

CITADEL HIGH SCHOOL

HANDBOOK 2012-2013



1855 Trollope Street
Halifax, Nova Scotia
B3H 0A4

Phone: 902-491-4444

Fax: 902-491-1700

Email: chs@hrsb.ns.ca

Website: <http://www.chs.ednet.ns.ca>

DAILY TIMETABLE

BLOCK SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 10:15	A	B	C	D	A
10:20 11:40	B	A	D	C	B
11:40 12:30	L U N C H				
12:35 1:50	C	D	A	B	C
1:55 3:10	D	C	B	A	D

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1. INTRODUCTION

WELCOME

Welcome to Citadel High School! The administration, staff, School Advisory Council and Students' Council will work hard to ensure that this will be a great year for us all. We have compiled this handbook to acquaint you with our school policies and the many opportunities available to you as a student of Citadel High. Citadel High's Students' Council, staff and community members support a wide variety of co-curricular activities. We encourage you to participate in these activities; however, it is very important to remember that the primary purpose of school life is to provide a strong academic foundation for your future. We hope that your involvement in the total life of Citadel High will bring you much success in your personal and academic endeavors. Good luck and have a great year!

STAFF

Please refer to our school website for our most current listing of staff and staff contact information at www.chs.ednet.ns.ca/stafflist.html

SCHOOL TELEPHONE SYSTEM

All telephone calls to the school must go through our main office number 491-4444. You may then direct your call to a staff member by entering their seven digit extension. Please **do not try to "direct dial" the seven digit extension** as it is not a phone number. When classes are in session your call will go to voicemail. Please note that the school is not equipped to handle telephone messages for students except from parents and/or guardians in emergency situations.

SCHOOL ADVISORY COUNCIL

The School Advisory Council of Citadel High School consists of the principal, parents, students, support staff, community representatives and teaching staff. The Council meets regularly to discuss the development of school policies that promote academic excellence and a positive learning environment. The council activities include preparation of the school improvement plan, advising on policy development and school practices. Non-school staff members form the school discipline committee.

If you wish to obtain more information about our School Advisory Council, please leave your contact information with the Main office or visit the School Advisory Website at www.chs.ednet.ns.ca/sac. All meetings are open to the public and meeting dates are posted on the website.

STUDENT FEES

All students are subject to the following school fees:

- Option 1: \$ 65 ~ Includes student ID /library card, locker and lock rental, Students' Council fees, additional printing credits, special event presentations, student recognition awards and mail-outs. Family Plan (two or more students) \$100
- Option 2: \$ 105 ~ Includes all the items above plus the Citadel High School Yearbook (Family Plan \$100 + \$45 for each Citadel High School Yearbook purchased)

SCHOOL CALENDAR 2012-13

August 28, 2012	Late Registration Day
September 3, 2012	Labour Day (no classes)
September 4, 2012	First Day of School/Organization Day
September 5, 2012	First Day of School for Students
September 28, 2012	School-Based PD Day (no classes)
October 8, 2012	Thanksgiving Day (no classes)
October 26, 2012	Provincial Conference Day (no classes)
November 9, 2012	Bus Cluster 1-PD Day
November 12, 2012	Remembrance Day in lieu (no classes)
November 14, 2012	Early Dismissal for Parent/Teacher
November 23, 2012	Bus Cluster2
November 26, 2012	Bus Cluster3
November 30, 2012	Assessment & Evaluation Day P-9 (no classes)
December 10, 2012	Term 2 Begins P-9
December 11-13, 2012	Report Cards Home P-9
December 20, 2012	Last Day Classes -Christmas Break
January 3, 2013	Schools Reopen
January 28-31	Senior High Exams
January 28, 29	NS Exams (Math & English)
February 1, 2013	Assessment & Evaluation Day 10-12 (no classes)
February 4, 2013	Semester 2 Begins 10-12
February 14, 2013	Bus Cluster 1-PD Day
February 15, 2013	Bus Cluster 2-PD Day
February 18, 2013	Bus Cluster 3-PD Day
February 22, 2013	March Break (no classes)
March 11-15, 2013 (inclusive)	March Break (no classes)
March 22, 2013	Assessment & Evaluation Day P-9 (no classes)
March 29, 2013	Good Friday (no classes)
April 1, 2013	Easter Monday (no classes)
April 2, 2013	Term 3 Begins P-9
April 12, 2013	Report Cards Home P-9
May 1, 2013	Early Dismissal for Parent/Teacher
May 17, 2013	School-Based PD Day (no classes)
May 20, 2013	Victoria Day (no classes)
June 14, 18, 2013	NS Exams (Math & English)
June 18-24 2013	Senior High Exams
June 26, 2013	Assessment & Evaluation Day 10-12 (no classes)
June 27, 2013	Assessment & Evaluation Day P 12 (no classes)
June 28, 2013	Last Day of School

2. STUDENT SERVICES

GUIDANCE SERVICES

The guidance counsellors play a central role in the school in supporting students through their high school years and helping them plan for the future. Our counsellors are available to students and parents to discuss educational, vocational or personal concerns that affect the well-being of students. Current information is maintained on careers and educational institutions and we are happy to assist in your decision-making process. A social worker and psychologist are available on a referral basis through the counsellors on request of parents, staff or students. Please call us if you have questions. For up to date information please visit the virtual guidance office on-line at www.chs.ednet.ns.ca/chsvgo.

YOUTH HEALTH CENTRE

The Wellness Centre is a youth health center that provides **confidential** health and support services for students. Students can drop in or make appointments to see the nurse regarding **any concerns** they may have.

Some of the services offered are:

- Clinical services- health assessments, first aid, pregnancy testing, etc.

- Sexual health information and counselling
- Mental health information - stress, bullying, self-esteem, family issues, etc.
- Healthy lifestyle information - healthy eating, smoking cessation, physical activity, etc.
- Referrals to other resources - family doctors, public health nurses, IWK mental health, community agencies etc.

Students are encouraged to visit the centre outside of their scheduled classes. Students do not need an appointment to come to the Wellness Centre but those with an appointment will be given priority.

The Wellness Centre also provides group programs, events and presentations throughout the year that are open to all students. All students are encouraged to get involved in decision making surrounding the center by joining the Youth Advisory Committee of the Centre. To contact the nurse for an appointment or to get involved please call the Wellness Centre. ALL MESSAGES ARE CONFIDENTIAL!

YMCA SCHOOL SETTLEMENT SERVICES

The YMCA on site Settlement Staff actively supports immigrant youth through a "drop- in" model providing both an easily accessible meeting place as well services that meet the unique needs of students new to Canada.

LIBRARY

The Library is open Monday to Friday; from 8:30 a.m. until 4:00 p.m. The library provides Internet access, a selection of fiction and non fiction books, reference materials for project use, newspapers, and magazines for both academic and leisure reading. Orientation classes are scheduled in the seminar room during the first few weeks of each semester. These orientation sessions include presentations on the use of the online library catalogue "Insignia" and the online "EBSCO" database, which can be accessed through the library's website. The library is staffed by a Teacher-Librarian and a Library Support Specialist.

