. Its a challenge that requires patience and understanding.

If you have the choice, choose your partners wisely. Make sure they are hard working and that you get along with them.

Make a list of all the tasks that need to be done.

When dividing tasks, two things need to be kept in mind: (1) individual preferences and (2) the amount of time required completing the tasks. Although partners may not end up with the same number of tasks, each group member should end up with a similar workload.

Once an agreement has been reached concerning task divisions, stick to what has been decided.

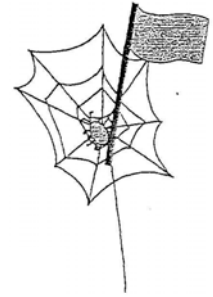
You may want to appoint a mediator within the group to help out if misunderstandings *arise*. What the mediator decides, though, should be respected. If troubles continue, you should see your teacher *as* soon as possible.

Do your share of the work. Don't lag behind because in doing so you are making the whole group behind.

Be considerate of other group members. Do the best job you can and when you have a hard time let your group know. Keep in mind that the key to successful group work is **communication**.



# Evaluating a Website



## Accuracy

Is the information reliable and error free?

Is the person qualified to write this document?

Anyone can publish anything on the web.

## Authority

Is there an author?

What are his/her qualifications?

Is there a sponsor?

Anyone can publish anything on the web.

Check the domain of the document. Some examples of domains are:

.com	commercial establishment
.edu	educational institution
.org	nonprofit organizations
.gov	government agencies
.mil	the military
.net	network services
.ca	Canadian site
.uk	United Kingdom site

Major corporations tend to use their names in the address.

Smaller businesses and individuals often use an Internet service provider (ISP) as a home for their web site. Addresses from an ISP often contain a ~ in the URL.

Author: The writer of a literary work (as a book).

Webmaster: The goal of a Webmaster is to design, implement, and maintain an effective World Wide Website. Know the difference!

## Objectivity

Does the information show a minimum of bias?

Is it objective in presenting the information?

Is the page designed to sway opinion?

Is there any advertising on the page?

Often the goals of the author and/or sponsor are not clearly stated.

View any web page as you would an infomercial on television. Ask yourself why this page *was* written and for whom?

## Currency

Is the page dated? (When was the last update?)

How current are the links? Is the information on the page outdated?

## Coverage

What topics are covered? How in-depth is the material? Sometimes web information is just-for-fun or outright silliness.



# For Parents

## Adolescents — Why They Act the Way They Do

Why do they act the way they do? Your sons and daughters need to assert their independence during this stage of development. This is the time of their lives when they need to separate from you and acquire their own personalities. Their reaction to your interest in their lives and studies is likely to be less welcome than when they were in elementary school.

However, this doesn't mean that they don't want you to be interested or that you should not be interested. Adolescence is just a time when the need to be independent and the need to be nurtured are often in conflict. So, throughout the next few years do this balancing act the best you can and know that you are not alone. Sources of difficulty in this period can often be school, homework, friends, and the desire for greater freedom.



## Does my child care what I think?

Your child probably cares a great deal about what you think. You play an important role in shaping your teenager's behaviour. Teens who say their parents warned them about drug use and set clear rules are less likely to use drugs. Parents' and teenagers' morals, future aspirations, and self-control are typically quite similar. Talking encourages family togetherness and increases the likelihood teens will share parents' values.

## What kinds of things do teenagers want to talk about?

Generally, teenagers are interested in the following conversations:

<b>Family issues</b>	Teens want to participate in decisions and be told about family problems.
<b>Controversial issues</b>	Teens have questions about sex and drug <i>use</i> .
<b>Emotional concerns</b>	Teens want to know how you really feel about things.
<b>The big whys</b>	Teens begin to have philosophical questions about issues like war and religion.
<b>The future</b>	Teens are curious and concerned about what they can expect from the future.
<b>Current events</b>	Teens have questions about what is going on in the world and in their community.
<b>Personal interests</b>	Teens really want you to show interest in their activities, music, sports, and friends.
<b>Parents' lives</b>	Teens are curious about what things were like when you were their age, including emotions you had and mistakes you made.

## How can I talk with my teen?

All he/she wants to do is go out with his/her friends and spend time alone in his/her room. How can I talk with my teen?

