

Springhill High School



Student Handbook

2019-2020



SPRINGHILL HIGH SCHOOL

STRIVING FOR EXCELLENCE

INTRODUCTION - The administration and staff of Springhill High School wish to welcome you to our school for the 2019-2020 school year! To ensure that your child's educational experience is both positive and rewarding, we would ask you to take a few moments to go over the contents of the following pages in order to ensure a common understanding of what you can expect from staff at Springhill High School and in turn, what we expect from you and your children. If this is your first child to enter our school, it is particularly important that you review these pages for relevant information concerning your child's educational experience.

SCHOOL CONTACT NUMBERS - The staff of Springhill High can be reached directly, or by message, by utilizing the phone number listed below. Please note: Teachers are not permitted to leave their classes unattended to answer phone calls during classroom times. A message will be relayed to them and they will return your call as quickly as possible. Office - (902) 597-4250

School Website: <http://shs.ccrce.ca/> or visit our Facebook page: SHS-Springhill Junior-Senior High School.

STUDENT RESPONSIBILITIES - As per the Nova Scotia Department of Education and Early Childhood Development:

Section 24

(1) of the Education Act, it is the duty of a student to:

- 1) participate fully in learning opportunities;
- 2) attend school regularly and punctually;
- 3) contribute to an orderly and safe learning environment;
- 4) respect the rights of others; and
- 5) comply with the discipline policies of the school and the school board

(2) Students are accountable to their teachers for their conduct while under their teachers' supervision.

(3) Students may participate in decisions that affect their schools through representation on school advisory councils or committees in accordance with school board policy.

(4) It is the right of students to be informed of their educational progress on a regular basis.

PARENTAL RESPONSIBILITIES - As per the Nova Scotia Department of Education and Early Childhood Development:
Section 25

- (1) Of the Education Act, it is the duty of parents to:
 - (a) support their children in achieving learning success;
 - (b) cause their children to attend school as required by the regulations;
 - (c) communicate regularly with their children's school;
 - (d) ensure the basic needs of their children are met, including ensuring that their children are well nourished and well rested when they go to school; and
 - (e) support their children's teachers in their efforts to provide an education for their children.
- (2) Parents of students with special needs shall be afforded the opportunity to participate in the development of an individualized program for their children.
- (3) Where:
 - (a) the parent of a child with special needs does not agree with the individualized program plan that has been developed for that child; and
 - (b) the disagreement cannot be resolved by a school board appeal process, the parent or the school board may initiate an appeal as prescribed by the regulations.

POWER SCHOOL INFORMATION SYSTEM - All parents and students in Grades 7-12 have the opportunity to continually monitor their student's progress, via the Power School Information System website. Each parent/student is given unique access to only their child. Teacher and school announcements, upcoming events, homework, attendance and assessment results are available through this system. **Please contact the office if you require assistance with your username, password or access.**

STUDENT ATTENDANCE -Springhill Junior-Senior High School and the Chignecto-Central Regional Centre for Education recognize that regular student attendance and punctuality are among the necessary essential components for student success. CCRCE is committed to full implementation of sections 24 – 26, 38 and 116 of the Nova Scotia Education Act which clearly defines student attendance as a responsibility that is shared among parents/guardians, students, teachers, principals, and the school board.

Students must take responsibility for their learning and the learning process is as important, or perhaps more so, as achieving the grade at the end of the course. It is through the learning process that students build their problem solving abilities, their critical thinking skills, and their abilities to work in a team environment, as well as other critical employability skills they will need in the labour market.

Students are required to provide excuses for all classes for which they are absent, within **five (5) days** of the student returning to school. **It is the responsibility of the student to monitor his/her attendance.**

1) If a student is to be absent the day of a test or presentation, the parent/guardian must phone the school the day of the test, excusing the student from the test.

2) It is the student's responsibility to make up for all missed work / assignments / projects when absent. If the student is aware of upcoming absences, they should make contact with their teachers ahead of time.

3) Extended, excusable absences occur from time to time and the school will work with the student and home to see that the student does not fall behind.

Loss of Credit for Grades 10 to 12

In order to earn a course credit in high school, students are expected to be present for at least 80 percent of class time. A teacher can recommend loss of credit when a student has missed 20 per cent of class time due to any absences, and strong efforts have been made to improve the student's attendance, but no improvement has been demonstrated by the student.

