



SA-HALI SECONDARY SCHOOL

**255 Arrowstone Drive
Kamloops, BC V2C 1P8
Phone: (250) 374-0861
Fax: (250) 377-2259**

<http://sa-hali.sd73.bc.ca>

**Mrs. R. Sdoutz, Principal
Mr. D. Comita, Vice Principal
Mr. B. Tommasini, Vice Principal**

STUDENT HANDBOOK

WELCOME TO SA-HALI SECONDARY SCHOOL

**HOME OF THE SABRE NATION!
“PRIDE IN OUR SCHOOL AND OUR COMMUNITY”**



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Mr. D. Comita, Vice Principal
Mr. B. Tommasini, Vice Principal**

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Kamloops, BC V2C 1P8
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Fax: 250-377-2259**

This Handbook belongs to:

Find us on Facebook @ Sa-Hali Secondary School

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***CURRENT SCHOOL CALENDAR AND BELL SCHEDULES ARE AVAILABE ON OUR WEBSITE**

WELCOME TO SA-HALI SECONDARY

At Sa-Hali Secondary, we work to provide a positive learning environment, with rewarding education programs that builds pride in our school community. We encourage students to involve themselves in all aspects of the school's academics, athletics, fine arts and student activities. The SSS staff is prepared to assist all students in their endeavors, whatever they may be.

We also invite parents and guardians to be part of our school by attending and supporting our various school functions and to visit us whenever they have a concern.

We welcome you to the 2019/2020 school year and we hope that it will be your best year ever!

SA-HALI SECONDARY SCHOOL MISSION STATEMENT

Sa-Hali Secondary School is committed to providing a safe, caring, inclusive environment that will promote student's intellectual, physical and social development. Our school community encourages its members to be lifelong learners who are engaged and empowered citizens in our changing local and global communities.

STUDENT RIGHTS AND RESPONSIBILITIES

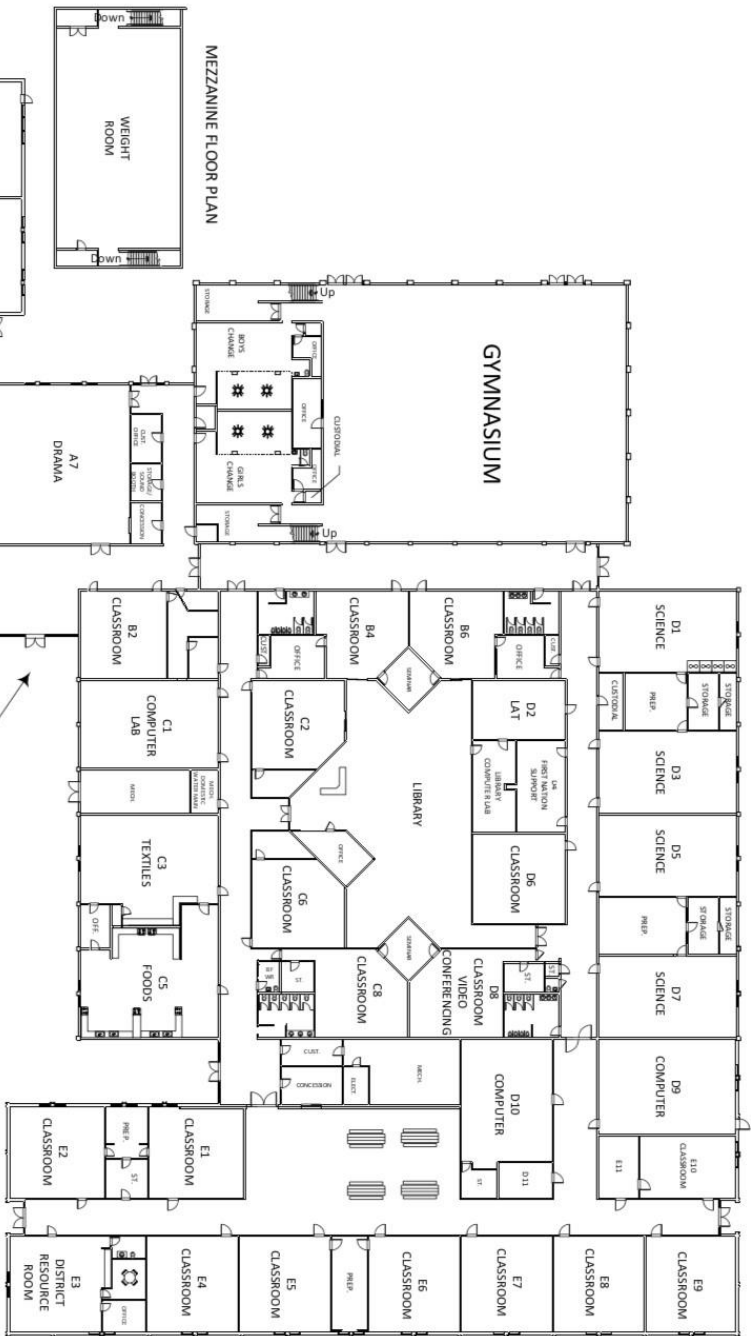
1. I have a RIGHT to learn in this classroom. It is my RESPONSIBILITY to listen to instructions, to work quietly at my desk and to raise my hand if I have a question, concern or need to leave.
2. I have a RIGHT to hear and be heard, it is my RESPONSIBILITY not to talk, shout or make loud noises when others are speaking.
3. I have the RIGHT to be respected in this classroom. It is my RESPONSIBILITY not to tease or bug other people or hurt their feelings.
4. I have the RIGHT to be safe in this classroom. It is my RESPONSIBILITY not to threaten, kick, punch or physically harm anyone.
5. I have the RIGHT to privacy and to my own personal space. It is my RESPONSIBILITY to respect the personal property of others and to accept their right to privacy.



