

MONTHLY NEWSLETTER - MARCH 2023



Imagine High is situated on the ancestral and unceded, shared territory of the Ts'elxwéyeqw, Semath and Pilalt Tribes. We are honoured to live, learn, work and play on this land.

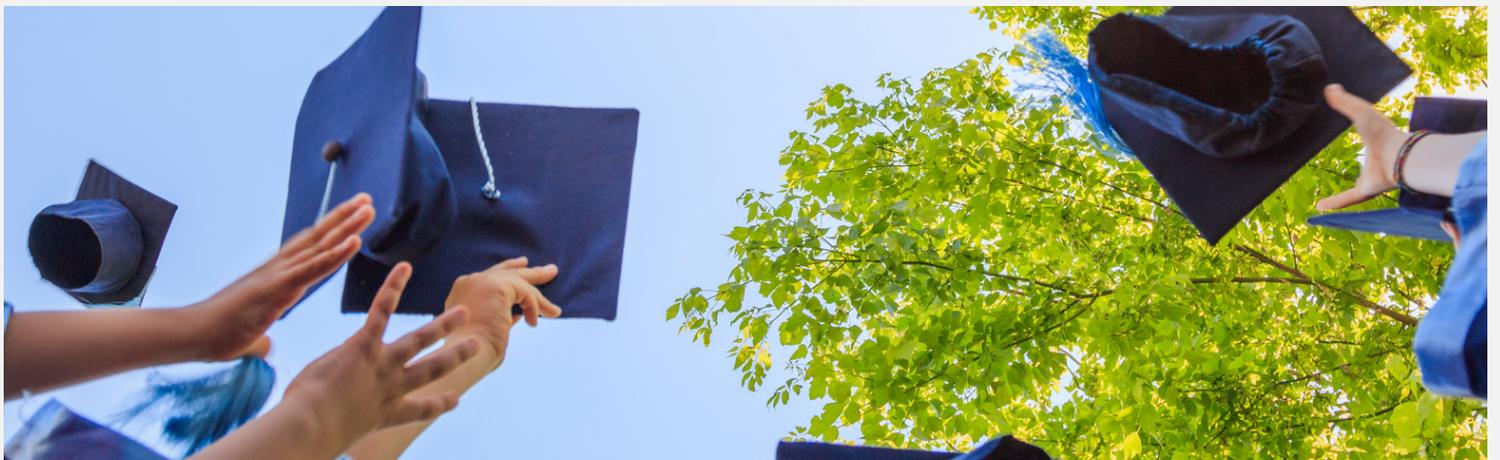
COURSE AND GRADUATION PLANNING

Did you know that starting in grade 10 students start to accumulate course credits towards graduation? All students are required to have a minimum number of course credits, as well as pass specific courses, in order to be eligible for graduation. In addition to this, there are unique course requirements for specific university and post-secondary programs. It is worthwhile to have a conversation with your child early on about their plan for after high school so that they can start brainstorming ideas and researching program requirements. This will help them determine which courses they should be taking in their grade 10, 11, and 12 years. For example, a student who is interested in applying for an engineering program after high school might take different math courses than a student who is interested in applying for a trades program after high school.

Over the last couple months, we have met with all the grade 11 students to go over their graduation path with them, and plan to meet with all the grade 10 students over the next few months. In the coming months, students will begin the process of selecting courses for the 2023-2024 school year. If students have questions about the courses they should select for next year, they are welcome to come chat with Ms. Olafson and she can help them through the process.



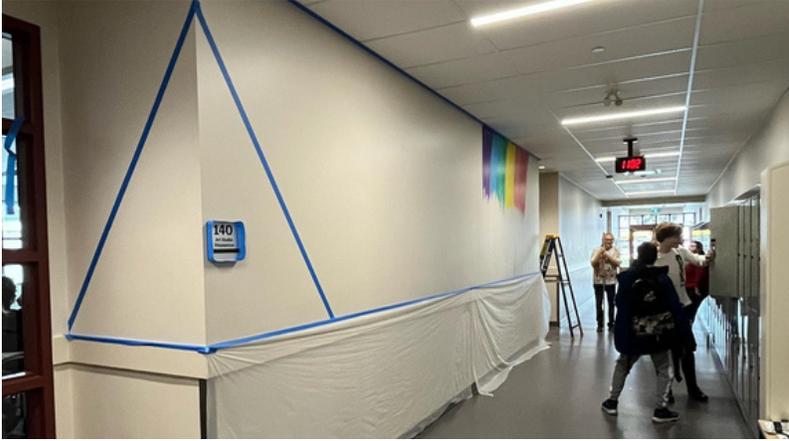
TEACHER COUNSELLOR:
KIANA OLAFSON



INDIGENOUS EDUCATION AT IMAGINE

Last month our art students had an opportunity to work with renowned Canadian Indigenous artist, Jerry Whitehead. Mr. Whitehead spent a week at Imagine High helping lay down the foundation of a mural for students to complete with their own ideas. We are excited to see how it ends up turning out!

