



Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY



STUDENT & FAMILY HANDBOOK

2024 – 2025

Table of Contents

SCHOOL INFORMATION	4
Learning at Imagine High.....	4
Welcome Centre	5
Bell Schedule	5
Attendance.....	5
Staff	7
Code of Conduct.....	7
Calendar	8
Newsletters.....	9
School Supplies.....	10
Copyright.....	10
First Aid.....	10
Career Centre.....	10
Inclusive Design Team	11
Library.....	12
Leadership	12
Off Campus.....	13
Parking.....	13
School Fees.....	14
Student Lockers	14
School Apparel.....	15
Parent Advisory Council (PAC).....	15
Technology at Imagine.....	16
Board Policy 605 Technology Use.....	16
Bring Your Own Device	17
Useful Technology Links.....	17



ACADEMICS..... 19

- Course Selection Guide 19
- Course Selection Timelines & Processes 20
- Curriculum Path 20
- Integrated Core..... 21
- Electives 21
- Deep Dives 22
- Exhibition of Learning 22
- Graduation Literacy and Numeracy Assessment 23
- Graduation..... 24



SCHOOL INFORMATION



Learning at Imagine High

Student success, engagement, wellbeing, and learning are at the core of our vision. We believe that students thrive in a learning environment in which multiple pathways are available for students' personal exploration, creativity, expression, and inquiry.

[Click here to learn more about Imagine High. See Appendix 1](#)

[Click here to view Imagine High's Frequently Asked Questions. See Appendix 2](#)

Imagine High Arts and Technology Secondary School sits on the ancestral and unceded, shared territory of the T'c'elw'eyeqw, Semaxh and Pilalt Tribes, and our learning community is honoured to live, learn, work and play on this beautiful land.


Imagine is a public school of choice within the Chilliwack School District. Our campus brings to life the site of the former University of the Fraser Valley on Yale Road in Chilliwack. With the potential to house up to 700 students, Imagine High boasts music, maker, dance and art studios, shop, high-end theatre, culinary arts spaces, cutting edge technologies and a brand new gymnasium to enhance student learning.

Aside from the outstanding facility, the school will offer an approach to teaching and learning that reflects current research in the areas of constructivist pedagogies, 21st Century learning environments, and the integration of arts and technology. **Learning at Imagine is supported by the BC Curriculum, the First Peoples Principles of Learning and current research on innovative learning environments.**

We value equity, inclusion and diversity. All learners are welcome at Imagine High. Using an experiential approach to teaching and learning, Imagine is grounded in community and equity practices. Imagine strives to position students as co-constructors of knowledge, creatives and change agents. Students graduate from Imagine with a standard BC Dogwood Diploma, and will be distinguished by their creativity and imagination, ability to collaborate, think critically and innovate for a hopeful future.



**Chilliwack
School District**



**Connect.
Create.
Contribute.**

WHY IMAGINE?



- Integration of disciplines
- Collaborative, project-based & experiential
- Competency-based teaching & learning
- Integration of art & technology
- Inclusive pull-in support
- Flexible use of time & space
- Deep learning opportunities
- Multiple ways to demonstrate learning
- Community partnerships
- Authentic, meaningful work
- Industry standard tools



Welcome Centre



The Imagine Welcome Centre office hours are **8 am – 4 pm**. Visitors are asked to enter through the main entrance and sign in at the Welcome Centre.

For key family information (Calendar, School Information, No Bell Schedule, etc.), please visit [imagine.sd33.bc.ca](https://www.imagine.sd33.bc.ca)

To contact the Welcome Centre, please call (604)792-0941, or email iss-alloffice@sd33.bc.ca

Follow Imagine on Facebook, X (Twitter), YouTube, and Instagram @imaginesd33


Bell Schedule

While there will be no bells at Imagine, here is our daily start, lunch, and end time. The learning day at Imagine is focused around longer, more flexible times for students to engage in anchor lessons, transdisciplinary project work, inquiry, and experiential learning opportunities.

Attendance

The policy at Imagine High is to assist students in maintaining regular attendance in order to provide the maximum opportunity for learning.

Research shows a strong correlation between poor attendance and lower academic achievement. Our stance on student attendance is simple: "Attendance in class is expected, and is the shared responsibility of the student, the parent, the staff and the administration." We find it difficult to assist a student who does not attend regularly.

	
2024-2025 (No-Bell) SCHEDULE	
●	8:37 School Begins
●	8:37 - 11:26 Integrated Core/Electives <small>BREAK/TRANSITION 9:57-10:05</small>
●	11:26-12:06 Lunch
●	12:06 - 2:55 Integrated Core/Electives <small>BREAK/TRANSITION 1:27-1:34</small>
●	2:55 End of Day



It is inevitable, sometimes students will be away from school. If you are aware of an absence and would like to excuse it either a head of time, or the day of the absence, you can report your student's absence by using the SafeArrival App, by phone (604)792-0941 or email iss-alloffice@sd33.bc.ca

- Tips on how to use SD#33's absence reporting system, Safe Arrival
 - [Click here to view Safe Arrival Frequently Asked Questions. See Appendix 3](#)
 - [Click here to view Safe Arrival information and tutorial videos on our website](#)



Attendance at Imagine is taken daily in both the morning and afternoon and recorded by their teacher into the student information system by the end of each break (10:05 am, 1:34 pm.) If we do not hear from a parent/guardian and a student is marked away from either AM or PM classes, the automated School Messenger System, Safe Arrival will notify parents/guardians. The system will continue to send home messages until you report the absence as directed in the message. If you have any questions or believe this is an error, **please message the classroom teacher directly**, you can find emails on our website. Office staff do not make changes to attendance.

[Click here to view further information regarding student attendance at Imagine. See Appendix 4](#)



Staff

Imagine High Administration, Teachers, Support Staff, and Counselor email address can be found on our website under STAFF

[Click here to view the staff email links](#)



Code of Conduct



Connect. Create. Contribute.

We **connect** in a safe and inclusive way, respecting all members of our Imagine community.

We **create** relationships that value individual differences and collective responsibility.

We **contribute** to a caring and welcoming environment by taking care of this place and each other.

[Click here to view the full Imagine High Community Code of Conduct. See Appendix 5](#)

Athletics

Athletes at Imagine High are expected to follow the principles of fair play, which include integrity, fairness, and respect.