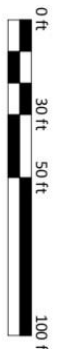


Sa-Hali Facility Map

Portables
Located
Here



MAIN ENTRANCE



TITLE	SAHAU SECONDARY		
DRAWN BY	255 ARROWSTONE DRIVE, KAMLOOPS, BC		
DESCRIPTION	SCALE	1:800	
REVISION	DATE	NO. OF PAGES	PAGE 1 OF 1



Facilities Department
 965 Notre Dame Drive,
 Kamloops, B.C., V2C 5P8
 Tel: (250) 851-4420
 Fax: (250) 851-4421

SCHOOL POLICIES

Attendance and Punctuality Policy

Attendance and punctuality are expected on a regular basis as per the Public School Act Regulations. Regular attendance and punctuality are important factors in school success. Parents/guardians are requested to utilize the School Messenger app or Safe Arrival at 1-844-350-2647 if your son or daughter is going to be absent, late or needs to sign out early. More information and instructions are available on our website at <https://sahali.sd73.bc.ca>

- Students arriving at school after 8:30am are late. If they arrive before 8:45am they should go directly to class and the teacher will mark them late. If the student arrives with a note, or it was recorded through Safe Arrival as excused, they should sign in at the office to ensure their late is excused.
- When a student must leave school during class time, it is required that a parent advise the office before they leave. Students must sign out at the office for appointments and sign in when they return to school. Signing out at the office applies to students who are leaving school at lunch and not returning for the remainder of the day.
- For long-term absences, contact your student's counsellor at 250-374-0861 to make arrangements for any missed assignments and work to be emailed or picked up. □ Students are responsible for making up missed assignments and work when absent.

Planned Absence: (forms are available at the main office)

1. Planned absence are used for absences of 2 or more days and refers to school field trips including music, sports, cultural, and family events.
2. The student must present the "Planned Absence" form to the teacher at least 2 days prior to the event. The teacher will advise the student of the work that will be covered during the absence. Planned Absences that are school sponsored are to be handed in completed to their sponsor teacher. Planned Absences that are family events are to be turned into the office for approval by the administration.
3. Classroom teachers have the right to refuse permission for school planned events.
4. Students must accept responsibility for making up the missed work.