TEXTBOOKS

Students are asked to handle their textbooks with the greatest care. Students are required to return all textbooks to the library at the end of the semester.

3. ASSESSMENT AND EVALUATION

Plan for Communicating Student Learning

Terminology – The following is an explanation of terms used in this plan.

Assessment is the act of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

Formative Assessments (Assessment *for* Learning) are ongoing assessments that take place during the teaching and learning process *for the purpose of* showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback. Assessments become formative when teachers use the information gathered to adapt their teaching in order to meet the needs of students.

Summative Assessments (Assessment *of* Learning) are assessments that take place at the end of a period of learning *for the purpose of* determining the extent to which learning has occurred. In **assessment *of* learning**, the teacher assesses students' achievement of the outcomes. These assessments are used to make statements about student learning to those outside the classroom.

Evaluation is the act of analyzing, judging and/or making decisions about assessment information for the purpose of providing descriptive feedback (formative) or evaluative feedback (summative).

Descriptive Feedback is specific oral or written information that helps students understand what they are doing well and what they need to do next in order to improve.

Evaluative Feedback is a summary of how well students have performed on a particular task or during a term/semester. It often involves symbols, such as letters, numbers or check grades, as well as phrases such as "excellent", "well done", "try harder next time".

Evaluative feedback lets students know whether or not they need to improve, but it does not provide them with information about how to improve.

Grading is the process of using summative assessment evidence of student achievement of the outcomes to determine the report card grade (number or letter). This is distinct from **grading**, which is the process of assigning a number or letter to a piece of student work throughout the term.

Reporting is the process of communicating student progress toward achievement of the expected learning outcomes.

External Large-Scale Assessments are assessments and evaluations that are designed by a group outside the school in order to collect data for use at the national, provincial, regional, school and classroom levels.

Expected Learning Outcomes are the goal statements prescribed by the Department of Education that indicate what teachers are required to teach and students are expected to know and be able to do for each grade level and program/course.

These goal statements are the general and specific outcomes that make up the written curriculum.

Curriculum Alignment is aligning the written Department of Education provincial curriculum outcomes with all assessments and instructional practices.

School Community consists of students, parents/guardians, teaching and non-teaching staff serving the school, school advisory councils, school groups, community members, partners, board members, board staff, and others with a connection to the school.

Formal Individual Assessments are assessments, such as standardized tests, intended to produce diagnostic information about the student's ability or achievement. Formal assessment instruments have standardized procedures for administration, scoring and interpretation.

Promotion indicates that the student has satisfied the program requirements and met the outcomes for that grade or course. The student will advance to the next higher grade or course.

Placement indicates that the student has not satisfied the program requirements or met the outcomes required for that grade or course, but has been placed into the next grade/course based on the decision made by the school in the best interest of the student.

At Citadel High School, we are committed to classrooms where a variety of learning experiences and opportunities exist so that all learners have the opportunity to reach their potential. We believe that assessment and evaluation of student work is central to communicating student learning, as well as to informing teacher instructional decisions.

The purpose of this document is to inform parents and students of the assessment and evaluation practices used at our school and of the procedures used to communicate student progress results. Students, teachers, and parents/guardians can work together to maximize student learning when they have a shared understanding of expectations and achievements. This plan outlines the means by which we will celebrate and communicate our students' growth as learners and as global citizens.

Assessment, evaluation and communication of student learning comply with the Education Act and the HRSB Assessment Evaluation and Communication of Student Learning policy and are founded on the following two documents:

- **The Principles of Learning:** a set of statements concerning how all students learn
- **The Essential Graduation Learnings:** The Department of Education has identified six areas of learning that cross traditional subject boundaries: aesthetic expression, citizenship, communication, personal development, problem solving and technological competence. Teachers are committed to supporting student achievement of these educational goals. The Department of Education also provides outcomes-based curriculum guides that present the framework for planning each course. Working within these guidelines, teachers use their professional judgement to plan and deliver the curriculum and to assess and evaluate student learning.

General Information

During the first week of each semester, each student will review an electronic written course outline, including course components and values for assessment categories. The teacher will inform students of any changes made to the plan during the semester. These plans will be shared with parents/guardians during curriculum night, which will be held during the first month of each semester.

In no course (International Baccalaureate Program excluded) will tests, quizzes and examinations account, in total, for more than 60% of the final mark. The remaining 40% will consist of a range of other forms of assessments as mentioned in "Assessment Methods". No single assessment event, including an examination, will be valued at more than 30% of the final mark. In a course where a Nova Scotia Exam is written, that exam is valued at 30% of the final mark. The code MD (mark deferred) may be used in exceptional circumstances on reports of students for whom insufficient information is available to fairly evaluate their achievement.

Each semester is divided into two terms. At the end of term 1, the student will receive a mark that reflects progress up to that point. A parent teacher night will follow the first term of each semester. At the end of term 2, the student will receive a final mark in a course. The mark in each of the terms is cumulative and *constitutes 70-80% of a student's mark* for the course. This mark is added to the student's exam mark to give a final mark out of 100%.

Assessment Methods

Assessment is defined as the process of gathering information to evaluate student learning and to give feedback on instructional practice. Teachers will make clear to students the purpose of assignments and the basis for evaluating work. Providing a balanced assessment requires that a variety of methods in assessing student learning are used, so that staff are able to gain a more complete, and accurate picture of what students know and are able to do.

At Citadel High School, both formative and summative assessment methods will be used to measure progress toward achieving provincial curricular outcomes. Assessment methods include quizzes, tests and exams, as well as some of the following: portfolios, work samples, reflective journals, homework, reports, oral and written presentations/projects, rubrics, experiments, graphic and visual representations, observations of classroom group work, teacher/student conferencing, self and peer evaluation. Teachers will select from a combination of these methods to ensure that diverse learning styles are addressed.

Homework assignments enhance student achievement and develop self-discipline and good work habits. It is important for students to complete their assignments on time to enable teachers to provide timely feedback. In the event that a due date for an assignment is missed, it will be at the discretion of the teacher and Principal to extend the deadline. Students who do not adhere to the extended deadline will have missed that opportunity to demonstrate achievement toward the outcomes addressed in that assignment.

Please note that Citadel High School has adopted an **exam exemption policy**. Students meeting the criteria may qualify for an exam exemption. Please refer to the online Student Handbook for the specific details of the policy, including the subject exams not available for exemption.

Large scale, external assessments such as the Grade 12 Nova Scotia Exam are not intended to rank students, teachers, or schools.

Students enrolled in the International Baccalaureate program will experience assessment and evaluation practices which correspond to the norms and practices of that program.

Reporting on Student Progress

Ongoing gathering of information using a variety of assessment tools allows for continuous evaluation of student learning. Evaluation involves weighing and balancing all available information and using a high level of professional judgment in making decisions based upon that information. It is important for teachers to share this information with students and parents/guardians for effective collaboration in supporting student learning. Parents and students are encouraged to obtain access to the online HRSB student information system (PowerSchool) through the parent/student portal. Login information for PowerSchool is available on the school website.