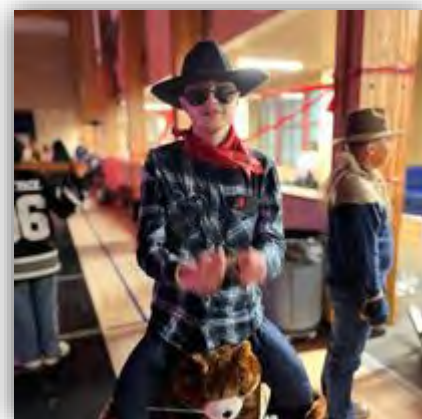
[Click here to view expectations and the Imagine High Athletics Guidelines. See Appendix 6](#)



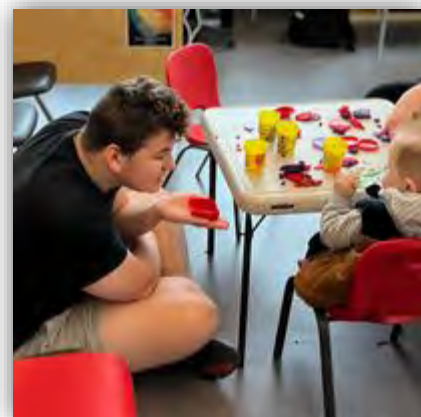
Calendar

Important dates, early dismissal, professional, or stat holidays are as follows:

- September 3 – Early Dismissal – FIRST DAY OF SCHOOL!
- September 24 – Photo Day
- September 27 – Non-Instructional Day
- September 30 – Truth and Reconciliation Day – Stat Holiday
- October 14 – Thanksgiving Day – Stat Holiday
- October 17 – Photo Retake Day
- October 17 – Learning Conversation Night
- October 18 – Early Dismissal 11:26 am
- October 25 – Non-Instructional Day
- October 29 – Provincial Literacy 10 catch up
- October 31 – Provincial Numeracy 10 catch up
- October 31 – November 7 – Deep Dive Selection 1
- October 31 – End of Quarter 1
- November 1 – Non-Instructional Day
- November 2 – Beginning of Quarter 2
- November 8 - Non-Instructional Day
- November 11 – Remembrance Day – Stat Holiday
- November 18 – Learning Updates home to families
- November 24 – Non-Instructional Day
- December 9 – 20 – First round of Deep Dives!
- December 16 & 17 – Grad Photos
- December 23 - January 3 - Winter Break
- January 5 – School Back in Session
- January 14-15 – Provincial Literacy 12
- January 24 - Non-Instructional Day
- January 28 – End of Semester 1 & Quarter 2
- January 29 – Beginning of Semester 2 & Quarter 3
- January 30 – Grad Photo Retakes
- February 13 – Learning Updates home to families
- February 14 – Non-Instructional Day
- February 17 – Family Day – Stat Holiday
- February 27 – Learning Conversation Night
- *Continued next page...*



- February 28 – Early Dismissal 11:26 am
- March 17 – March 28 - Spring Break
- March 31 – School Back in Session
- April 7 – 10 – Provincial Literacy 10 & 12 and Numeracy 10
- April 10 – End of Quarter 3
- April 11 – Beginning of Quarter 4
- April 18 – Good Friday – Stat Holiday
- April 21 – Easter Monday – State Holiday
- April 25 – Non-Instructional Day
- April 28 – Learning Updates home to families
- May 1 – 8 – Deep Dive Selection 2
- May 16 – Non-Instructional Day
- May 19 – Victoria Day – Stat Holiday
- May 30 – Non-Instructional Day
- June 6 – End of Semester 2 & Quarter 4
- June 9 – 23 – Second round of Deep Dives!
- June 10 – 12 – Provincial Literacy 10 & 12 and Numeracy 10 catch up
- June 16 – Commencement Rehearsal
- June 20 – National Indigenous Peoples Celebration Day
- June 20 – Commencement Ceremony
- June 24– Exhibition of Learning
- June 25 – Grad Banquet & Dance
- June 26 – Early Dismissal 11:26 – LAST DAY OF SCHOOL!
- July 2 – Learning Updates home to families



[Click here for a link to our website calendar](#)

Newsletters

Be sure to watch your email for our monthly newsletters. We strive to keep our families as informed as possible of all upcoming events and exciting happenings around the school.

[Click here to view a direct link to our Newsletters on our website](#)



School Supplies

The school supply and physical education supply list for the 2024-2025 school year can be found on our website under Parent and Student Information.

[Click here for a link to our school supplies list on our website](#)

Copyright

Students, staff, and volunteers at Imagine High are expected to adhere to the Copyright standards and expectations for SD33.

[Click here to view the Copyright Information for Education documents](#)

First Aid

First Aid kits are housed in the office, gym, and in each classroom.

- Staff trained in First Aid: **Daniela Peters** and **Cara LeBlanc**



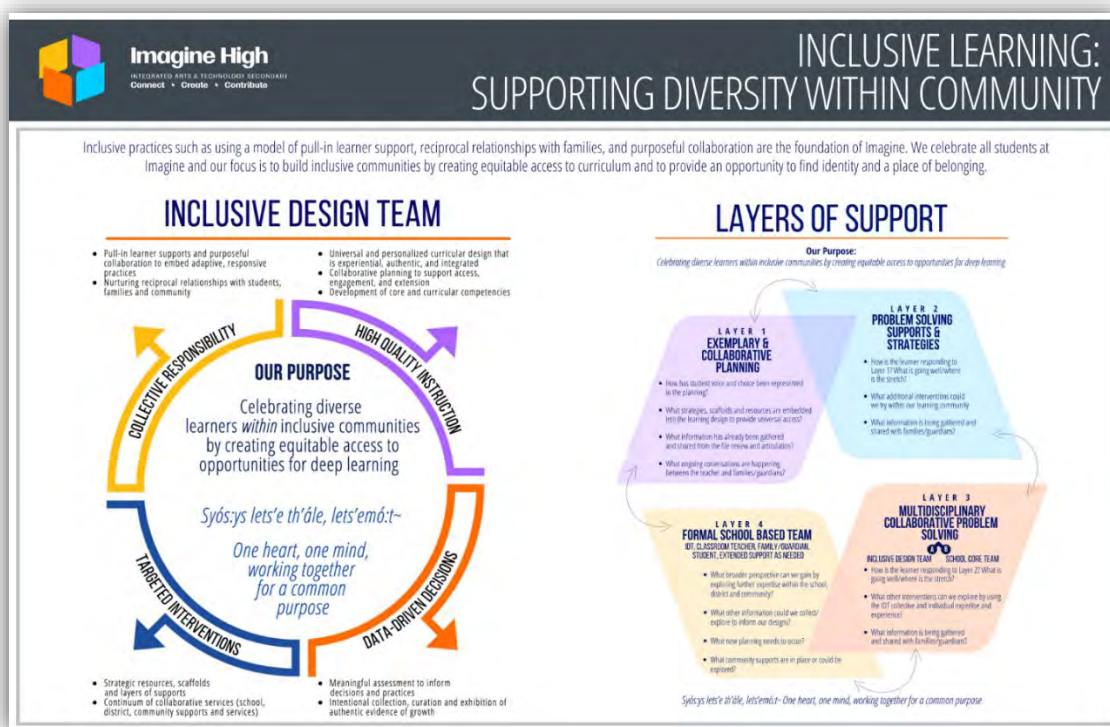
Career Centre

The Career Centre is a valuable source of information for all students. Post-Secondary, occupational, scholarship/bursary, and job/work experience opportunity information is available. Please see **Ms. Campanelli** for work experience information and **Ms. Hari** for careers information. The Career Centre is now located in the Flex Space in the Theatre Hub lobby.



Inclusive Design Team

The Inclusive Design Team (IDT) at Imagine focuses on celebrating diverse learners within inclusive communities by creating equitable access to opportunities for deep learning. The IDT is part of a team that is collectively responsible for nurturing reciprocal relationships with students, families, and community. The IDT embeds adaptive and responsive practices through pull-in supports and purposeful collaborative planning with communities using universal and personalized curricular design. The work of the IDT is often led through data-driven decisions and supports the use of meaningful assessment through the intentional collection, curation, and exhibition of authentic evidence of growth.



[Click to view the Imagine High Inclusive Design Team Supports and Expectations. See Appendix 7](#)





Library

The School Library is located across from the office. It is open from 8:15 a.m. to 3:30 p.m. daily.