Exams and Absence:

1. Students, who are absent from an exam or other scheduled presentation, project or assignment for reasons that are acceptable under the School Act or Board Policies, should be allowed to make up the exam or be evaluated without penalty.
2. Students who are absent for social/personal reasons that are not emergencies, and have not been previously approved, may be required to do an alternate assessment other than the scheduled exam or presentation.
3. Students who are absent as a result of a school or Board suspension will be required to attend school for scheduled exams. Assignments or other obligations that may come due during the suspension should be sent in or dropped off at the school. Teachers are required by the Act to provide an educational program for students who are registered but under suspension.

Homework Policy

As a general guideline, students are advised to establish a study plan at the beginning of the year. This plan should permit time for both assigned (homework) and review (study work). Following is a guideline: □ Grade 8: ½ to 1 hour daily

- Grade 9/10: 1½ hours daily
- Grade 11/12: 2 to 2 ½ hours daily

The following statements summarize the reasons for the necessity and importance of homework in assisting a student's educational progress.

- Homework reinforces material presented in the classroom, supplementing and building on classroom experience.
- Homework creates readiness for learning by providing background knowledge.
- Homework provides practice drill in specific skills areas.
- Homework provides follow up to classroom activities.
- Homework provides students with activities for individualized learning. □ Homework is an evaluative tool.

To ensure co-operation between students, teachers and parents in the assignment of homework, the following expectations are to be collectively employed:

Student's Role:

Students are expected to complete homework assignments on time in order to develop self-discipline and time management skills and to enhance their knowledge of each subject.

Teacher's Role:

Teachers will assign meaningful homework that will be promptly evaluated.

Parent's Role:

Parents are expected to provide students with an environment that promotes good study habits and to enrich the student's learning through their support and encouragement. Parents have an opportunity to be informed about the materials students are studying by direct contact with the teacher.

Textbook Deposit Policy #506.4

A learning resources deposit shall be collected from all middle and secondary school students. The deposit is a means of teaching the students a sense of responsibility; and, to control waste through lost or damaged textbooks. The textbook deposit will be \$50.00 per student to a maximum of \$100.00 per family. The textbook deposit will be held by the school until the student graduates or withdraws from the school provided that textbooks are returned in a suitable condition at the end of each semester or school year. (For more information please go to the School District #73 webpage Policy #506.4 or call the school)

Computer Lab Policy

Students must have a parent/guardian sign an Internet Access Agreement for students to have access to the Internet at school.

Improper use of the computer network will result in the following:

- a) Removal of the student computer account.
- b) Prohibited from any computer use.
- c) Administrative action.

Technology Policy – Student Use

Personal Technology Devices

Students may use personal electronic devices at Sa-Hali Secondary School in the following manner:

1. Cell / Smart Phones – classroom use only with teacher authorization; breaks and lunch acceptable
2. Laptops / Tablets – classroom use only with teacher authorization; breaks and lunch acceptable
3. Audio devices – classroom use only with teacher authorization; breaks and lunch acceptable
4. Cameras (including Smart Phone cameras) – only with authorization
5. Recording devices – only with authorization

Texting or accessing social networking sites is not allowed during classroom instructional time without teacher authorization. All filming on school property and all footage used for school projects must be approved by Administration and / or the Teacher. Consent must be obtained before filming any individual. At no time will the use of any personal electronic device invade or infringe upon the personal privacy or safety of any member of the school community.

While using school / school district servers, students and guests may not assume that usage is private. All content will be available to be viewed for security and safety reasons. Students and guests using information technology within Sa-Hali Secondary School will use all technologies in an appropriate and safe manner. Commercial uses, harassment and bullying are inappropriate and will result in disciplinary actions.

Sa-Hali Secondary School accepts no responsibility for theft or damage that may occur to personal items brought to the school.

School Dress Policy

The Student Dress Code recognizes that a student's choice of dress can form an important part of self-identity. Students must not wear clothing which undermines the Districts commitment to a safe and inclusive learning environment. This includes:

- Clothing that promotes the use of tobacco, illegal drugs or alcohol
- Clothing that advocates illegal activity
- Clothing that promotes hatred of a person or persons
- Clothing that contains profanity, pornography or obscene images
-

Please see the [Student Dress Code](#) link for a more detailed look of School District 73 district student dress code information page.