Upon receiving the recommendation of a teacher, and working in consultation with the teacher and other school staff as appropriate, the principal will make the final decision around loss of credit. The principal is responsible for communicating the decision to the student and family.

Roles and Responsibilities

Students are responsible for maintaining regular attendance and arriving at school on time and ready to learn. Students are also responsible for catching up on any work missed as a result of an absence or absences.

Parents/guardians are responsible for monitoring and ensuring that their children maintain regular attendance and arrive at school on time, and for communicating with the school regarding their child(ren)'s attendance.

Teachers are responsible for monitoring and recording student attendance by the end of the school day and for identifying potential issues related to chronic lateness and/or absenteeism. Teachers will take reasonable steps to promote and support regular attendance

and will communicate with students and/or parents/guardians when concerns related to attendance arise.

Principals are responsible for working with teachers, students, parents/guardians, and others as needed, to take reasonable steps to support attendance, including identifying supports in response to student absences and to promote regular attendance. Principals will work with teachers to maintain accurate attendance records. Principals are also responsible for the final decision around loss of credit due to absenteeism and for communicating the decision to the student and their family.

EXAM EXEMPTIONS:

<http://www.ccrce.ca/exam-exemptions>

CCRCE's **Examination Exemption Protocols** are currently under review. (August 2019)

CELLPHONE USE — The use of cellphones during instructional time has been identified as a factor which negatively impacts student achievement. With this in mind, we are continuing to limit cellphone use during class time. Students will be asked to ensure that their cellphones are off and stored out of sight during class time. There will be times that teachers may permit purposeful cellphone use during instructional times, but this will be under the direction and supervision of the classroom teacher. This will include headphones/earbuds.

Parents who need to contact students may do so by calling the office at (902) 597-4250 or contact them during recess (10:50-11:00AM) or lunch (12:00-12:40PM).

ANAPHYLAXIS - It is the responsibility of parents to identify all known allergies to the school and to complete the required CCRCE documentation. Parents are to ensure that their child is provided with an Epi-Pen and has an appropriate means for carrying their Epi-Pen. Anaphylactic students are required to take their Epi-Pen on school trips.

“NUT AWARE FACILITY” – Please note, we have several students who are severely allergic to nuts & peanuts. Springhill High School is a **“Nut Aware”** facility. Please keep this in mind when preparing lunches or snacks that will be brought to school.

TEXTBOOKS - Student textbooks that have been assigned to students are not to be left unattended. Textbooks are the property of the School and students are liable for the cost of any lost, stolen, or damaged textbook(s). Teachers are not responsible for textbooks left in their classrooms.

HOMEWORK EXPECTATIONS- The staff at Springhill High School supports the assigning of homework as a means of reinforcing and furthering classroom instruction and learning. These statements summarize the reasons for the necessity and importance of homework in assisting a student's educational progress at Springhill High School.

1. Homework reinforces material presented in the classroom, supplementing and building on the classroom experience.
2. Homework creates readiness for learning by providing background knowledge.
3. Homework provides students with activities for individualized learning.

ACADEMIC DISHONESTY - Academic dishonesty is a violation of our school community values. Academic dishonesty applies not only to formal written evaluations, but to assignments and projects as well. For the purposes of French Language assessments, the over-use of online translators constitutes academic dishonesty (plagiarism).

OUR COMMITMENT TO YOU - The staff members at Springhill High are recognized within the Chignecto-Central Regional Centre for Education for their compassion, teaching excellence and curricular leadership. Our commitment to both you as a parent/guardian and your child is reflected in the following goals:

1. To maximize student learning through implementing and supporting effective instruction and assessment practices.
2. To create a safe, supportive and socially just learning environment for each student.
3. To increase professional learning community practices.

SCHOOL HOURS (bell times)

Classes Begin	8:50
Recess	10:50-11:00
Lunch	12:00-12:40
Dismissal	2:40

STUDENT FEES - Student fees will be collected by the office during the first few weeks of September. This fee includes a 2019-20 Premier School Agenda. Student fees for all students, grades 7-12 are \$20.00. Families with three or more children will pay a flat fee of \$50.00. Receipts will be issued and are required prior to any extra or co-curricular participation or locker purchase.

LOCKERS - Lockers will be available to Junior and Senior students again this year. Rental fee for the year is \$15.00 for a locker and lock, which will be sold as a unit. Students must use the lock issued by the school. Locks and lockers will be issued through the office in early September and receipts will be issued. Parents/ Guardians must review and sign a CCRCE Locker Policy information form and return it to the office.