The library is available for classes and/or individual students who wish to do research or borrow books. Courteous, quiet behavior is expected at all times, so this facility can be used to the best advantage for all students at our school.



Books, on loan for two weeks, may be taken out at any time during the day. Books on overnight loan may be taken out after school dismissal time.

There are no library fines, but students are responsible for paying for damaged or lost library materials.

[Click here to view the library page on our website](#)

[Click here for a direct link to Follet Destiny](#)

Leadership

There is a vibrant student leadership community at Imagine High. Our students are taking an active role in building school culture, supporting diversity and inclusion, providing input in decisions, and supporting students. If you are interested in joining leadership, please join the first leadership meeting.



Off Campus

Imagine High students are expected to follow our **Code of Conduct** while at school, while travelling to and from school, and while attending any school activity at off-campus locations. Our **Code of Conduct** also applies to student behaviour while off campus during the school lunch hour.

For the 2024-25 school year, students may leave campus during lunch according to the following schedule:

- **Grade 10 - 12 starting September 3rd**
- **Grade 9 starting September 30th**

The campus is closed during regular instruction time.



Parking

The main entrance roundabout is drop off/pick up only. Family, student, and visitor parking is available in the east parking lot (across from the gym entrance).



The following guidelines have been established for the purpose of having an orderly and safe parking process at Imagine High:

1. Students may park their vehicles only in the east parking lot (off the gym entrance). Student parking in the front lot of the school is prohibited.
2. Students must leave their vehicle and the parking lot immediately upon arriving at school. **Students are not to loiter in their vehicle or the parking lot at any time before, during, or after the school day. This includes the designated lunch break.**
3. All vehicles using school parking facilities must be registered at the office and display proof of registration from the office. Students who are parked illegally, or not registered, will be towed at the owner's expense.
4. Students are expected to drive safely and follow all rules, including the speed limits (10 km/h), as posted in and around the school. **Students who do not drive safely, park inappropriately, or loiter in their vehicles may lose the privilege of driving to and parking the school.**

[Click here to view the Imagine High Parking Permit Form. Appendix 8](#)



School Fees

For the 2024 – 2025 school year, the Imagine High school fees are as follows:



Student Association Fee - \$25.00

Optional PAC Donation - \$5.00

While we strive to keep school fees affordable and as low as possible, the student association fee subsidizes or covers the following costs: Student ID cards, guest/motivational speakers, Student Leadership supplies and activities, student celebrations, assembly incentives, school-wide runs, homeroom activities, awards, and transportation/field trip subsidies.

Fees can be paid at the Welcome Centre using cash, debit, or credit, or online using the SD33 Student Quick Pay. The SD33 Pay Online link can be found on the Chilliwack School District website.

[Click here for a direct link to SD33 Pay Online website](#)

[Click here to view the Imagine High Fee Instructions on how to set up an SD33 Quick Pay account. See Appendix 9](#)

Student Lockers

Locks are provided for students by Imagine High and will be handed out by core teachers the first week of school. Students are required to use school locks; personal locks are not permitted.

Student Clubs

Student clubs are a fun way to share time with fellow students of similar interests! Clubs and activities have operated during the past year, and will continue, depending on student participation and staff sponsorship. New clubs could be added if a sufficient number of students have a common interest, and a staff sponsor is available. If you are interested in starting a club of your own, come see the office for more details.



School Apparel

Imagine High carries T-shirts and Hoodies in a variety of sizes and colours!! Come to the Welcome Center to find and purchase your favourite!



Parent Advisory Council (PAC)

Imagine High is fortunate to have an active PAC. All Parents are welcome to join this group and play a role in improving the school for students. Parents play an important part in school decision making and providing leadership in special activities. Meeting dates are listed on the school calendar. The PAC can be reached directly at iss-pac@sd33.bc.ca

[Click here to view the PAC page on our website](#)



Technology at Imagine

In the world that we currently live in, technology is a vital factor. Technology in the classroom is essential for increasing student engagement and empowering educators to create innovative learning experiences in and out of class. Digital devices, apps and tools can increase engagement, encourage collaboration, spark curiosity, and support students to make powerful multimedia content to demonstrate learning. Imagine High educators will support students to be responsible and ethical life-long learners of the digital age. Teachers will demonstrate, guide, and help students practice appropriate and professional behavior while actively participating in authentic learning experiences.



[Click here for more details on Technology Use at Imagine. See Appendix 10](#)

Board Policy 605 Technology Use

All users of technology at Imagine High must follow the Freedom of Information and Protection of Privacy Act (FOIPPA) as well as the district guidelines regarding use of technology and social media.

For more information click the links below:

- [Click here to view Policy 383 - Technology Use Appendix 11](#)
- [Click here to view 605.1 AR - Technology Use Appendix 12](#)
- [Click here to view the SD#33 Technology Acceptable Use Agreement. Appendix 13](#)



Bring Your Own Device

Technology is available for shared use at Imagine High, but students are welcome to bring personal devices. (Continued next page)

- Personal or mobile devices connected to Chilliwack School District information technology resources must be used in compliance with all parts of the Chilliwack School District Acceptable Use Agreement.
- Imagine students have full access to *Adobe Creative Cloud (Photoshop, Lightroom, InDesign, Express, Premiere Elements, and more), Office 365, and Teams.*
- Imagine High/SD33 School District will not be responsible for any damages that may be incurred.
- Classroom norms and expectations around technology use will be shared by classroom teachers in September.



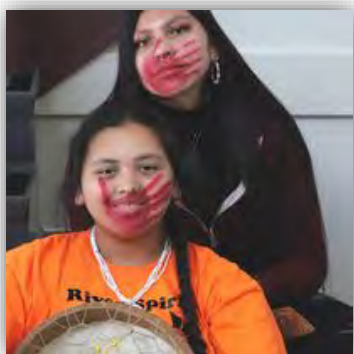
Useful Technology Links

We have listed below a couple of answers to commonly asked questions about logging into different technology applications. When and how to log in, what you will find, how it is used.



MyEducation BC (MyEd) is used by teachers to post grades, track attendance and sometimes to post assignments due or overdue. Learning Updates are posted on MyEd four times a year at the end of each quarter. You will find Learning Updates posting dates on our website in the [calendar](#).





- [Click here to view instructions on how to access the MyEducation BC Student Portal. Appendix 14](#)
- [Click here to view instructions on how to access the MyEducation BC Learning Update Viewing for parents. Appendix 15](#)
- [Click here to access the MyEducation BC Student Portal on the SD#33 website](#)

PLEASE NOTE - The FIRST login to MyEducation BC requires a desktop or laptop. Mobile devices will only work AFTER the account is set up.

Student Email is used for class and school correspondence. Teachers will use student email to send class information and reminders, office staff will use student email to send important information about scheduling, deep dives, special events, etc. Student email is accessed through Microsoft 365.

- [Click here to view instructions on how to access Student Office 365 and SD33 Student Email. Appendix 16](#)

SD33 provides **Wi-Fi** for all sites. Students have access to Wi-Fi on all SD33 properties.

- [Click here to view instructions on how to log into Student Wi-Fi on an Apple device. Appendix 17](#)
- [Click here to view instructions on how to log into Student Wi-Fi on an Android device. Appendix 18](#)



Teams and **Adobe** are used by most teachers for classroom work. They could post class assignments/homework, send messages to classes, or just communicate with students using these platforms.