REPORTING EVALUATION

GRADING AND ASSESSMENT


Grading

Grade 8

Course outlines, grading criteria and expectations are provided to the students at the beginning of each course. Students should also be aware of the objectives of the assignment, essay, quiz, or test assigned and the criteria for assessments. The students should be well aware of which exercises or assignments are being done for the purpose of assessing proficiency which will help to identify the correct proficiency level of the student as shown in the Fourpoint provincial proficiency scale below.

Four-point provincial proficiency scale

The **four-point provincial proficiency scale** is used in K-9 to communicate student progress in all areas of learning. The four points on the scale include Emerging, Developing, Proficient, and Extending.

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Grades 9-12

Course outlines, grading criteria and expectations are provided to the students at the beginning of each course. Students should also be aware of the objectives of the assignment, essay, quiz, or test assigned and the criteria for assessments. The students should be well aware of which exercises or assignments are being done for the purpose of assessing.

For each major objective of a course, assessments are recorded, using an appropriate instrument for obtaining assessments in sufficient numbers to be able to identify a valid letter grade.

Each department has developed grading criteria so that there is consistency in determining final letter grades. Such grading criteria shall focus on work habits, the format assignments are to take, and the relative weighting of class assignments, quizzes, tests and final examinations.

Achievement Indicators

This is subject to change by The Ministry of Education. The letter grades below indicate a pupil's achievement in relation to the standard of performance widely expected for that course.

- A** Excellent achievement **86-100%**
- B** Very Good achievement **73-85%**
- C+** Satisfactory achievement **67-72%**
- C** Satisfactory achievement **60-66%**
- C-** Low Level Achievement **50-59%**
- I** Incomplete—student has the opportunity to change this grade based on the requirements of the subject teacher
- F** Failure – students not attaining course objectives **0-49%**

Effort symbols are:

- G** Good **S** Satisfactory **N** Needs Improvement

Reporting Policy

Reports of student progress will be provided four times each year. These reports are a natural extension of the school's cumulative evaluation and grading policy. In addition to the formal letter grade reports, teachers will also report with telephone calls, conferences, email, interim reports and progress reports when there is a need.

Interim Reports/Parent Teacher Interviews

Parents can request Interim Reports from specific subject teachers by phoning the Counselling Office or emailing the teacher.

Parents are encouraged to request interim reports when a particular subject is a concern. It is a method to stay abreast of completed and missing assignments.

Parent/Teacher/Student Interviews: These ten minute appointments can be booked by calling the school office on the designated day. Watch the school newsletter for details. Have your student's name and teacher's name ready when you call.

Parent Teacher interviews for take place in October for Semester One and March for Semester Two. A date will be determined.

EFFORT

Because achievement and work habits are interrelated, work habits are also assessed and graded. Work habits and effort reflected by good or satisfactory comments have helped students obtain acceptance and employment. You are encouraged to attain good effort marks as this often reflects character and attitude.

Satisfactory (S)	Satisfactory Work Habits
Good (G)	Good Work Habits
Needs Improvement (N)	Needs Improvement

Any appeals of final student marks must be made to the principal within one week of report card distribution.

GRADE POINT AVERAGE

Your educational credentials play an important role in the transition to career or post-secondary training. A high grade point average is crucial to entry into many programs, and is vital to procuring scholarships, bursaries and financial help. You are encouraged to achieve strong grades and good effort marks to assist you in achieving your educational goals.

HONOUR ROLL CRITERIA – GRADE 8 AND 9

Grade 8 Outstanding Effort Honour Roll:

Effort Honour Roll, based on outstanding work habits, will be calculated on a minimum of three markable academic courses, and any elective courses taken during the qualifying period. Students must receive all "G" Work Habit marks. No "S" or "N" work habit marks allowed.

Grade 9 Outstanding Achievement and Effort Honour Roll will be calculated based on all **final** achievement marks, as well as all work habit marks in the qualifying reporting period. Students must have all "A" achievement marks and all "G" work habit marks to qualify. Note: There must be a three-course minimum in each reporting period.

Grade 9 Outstanding Effort Honour Roll:

Effort Honour Roll, based on outstanding work habits, will be calculated on a minimum of three markable academic courses, and any elective courses taken during the qualifying period. Students must receive all "G" Work Habit marks. No "S" or "N" effort marks allowed.