- Don't lecture, talk for hours, or ambush your teen.
- If your teen tells you a secret, keep it.
- Listen carefully to his/her concerns and feelings, and respect his/her views. Teens are often afraid of being lectured, punished, or not understood.
- Stress that your teenager can and should make choices about his/her behaviors, and *is* responsible for these decisions.
- Offer praise. Make a date to spend one-on-one time with your teen. Find something you both like to do.
- Tell your teen you love him/her. With all the changes he/she's going through, he/she needs to hear it now more than ever.

## **Are you *really* listening to your teen?**

Your messages to your teen may not be as clear as you think. To make sure you and your child are having the same conversation, communication should be interactive. Ask your teen what he/she wants to talk about. Teenagers often feel their parents aren't listening and dominate conversations. Many parents believe they are talking to their kids about drugs; unfortunately, the majority of kids don't remember these conversations. Parents need to be ready to talk when teens are, and not just when it is convenient for them.

## **Choose your battles**

Research shows only about 1 in 15 families have serious conflict that is harmful to the parent-teenager relationship. Typically, parents and teenagers argue over chores, curfew, and school — issues that *are* really not that important. Parents need to choose their battles and decide what is worth fighting about. What would really happen if your child didn't make his/her bed one morning? Wouldn't your energy be better directed towards issues like sex, drugs, or alcohol?

### **I know all parents and teens fight. How can we resolve these conflicts?**

Your goal as a parent should be to solve conflict in a positive way. Teens are more agreeable when they think you are considering their needs and when they are part of the resolution process. Here are some tips for good problem solving:

Establish ground rules so it's a fair fight.

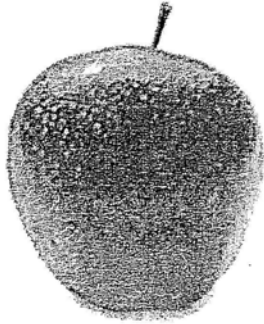
- Agree to treat each other with respect and listen to each other's point of view.
- Reach a mutual understanding. You should both have the opportunity to say what you think. Make sure the other person really gets what you're saying. Be polite and clear. Use I statements, such as "I feel \_\_\_\_\_ when you \_\_\_\_\_".
- Brainstorm together as many possible solutions as you can.
- Pick the options you like best, see where your interests coincide, and negotiate a solution you both think is acceptable.
- Keep in mind that arguments are very common in families with teens. However, most studies show that teens love their parents and value these interactions.

# Discipline

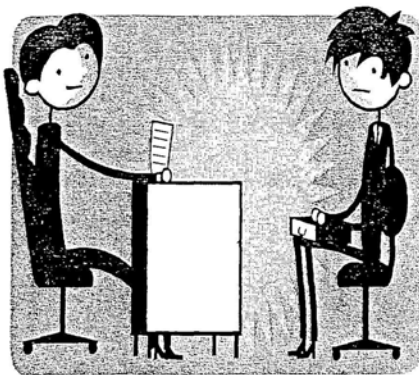
Studies indicate that parents have been able to maintain a positive atmosphere in the home when following 10 basic rules of discipline.

- Have a few key rules, not a lot of general ones.
- Clearly state rules so that if they are broken, there will be no debate as to what you meant. (Write them down if you have to.)
- Eliminate the phrase "One more time" from your vocabulary.
- Replace this phrase with "Take responsibility for your actions".
- Enforce rules consistently and confidently. Follow through with the consequences of a broken rule without fail.
- Discipline silently through your **ACTIONS** — not warnings, threats, or discussions. Do your utmost not to yell.
- Avoid any excessive or unnecessary discipline. Harsh punishment can result in hostility from your child that will be transferred well beyond your home.
- Provide punishment that "fits the crime" and that can be enforced. Do not tell your child that he is grounded for a month when you both know that neither of you will make it that long.
- Make sure your punishment has a distinct beginning and end.
- Always punish in the spirit of allowing learning to occur and never destroy your child's sense of dignity in the process.

# Preparing for the Parent Teacher Interview



1. Don't get angry.
2. Look for the positive.
3. Look behind the actual grade.
4. Set goals for improvement.
5. You and the teachers are partners.
6. Be constructive when returning home.