Just as there are many ways for effective assessment of student learning, there are also numerous ways that information can be communicated and shared with all members of the learning community. Examples of these methods include curriculum night, parent-teacher conferences, calendars, special events, emails, phone contact, and report cards. Some of these possible ways for communicating student learning, in relation to the expected learning outcomes, will be undertaken on a school-wide basis and others will pertain to individual classes and teachers.

Each semester there will be 2 reporting periods:

Mid-semester Report Card: This report is issued midway through each semester. It provides a percentage grade representing the student's mark to date in each course.

Final Report Card: This report is issued at the end of each semester. It provides percentage grades for term, exam, and final marks.

Both Mid-Semester and Final Report Cards contain general information that puts student data into context and explains the purpose of the assessments. Each report will also provide comments specific to the student as follows: a summary of results; a summary of strengths; areas of concern revealed by the data; suggestions for improvement.

The report card is also used to report the number of absences in each course. Student attendance has a significant impact on student learning and student success. Our research shows that student success has a direct link with student attendance. Parents/Guardians are encouraged to monitor student attendance by accessing PowerSchool through the parent portal.

The school's automated message system makes daily phone calls to report unexcused absences. Individual subject teachers or school administrators will make phone calls when absenteeism has become a concern.

Examinations

Examinations are held at the end of each semester on dates provided by the Department of Education. Courses that do not have final exams will incorporate an alternative final assessment event(s).

Calendar for Communicating Assessment and Evaluation

Each year, dates that relate to the communication of student learning (term and semester dates, exam schedule, curriculum night, report cards, parent-teacher conferences) are posted on the Events Calendar and in the Student Handbook on the school website.

Students with Special Needs

Citadel High is committed to supporting the learning of all students. We recognize that some of our students have special needs. Parents/guardians, teachers, and/or other professionals may identify these needs. These students will be referred to the school planning team, which is comprised of classroom teachers, resource teachers, guidance counsellors, administration, and other appropriate personnel.

Individual Program Plans for students with special needs will include how progress will be assessed, evaluated and communicated in relation to the outcomes identified in the IPP.

Process for Addressing Concerns Regarding Assessment and Evaluation

Throughout the year there may be questions and concerns that arise concerning student progress. When concerns exist, the teacher should be addressed first. A meeting can be arranged with the teacher where the administration (Department Head, Vice Principal, and Principal) may or may not be present. If a follow up meeting is arranged with the administration, resolution of the matter raised will involve the teacher. The goal is to resolve the issues in a climate of mutual respect. When all attempts to resolve the concern at the school have not been successful, the HRSB Parent Concern Reporting Form (Appendix 1) may be used, at the request of the parent.

A teacher who has concerns with the progress of a student will communicate with parents/guardians in a timely manner. This communication may include any of the following: telephone calls, email (as documented in PowerSchool log entry,) letters, interim reports, and meetings.

Upon request, the school will provide support to any parent/guardian who requires assistance in understanding the progress of their son/daughter. If required, the school will help parents in arranging translation services to provide an explanation of student progress.

For Further Information

Parents/Guardians wishing to review the relevant Provincial curriculum guides may access them at http://www.ednet.ns.ca/index.php?t=sub_pages&cat=17 or The Halifax Regional School Board's Assessment, Evaluation and Communication of Student Learning policy on can be accessed by visiting the Board's website: <http://www.hrsb.ns.ca> under policies.

EXEMPTION POLICY

In 2012-2013, Citadel will be offering the opportunity for exam exemptions to our students. The Halifax Regional School Board policy on exam exemptions states that students may be exempt from one examination per semester. Exemptions from examinations are subject to the following conditions:

1. A student who has **any** unexcused absence in **any** course will **not** be considered for an exemption. Students must have their absences excused by the end of the first week of the following month. i.e., any absences in September must be cleared up by the end of the first week in October.
2. A student may not accumulate any more than 6 excused absences in any course in which the student is enrolled within one semester.
3. School related activities are excluded from absences. i.e. class trips, early dismissal for a school sponsored sporting event.
4. Special Circumstance absences DO NOT contribute to the loss of an exam exemption. i.e. death of an immediate family member, participation in an national or international sporting event, appointments for chronic illness or any other absences approved by school administration.
5. A student may not accumulate more than 6 'lates' in any one class in the semester.
6. A student may request to be exempt from no more than one final assessment/examination per semester provided the student has completed all major assignments and is passing the course. The definition of **major assignments** for individual courses will be determined by each teacher.
7. A student cannot be exempted from a Nova Scotia Provincial Examination.
8. Students in Pre-IB or IB courses cannot be exempt from examinations.
9. A student who earns an exemption but chooses to write the final exam may take the mark reflected by the higher of the two options. In other words, the exam mark would be included in the calculation of the final grade if this resulted in a higher average. If the exam results in a lower average, the exam mark is left blank and the final grade is calculated on the term's work.
10. Student behaviour will also be considered for exam exemptions. A list of students who are being considered for exam exemptions by their teachers will be reviewed by administration to determine whether student conduct has been appropriate throughout the semester. If a student has been suspended from school, he/she will not qualify for an exemption. If a student has had behaviour referrals to the office, the exam exemption may be denied.

HONOURS CRITERIA

Students must be fully timetabled (8 courses in grade 10, 7 courses in grade 11 and 6 courses in grade 12) to be eligible to qualify for an honours' standing

Honours with Distinction:

- an average of 90% with no failing grades in any course

Honours:

- an average of 80% with no failing grades in any course

Academic Merit:

- an average of 75% with no failing grades in any course

Recognition Award:

- Awarded by staff for exemplary effort with no failing grades in any course

ANNUAL RECOGNITION AWARDS

Perfect Attendance Awarded to students in grade 10 and 11

Top Average Awarded to a student in grade 10 and 11 who has the highest cumulative average in all their courses for the year

Teacher Recognition Awarded to 3 students in grade 10 and 3 students in 11 for their exemplary effort and contributions to the school throughout the year

Lieutenant Governor's Medal Grade 11

May be awarded to one female and one male student in grade 11 who have demonstrated qualities of leadership and service in the school and community and who have commendable academic performance.

Citadel High Medal of Excellence

This award is presented to a graduating student who brings a sense of excellence to all they undertake, who embodies the school motto of courage, honour and strength and who exemplifies leadership within the school and the broader community. This is the most prestigious award bestowed upon a graduating student at Citadel High School and is chosen by the Citadel High faculty.

Edith Cavell Award Grade 12 ~ Female Graduate

This award is presented each year to a female graduating student whose academic achievement, generous nature, sense of responsibility and overall character earns her the deepest respect of her peers and teachers. This award is voted on by the graduating class.

Governor General Medal

For first standing in the graduating class. The average is based on all grade 11 and 12 courses of the secondary school program and must be calculated on the final results after examinations have been written.

Jack Cornwell Award Grade 12 ~ Male Graduate

The award is presented each year to a graduating student whose academic achievement, generous nature, sense of responsibility and overall character earns him the deepest respect of his peers and teachers. The award is voted on by the graduating class.