HONOUR ROLL CRITERIA – GRADE 10, 11 AND 12

HONOUR ROLL CRITERIA - FEBRUARY (S1) & JUNE (S2) REPORTING PERIODS

***Academic Honour Roll:** Student must have an average of **80% or higher (no rounding up)** based on final marks each reporting period; student must also have a **minimum of three markable courses** in each reporting semester; no achievement mark shall be less than **73% (B)** and will result in disqualification.

***Effort Honour Roll:** Student must have all **“G” Work habit marks** for **all markable courses** taken during each reporting semester.

***Principal’s List:** This is an annual recognition of outstanding achievement for students in **Grades 10-12**. Eligibility will be determined based on the following criteria:

- Student must have **86% (A) or higher** based on **final marks** reported in **Semester 1**.
- Student must have **86% (A) or higher** for all **term marks** reported in the **third reporting period**.
- An exception of **one mark** between **73-85% (B)** will be allowed.
- Any final or term mark **below 73% (B)** will result in disqualification.
- No “S” or “N” work habit marks allowed.
- Student must have a minimum of **six markable courses** over the school year.

**Lists of qualifying students will be posted in the common areas of the school immediately following report card distribution. Any students with “I” (Incomplete or In Progress) marks must have the mark converted within ten (business) days of report card distribution in order to be considered for the semester end Honour Roll. Principal’s List qualifiers will be posted in late May or early June. It is the responsibility of the student to check these lists for errors or omissions and/or bring forward any appeals.*

CHALLENGE/EQUIVALENCY/EXTERNAL CREDITS

Course Challenges

Course challenge is a process that students can use to receive credit for Ministry or Board/Authority courses in Grade 10, 11 and 12. This process is conducted via an assessment of undocumented prior learning. Challenges are appropriate where documentation is not available for an equivalency review.

Challenge Process:

A student may challenge a course if he or she:

- is currently enrolled in the school district, registered as a home schooler, or enrolled in a Distributed Learning school where the challenge is being requested; and
- has not already challenged the course and received a passing grade, or completed the course through previous enrollment, or been granted equivalency for the course; and
- can give compelling evidence that he or she will succeed in the challenge assessment. ▪ All decisions are made at the teacher’s discretion and are based on classroom performance

ACADEMIC INTEGRITY

Background

Academic dishonesty includes plagiarism and cheating. **Plagiarism** is the unacknowledged use of other people’s ideas or work. **Cheating** includes having someone else do an assignment for a student, acquiring answers to an assignment or test in an unauthorized manner and assisting another student to attain marks through misrepresentation.

Students are expected to exhibit academic integrity when completing assignments, tests and exams. Using work done by others as part of an assignment is acceptable only if a student clearly indicates whose work it is and where they obtained it (for example, from a website, book, article and so on).

Please refer to Administrative Procedure 360.2 for more information.