- [Click here to view instructions on how to log into Office 365 \(Student Email & Teams\). Appendix 19](#)
- [Click here to view instructions on how to log into Creative Cloud \(Adobe\). Appendix 20](#)





ACADEMICS

Course Selection Guide

[Click here to view the 2024 – 2025 Imagine High Course Selection Guide](#)

[Click here to view the Grade 9 – 12 Course Selection Forms](#)




Course Selection Timelines & Processes

[Click here to view the Imagine High Course Selection Timelines & Processes guide. See Appendix 21](#)

Curriculum Path

At Imagine High, learning is integrated, and core courses span over the entire year, while electives rotate quarterly. Deep Dives occur twice a year for two weeks and all other learning is paused at that time.



Imagine High
ADVANCED ARTS & TECHNOLOGY EDUCATION
Connect • Create • Contribute

REPORTING STUDENT LEARNING: IMAGINE CREDIT PATH

REPORTING STUDENT LEARNING FRAMEWORK

Reporting at Imagine High is guided by the BC Ministry of Education, Reporting Order

Credit Path

FORMAL REPORT CARDS
2 assessment cards (Quarter 1/2/3/4 - 9wks)

- Letter grade (Grade 9-12)
- Percentage (Grade 9-12)
- Written comments
- Student self-assessment of core competencies

I REPORTS (Pre-Quarter 1/2/3/4 Report Cards)

- The letter "I" will be used to alert parents when students, for individualized reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. These reports identify what the areas of concern are and specify plans of action to help students achieve the learning outcomes and be successful in their coursework. At Imagine, these reports are shared ahead of formal report cards, and students and parents are provided with an opportunity to consult and collaborate with teachers about challenges and possible solutions/supports for successful course completion.

INFORMAL COMMUNICATIONS

- Signing committees and sharing of learning as needed (email, phone, teacher committees)
- Learning Conversations (Family/Teacher/Student Meetings - 2/year)
- Exhibition of Learning Card

GRADE 9 COURSEWORK

Integrated Core:

- Math
- English Language Arts
- Social Studies
- Science
- Career & Life Education
- Physical & Health Education


Electives:

- Four Electives
- Two Deep Dives

ASSESSMENT PRACTICES

At Imagine, our assessment practices reflect the Ministry of Education Assessment Framework and focus on the development of competencies (what students can do). The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the "how" in the know-do-understand model of learning.

Importantly, formative assessment is making the links for responsive communication between students, parents, and teachers on where students are in their learning (where are they?), and what students need to do to improve ("where to next?").



GRADE 10 COURSEWORK

Integrated Core:

- Foundations of Math 10 or Workplace Math 10/11 (4 credits)
- English Literary Studies 10 + English First Peoples (Writing) 10 (2 credits)/Success = 4 credits total
- Social Studies 10 (4 credits)
- Career Life Education (4 credits)

Electives:

- Four Elective Courses (4 Credits each)
- Two Deep Dive Courses (2 Credits each)

GRADE 11 COURSEWORK

Integrated Studies include:

- Foundations of Math 11 or Workplace Math 11 (4 credits) or Pre-Calculus 11
- BC First Peoples 12 (4 credits - Indigenous Graduation Requirement - NEMO)
- One English at the 11 level (4 credits)
- One Science at the 11 level (4 credits)
- Career Life Education (2 credits)

Electives:


- Four Elective Courses (4 Credits each)
- Two Deep Dive Courses (2 Credits each)

GRADE 12 COURSEWORK

Integrated Studies include:

- One English at the 12 level (4 credits)
- Career Life Education (2 credits)
- Capstone Project

Additional courses will reflect both additional specialties based on interest. Students also have the opportunity to gain elective credit through Deep Dives (2 credits each).



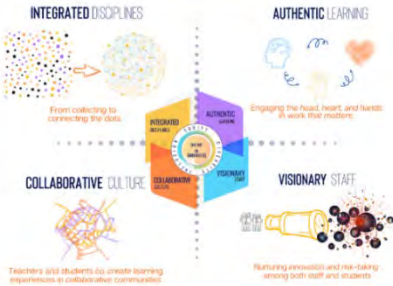
Imagine High
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INTEGRATED LEARNING FRAMEWORK & CURRICULUM PATH


CHILLIWACK SCHOOL DISTRICT (#33)

K- 12 INTEGRATED ARTS AND TECHNOLOGY FOUR PILLARS

Integrated learning is defined through experiential interdisciplinary projects. Students build an understanding of learning on rights, develop interests, explore thinking to build independence, and make powerful demonstrations of learning. A key focus is building community through shared work projects have a real-world connection and are supported by learning partners, community and industry standard tools. Through these projects, students will find opportunities to connect, create, and contribute to school and beyond. Learners are supported to develop core competencies that support them to collaborate, communicate, think critically, ignite creativity, and explore their identity within community.



CURRICULUM PATH



INTEGRATED CORE
GRADE 9/10 - LINEAR

INTEGRATED STUDIES
GRADE 10/12 - SEMESTERED

CHOICE ELECTIVES
QUARTERLY

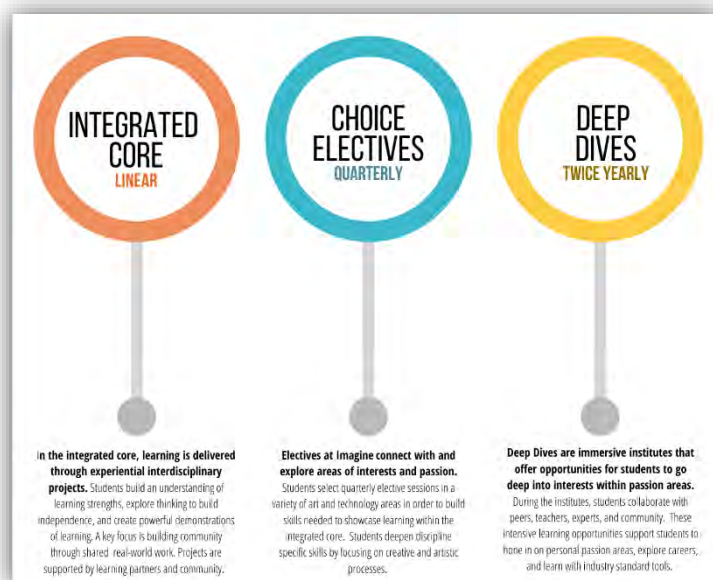
DEEP DIVE IMMERSIVE INSTITUTES
TWO WEEKS - TWICE A YEAR

Student success, engagement, wellbeing and learning are at the core of our vision. We believe that students thrive in a learning environment in which multiple pathways are available for students personal exploration, creativity, expression and inquiry within the classroom environment.



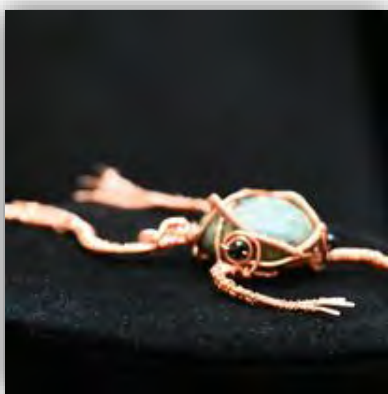
Integrated Core

In the integrated core, learning is delivered through experiential interdisciplinary projects. Students build an understanding of their learning strengths, develop interests, explore their thinking to build independence, and create powerful demonstrations of learning. A key focus is building community through shared work. Projects have a real-world connection and are supported by learning partners and community. Through these projects, students will find opportunities to connect, create, and contribute to school and beyond.