CAFETERIA SERVICES - Full cafeteria services are available from 8:30 a.m. until 1:00 p.m. Students can purchase items from the cafeteria during mandated break times. In addition, senior students may also purchase items during scheduled off periods. Menu choices for students follow the Nova Scotia Department of Education and Early Childhood Development's guidelines for Healthy Eating. As a staff, we urge students who bring their lunch and recess to consider healthy food choices.

SCHOOL CANCELLATIONS AND EMERGENCY PROCEDURES - In the event that the school must be cancelled due to inclement weather, the cancellation will be announced on the local Radio Station (CKDH 101.7 FM) between the hours of 6:00 a.m. and 8:00 a.m. Cancellation information is also posted on the CCRCE website (<http://www.ccrce.ca/>). Please make appropriate contingency plans for your children in the instances where the school is dismissed during the day due to weather conditions or other circumstances.

Practice fire drills will be held to acquaint students with correct procedures for evacuating the building in a safe and efficient manner. Several other drills, including Code Blue lock down procedures will be held throughout the year to insure student and staff compliance with the necessary procedures.

PARENT MEETINGS AND SCHOOL REPORTING PERIODS - Parent/Teacher conferences are held for both Junior and Senior High during the months of November and April, immediately after the issuing of the Midterm Reports. You are encouraged, however, to contact the school or your child's teacher to set up an appointment, if you have any concerns about your child's progress throughout the school year. You should also contact the school or your child's teacher if circumstances within the home may cause a change in your child's behaviour or academic performance. The school has access to resources that may be of assistance to you and your child depending on the specific situation.

SCHOOL ADVISORY COUNCIL - The Springhill High School Advisory Council meets monthly to hear and review community or staff suggestions/concerns related to school activities, school programs and facility issues. The council consists of the school principal, with representation from three staff members, three community members, three parents and students.

Some of the responsibilities of the School Advisory Council are:

- to provide all partners with a voice in decision-making,
- to collaborate with all school staff in developing a school improvement plan;
- to assist in developing school policies which promote academic excellence in a positive learning climate;
- to prepare an annual accountability report that describes school improvement activities undertaken during the year, specific results of improvement that have been achieved and factors that influenced the results.

CODE OF CONDUCT

Springhill High School, follows the Nova Scotia Department of Education and Early Childhood Development's Provincial School Code of Conduct Policy.

Students, parents, teachers, support staff, principals, and school boards share responsibility for creating a school-wide approach to maintaining a positive and inclusive school climate where all students are supported to develop healthy relationships, make good choices, and achieve success in their learning.

Nova Scotia's provincial school code of conduct policy establishes standards of behaviour for all schools and is built on the following expectations:

- ❖ Unacceptable behaviour will be responded to immediately.
- ❖ Schools will use proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are conducive to teaching and learning.
- ❖ When responding to unacceptable behaviour, schools will— give first consideration to the safety and security of students, staff, and other members of the school community — assist students with developing new behaviours and strategies to reduce the reoccurrence of unacceptable behavior — address consequences in a fair manner that does not disproportionately impact students based on race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance.

All students and members of a school community will feel and be safe in their school. Each person will contribute to a safe and inclusive learning environment.

Unless immediate action is necessary to maintain a safe learning environment, schools will support and promote positive student behaviour through programs of prevention and intervention.

Acceptable Standards of Behaviour

All students and school members will

- show respect for the rights, property, and safety of themselves and others
- accept personal responsibility for their behaviour
- demonstrate socially appropriate behaviour
- respect and appreciate diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance
- treat school property and the property of others with a reasonable standard of respect
- attend regularly and punctually as required under section 24 of the Education Act
- show respect for the roles and responsibilities of students, principals, teachers, parents, volunteers, and the Regional Centres for Education
- demonstrate respect for the learning environment of the school and the classroom and school activities and events
- demonstrate and promote positive behaviour through the avoidance of all types of violence
- use information and communications technology, including the Internet, digital resources, and e-communication, and all forms of social media in a responsible and acceptable

manner consistent with the Nova Scotia Public School Network Access and Use Policy and the Cyber-safety Act (2013)

- refrain from all forms of bullying and cyberbullying, intimidation, racism, and discrimination
- refrain from the possession of any weapons
- refrain from the use of items as weapons intended to harm another person or themselves
- refrain from the possession of, or being under the influence of alcohol, drugs, and all other forms of intoxicants on school property.