SA-HALI SECONDARY: EFFORT AND ACHIEVEMENT

Criteria	G	S	N
<p><u>Attendance:</u></p> <p>Attendance</p> <p>Punctuality</p>	<p>Excellent attendance record</p> <p>Absences are excused</p> <p>Rarely, if ever, late (provides note)</p> <p>Rarely finds cause to leave class</p>	<p>Some classes missed with no note of explanation</p> <p>Occasional late, but no discernable pattern exists</p>	<p>Unexcused absences</p> <p>Misses scheduled tests/due dates</p> <p>Attendance is unreliable</p> <p>Frequently late to class</p> <p>Finds excuses to leave class</p>
<p><u>Assignments:</u></p> <p>Submission of work</p> <p>Accuracy</p> <p>Quality</p>	<p>Work completed & submitted on time</p> <p>Work reflects students ability</p> <p>Student strives for quality</p>	<p>Some gaps in assigned work</p> <p>Doesn't exert him/herself beyond completion of work</p> <p>Quality of work is occasionally inconsistent with student ability level</p>	<p>Work often submitted late</p> <p>Work often not submitted</p> <p>Completed work often shows little care or effort</p>
<p><u>Behaviour:</u></p> <p>Attitude</p> <p>Focus</p> <p>Attention</p>	<p>Exhibits a positive attitude</p> <p>Models expected classroom behaviour</p> <p>Maintains focus & is on task</p> <p>Is respectful of others rights</p> <p>Seeks assistance when necessary</p>	<p>Generally meets behavioural expectations</p> <p>Although needed, infrequently seeks assistance</p> <p>Occasionally lacks focus in class</p>	<p>Exhibits a negative attitude</p> <p>Lacks focus in class</p> <p>Frequently off task</p> <p>Often uninterested</p> <p>Chooses not to participate</p> <p>Rarely, if ever, seeks assistance</p> <p>Displays inappropriate behaviour</p>
<p><u>Citizenship:</u></p> <p>Cooperation</p> <p>Involvement</p>	<p>Cooperates with teacher</p> <p>Cooperates with peers</p> <p>Contributes positively to the learning environment</p>	<p>Makes limited contribution</p> <p>Is generally cooperative</p> <p>Periodically disengages from class business</p>	<p>Argumentative or uncooperative with teacher/peers</p> <p>Undermines teacher authority</p> <p>Detracts from the learning environment</p>
<p><u>Organization</u></p> <p>Preparation</p> <p>Up-to-date</p> <p>Responsibility</p>	<p>Arrives in class with appropriate material</p> <p>Demonstrates good organizational skills</p> <p>Conscientious in obtaining/submitting missed work</p>	<p>Occasionally needs reminding of missing and late assignments</p> <p>Sometimes arrives in class unprepared (missing materials, missing homework, etc)</p>	<p>Frequently comes to class unprepared or without the appropriate materials</p> <p>Lacks organization</p> <p>Student is not meeting teacher expectations</p> <p>Makes little effort to keep up with missed work</p>

STUDENT INFORMATION

Personal Property

Sa-Hali Secondary School cannot be held responsible for lost or damaged personal property. The following is recommended:

Students should:

Not bring large amounts of money to school.

Not allow anyone to know your locker combination.

Leave technology devices at home.

If they require safekeeping services, check at the office. If they lose something, check at the office Lost and Found.

Lunch Facilities

Canuel Caterers are recognized in 40 different schools. We take pride in offering a variety of healthy food choices. Along with daily specials, we also cater to events. We are happy to be in Sa-Hali Secondary School and look forward to serving you.

Lockers

Lockers are assigned on the first day of school. Dudley combination locks may be used and can be purchased at the office. All combinations must be registered with the homeroom teacher. Lockers are in good condition when they are issued. The student assigned to the locker will be held responsible for any damage. Locker checks by administration and/or teachers may be made at any time. At year end, students are expected to leave lockers in a clean condition. Lockers are school property and are assigned to students for their use. The school cannot accept responsibility for items missing from lockers. Any item of value or money should never be left in a locker. Ask a teacher to take it for safekeeping, or ask the office staff to place it in the safe temporarily. Purchase a second lock for use in the gym change rooms.

Telephones and Messages

A telephone is available to students (just outside of the main office) and should be used in case of emergencies or for school business. Messages for students can be left at the main office. Notices of messages will be announced over the PA during the last few minutes of class, before lunch and at the end of the day. In an emergency parents/guardians may call the office and the staff will do their best to locate your student.

Students with Medical Alert Conditions

Parents must notify the school if their child requires any emergency care by the school staff. These are conditions that are diagnosed by a physician as potentially life threatening. Life threatening conditions include:

- Diabetes
- Epilepsy/Seizure disorder
- Anaphylaxis and/or history of severe allergic reactions
- Severe asthma
- Blood clotting disorders such as hemophilia
- Other conditions which may require emergency care

“Medical Alert Planning Forms” are available at the school office.

Go to the School District Health Link on the School District web site for a link to information on drugs, sexual health, nutrition, exercise, mental health and all our local resources. www.sd73.bc.ca



STUDENT SERVICES

Counselling

Sa-Hali counsellors are available to deal with personal, educational or career issues. We encourage students to take advantage of our counselling services in order to obtain confidential assistance with personal issues, to plan their courses, set up peer tutoring, and to investigate their post-secondary plans. Parents can make appointments by phoning 250-374-0861 and ask for Student Services.