Queen Elizabeth II Medal

Awarded to the graduate with a superior record of academic achievement, plus outstanding community/school involvement over the three year high school program

Subject Medals

Awarded to a graduating student in a grade 12 course, who in the opinion of the subject teachers demonstrates a passion for learning and a global understanding of the curriculum.

4. SCHOOL POLICIES AND REGULATIONS

SEXUAL HARASSMENT POLICY

Every person at Citadel High School should feel welcomed, valued and supported. Our goal is to create a safe, all-inclusive learning environment.

WHAT IS SEXUAL HARASSMENT?

Sexual Harassment is any sexually oriented practice that endangers your learning at school, your work performance in class, or undermines your sense of personal dignity.

EXAMPLES INCLUDE BUT NOT LIMITED TO:

- Gender based insults or remarks
- Suggestive or insulting sounds such as whistling and wolf calls
- Comments about breasts, buttocks, penis or overall figure
- Sexual looks such as leering and ogling
- Persistent and unwelcome flirting
- Display of pornographic or other offensive, derogatory and/or sexually explicit pictures, cartoons, magazines, movies, etc.
- Touching, grabbing, hugging
- Attempted or actual kissing or fondling
- Coerced or forced intercourse
- Repeated unwanted social invitations
- Repeated requests for sexual favours
- Commenting about a person's virginity, choice of sexual partner or practices, or sexual orientation
- Lewd gestures, such as hand or sign language to denote sexual activity

ARE YOU A VICTIM OF SEXUAL HARASSMENT?

If you or someone you know is being sexually harassed, it is important to talk to someone you can trust and who may be able to provide support. Options include your parents, school administration, guidance counsellor, student support worker, teacher, or support staff. The school has a process in place to fully investigate complaints of sexual harassment. Additional information and support can be obtained by contacting a member of the administration.

BULLYING

Bullying is about human relationships, power and control. Bullying differs from “normal” childhood conflict. The attached chart was developed to help build an understanding of the differences between bullying behaviour and “normal” conflict or inappropriate behaviour.

If you suspect your child is a victim of bullying, you should:

- ***Listen carefully to what he/she says about the bullying.***
- ***Be sympathetic and take the problem seriously.***
- ***Assure your student that it is not his or her fault.***
- ***Tell your student that she or he will not have to face it alone.***
- ***Discourage your student from getting revenge.***
- ***Do not promise to keep it a secret. Anonymous reports are hard to fix.***
- ***Tell the principal or a staff member.***

Bullying is **intentional**, **hurtful** and **repeated** behaviour that intimidates, threatens harm, or victimizes another person to make the victim feel weaker.

Some of the ways bullying behaviours differ from **inappropriate** behaviours are:

Inappropriate behaviours often look like this:	Is it a bullying behaviour? Let's check:
<ul style="list-style-type: none">• They are <i>isolated</i> conflicts.• The children are <i>equally</i> matched - there is no power imbalance or abuse of power.• Harm was caused by verbal or physical <i>interactions</i> which may have been <i>accidental</i>.• The behaviour was <i>not</i> intended to threaten, intimidate, or victimize someone.	<ul style="list-style-type: none">• It is a <i>repeated</i> behaviour.• It is an <i>unfair</i> match and/or there is a power imbalance or abuse of power.• It is an <i>intentional</i> and hurtful behaviour.• The behaviour <i>was</i> intended to threaten, intimidate, or victimize someone.

DISCRIMINATION POLICY

CITADEL HIGH SCHOOL and the HALIFAX REGIONAL SCHOOL BOARD are committed to educating staff and students on issues related to race relations, cross cultural understanding and human rights. Every person at Citadel High should feel welcome, valued and supported. Our goal is to create a safe, all-inclusive learning environment.

WHAT IS DISCRIMINATION?

An action or behaviour based on prejudicial feelings

WHAT IS A STEREOTYPE?

An instant or fixed picture of a group of people

WHAT IS PREJUDICE?

A state of mind in one person or group about another, casting the other in an inferior light despite the absence of legitimate evidence

WHAT IS RACISM?

A form of discrimination. It is prejudice used to the advantage of one ethnic group and to the disadvantage of other ethnic groups

EXAMPLES MIGHT INCLUDE:

- race/ethnic based insults or remarks
- racist/ethnic jokes
- racial/ethnic slurs
- racial/ethnic name calling or inciting others to do so

ARE YOU A VICTIM OF DISCRIMINATION?

If you or someone you know is being discriminated against it is important that you speak to someone you can trust and who may be able to help and support you such as your parents, guidance, counsellor, a trusted teacher, or member of the clergy. The school has a process in place to fully investigate complaints of discrimination. Additional information and support can be obtained by contacting a member of the administration.

ATTENDANCE

- The Halifax Regional School Board and the staff of Citadel High recognize that regular student attendance and punctuality are essential to student achievement.

- The Halifax Regional School Board is committed to the full implementation of sections 24 – 26, 38 and 116 of the Nova Scotia *Education Act* which clearly define student attendance as a responsibility that is shared among parents, students, teachers, principals and the school board.
- The Halifax Regional School Board is committed to full implementation of the Public School Program which defines the goals and policies of public school education in Nova Scotia, including the essential features of learning environments and learning experiences.
- The Halifax Regional School Board recognizes that different schools will have different strategies for recognizing good attendance and for intervening to reduce attendance problems.

Definitions

1. Parent means parent or legal guardian.

2. School day means any day other than Saturday, Sunday or a statutory holiday which is within the school year.

Expectations

- Students are expected to report to all classes on time, every school day.
- Principals will ensure that all learning environments are inviting, supportive, and engaging as described on pages B-13 to B-14 of the Public School Program, 2003.
- All schools, in consultation with School Advisory Council, will develop a set of strategies to secure full and regular attendance of all students.
- The Board supports a school-based approach to attendance management, but also believes that school attendance strategies must be consistent with the *Education Act* and Board policy.
- Attendance will be recorded on a period-by-period basis by classroom teachers and will be recorded under the following categories:

Present:

There are several circumstances and designations for which a student will be deemed present. These include:

- Student is present in class
- Student was in the office or student services during class
- Student was on a school-authorized field trip, participating in a school team activity, or another school sponsored activity (ACT)
- Student was at a job placement such as co-op
- Student was serving an In-School Suspension (ISS)

Excused Absence:

A student's absence will be considered excused if:

- The student is absent, but has provided an acceptable excuse through a written note or documented call from home **within 48 hours**.

Unexcused Absence:

A student's absence will be considered unexcused if:

- The student is absent and has not provided an acceptable excuse through a written note or documented call from home.