## Question Checklist

- How is my child doing in your class. What are his or her grades?
- Is my child in any modified programs?
- How does my child's work compare to other students?
- Is my child working up to his or her ability?
- What goals have you set for my child this year?
- Do you believe my child will meet those goals? Why or why not?
- How will my child be evaluated?
- How do you accommodate differences in learning?
- What is available if my child needs extra help?
- Has my child missed any classes or failed to hand in work?
- Does my child participate in class activities?
- What are your concerns about my child's behavioural or academic progress?
- What can I do to help?
- What is the best way to get in touch with you?

# High Self-Esteem

Self-esteem is described as the picture people have of themselves. It is that sense that you are "OK" and adequate deep down inside. High self-esteem can help children make good friends, care about themselves and others, enjoy learning, feel pride in their accomplishments, and handle failure.

## Parents:

Without your love and approval, children simply will not develop high levels of self-esteem. For children to feel good about themselves, you must feel good about them first. Feeling good requires some action on your part. Here are some suggestions:

- Identify and praise your child's strengths and good qualities.
- Prove to your children that they are worthy and deserving of love by loving them unconditionally — when they succeed and when they fail.
- Remind your children that regardless of the outcome, they do matter to you, their teachers, friends and most of all to themselves. It is the effort they make, not the result that demonstrates character.
- Encourage your children to participate in all aspects of life.
- Teach self-reliance by refusing to pamper your children with handouts every time they demand something.
- Children need much reassurance in a big and scary world.
- Do not expect perfection. Remind them that no one is good at everything and they remain highly capable.
- High self-esteem, courage, and perseverance go hand in hand. Remind children that success takes time.



# Homework Tips

Although it may be hard to believe, you can actually help your child enjoy doing homework. When you provide the necessary support and encouragement, most children will rise to the occasion and do their best on their assignments.

## What do children need from parents?

- **Encouragement** — Give your child praise for efforts and for completing assignments.
- **Availability** — Encourage your child to do the work independently, but be available for assistance.
- **Scheduling** — Establish a set time to do homework each day. You may want to use a calendar to keep track of assignments and due dates.
- **Space** — Provide a space for homework, stocked with necessary supplies, such as pencils, pens, paper, dictionaries, a computer, and other reference materials.
- **Discipline** — Help your child focus on homework by removing distractions, such as television, radio, telephone, and interruptions from siblings and friends.
- **Support** — Talk to your child about difficulties with homework. Be willing to talk to your child's teacher to resolve problems in a positive manner.
- **Involvement** — Familiarize yourself with various teachers' expectations regarding homework. Make sure that you and your child understand them. At the beginning of the year, you may want to ask your child's teacher:
  - ~ What kinds of assignments will you give?
  - ~ How often do you give homework?
  - ~ How much time are the students expected to spend on them?
  - ~ What type of involvement do you expect from parents?
- Don't assume that there's no homework if your child brings nothing home. If this happens often, you should be concerned and check with the teachers.



## Homework Tip

Tackle the hardest assignments first. You'll have the most energy and focus when you begin doing your homework. Later, when you're more tired, you can work on the simpler things.