Meanwhile, our grade 10 communities have begun the third quarter learning about traditional land and resource stewardship, treaties, and impacts of the government legislated Indian Act that is still active today. We're seeing the students engage with the learning in beautiful ways, asking thoughtful questions, making personal connections, and offering deep reflections. In the coming months, each grade will be diving into Indigenous perspectives through traditional teachings as they learn to develop a worldview through multiple lenses



 INDIGENOUS EDUCATION ENHACEMENT TEACHER:
DONNA'LEE IRWIN

KEEPING IN TOUCH

- For key family information(Calendar, School Information, No Bell Schedule, Etc), please visit our website imagine.sd33.bc.ca
- Follow Imagine on facebook, twitter, youtube, and instagram [@imaginesd33](https://www.instagram.com/imaginesd33)
- Email iss-alloffice@sd33.bc.ca for any information you need

IMAGINE PAC

- If you are interested in being part of the **Parent Advisory Council** at Imagine High, please email: iss-pac@sd33.bc.ca
- PAC meetings and information will also be posted at:[https://imagine.sd33.bc.ca/imagin e-pac](https://imagine.sd33.bc.ca/imagin-e-pac)

Follow us!

@imaginesd33



**Connect.
Create.
Contribute.**

HISTORY + BIOLOGY + ENTREPRENEURSHIP = PANDEMIC BOARD GAMES!

If studying cell reproduction sounds boring to you, then perhaps you need to visit Joe Taylor and Rhiannon Gascoigne's Grade 9 community. You might wonder what Monopoly and the Broadstreet Cholera outbreak of 1854 have in common, but in this class, students have brought these topics together in creative and informative ways.

Over the last month, this community has looked closely at the biology of disease, the historical significance of epidemics, and the mechanics of best-selling games. They've researched their own outbreaks, and then turned their research summaries into the inspiration for table top games.

Students began by playing classic games and studying their mechanics. Next, they built a prototype and tested it with their peers. Finally, they added some artistic flair as they turned these prototypes into professional-quality board games and rule books that look like they belong on the shelves of a local game store.

At the end of the day, students learned an incredible amount about science, history, the board game marketplace, and how to manage a large-scale project. They learned, they persevered, and I think some of them may have had a little fun along the way, too!



LOOKING AHEAD: Important Spring Dates

March 12 - Daylight Savings Time begins

March 16 - Learning Conversations (3:30- 5 pm/
5:30- 7 pm)

March 17 - Early Dismissal, Last Day Before Spring Break "I" Reports home

March 20-31 SPRING BREAK

April 4 - New Student Open House

April 7 - STAT - Good Friday

April 10 - STAT - Easter Monday

April 14 - Q3 Ends

April 17 - Q4 Begins



CURRICULUM INTEGRATION SUPPORT TEACHER
MATT SLYKHUIS

LIBRARY LEARNING COMMONS

This month in the Learning Commons we have hosted two Grade 9 learning communities, each of whom are working on fascinating projects: researching revolutionary innovations and creating board games based on infectious diseases. Working together in the Learning Commons means that students can collaborate with peers they may not typically have classes with, as well as access a wider variety of resources. We also received additional bookcases, making all of our books and resources more readily available for staff and students. Finally, we have been hosting the book art from Ms. Zeng's Deep Dive. From students quietly absorbed in a new book to animated discussions about the impact of the printing press, the Learning Commons continues to be a hub for personal and community growth.



TEACHER LIBRARIAN
HANNAH MACKIE



IMAGINE ATHLETICS

Ultimate Frisbee is starting up for the spring league. This is a co-ed, non-contact sport that focuses on team spirit and having fun while still remaining competitive. Anyone interested in checking it out, practices will be running every Monday and Wednesday from 3:30-4:45 in the gym. All are welcome.

ATHLETICS DIRECTOR
KRISTEN LOW



Studio Arts 10/11 Sketchbooks

INCLUSION AT IMAGINE:

Learning Conversations - March 16th



- SONJA WYKPIS - LA/ELL
- JENNIFER ANGLEHART - RT
- IZABELA SZCZUR - LA/RT
- KIANA OLAFSON - TEACHER COUNSELLOR

Imagine High will be hosting our parent teacher connection evening on Thursday March 16th from 4:30 until 7:30pm. This is a great opportunity for parents and teachers to come together to collaborate and share around students' success and learning. Research has shown that parent involvement and successful parent-teacher partnerships result in improved educational outcomes for students. This is especially true for students with diverse needs and abilities.

Frequent contact allows teachers and parents to come together to accomplish the following

- *Listen carefully and hear a different perspective*
- *Be an integral part of the planning and decision-making process*
- *Provide alternate opinions and suggestions*
- *Engage in mutual problem solving*

With the understanding of the value and positive impact that this collaboration can have, at Imagine we are working hard to try to foster close relationships with the parents of the students in our building. Please feel free to reach out via email to your child's teacher(s) to set up a time for March 16th to start the conversation. Your voice is so important!

Check out these informative links:

- <https://www.ldatschool.ca/wp-content/uploads/2016/07/Teacher-Parent-Fact-sheet.pdf>
- <https://www.ldatschool.ca/effective-parent-teacher-partnerships/>

Use the [Advocacy Guide](#) for inclusive post-secondary education for ideas on how to create the vision with your youth, make a plan, and know what steps to take during high school.

Connect with [Steps-Forward](#) to learn more about this initiative for inclusive post-secondary education and connect with other like-minded families.