Electives

Our goal at Imagine High is to offer students opportunities to connect with and explore areas of interests and passion. Students select quarterly elective sessions in a variety of art and technology areas in order to build skills needed to showcase learning within the integrated core. Students deepen discipline specific skills and understandings by focusing on creative and artistic processes. Electives support students to work in collaborative teams and connect to the local community.



Deep Dives

Deep Dives are dynamic and engaging immersive learning institutes that offer opportunities for students to go deep into interests within specific arts and technology focus areas. During the institutes, students collaborate with peers, teachers, experts, and community creatives to partner on real-world projects and problems. These intensive learning opportunities support students to hone in on personal passion areas, prepare for internships/work experience, and learn with industry standard tools. Deep Dive experiences prepare students for self-directed personalized learning projects at the Grade 11/12 level.

Deep Dive selections will take place twice a year, OUTSIDE of the regular elective selection. Monitor your student email to be sure not to miss any important information.



For the 2024-2025 school year, Deep Dives run from December 9 – 20 and from June 9 – 23.

Exhibition of Learning

Demonstrations of learning refer to a wide variety of potential educational projects, presentations, or products through which students share what they have learned. A demonstration of learning is typically both a learning experience as well as a means of evaluating academic progress and achievement. Exhibition provides both teachers and students a way to showcase their learning and receive assessment on work from external audiences. Student engagement and motivation increase when educators design an authentic audience for their work.



Exhibition for the 2024-2025 school year will take place on June 24

[Click here to view the Imagine High Exhibition of Learning Information. See Appendix 22](#)

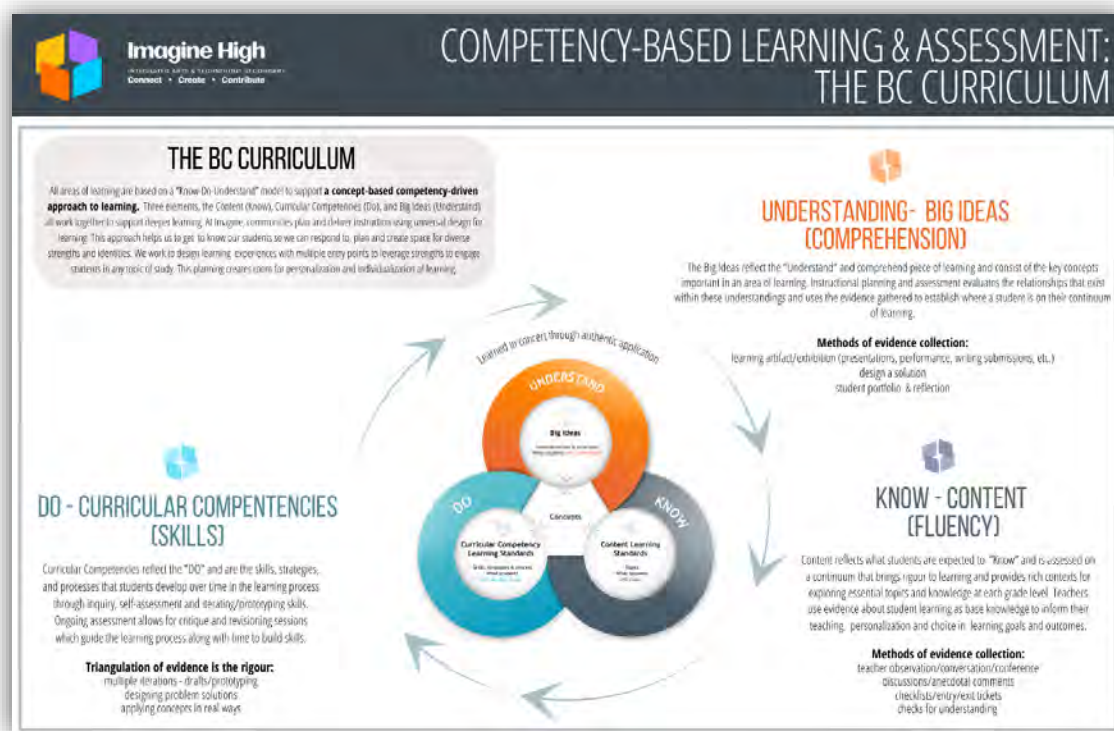


Graduation Literacy and Numeracy Assessment

The Grade 10/12 Literacy Assessments are provincial assessments that assesses student proficiency in literacy. The Grade 10/12 Literacy Assessments assess student ability to use critical thinking and analysis to make meaning from a diverse array of texts. They also assess the ability of students to communicate their ideas.

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. The Assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze, and communicate.

The Assessments are not based on a particular course, but on learning across multiple subjects, from kindergarten to grade 12. They are graduation requirements and students take the assessments in their grade 10 and 12 year.



2024-2025 Assessment Schedule:



October 29 & October 31 – Grade 10 Literacy & Grade 10 Numeracy catch up assessments

- For Students who missed writing last fall or want to re-write

January 14 & 15 – Grade 12 Literacy

April 7 – Grade 10 Literacy Community 10.1

April 8 – Grade 10 Literacy Community 10.2 & semester 1 Grade 12 Literacy

April 9 – Grade 10 Numeracy Community 10.1 & semester 1 Grade 12 Literacy

April 10 – Grade 10 Numeracy Community 10.2

June 10 - 12 - Grade 10 & 12 Literacy/Grade 10 Numeracy catch up assessments

- For Students who misses writing previously or want to re-write

[Click here to view the Literacy and Numeracy Graduation Assessments and Roles and Responsibilities Information. See Appendix 23](#)

Graduation

Graduation is an exciting time, and there is a lot going on both at home, and school.

[Click here to view Imagine High's Graduation Handbook](#)



[If you have any questions about graduation requirements, click here to view our graduation tracking form. See Appendix 24](#)

[Alternatively, for further information, click here to access the Government of British Columbia's website and listing of requirements.](#)





Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY




Connect ▸ Create ▸ Contribute



**Chilliwack
School District**

Imagine High opened in 2021 on the former site of the University of the Fraser Valley with an outstanding facility that includes:

ABOUT IMAGINE HIGH

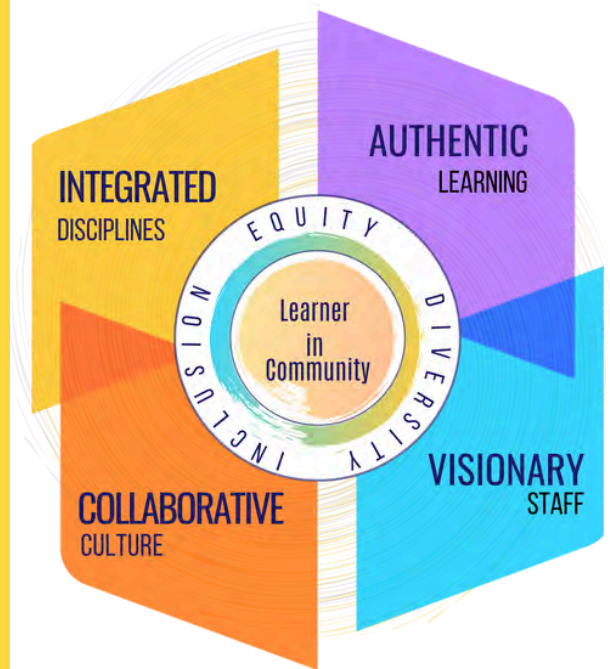
-  SD33 public school of choice for grades 9-12 (eventual capacity of 700)
-  Integrated art & technology through project-based learning
-  Full service school - graduate with standard BC Dogwood Diploma

- High-end Theatre
- Shop
- Dance Studio
- Music Studio
- Digital Recording Studio
- Art Studio
- Foods & Textiles
- Culinary Arts
- Makerspace
- New Gymnasium
- Science Labs
- Library Learning Commons

Imagine High Arts and Technology Secondary School sits on the ancestral and unceded, shared territory of the Ts'elxwéyeqw, Sema:th and Pilalt Tribes, and our learning community is honoured to live, learn, work and play on this beautiful land.