School based strategies to secure full and regular attendance of students will include the following:

- Teachers will take all reasonable steps to secure full and regular attendance
- Exam exemptions
- Communicating with parents/guardians when students have missed classes without a valid excuse
- The school's automated message system calls home daily when students miss classes without a valid excuse
- Student and parent/guardian meetings with school based staff
- Directed Student Support
- In-school suspension
- Annual Perfect Attendance Awards

Student-Parent Portal – PowerSchool web-based Student Information System

By logging on to your own private online account, the new student-parent portal will enable you to see attendance, grades, assignments, teacher's comments, and school bulletins – in real-time. This portal has replaced those that exist in some schools today, offering the same features - and more - in a more user-friendly way.

You'll be able to access the portal at home, work, school, or the public library - wherever there is Internet access.

To set up your PowerSchool account, visit www.chs.ednet.ns.ca

Behavioural Expectations

Citadel High School is committed to providing a safe, productive, and positive learning environment for all students. It is important for schools to promote, recognize and model appropriate behaviours. Citadel High will initially treat inappropriate behaviour as a teachable moment.

Standards of Behaviour

1. Show respect for the right, property and safety of themselves and others.
2. Respect and appreciate diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age and ability.
3. Express themselves with socially acceptable language and gestures.
4. Exhibit behaviour that avoids all forms of intimidation, harassment, racism and discrimination.
5. Dress in accordance with school dress standards.
6. Treat school property and the property of others with a reasonable standard of care.
7. Respect the responsibility of all school members in exercising their duties.
8. Promote positive behaviour through the avoidance of all types of violent acts
9. Refrain from the possession of any form of a weapon on school property.
10. Refrain from possession of and being under the influence of all forms of intoxicants on school property.
11. As appropriate, attend classes, activities and events, be prepared and punctual.

Citadel High, in keeping with HRSB policy, recognizes two major categories of **Inappropriate Behaviours**:

1. **Disruptive Behaviour**-Behaviour that is not frequent or not serious enough to significantly interrupt the learning climate of the school, endanger the well-being of others or damage school property may be classified as disruptive. These acts are not usually a direct threat to the health and safety of others, but are often serious enough to require action by the school administration. Continued disruptive behaviour will be considered '**defiance**' and may be treated as seriously disruptive behaviour.

Examples of **disruptive behaviour** may include, but are not limited to:

- Chronic minor offences
- Smoking
- Profanity
- Disrespect or insubordination
- Failure to obey instructions
- Forging notes or excuses
- Non-attendance or poor attendance in school or specific classes
- Loitering in school areas when asked not to
- Petty stealing
- Fighting (pushing, shoving or scuffling)
- Bullying
- Other acts of misconduct that are disruptive

2. **Severely Disruptive Behaviour**-Behaviour that is frequent or serious enough to significantly disrupt the learning environment of the school, endanger the well-being of others or damage school property is considered severely disruptive.

Examples of severely disruptive behaviour may include, but are not limited to:

- Vandalism
- Disruptions to school operations
- Verbal abuse
- Racial and/or discriminatory misconduct
- Sexual harassment and/or assault
- Sexual misconduct, sexual abuse or physical abuse
- Physical violence
- Use or possession of weapons
- Illegal activity

Responses to Behaviour

Examples of interventions include:

- Peer mediation
- Restitution
- Collaborative problem solving
- Mediation (may be facilitated by administration or guidance)
- Referral to Student Support Team
- Parental consultation
- Referral to outside agency
- Removal of privileges (extra-curricular, cafeteria, bus, etc.)
- Student conference
- Detention
- Suspension

The chart on the following pages outlines descriptions and consequences for disruptive behaviour.

Examples of Disruptive Behaviours

1. Respect for Self and Others

Expected Behaviour	Reasons for the Expected Behaviour	Probable Consequences
<p>Respect For Self & Others Students are expected to be courteous, considerate and respectful at all times. This requirement includes the use of appropriate language, behaviour and dress. In particular,</p> <ul style="list-style-type: none"> • Cell phones are only permitted in the hallways, cafeteria or outside. They are not to be seen or used in the classroom. • Students are not to harass others through gestures, sounds, comments (verbal or written), or physical intimidation or confrontation. • Students are to wear clothing appropriate for public school and specifically prohibit dress that displays immodest exposure of back, abdomen, chest and buttocks. • The wearing of T- 	<p>All school personnel in a public school have the right to be treated with dignity, courtesy and respect. Conduct injurious to the mental and physical well being of others is not conducive to good school morale and to a secure learning environment. Cell phones in operation in the classroom cause a disruption to the school’s learning environment. We understand that cell phones are a means for parents to be in contact with their son/daughter., but in the event of an emergency the school office should be contacted.</p> <p>The wearing of appropriate clothing fosters a positive learning environment and demonstrates respect for self and others. School is a working environment and students are expected to be dressed in an appropriate manner.</p>	<ul style="list-style-type: none"> ▪ Students who use profanity may be referred to a VP. The VP will determine an appropriate consequence. ▪ Students who harass or intimidate others, use inappropriate language, behaviour or dress in a manner that distracts others from learning will be referred to a VP. Parents or guardians may be notified and student may be suspended. ▪ Inappropriate use of cell phones may lead to administrative intervention and parental contact. ▪ Students who wear inappropriate clothing may be required to change those clothing items or cover up with a sweater or

shirts or other articles with inappropriate slogans or pictures or depicting, displaying or promoting illegal substances is unacceptable.		sweatshirt. Parents or guardians may be notified and suspensions may be issued.
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2. Respect for Authority

Expected Behaviour	Reasons for the Expected Behaviour	Probable Consequences for Inappropriate Behaviour
Students are expected to comply with the rules of the school. You are expected to follow directions and requests made by all school personnel while you are under the jurisdiction of the school. This jurisdiction includes out-of-school activities organized by the school and travel on buses or other vehicles to or from school sponsored activities.	The Principal and members of staff have been given authority under the Education Act to impose requirements for academic diligence, proper behaviour and have the responsibility to set rules and regulations.	<ul style="list-style-type: none"> ▪ Defiance and disrespect toward members of the Citadel staff is always unacceptable. ▪ Students who are defiant or show disrespect toward any staff members may face mediation, collaborative problem solving or suspension from school.

3. Respect For Property

Expected Behaviour	Reasons for the expected Behaviour	Probable Consequence of Inappropriate Behaviour
Students are expected to treat all school property, including textbooks, lockers, desks, and school buses with care. Students	A school in good repair is safe and conducive to learning. Costs created by vandalism are an additional burden to parents,	<ul style="list-style-type: none"> ▪ If a student damages or destroys school property, he/she will be expected to

<p>are expected to eat or drink in the cafeteria or in areas permitted by school personnel. Place all litter and waste in recycling or garbage containers.</p>	<p>guardians and other taxpayers. It is important that we treat all school property with care.</p>	<p>pay the cost of repair or replacement.</p> <ul style="list-style-type: none"> ▪ Wilful destruction of school property will result in suspension and possible police action. ▪ If you lose or damage a book, you are expected to cover the cost of replacement or repair.
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4. Work Habits