# Important Phone Numbers

## Help Lines

Suicide Prevention Le Faubourg  
1-800-661-0101

Kids Help Line  
1-800-668-6868

Youth Protection  
1-800-361-8665

Narcotics Anonymous  
1-800-879-0333

Drugs Help Referral  
1-800-668-6868

STD & AIDS Information  
1-800-463-5656

Gay Line  
1-888-505-1010

Gambling Help & Referral  
1-800-461-0140

S.O.S. Domestic Violence  
1-800-363-9010

Poison Control Centre  
1-800-463-5060

## Distress Centres

ALPPAMM (Mental Health)  
1-800-663-0659

CALAC's Sexual Assault  
450-565-6231

CAVAC (Victims of Criminal Acts)  
1-800-492-2822

STOP (Violent Men)  
1-800-267-3919

Centre Marie-Eve (Pregnancy)  
1-800-663-0659

Parents Line  
1-800-361-5085

## Hospitals

Argenteuil-Lachute  
450-562-3761

Hotel Dieu-St. Jerome  
450-431-8200

Ste. Agathe  
819-324-4000

## CSSS

CSSS D'Argenteuil (Youth Team)  
450-562-9608 x228

CSSS Pays d'en Haut  
450-229-6601/450-227-3447

CSSS Therese-de-Blainville  
450-430-4553

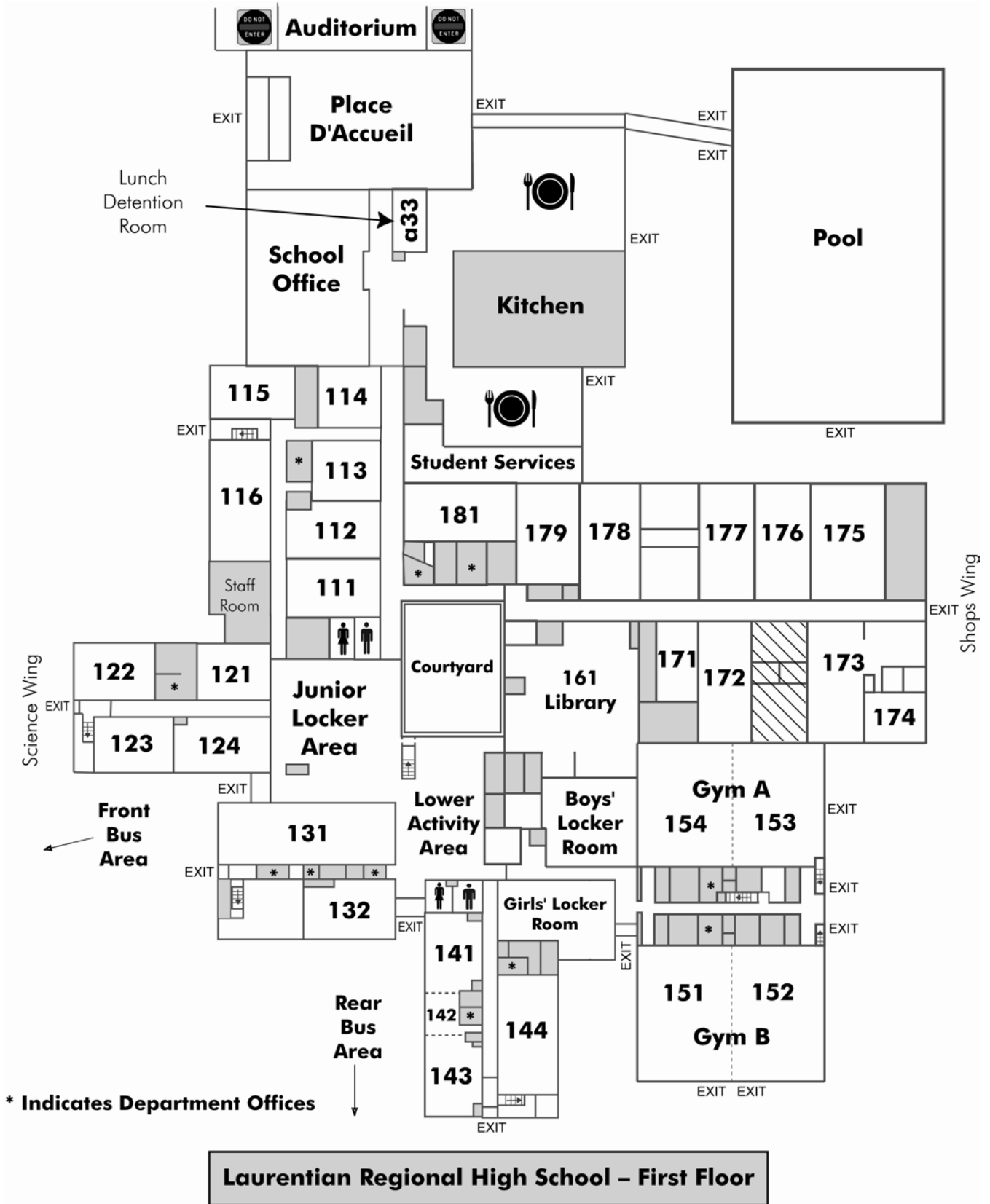
CSSS des Sommets  
819-425-3771

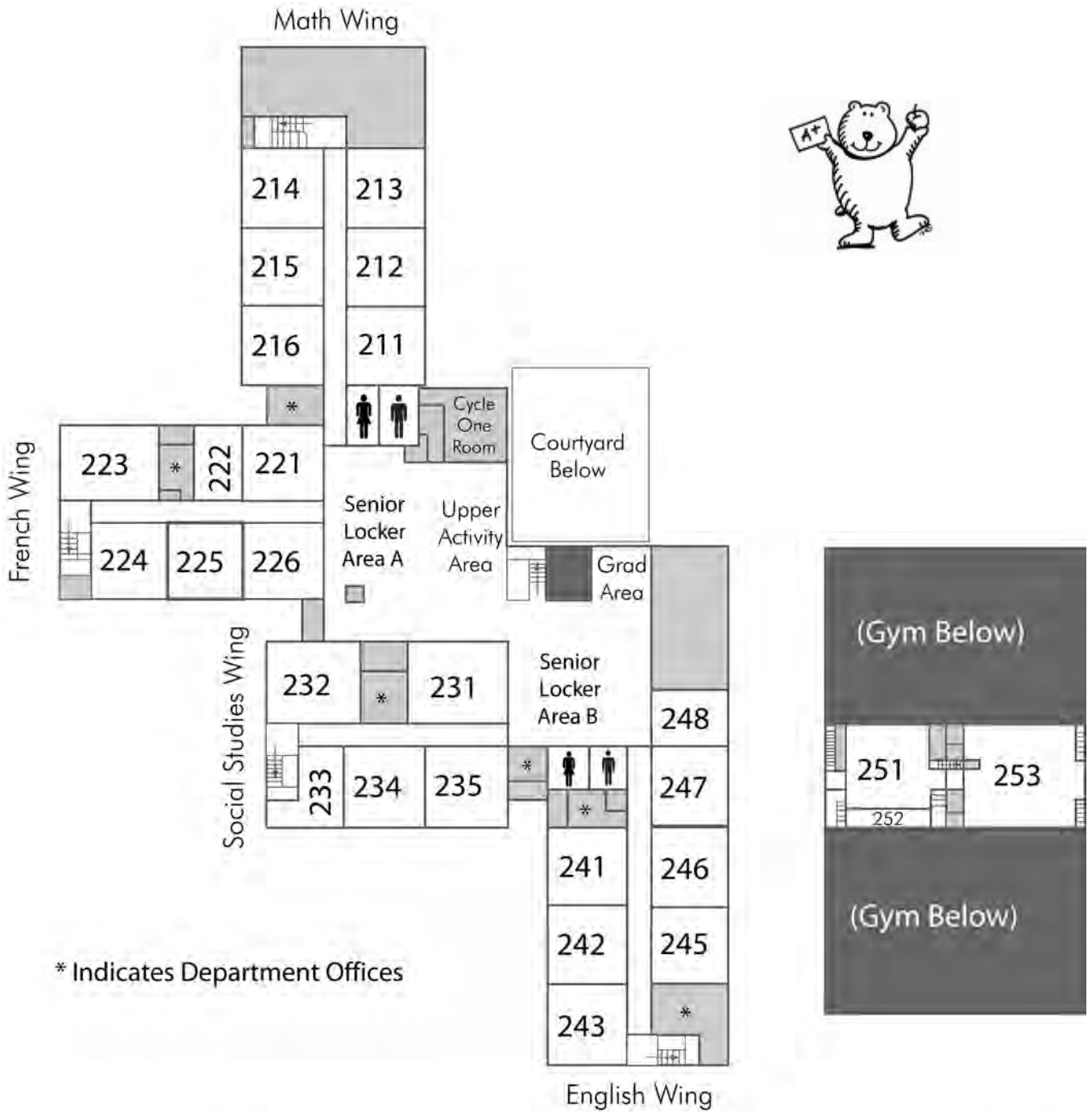
CSSS St-Jérôme  
450-431-2221 x 25404

Clinique Jeunesse  
450-562-0271

## Centre André Bourdeau

(Drug Rehabilitation)  
450-432-1395/1-888-345-4395





Laurentian Regional High School – Second Floor