Course Selection

Through the counselling department course selections are completed by early March for Grade 8-11 and in September for new students. Course selection booklets are on our website for students and parents to review together. Some courses or electives may require a project or field trip cost.

Changing or Dropping Courses

Course change requests must be made prior to the end of the first week of the semester. The counsellor will then evaluate the request and make changes, subject to space being available in the classes involved. Each student is given as much opportunity as possible to select a suitable program of studies.

Distance Learning/Online Courses

Distance learning is a difficult way of completing a course. It requires a great deal of determination and perseverance on the part of the student.

Enhancement Opportunities

Sa-Hali Secondary offers enrichment in many ways through the classroom setting. This includes presentations of Learning, Blended Learning, and Differentiated Instruction.

CURRICULAR	VOLUNTEER	DISTRICT LEVEL PROGRAMS
Varied Course Offerings	Global Citizens, Red Cross AntiBullying Program, Allied Youth, Big Brothers & Sisters	Science Fair & Heritage Fair
Off timetable Jazz, Concert Band, & Choir Courses	Clubs: Chess, Board Games, Open Mic, Yearbook, Run Club	Tech Academy, Norkam Samplers, TRU Start Courses, etc.
Video Conference Opportunities	Sa-Hali After Dark Coffee House	TRU & Gauss Math Contests
Partnerships with Family of Schools & International Schools	Travel opportunities through Leadership, UNESCO, EF Tours, Free the Children	Sports Club Teams
Project Based Learning/Problem Based Learning, Inquiry Projects, Genius Hour		Model U.N., Encounters with Canada

Integrated Learning Centre (ILC)

Sa-Hali Secondary Integrated Learning Centre (ILC) is a support system designed to help those students who have difficulties in certain areas of study. Students may receive assistance in studying certain topics or alternate materials may be provided with teacher input. Students may be assigned a class in the Integrated Learning Centre (ILC) or ask to drop in for assistance. Computer terminals and printers are available for students use.

The Link Crew program is a student leadership/mentoring program in which incoming Grade 8 students are welcomed and supported by a team of senior students. The purpose of the program is to help the grade 8 students get to know a team of older students that they can transition to high school easier. These older students can answer questions, offer help, advice, or support as needed. It starts with the morning of the first day of school, and continues on specific days throughout the year. On the first day of school, Grade 8 students arrive early at the school, and will be led through a variety of activities to help them start their first semester at Sa-Hali. Link crew activities throughout the year will rotate between the occasional class, connections block and/or lunch hour.

Peer Tutoring

Grade 10, 11 and 12 students may be selected for the Sa-Hali Secondary Peer Tutoring program. A training program is provided for selected tutors and these students find the experience as valuable as the tutees do. Students who are experiencing difficulties can sign up for a peer tutor in the counselling office. Peer tutor students will meet with tutees and set a schedule for support between them. Tutoring will occur during lunch time through the week and during Connections on Wednesday. Peer Tutors will keep track of hours spent with their tutee and report to the teacher responsible for the program. Peer Tutors can earn credit for supporting students as long as they maintain records for supporting students.

Special Education Department Services

The Special Education Department services include:

- Evaluation and placement.
- Liaison with elementary school.
- Consultation with parents.
- Consultation with counselling department and administration.
- Modifying and adapting courses (delivered in Learning Assistance Center).
- Specific academic skill development.
- Success Maker computer program, direct teaching.
- Liaison with staff regarding modification or adaptation of core course materials.
- Tracking of special needs students (including creation of Individual Education Plans).
- Testing and arrangement for testing by District Psychologist.
- Mentoring and providing a home base for special needs students.
- Teaching of organizational skills.
- Help with integration into school-wide programs and activities. □ School Wide Support Workers assist students in classrooms and the Learning Assistance Center.

First Nations Support Services

This service is provided by our First Nations Education Council and School District No. 73. The purpose is to provide support, advocacy and resources for First Nations, Inuit and Metis students.