Expected Behaviour	Reasons for the expected Behaviour	Probable Consequence of Inappropriate Behaviour
<p>Students are expected to prepare for and work in each class; to have the note –books, textbooks and materials your teachers have indicated are required; to complete class work and homework on time; and to be prepared for tests and examinations. Students are required to attend and engage in all learning activities in their classes. Students will not interfere with or disrupt the learning environment.</p>	<p>Good work habits enable one to contribute to the class and be successful. They are important to student success in post-secondary endeavours and the world of work.</p>	<p>Students who come to class unprepared may be asked to complete any assigned work on their own time through lunch hour, or through the use of the Transition Room. Habitual neglect may lead to poor grades, and will lead to a referral to VP, parental contact, mediation, and if it becomes a defiant behaviour, possible suspension from school.</p>

5. Punctuality

Expected Behaviour	Reasons for the expected Behaviour	Probable Consequence of Inappropriate Behaviour
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<p>Students are expected to be on time for every class, every day. Unless there is a legitimate excuse (as deemed by the administration) lateness will not be excused.</p>	<p>Punctuality is expected of you both in the work place and in personal relationships. Being late for class is inconsiderate and disrespectful towards teacher and classmates. It also causes disruption in the classroom.</p>	<ul style="list-style-type: none"> ▪ If a student is repeatedly late, he/she will be given a warning from the teacher and parents or guardians will be advised. ▪ If chronic lateness continues, the student may be referred to administration and an in-school suspension may result.
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6. Regular Attendance

Expected Behaviour	Reasons for the expected Behaviour	Probable Consequence of Inappropriate Behaviour
<p>Our attendance policy states that regular attendance is a necessary prerequisite for academic success. Students are expected to attend school regularly.</p>	<p>Good attendance helps students achieve academic goals and to benefit from all school activities and services.</p>	<ul style="list-style-type: none"> ▪ If a student is absent from school or misses a class for any reason without contact from a parent or guardian, he/or she is considered to be inexcusably absent. ▪ Parents will be contacted by the teacher if a student misses 5 classes with no excuse. ▪ Parents will be contacted by teachers if a student misses 8 classes ▪ If a student misses 10 classes, a Vice-Principal will

		<p>contact home to invite parents in for a meeting. An attendance contract may be created.</p> <ul style="list-style-type: none"> ▪ If a student misses 14 classes a registered letter will be sent home indicating that the credit may be lost.
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7. Scent Sensitive Environment

Expected Behaviour	Reasons for the expected Behaviour	Probable Consequence of Inappropriate Behaviour
<p>Students are not allowed to wear or spray heavily scented products such as perfumes, colognes, deodorants, hair spray or body sprays.</p>	<p>Many students and school personnel are allergic to and/or very sensitive to artificially scented products. For many members of the school community, exposure to these products will result in physical reactions that directly impact on their ability to teach and learn.</p>	<ul style="list-style-type: none"> ▪ Students who wear heavily scented products will be asked to remove the product and refrain from future use. In some cases, students will be removed from the classroom if the scented product is interfering with the learning environment. ▪ Students who persistently disregard the “scent free” requirement will be suspended for defiance of school rules.

CATEGORY 2-SEVERELY DISRUPTIVE BEHAVIOURS

1. Use of alcohol, drugs, or illegal substances

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>Students are not to come to school under the influence of alcohol or drugs. Students are expected not to use or possess such substances while under the jurisdiction of the school or at school sponsored events.</p>	<ul style="list-style-type: none">▪ Possession or sale of illegal drugs may result in a five-day suspension and possible referral to the School Discipline Committee for expulsion for the remainder of the school year.▪ If a student smells of drugs or alcohol, he/she will be sent home from school.▪ If a student is caught using drugs or alcohol, he/she will be suspended from school. The police may be involved in cases related to drug and/or alcohol abuse.

2. Disruptions to the school operations and/or illegal Disruptive behaviour

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>Inappropriate behaviour, for school purposes, could include the following:</p> <ul style="list-style-type: none">▪ Committing an act or inciting others to commit an act that is seriously disruptive, or creates a safety hazard to students, staff or school property. Such an act may include, but not limited to, making bomb threats, setting fire, pulling fire alarms, committing assault, etc.▪ Engaging in serious civil wrong or crime such as, but not limited to, possessing or selling a controlled substance, stealing items, possession of stolen goods, placing unnecessary 911 calls from school phones, etc.	<ul style="list-style-type: none">▪ Immediate school suspension in accordance with the procedures of the Education Act.▪ A conference with the student and his/her parents or guardians may be requested.▪ Potential referral to the School Discipline Committee for extension of suspension.▪ Referral to the Police.▪ Payment of any costs related to the disruption e.g. Fine for 911 false alarm.▪ School based community service

3. Physical Violence

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>Physical violence, for school purposes, is defined as follows:</p> <ul style="list-style-type: none"> ▪ Using force or inciting others to use force to injure a member of the school community while on school property, attending a school related activity or trespassing on other HRSB school property or under the care of the school. 	<ul style="list-style-type: none"> ▪ Physical violence may result in a suspension (up to 5 days) in accordance with the procedures set out in the Education act. ▪ Scheduled conference with student and his/her parent or guardian. ▪ Possible referral to the School Discipline Committee for an extension of suspension. ▪ Referral to the Police.

4. Racial Misconduct

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>Racial misconduct, for school purposes, can include the following:</p> <ul style="list-style-type: none"> ▪ Using Racial slurs, displaying racist behaviours, engaging in racial/ethnic name calling or inciting others to use racial slurs, display of racial behaviour or engaging in racial/ethnic name-calling. ▪ Displaying outward signs, symbols, or clothing of as racist nature. This includes the written dissemination of racist material. 	<ul style="list-style-type: none"> ▪ Immediate school suspension in accordance with the Education act ▪ Restorative mediation ▪ Referral to Student services for counselling, RCH officer or Sexual Harassment officer. ▪ Possible referral to the police

5 Sexual Harassment

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>Sexual harassment, for school purposes, can be defined as follows:</p> <ul style="list-style-type: none"> ▪ Unsolicited, unwelcome, non-reciprocal sexual overtures or 	<ul style="list-style-type: none"> ▪ Possible school suspension in accordance with the procedures set out in the Education Act ▪ Scheduled conference with student and his/her parents or guardian

<p>conduct either physical, verbal, or written and includes, but is not limited to the following:</p> <ul style="list-style-type: none"> -sexually-oriented humour or language -unwelcome questions or comments about one's sexual; behaviour or preference -unwelcomed or undesired physical conduct -inappropriate comments about one's clothing or body -repeated requests or dates or social engagements. 	<ul style="list-style-type: none"> ▪ Referral to Student services for counselling, RCH officer or Sexual Harassment officer. ▪ Possible referral to the police
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6. Vandalism

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>Vandalism, for school purposes, can be defined as follows:</p> <ul style="list-style-type: none"> ▪ Committing or inciting others to commit malicious damage to the personal property of a member of the school community. Committing or inciting others to commit malicious damage to property owned, operated or leased by HRSB. ▪ Committing or inciting others to commit malicious damage to any property while attending a school related activity. 	<ul style="list-style-type: none"> ▪ Possible school suspension in accordance with the procedure of the Education Act. ▪ Scheduled conference with student and his/her parents or guardians. ▪ Referral to the police ▪ Payment of costs to repair damages. ▪ School based community service.