Promoting Acceptable Behaviours

Some behaviours—such as failure to follow directions, shoving and pushing, profanity that is not directed at another person, disrespectful behaviour that shows disregard for a teacher’s or other supervising adult’s position—will be addressed by teachers and administrators in the course of their daily work in classrooms and supervision of students in other areas of the school. Responses to these behaviours may include student and/or parent conferences, creating a plan for restitution, coaching students to help them learn new behaviours, restorative approaches, and/or detention as a time to reflect.

Responding to Unacceptable Behaviour

Unacceptable behaviours endanger the well-being of others, result in damages to property, and/or significantly disrupt learning environments.

Responses to unacceptable behaviour will

- ✦ be appropriate for the student’s age and stage of development and consider a student’s special needs where the behaviour is determined to be unintentional
- ✦ be consistent with standards established in the provincial Special Education Policy, when supporting students with special needs programming relating to behaviour
- ✦ reflect the severity of the behaviour
- ✦ take into account the frequency and duration of the behaviour
- ✦ be chosen primarily for their educational value
- ✦ occur in a timely fashion
- ✦ reflect an individualized approach to discipline
- ✦ be fair and equitable and respect the dignity of all involved
- ✦ A principal may consider suspending a student for up to 10 school days, if the principal believes a student has engaged in any of the following activities while on school grounds, on property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program, at a school bus stop or on a school bus, or off school

grounds if any of these behaviours (listed alphabetically below) disrupt the learning climate of the school:

- ✦ bullying
- ✦ cyberbullying
- ✦ discriminatory behaviour
- ✦ illegal activity
- ✦ insubordination
- ✦ misuse of network or online resources
- ✦ physical violence
- ✦ racist behaviour
- ✦ repeated use of tobacco or e-cigarettes
- ✦ sexual assault
- ✦ sexual harassment
- ✦ sexual misconduct
- ✦ significant disruption to school operations
- ✦ use or possession of
 - alcohol
 - drug-related paraphernalia
 - illegal drugs
 - weapons
- ✦ vandalism
- ✦ verbal abuse

A principal may recommend to the Regional Centre for Education that a suspension be extended for a period greater than 10 days. Decisions regarding extended suspension will be made following the protocol outlined in section 124 of the Education Act.

NATIONAL ANTHEM - As per policy # ES-G-16, all schools in CCRCE will make the playing/singing of O Canada a part of daily opening exercises as well as special events. Accordingly, the Centre for Education expects students and staff to come to attention, remove their hats and listen and/or sing along with the playing of O Canada. Exemptions from this policy will be considered when written request from parents or guardians are received by the administrative office of SHS.

TOBACCO – Smoking, or use of tobacco, or “vaping” (Electronic Tobacco Products) have been prohibited on school property for all students, staff and visitors.

Students are reminded that during break times, they are expected to respect the rights of adjacent private property owners. These property owners are well within their rights to contact local police, should there be incidents of trespassing, inappropriate behaviours or vandalism. ***The Victoria Street doors are for emergency exit only.***

ELECTRONIC DEVICES - To better promote a positive learning environment, cell phones, music devices and other electronic communication devices are to be **turned off and stored away** (inaccessible) during class time. Electronic devices on display during class time will be collected by the classroom teacher and promptly forwarded to the office. Students will be required to retrieve their device from an administrator at the main office. Should repeated offences occur, the parent / guardian may be required to come to the main office to retrieve the device on behalf of the student. Parents are asked to refrain from initiating contact with their students during class time.