LEARNING AT IMAGINE

- Integrated, experiential and community approach to learning (combined course pairings & groupings)
- Learning moves through interdisciplinary projects with content from multiple subject areas
- Rooted in the four pillars of Integrated Disciplines, Authentic Learning, Collaborative Culture & Visionary staff
- For more information about learning at Imagine, visit our website at imagine.sd33.bc.ca



**Connect.
Create.
Contribute.**



IS IMAGINE THE RIGHT FIT FOR ME?

- Do you like working in **collaborative classroom settings?** (groups)
- Do you have a **passion for art or technology,** and want to gain **industry-level skills?**
- Do you enjoy **demonstrating learning in creative & unique ways?**
- Do you enjoy **input into your own learning?**

CURRICULUM PATH

INTEGRATED CORE GRADE 9/10 - LINEAR

- Integrated core disciplines (Math, English, Social Studies, Science, Physical Education, Career Education)
- Learning communities
- Project-based & experiential
- Collaborative teaching & learning

INTEGRATED STUDIES GRADE 11/12- SEMESTERED

Students select 2 two-week immersive institutes per year (December & June)

Previous institutes include:

- Art Studio
- Spanish
- Songwriting
- 2D Animation
- Baking Institute
- Cake Decorating
- Photojournalism
- Outdoor Survival
- Medieval Weaponry
- Medieval Tailoring
- Creative Writing
- Videogame Dev: Game Jam
- Theatre Costumes & Makeup
- Personal Passion Project
- Community Internship Projects (by application)

Community/
Expert Connection

Digital Portfolio

Exhibition of
Learning

* Elective and Deep Dive focuses vary and are driven by student choice

CHOICE ELECTIVES QUARTERLY

- Videogame Development
- Arcade Craft
- Digital Media Arts
- 2D Animation
- Photography
- Culinary Arts
- Woodwork
- Art Metal Jewellery
- Trades Exploration (Shop)
- Drama & Theatre
- Rockband
- Studio Arts
- French
- Outdoor Ed
- PE Electives

* and many more!

DEEP DIVE IMMERSIVE INSTITUTES TWO WEEKS - TWICE A YEAR



INTEGRATED CORE LINEAR

CHOICE ELECTIVES QUARTERLY

DEEP DIVES TWICE YEARLY

In the integrated core, learning is delivered through experiential interdisciplinary projects. Students build an understanding of learning strengths, explore thinking to build independence, and create powerful demonstrations of learning. A key focus is building community through shared real-world work. Projects are supported by learning partners and community.

Electives at Imagine connect with and explore areas of interests and passion. Students select quarterly elective sessions in a variety of art and technology areas in order to build skills needed to showcase learning within the integrated core. Students deepen discipline specific skills by focusing on creative and artistic processes.

Deep Dives are immersive institutes that offer opportunities for students to go deep into interests within passion areas. During the institutes, students collaborate with peers, teachers, experts, and community. These intensive learning opportunities support students to hone in on personal passion areas, explore careers, and learn with industry standard tools.



2024-2025 (No - Bell) SCHEDULE

- 8:37 School Begins
- 8:37 - 11:26 Integrated Core/Electives
BREAK/TRANSITION 9:57-10:05
- 11:26-12:06 Lunch
- 12:06 - 2:55 Integrated Core/Electives
BREAK/TRANSITION 1:27-1:34
- 2:55 End of Day

DEEP DIVES IMMERSIVE INSTITUTES(2X/YEARLY)

- All regular learning paused during Deep Dives
- Opportunities for students to go deep into interests & personal passion areas
- Prepare for internships/work experience & learn with industry standard tools

Examples:

- *Outdoor Wildernes Survival*
- *Baking Institute/Cake Decorating*
- *Songwriting*
- *Videogame Development*
- *Theatre Make-Up*
- *Medieval Weaponry*
- *Animation*
- *And more!*



INCLUSIVE LEARNING

We value equity, inclusion and diversity. Our school community welcomes all types of learners.

Our approach

- **Pull in supports within the regular classroom**
- **All students in community**
- **Student-centered planning**
- **Multiple ways to demonstrate and universal supports for independence**
- **Personalization and competency -based Individual Education Plans**

Mainstream alternate programming is available at the larger secondary schools in School District 33.

ATHLETICS

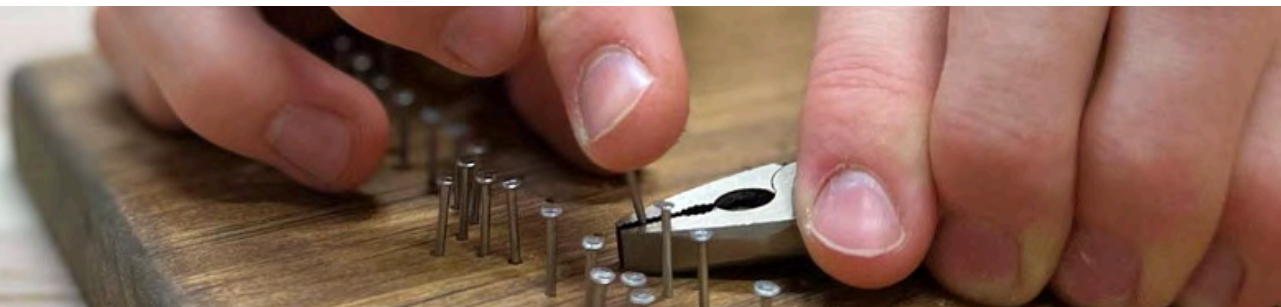
- Brand new gymnasium
- Work-out room
- Dance studio
- Sports Teams
 - **Basketball**
 - **Volleyball**
 - **Ultimate Frisbee**
 - **Swimming**
 - **Cross Country**
 - **Curling**
 - and more to come!



STUDENT CLUBS

- D & D
- Minecraft
- Drama
- Hiking Club
- Podcasting
- Leadership
- Student Engagement Team
- Robotics

Have an idea? Start one up with a staff sponsor!



OUR GRADUATES

In 2024, Imagine High celebrated our inaugural graduation class.

We are incredibly proud of what they have accomplished, and cannot wait to see what they create in our world.

Our learners set out on their next adventure to university, college, trades programs, and the work world. Students from Imagine have been accepted into a variety of programs including Early Childhood Education, Concept Art, Sciences, Engineering, Teaching and more .



Please check out this series highlighting some of our amazing graduates in this [Grad Shorts](#) playlist.