7. Smoking

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>H.R.S.B. has a no-smoking policy. That</p>	<ul style="list-style-type: none"> ▪ Students caught smoking on school

<p>policy is extended to all schools and its surrounding property. For the purposes of the code of conduct smoking is defined as</p> <ul style="list-style-type: none"> ▪ Smoking or the use of tobacco products is not permitted in school or anywhere on school property. The no-smoking rule extends to all school personnel, visitors and includes prohibition on all school trips and school related activities. As of January 1, 2003 it is illegal for anyone under the age of 19 years to be in possession of tobacco products. Tobacco products may be confiscated for anyone less than 19 years of age. ▪ It is important to note that ALL visitors to Citadel High school are expected to obey the policy set forth by the HRSB. 	<p>property will receive a warning for a first offense</p> <ul style="list-style-type: none"> ▪ Students caught smoking a second time will receive a two day in-school suspension. ▪ Students caught smoking in the school building may receive a five day suspension.
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8. Verbal Abuse

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>Verbal abuse, for the purposes of the school code of conduct is defined as:</p> <ul style="list-style-type: none"> ▪ Intentionally using or inciting others to use language that is threatening or intimidating to others. 	<ul style="list-style-type: none"> ▪ Immediate school suspension in accordance with the procedures set out in the Education Act. ▪ Scheduled conference with student and his/her parent or guardian. ▪ Restorative mediation ▪ Referral to Student Services for counselling.

9. Weapons

INAPPROPRIATE BEHAVIOUR	PROBABLE CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR
<p>The use or possession of weapons on school property is strictly prohibited. For the purposes of school the code of</p>	<ul style="list-style-type: none"> ▪ Immediate school suspension in accordance with the procedures set out in the Education Act.

<p>conduct the following applies:</p> <ul style="list-style-type: none"> ▪ Students are prohibited from using or possessing any prohibited or restricted weapon (or facsimile or mock weapon) as defined by the Criminal Code of Canada or inciting others to possess a weapon while on school jurisdiction or while attending a school related activity. ▪ An object designed or used or usable for inflicting bodily harm may be considered a weapon. 	<ul style="list-style-type: none"> ▪ Referral to the police.
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HAZING

Hazing activities are strictly prohibited. All forms of hazing will be taken very seriously by administration and will result in disciplinary action.

LOCKERS & LOCKER ROOMS

- The school is not responsible for loss of any item that may occur on school property.
- Valuable items should not be stored in lockers.
- Report forced entries and thefts from lockers to administration.
- Administration reserves the right to open any locker at any time, when deemed necessary.
- Only those students enrolled in a class at CHS are permitted in the locker room.

SCENT POLICY

Scents are not to be worn or used at school by any staff, students, or visitors! We have staff and students at our school who are scent sensitive. For many of these people coming in contact with someone wearing or using a scented product can cause the following: wheezing, coughing, stuffed nose, light headedness, dizziness, nausea, headache, itchy, watery nose and eyes. These symptoms will not go away quickly and can cause the person to feel quite ill. Many do not realize the negative impact they have on others by wearing or using scented products like **perfume, cologne, aftershave, deodorant, body lotions and creams, hair products, laundry products, etc.** **Please be considerate of others when choosing such products!**

Several unscented/scent free products can be found at the stores in our area. Even a mild scent can make a person sensitive to scents, quite sick. We know that the Citadel High School community cares – Let's continue to make responsible choices in support of each other.

The following are suggested products you could purchase:

- **Laundry products** Nature clean brand (available at bulk barns & health food stores); Tide Free; President's Choice Ultra
- **Hair Care/Soaps** Nature Clean brand (available at bulk barns & health food stores); Cylinder Shampoo; Mary Kay Hair Gel; Marcella Shampoo; KMS Purities
- **Lotions/Creams** Lubriderm Unscented; Marcella face cream; Almay Face cream; Clinique; Noxzema (sensitive skin & fragrance free); Neutrogena face cream
- **Deodorants** Marcella (roll on); Degree (fragrance free); Right Guard Sport (Unscented)
- **Shaving Products** Body Shop for Men Aftershave Gel

Peanut / Nut Sensitive Policy

There are students at our school who have life threatening allergies to peanuts and other nut products. Allergies to peanuts or nut products are potentially fatal. An allergic person, either through consuming, touching or even smelling the product, can go into anaphylactic shock or die within minutes. Please refrain from bringing peanut butter, peanuts and other products containing nuts to school. Students who eat peanut butter at home before coming to school should make sure they wash their hands and face before leaving home.

TRANSPORTATION POLICY AND BUS PASSES

- In accordance with the Education Act and Regulations student transportation Will be provided to secondary students who live 3.6 kilometres or more away from school.

PARKING

- There is no onsite parking for students
- All vehicles without a Citadel High Parking Permit will be ticket and / or towed
- Visitors must report to the main office to obtain a visitor parking pass

5. STUDENTS' COUNCIL AND CO-CURRICULAR ACTIVITIES

STUDENTS' COUNCIL REPRESENTATIVES

Co-President Julia Morrison

Co-President Julia Lawrence

Finance Jamey Erjavec

Finance Jacques Wolff

**Executive External
Communications** Riley Moffat

**Executive Internal
Communications** Chantel Khourey

Exec for Events Lynndsay Park

Students' Council sponsors supervised events. Alcohol and Drugs are prohibited. Students must obtain a Citadel High Student ID Card to participate in all students' council sponsored activities. Guests must also have school ID cards to be admitted.

CO-CURRICULAR MEMBERSHIP POLICY

Students selected to represent Citadel High on a school team or club should be aware of the following guidelines:

- 1) **School Fees:** All student fees and athletic fees must be paid.
- 2) **Full time students:** Only students taking at least 3 courses per semester are eligible to participate in co-curricular activities at Citadel High.
- 3) **Attendance:** Student attendance will be monitored daily. Any student who is absent from **one** class (or more) without excuse or has accumulated three lates or more in one class is not permitted to participate in any co-curricular activities **on that day**. Students may be suspended from any activity as a result of attendance issues.
- 4) **Citizenship:** Students representing Citadel High are expected to demonstrate positive behavior in and out of the classroom (including athletic events) and to respect staff, peers, officials and competitors. Concerns regarding behavior and attendance will result in review of the student's eligibility.

- 5) **School Suspensions:** Students who are suspended from school (may include in-school suspensions) will be considered ineligible for participation during the entire length of the suspension, from the moment of the infraction until the student is permitted to return to school. If a weekend occurs in the middle of the suspension, the student is still ineligible. The administration reserves the right to extend the suspension from the activity or to declare the athlete ineligible depending on the severity of the situation
- 6) **Academic Eligibility** If a student is failing more than one course **at any time** during the semester, they will be placed on academic review. The review committee will be comprised of the coach and/or staff advisor, Athletic Director, and a member of the administration. Teachers in all subject areas will be asked to report on the student's overall academic performance, lates, absences, and classroom behavior. At this time, the review committee will recommend a **probation period** or **immediate suspension** from the co-curricular activity. When on **academic probation**, a student is still allowed to participate, but will be monitored for improvement. If after two weeks the student does not show signs of improvement, they will be suspended from the co-curricular activity until he or she has met the academic requirements stated above. **Suspensions** from any co-curricular activity may last for the remainder of the season, or for a period of time determined by the review committee.