School Calendar 2019-2020

September 2	Labour Day
September 3	Orientation Day
September 4	Site-based Professional Development Day
September 5	Students Begin - Semester I Begins
September 13	Deadline to add a course
September 30	Teacher Professional Development Day – No classes for students.
October 14	Thanksgiving Day – No School
October 25	Provincial Conference Day – No Classes for students.
November 11	Remembrance Day Observed– No School
November 13-14	Report Cards Distributed (7-12)
November 15	No school for students: Site-based PD a.m. Parent teacher grades 7-12: 1:00PM - 3:00 PM.
November 15	Last Day to drop a course with no WD on transcript.
December 20	Course Withdrawal deadline – WD will appear on the transcript
December 23	First day of Christmas Break
January 6	Classes Resume
January 23	NS Virtual High Examinations
January 27-30	Examination Period Semester 1
January 31	Assessment and Evaluation Day – No classes Grades 7-12.
February 3	Semester II Begins
February 10-13	Semester I Report Cards distributed (9-12)
February 12	Deadline to add a course
February 17	Heritage Day: No School
February 28	Site Based Professional Development – No classes for students.
March 16-20	Spring Break
April 7-8	Report cards distributed (7-12)
April 9	No school for students: site-based Professional Development - am Parent-Teacher Interviews (GR 7-12) 1:00-3:00 p.m.
April 9	Course Withdrawal deadline – WD will not appear on the transcript
April 10	Good Friday
April 13	Easter Monday
May 18	Victoria Day
May 29	Course Withdrawal deadline – WD will appear on the transcript
June 17	NS Virtual School Examinations
June 19 - 25	Examination Period Semester II
June 26 & 29	Assessment and Evaluation Days (no classes)
June 29	Graduation
June 30	Last teaching day, report cards distributed

Nova Scotia Examinations:

The schedule for Nova Scotia Examinations is as follows:

English 10	January 27, June 19
Math 10	June 22

GRADUATION REQUIREMENTS

- **Minimum** of 18 credits of which 13 are compulsory
- No more than 7 of the 18 credits may be for Grade 10 courses
- At least **5** credits must be at the **Grade 12** level
- 3 English Language Arts: (1 at each level)
- 1 Fine arts credit (Drama, Visual Arts, Music)
- 1 Canadian Content (Canadian History, African Canadian Studies*)
- 1 Global studies (Global History, Global Geography or Global Politics*)
- 1 Physical Education credit (PAL 11 or PE 12 Leadership)
- 3 Mathematics
- 2 Science (including at least 1 from Science 10, Physics, Chemistry, or Biology)
- 2 other credits from technology, mathematics, or science. Additional eligible science / technology courses at SHS include:
 - Exploring Technology 10
 - Communications Technology 11
 - Film and Video Production 12
 - Multimedia 12*
 - Oceans 11
 - CSI Integrated Science 12
 - Co-operative Education 12
 - Other courses as selected annually

*Nova Scotia Virtual High Courses

As a graduation requirement starting for 2020 graduates, students will be required to successfully complete three high school mathematics courses, one at each grade level (10, 11 & 12). This means that students entering grade 10 beginning in September 2017 will require three mathematics courses as noted.

Add / drop date for Senior High Courses

Semester 1:	September 13 – last day to add a course. November 15 – course withdrawal deadline. WD will not show on transcript. December 20 - course withdrawal deadline. WD will show on transcript.
Semester 2:	February 12 – last day to add a course. April 9 – course withdrawal deadline. WD will not show on transcript.

May 29- course withdrawal deadline. WD will show on transcript.

All students wishing to add/drop courses must meet with the Guidance Department, complete the appropriate form and have all required signatures before any changes will take effect. **Students must be enrolled in a minimum of three (3) courses each semester.**

CREDIT TYPES

Each course is defined as one of the following credit types:

Advanced – These courses are designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement.

Academic – These courses are designed for students who expect to enter college, university, or other postsecondary institutions.

Open – Although none of these courses is designed to meet the specific entrance requirements of any postsecondary institution, individual courses may meet entrance requirements of some institutions.

Graduation – These courses are designed for students who wish to obtain a graduation diploma with a view to proceeding to employment or some selected area of postsecondary study.

- ❖ Please refer to Senior High Course Selection sheets for specific course and credit designations. These are available from the Guidance Office.

OPTIONS AND OPPORTUNITIES PROGRAM

Options and Opportunities (O2) is a program designed to help students work toward a career or occupation in learning contexts that respond to their learning needs and that provides linkages to the workplace and other post-secondary destinations.

Students need opportunities to link their learning to the workplace. The effectiveness of learning in authentic settings is well documented. This critical component of O2 expands opportunities for learning in the workplace and the community and provides credits for co-operative education, service learning, volunteering, and community based programs that focus on leadership.

For more information regarding O2, please contact the Guidance Office (Mrs. MacDonald), or O2 Teacher (Mr. Scott).

POST-SECONDARY ADMISSION REQUIREMENTS

Students are encouraged to consider university, community college and other institutions in view of their personal interests and career goals before making their post-secondary plans.