TRANSPORTATION



- Imagine High is conveniently located in Midtown, directly on the #1 public bus line in Chilliwack.
- As a school of choice, regular transportation is not provided. Students attending a school other than their catchment school, may be eligible for courtesy ridership busing (Policy 710.1 Administrative Regulation) based upon availability of seating on an existing bus route.
- Busses will not be re-routed, and no additional stops will be added. Authorization for courtesy riders will only be considered once regular riders have been accommodated. Fees apply to Courtesy riders.
- Transportation cannot confirm ridership for Courtesy Rider until Aug. when all Catchment School Registrations are complete. To learn more about the eligibility of your student visit [Transportation](#).

REGISTRATION PROCESS

- Register at <https://sd33.bc.ca/registration> (select attend outside of catchment.
- Seats are based on availability - the Welcome Center team will reach out via email and confirm whether space is available. If space is not available, students will be placed on a waitlist
- Families & student sign up for a zoom with school team to connect around learning at Imagine & student goals to hear if this approach to learning might be a good fit for your child. Registration is confirmed after zoom

REGISTRATION FOR 2024-2025 SCHOOL YEAR IS OPEN NOW



CONNECT WITH IMAGINE

There are many ways to be in touch with Imagine High:

Email - iss-alloffice@sd33.bc.ca

Website - imagine.sd33.bc.ca

Social Media - [Twitter\(X\)](#), [Instagram](#), [Facebook](#), [Youtube](#) at [@imaginesd33](#)

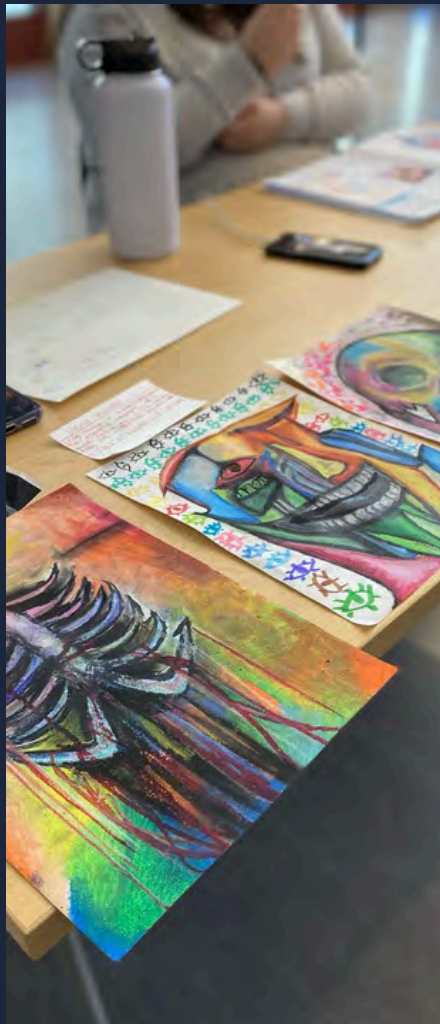
Phone - 604.792.0941



LINKS & MORE INFORMATION

Read and watch more about Imagine High:

- [What learning at Imagine looks like: About Imagine Video](#)
- [Imagine High Learning Framework](#)
- [Imagining Imagine High - White Paper](#)
- [Dreaming Big - InspireEd Article](#)
- [Learning at Imagine on Youtube](#)
- [Community at Imagine on Youtube](#)
- [CDI Spaces Feature - Imagine High](#)
- [Aboriginal Peoples Television Network \(APTN\) Imagine High feature](#)
- [The Tye Article - Voice of the Stream Project](#)
- [Chilliwack Progress article - Opening Day](#)
- [Chilliwack Progress article - Voice of the Stream Project](#)
- [Chilliwack Progress Article - Deep Dives at Imagine](#)
- [Chilliwack Progress Article - Salish Weaver at Imagine Artist Residency](#)





Frequently Asked Questions 2024-2025

1. What grades are at Imagine High?

- In the 2024/2025 school year Imagine houses students from Grades 9-12
- There is capacity for 700 students, grades 9 – 12 at Imagine High (175 per grade)

2. Who can attend Imagine High and how do we register?

- Imagine High, as a public school of choice, has **no catchment area** so students in the Chilliwack residential area are welcome to register (students who live outside of Chilliwack may also register, but preference will be given to families living in the Chilliwack community)
- All registrations are completed via [SD33 EReg](#) and are timestamped
- Seats are based on availability - the Welcome Center team will reach out via email and confirm whether space is available. If space is not available, students will be placed on a waitlist
- Families & students sign up for a zoom with school team to connect around learning at Imagine & student goals to hear if this approach to learning might be a good fit for your child. Registration is confirmed after zoom
- **REGISTRATION FOR 2024-2025 SCHOOL YEAR IS OPEN NOW**
- **REGISTRATION FOR THE 2025-2026 SCHOOL YEAR OPENS OCTOBER 1, 2023**

3. Is Imagine the right fit for me?

- Imagine High has an **integrated, experiential and community approach** to learning (combined course pairings & groupings). Learning moves through **interdisciplinary projects with content from multiple subject areas**
- Imagine is a great fit for students who **like working in collaborative groups and classroom settings. Many of our students have a passion for art or technology, and enjoy showing your learning in creative and unique ways.** There are pathways for every learner at Imagine!

4. How is learning the same/different at Imagine High?

- Please visit our website to check out [our Learning Framework](#).
- **Have a peek at what learning at Imagine looks like in this [About Imagine Video](#).**
- At Imagine High, the BC Curriculum is delivered in an integrated manner around projects:
 - **Grade 9/10** - *The day at Imagine is divided into halves: **Integrated Core** (English, Socials, Math, Science, PE and Career Education- Learning together in collaborative community) and **Electives***
 - **Grade 11/12** - **Integrated Pairings & stand-alone choice subjects in both core & elective classes**
- Arts and technology are woven into the learning and students can sample arts and technology through a wide range of elective options, Deep Dives and extra-curricular activities
- Twice a year, students participate in Deep Dive Institutes for 2 weeks (intensive elective condensed courses - all regular learning is paused during Deep Dives)
- Students use art and technology to showcase their learning through exhibitions that include artifacts, performances, presentations and demonstrations
- Also, as we recently celebrated our first graduation, please check out this series highlighting some of our amazing graduates in this [Grad Shorts](#) playlist.

5. What kind of arts and technology?

- Imagine High will provide opportunities for students in a variety of arts and technology: *video game development, photography, theater, dance, music, visual arts, creative writing, culinary arts, applied design, digital media arts, foods, textiles, music, animation, media design, robotics and electronics, information and communications, and shop*
- Our focus at Imagine High is on experiential, hands-on learning, and creative expression
- While the school is not a performing arts school, there will be opportunities for students interested in performance
- Portable technology to support student learning (IPADs and laptops) and Imagine High is also a BYOD school. Students with personal device permissions are still expected to follow school and district technology guidelines.