Previous academic reporting periods: Any student having failed more than one course in the most recent reporting period will be placed on academic review and the same procedure will be followed in **Section Academic Eligibility**. (Probation or immediate suspension)

- i) If you wish to participate in the fall, then you must have been successful in June of preceding school year.
 - ii) If you wish to participate in the spring, then you must have been successful in the first semester.
 - iii) If you wish to play a sport covering both semesters (hockey, basketball, etc.), then you must fulfill the requirements mentioned in i) and ii).
- 7) **School Rules:** Students are reminded all school rules apply at all school sponsored activities. This includes games, practices and tournaments, both at school or away. Drug or alcohol use at any school-related function will result in disciplinary action. Tobacco products, including chewing tobacco are not permitted at school activities.
 - 8) **Hazing:** Hazing activities are strictly prohibited. All forms of hazing will be taken very seriously by administration and will result in disciplinary action.
 - 9) **Team Commitment:** Students who have been selected as a member of a school team and do not make a commitment to the team for the duration of the program or schedule may be removed from the team. A student is expected to attend all practices, games and meetings. Any student who chooses to leave a team without a satisfactory reason will be ineligible for any further sports that school year.
 - 10) **Multi-sport Athletes:** The student athlete agrees to make the sport that started their league play first, the priority in terms of practicing on other teams. The athlete also agrees to place Citadel High School as a priority (to outside teams). For example: a volleyball/basketball athlete is committed to compete with their volleyball team ahead of any basketball practices/games. If games for both sports occur on the same day, the athlete is committed to the sport that was in season first, unless other arrangements

have been agreed upon by the coaches involved and the Athletic Director. If an athlete wishes to participate in a sport in the same season of play, prior approval must be obtained from the Athletic Director.

- 11) **Athlete Fees:** Athletic fees must be paid one week prior to participation in the first game/competition of the year (including tournaments and exhibition play). Sport fees are set in accordance with the cost involved to run that sport program. Note: the maximum athletic fee per student per school year will not exceed \$150.00 (excluding football and hockey)
- 12) **NSSAF Regulations:** The age limit for all high school athletes is **under 19** as of September 30th of the current school year. A student shall be eligible for three consecutive years beginning the first year of high school, Grade 10.

CO-CURRICULAR OPPORTUNITIES FOR STUDENTS

Staff at Citadel High School recognizes the importance of students making connections to their school. Students are encouraged to participate in co-curricular events at the school. Below is a list of some of the opportunities at Citadel for students to become involved in:

- Yearbook
- Students' Council (includes the Prom, Events, Arts & Culture, Fashion Show and Outreach Committees)
- Students Association for Global Action (SAGA)
- War Child
- 20M by 2010
- Peer Tutors
- Model United Nations
- Model Parliament
- Ready Set Cook
- Nova Scotia Secondary School Students' Association
- Me to We
- Chess
- Athletics
- Robotics
- Junior Achievement
- Peer Health Tutors
- Gay Straight Alliance
- Christian Fellowship
- Gaelic (An Dun) Society
- Take it Outside
- String Ensemble
- Concert Choir
- Concert Band
- Drumline
- DJ Club

○ Break Dancing

CODE OF BEHAVIOR FOR SPECTATORS

Citadel High appreciates the show of support that spectators give our team members. However, being a spectator at school events is a privilege.

It is expected that spectators will:

- Treat the premises, students, staff, players, other spectators, and the officials with respect and courtesy
- Abide by the decisions of the officials whether or not they are in favour of your team
- Respond politely to the requests of the officials
- Remain seated in the areas designated for spectators and leave the playing surface clear at all times
- Be polite and courteous and use only appropriate language
- Refrain from any behaviour that might distract the athletes or interfere with the progress of the game
- Applaud good plays and never make derogatory remarks about the officials, players or coaches

CODE OF BEHAVIOR FOR PARTICIPANTS

Citadel High strives to provide a wide range of co-curricular events for students to enhance their school experience. However, being a participant at school events is a privilege.

It is expected that participants will:

- Treat the premises, students, staff, presenters, volunteers, other participants , with respect and courtesy
- Respond politely to the requests of the staff
- Remain in the areas designated for participants
- Be polite and courteous and use only appropriate language
- Refrain from any behaviour that might distract the co-curricular event

FINE ARTS

Citadel High offers opportunities for all students to take part in the Citadel Concert Choir and for instrumentalists the String Ensemble and the Concert Band. The school offers a musical, which combines the efforts of Art, Music, Drama, and support from many staff in the school. Many other opportunities for involvement in Art, Music and Drama are available. The Fine Arts Department offers an after school advanced All-City music program in voice, strings and band.

6. ROUTINES AND PROCEDURES

SECURITY CAMERAS

Citadel High has security cameras throughout the building and on the premises to provide increased security and to prevent theft and vandalism.

ACCIDENT AND MEDICAL SERVICES

Accident or Injury - In case of an accident in the school, please notify the Principal, Vice-Principal or the nearest teacher. Emergency situations will be referred to a hospital. First Aid assistance is generally available from the Main Office.

Guidelines- When a health care professional has deemed that medication must be administered during school hours in order for the student to attend school, a request for the administration of oral and inhaled medication must be made in writing by the parent to the school board. Accompanying the request must be copies of any written information provided by the pharmacy (or the physician, in the case of a sample medication provided by the physician) including, but not limited to: the name of the medication, the dosage, the frequency, the time and method of administration, storage and safekeeping requirements, the possible side effects, if any, and the dates for which the parental authorization applies. The parent is responsible for ensuring that the school receive new documentation any time a medication change occurs.

Over-the-counter medication - The school is not permitted to provide over-the-counter medication to students.

Medical Insurance- Student accident coverage will be provided at no cost under a program sponsored by the NS School Boards Association. Basic coverage is provided to cover students during school hours, school activities and travel to and from. An optional plan is also available which will extend coverage to 24 hours a day and will provide increased benefits as described in the brochure, which will be available to all students on the opening of school.

STORM DAY PROCEDURES

On days of inclement weather or poor road conditions, parents have the option to send students to school. The policy of the Board is to close schools only in the most extreme circumstances of inclement weather.

School Cancellation during exams: If school is cancelled during the examination period, the exams scheduled for that cancelled day will be written on the day school reopens. All subsequent exams will be written in the order they were originally scheduled.

NOTE

This booklet sets out in general terms the manner in which Citadel High School intends to proceed with respect to the topics covered. The school reserves the right to depart from these terms without notice. This handbook is not intended as, nor should it be interpreted as, a contract between the school and any other person.