UNIVERSITY admission requirements vary depending on the institution and the different programs you may wish to enter. However, students generally must have completed Grade 12 with academic English and at least four more Grade 12 academic courses. English, Pre-calculus Mathematics, and two science courses (Physics and Chemistry may be specified) are most often required for admission into a Science degree program. The minimum average on the Grade 12 courses considered for admission is 65% or 70% at some universities, including Dalhousie and Acadia. Students planning to attend university are advised to consult their guidance counsellor and the university's calendar to keep up-to-date on changing admission requirements. Meeting these minimum requirements does not guarantee admission.

Admission to **Nova Scotia Community College** programs and private business or computer schools is generally high school graduation, but different programs and different provinces will have specific course requirements. Again, consult your counsellor and the college's calendar before choosing your program of studies.

GENERAL ADMISSION REQUIREMENTS FOR ATLANTIC UNIVERSITIES*

Degree	General Requirements
B.A. (Bachelor of Arts)	English 12, Global Studies 12 and three academic Grade 12 credits
B.Sc. (Bachelor of Science)	English 12, Global Studies 12, Pre-calculus 12 and 2 Grade 12 Sciences
B. Com. (Bachelor of Commerce) B.B.A. (Bachelor of Business Administration)	English 12, Global Studies 12 Mathematics 12 and 2 academic courses
Specific programs like nursing, kinesiology, etc.	*See the academic calendars in the library or guidance office or consult your guidance counsellor.

RECOGNITION OF ACADEMIC ACHIEVEMENT FOR GRADUATES **

HONOURS WITH DISTINCTION

A student will graduate from **high school** with honours with distinction standing if he/she has achieved an average of 90% in the mandatory eighteen credits as prescribed by the Department of Education.

HONOURS

A student graduates from **high school** with honours standing if he/she has achieved an average of 80% in the mandatory eighteen credits prescribed by the Department of Education.

RANKING

Universities ask high schools to rank students on the basis of their *academic* potential, if they are to be considered for scholarships. Ranking must be completed for graduating students when first semester results are available. This may require the substituting of a Grade 11 course for a Grade 12 for course not yet taken. Ranking is based on the appropriate Grade 11 or Grade 12 courses regardless of the semester or year in which they are completed. A student's class rank will be reported as follows: top 2% of the class; top 5% of the class and top 10% of the class

RECOGNITION OF ACADEMIC ACHIEVEMENT FOR STUDENTS

7-11 ***

SHS students in grades 7-11 will be recognized for their academic performance according to the following criteria:

HONOURS GRADES 7-9

Students will receive Honours recognition if he/she has achieved an overall average of 80% based on all courses taken at grade level, with no mark below 70%.

HONOURS GRADES 10-11

A student will receive Honours recognition if he/she has achieved an average of 80% based on English plus **any 5** other courses taken in that academic year.

HONOURS WITH DISTINCTION GRADE 7-9

A student will receive Honours recognition if he/she has achieved an average of 90% based on all courses taken at grade level, with no mark below 80%

HONOURS WITH DISTINCTION GRADES 10-11

A student will receive Honours recognition if he/she has achieved an average of 90% based on English plus **any 5** other courses taken in that academic year.

* Students should always consult specific program requirements for the current calendar year.

** Recognition of Academic Achievement for Graduates occurs at the Graduation Ceremonies in June.

*** Recognition of Academic Achievement for students 7-11 occurs at the Recognition Awards Ceremonies in June.

THE YOUTH HEALTH CENTER

HISTORY

The Youth Health Center has been a joint venture between the Health Authority and the Chignecto-Central Regional Centre for Education. The YHC is a youth-focused and youth friendly service located in the Springhill High School where accurate and non-judgmental health information and services are delivered from a youth-centered approach. The youth centered approach ensures that youth are engaged, thus promoting and enhancing self-worth.

The YHC aims to increase opportunities for youth to develop and sustain the knowledge, attitudes, capacities, skills, and behaviours needed so they may be prepared for healthy living in its broadest sense: to manage their personal health and well-being, develop intimate relationships and family life, participate in the workforce and participate in community life. The YHC will provide services for young people that value their knowledge, welcomes their input, respect their opinions and actively involves them in addressing their health concerns.

QUALITY CONTROL

The services provided are delivered in a safe and confidential manner to enable the youth to make healthier decisions.