The First Nation Education Worker will liaise with students, parents, staff, community, and District Resources. The First Nation Education Worker:

- Provides cultural awareness, support and resources for staff and students.
- Provides advocacy for students and parents.
- Assists with daily classroom activities.
- Actively monitors students' attendance, lates and academic standings.
- Provides students with academic, and social resources/support.
- Provides assistance and resources for graduating students. □ Assists with the transition from grade seven to grade eight.

Please call the school and meet with your First Nations Education Worker.

Request for homework

Students that are absent for three or more days – a Parent/Guardian should call Student Services before 8:30am for homework to be picked up the same day after 3:05pm. If a student is absent for less than 3 days they are to contact a student in their class for homework information.

Parking and Drop-Off Areas

The area in front of the school is the designated drop-off area and for visitor parking. There is no parking in the School Bus/Handicap Zones.

- Student parking is available in the upper parking lot. Students who wish to park their cars in the school's student parking area must fill out a parking registration form and receive a parking permit to be displayed on the front dashboard. These forms are available at the office.
- **Students are not allowed to drive other students during class activities, i.e. field trips, P.E. classes, etc.**

Visitors/Trespassing

During the school day, the school grounds are out of bounds to everyone except Sa-Hali Secondary students, their parents or guardians, Board of Education employees or people having business with the administration or staff. All visitors must report to the office to sign in. **Students or friends who are NOT registered at Sa-Hali Secondary are NOT permitted to attend classes.**

SCHOOL SPORTS

The existence of school sports teams is dependent on student interest, and the availability of coaches and a teacher sponsor. All students participating in extra-curricular athletic activities must complete a Medical Form and have an athletic contract for each sport they participate in.

Team sports as Sa-Hali Secondary have a cost for participation. This includes an athletic, team and tournament fees. These fees could cover referees, uniforms, transportation and staff substitutes.

Athletic Teams

Fall/Winter

Grade 8 Boys & Girls Volleyball
Junior Boys & Girls Volleyball
Senior Boys & Girls Volleyball
Boys Soccer
Grade 8 Boys & Girls Basketball
Junior Boys & Girls Basketball
Senior Boys & Girls Basketball
Curling
Wrestling
Cross-Country

Spring

Badminton
Field Hockey
Girls Soccer
Golf
Rugby - Gr. 8, Junior & Senior
Swimming
Tennis
Track & Field

Extra-Curricular Activities

Valuable experience and personal growth related to career aspirations can be obtained by getting involved in school clubs, teams and other activities. Students are encouraged to ask school personnel for information and also listen to morning announcements. Some activities for you to consider: Bridging Cultures, Drama Productions, Grad Committee, Intramural Games, Mathematics Contests, Music Productions, Me-to-We, Peer Tutoring, Reading is Rewarding, Score-keeping, Sports Teams, Talent Shows, Sa-Hali's Got Talent, Team Management, Yearbook, UN Model Assembly, Young Authors Contest, First Nations Center, Gay Straight Alliance and Chess Club.

Intramural Program

In order to help promote active living and provide alternative activities for students at lunch hour, we provide an extensive intramural program. Activities such as indoor soccer, three on three basketball, floor hockey, softball and many others provide enjoyment for players and spectators alike. Students are encouraged to participate.

Sportsmanship and Academics

"It's your sportsmanship and attitude that are remembered after the game is over – not who won."

- a) All students who participate on Sa-Hali teams are expected to do their best both as a team member and in their schoolwork. All students are expected:
 - i. To maintain a minimum standard of "satisfactory" in classroom efforts.
 - ii. To keep all classroom assignments and projects up to date.
 - iii. To show a co-operative attitude towards their teachers.
 - iv. To display a responsible attitude in personal conduct.
 - v. To show a responsible attitude towards their peers.
 - vi. To show courtesy and honesty towards others.
 - vii. To display a positive attitude towards learning and good work habits.
- b) It is our hope that students who participate in the Athletic program will also be willing to volunteer to assist the coaching staff in such activities as setting up tournaments, fund raising, etc.

Financial

The athletic program must be partially funded by the teams for tournaments, lost equipment, uniforms, first aid kits, and officials. Each team member is expected to pay an athletic fee. The amount will be given to your son/daughter by the coach.

Visit the Sa-Hali Secondary School website <http://sa-hali.sd73.bc.ca> for more information on school teams and schedules.