CO-ORDINATION

The YHC is staffed with a Youth Wellness Co-ordinator who operates within the center to counsel, support and co-ordinate services and requests.

SERVICES

The center benefits from the services of the Nurse Practitioner who operates from an on-site clinical room within the center walls once per week. The youth will have access to the on-site clinical room within the center walls bi-weekly whose services include pregnancy tests, pap tests, STI testing and treatment, as well as general check-ups. The YCH has partnered with Youth Addictions Services, Mental Health, Primary Care Services (NP), Public Health Services, as well as community partners. The services they provide are broad-based and on an "as needed" basis.

GOVERNANCE

The YHC is managed by a Youth Advisory Committee comprised of students who collaborate with the coordinator as equal partners in the establishment and operation of the YHC. Their role is to identify youth health issues within the school and community and provide health promotion and support through the provision of group education sessions facilitating peer-education programs. The YHC is governed by a Steering Committee who manages using a collaborative model that is accountable to youth, partners, and the community it serves.

GUIDANCE, YHC, COMMUNITY OUTREACH AND STUDENT SUPPORT WORKERS – When accessing support services, students are expected to book an appointment, during non-class time, whenever possible.

DIVERSITY - All CCRCE schools endeavour to promote an environment of positive race relations and cross-cultural understanding in a human rights context. With this in mind and at the heart of all we do, we strive to provide quality learning opportunities that reflect diversity and promote a positive school culture. Through the collaboration of the Student Support Worker, RCH advisor and administration, students and staff receive on-going support and education with respect to diversity education.

PROGRAMS AND EXTRA CURRICULAR ACTIVITIES - Springhill High School is pleased to offer over 50 co and extra-curricular opportunities for its students. Student participants are expected to maintain satisfactory attendance and academic performance to ensure continued participation in these programs.

SPRINGHILL HIGH SCHOOL ATHLETIC POLICY

Springhill High School believes extra-curricular activities are essential in developing students with a sense of responsibility and accountability.

Springhill High School, believes in keeping the 'school' in school sport, which is why the administration, teachers, and coaches promote the belief that student athletes are students first and that representing the school as an athlete is a **privilege**.

As such, students representing Springhill High School MUST be passing and meeting all attendance requirements and display appropriate behaviors both in and out of school in order to participate in extra-curricular activities.

Students may lose their privilege to play in organized events if:

- Any failing grade on any progress or formal report.
- An out of school suspension (regardless of the length of the suspension).
- An in school suspension.
- The student is NOT meeting school attendance expectations.

Please refer to the Springhill High Extracurricular Handbook for more information. Handbooks are available from your coach, the Athletic Director – Mr. Scott, or in the office.

INTRAMURALS - In recent years, ping-pong, basketball, badminton, flag football and floor hockey were offered to students and we are excited about the possibility of new options.

COMMITTEES - Students have a variety of choices in this area and are encouraged to become involved in the committees that help our school community run smoothly.

These committees often include: Prom, Grad, School Spirit, Yearbook, Student Council, SADD and GSA.

BREAKFAST PROGRAM- To ensure that all students are physically and mentally prepared for learning, the Breakfast Program is available to all students.

SCHOOL DANCES - A variety of fundraising dances will be held throughout the school year. Invitations for guests will be available through the main office prior to each dance. Students must arrive at the dance with their guest. All guests must be under 19 years of age. Students are reminded that all backpacks, coats and sweaters with deep pockets must be left at the door. As well, for the safety of all students, school and CCRCE policies with regards to drugs and alcohol will be strictly enforced. Students must have attended all classes the day of the dance to attend (exceptions would include, but not limited to, medical appointments). Parents are encouraged to phone the school to explain excused

absences, as it is not possible accept excuses at the door.

PLEASE NOTE: PROM

Students in grades 10-12 who are in good standing academically and behaviourally may wish to attend Senior High Prom.

There are special circumstances regarding invited guests to Prom:

- With permission, graduating students can invite non-students to the Prom. Invited guests must be **under 20** years old.
- With permission, only graduates can invite students who are not currently enrolled in school.
- With permission, students in Grades 10 and 11 can invite guests from other schools.
- Invitations must be filled out, and approved by the Principal, 5 days before prom.

Please call the office (902) 597-4250 with any questions you have regarding the information provided in this handbook.

B. Conron, Principal

R. Oulton, Vice-Principal