6. What are the facilities and resources at Imagine High?

- Professional theater with state-of-the-art lighting and sound
- Dance, art, and music studios
- Woodshop & Maker Space
- Culinary Arts kitchen
- Foods and textiles
- Spacious and well-equipped Learning Commons
- Creative recording studio (visual and audio)
- Computer lab
- Brand new gymnasium and workout room
- Science classrooms

7. What about students with specific learning needs?

- All students are welcome at Imagine High- the Inclusive Design Team teachers at Imagine High works within learning communities to provide the resources, supports and individual programming that promote inclusion and participation for all students within regular classrooms
- Competency-based Individual Education Plans will be developed in consultation with parents, students and teachers

8. Will my child be prepared to go to post-secondary education or training?

- Yes, graduates of Imagine High receive the standard provincial Dogwood Diploma all other BC high school students graduate with
- School staff will work with students and their families to determine course requirements and paths to post-secondary - we personalize pathways for a diversity of student pathways

9. What about French? Other languages?

- French 9-12 are optional courses. Please note that many post-secondary institutions require a second language- other languages will be offered depending on student interest

10. Are there sports at Imagine High?

- Imagine High has a brand-new gym with a beautiful dance studio and weight room
- Yes - sports teams will be created based on student interest
- The following teams are registered for BC School Sports: Basketball, Volleyball, Swimming, Cross Country, Curling and Ultimate Frisbee

11. Will there be clubs at Imagine High?

- Yes - clubs will be created based on student interest

- The following clubs are currently running: Theatre, Design, Leadership, D&D, Minecraft, Podcast, Hiking Club, Chess, Drumming, and more!

12. What about transportation to Imagine High?

- There is no scheduled bus transportation to Imagine High through the school district.
- However, families may apply for courtesy busing through the Transportation Department: <https://sd33.bc.ca/transportation-department>
- The Chilliwack city bus stops on Yale Road, just minutes away from Imagine High <https://www.bctransit.com/chilliwack/home>
- City bus passes are sold at the Welcome Center

13. Do siblings get preference for registration if an older sibling is already attending Imagine High.

- Yes, siblings do get preference for registering at Imagine High
- Following registration, the principal will schedule a Zoom meeting with the family and sibling to discuss the student's interests, hear more about Imagine High, and together determine if the school is a good fit

14. Do you have a Parent Advisory Council? Parent volunteers?

- Yes, we welcome parent involvement and participation!
- Information regarding the Imagine PAC is available [on our website](#)
- Parent volunteers are welcome at Imagine High - call the welcome center for more information

15. When can we visit the school?

- Throughout the year, Imagine hosts open houses: please visit our website and social media for more information
- We will provide Imagine High students and families an opportunity to tour the school during the week before school for guided tours

16. What is the bell schedule?

- We don't have bells! However, our start time is 8:37 am and students finish their day at 2:55: [See our schedule here.](#)

17. Is Imagine High a closed campus?

- Grade 10-12 students can go off campus at lunch at all times
- Grade 9 students will be able to go off campus at lunch starting in October

Need more information?

Visit our website: <https://imagine.sd33.bc.ca/>

Contact our Welcome Center Team: iss-alloffice@sd33.bc.ca or call (604) 792-0941.

Follow us on social Media: [@imaginesd33](#) (Twitter/X, Facebook, Instagram, Youtube)



**Chilliwack
School District**

Frequently Asked Questions

SafeArrival for Families FAQ

What is SafeArrival?

SafeArrival is an absence management system that improves student safety and makes it easy for you to let the school know about your child's absence.

You are asked to report your child's absence in advance whenever possible using one of these convenient methods:

SchoolMessenger app (free)

1. Provide your email address to the school.
2. Get the app from the Apple App Store or the Google Play Store (or from the links at <https://go.schoolmessenger.ca>)
3. Tap **Sign Up** to create your account.
4. Select **Attendance** from the menu, and then select **Report an Absence**.

Web and Mobile Web: go.schoolmessenger.ca

1. Provide your email address to the school.
2. Go to the website.
3. Click **Sign Up** to create your account.
4. Select **Attendance** from the menu, then select **Report an Absence**

Interactive Toll-free Phone 1-833-698-6567

1. Call the toll-free, interactive telephone system.
2. Follow the instructions to report an absence.

Absences can be reported in advance:

- 24 hours/day
- 7 days a week
- For any school day in the school term
- Up to the cut-off time on the day of the absence.

Whenever an absence is reported or updated, you will receive a confirmation notice by email and/or text message (assuming you have provided your contact information to the school).

If you don't report your child's absence in advance, the automated notification system will try to contact you (using the communication preferences if you have set them up in the SchoolMessenger app). This may include push notifications to the app, email, SMS text message, phone calls. You will be asked to provide the reason for your child's absence immediately. You may do so using the phone line, website or mobile app.

If an absence is not explained within approximately 20 minutes of the time that the school starts the notification process, school staff will follow-up to make sure that your child is safe. If you try to explain an absence using SafeArrival, but are then told that it is past the cut-off time, please contact the school directly.

If you don't want to receive notifications when your child is absent, be sure to report your child's absence in advance.

If you do receive notifications of your child's absence, be sure to provide the reason as quickly as possible, using one of the 3 methods listed above or during the phone call notification itself.

Why do I need a SchoolMessenger app account?

A SchoolMessenger app account is not required to use the toll-free phone line to report absences. However, we strongly recommend that you provide your email address to the school and set up your SchoolMessenger app account. This allows you to review and update absences, review your contact information and communication preferences and more.

Please see related SchoolMessenger app documentation for setting up your account, resetting your password, reviewing contact information, and specifying communication preferences. Once you have set up your account, choose ATTENDANCE from the menu.

If you cannot set up your account, you do not see the ATTENDANCE option, or you do not see your child(ren) listed in your account, please contact the school directly to check that your correct email address is associated with your child(ren).

How do I use the toll-free phone line?

When you call the toll-free phone line, follow the instructions for reporting an absence.

If the phone number you are calling from matches a phone number on file with the school for your student(s), you will hear your student'(s) name(s). If the system doesn't recognize your caller ID, you will be asked to enter the student's home phone number.

If you have difficulty using the toll-free phone line, please consider using the SchoolMessenger mobile app or website. Otherwise, contact the school directly.

STUDENT ATTENDANCE AT IMAGINE

See [SD33 ADMINISTRATIVE PROCEDURE 319](#)

The collection of student attendance records supports student learning and student safety. Section 3 (d) and (e) of the Ministry of Education Student Progress Report Order requires that the number of days a student is absent and the number of days a student is late, are to be communicated on all student Learning Updates and the Summary of Learning. The Chilliwack School District (the “District”) supports and encourages regular and prompt attendance, supports timely communication with parents/guardians about student attendance, and ensures that accurate records of student attendance are kept. The school will also make this information available online.

SECONDARY SCHOOL ATTENDANCE

Will take daily AM/PM attendance and be recorded into the Student Information System by the end of each break(10:05 AM, 1:34 PM). FOR ATTENDANCE CONCERNS/DISCREPANCIES, PLEASE REACH OUT DIRECTLY TO THE CHILD’S TEACHER.

REPORTING AN ABSENCE: Absences can be reported through [SafeArrival App](#), by phone (604.792.0941) or email (iss-alloffice@sd33.bc.ca)

UNEXCUSED ABSENCES : If a student in secondary school is absent with an unexcused absence at any time of the school day, the school shall notify the student’s parents/guardians **at the end of the school day** using the automated School Messenger System. **Early dismissal will need to be verified by a parent/guardian or it will remain an unexcused absence.**

ATTENDANCE SUPPORTS: Imagine High is an integrated, experiential and collaborative model of learning. **Regular attendance is paramount in the program for success. If a secondary student has missed five (5) or more blocks of a single course in a single month, the teacher will have an Attendance Conversation with the parent/guardian and student.** The purpose of the conversation is to identify the barriers to the student’s regular attendance and the supports and resources that may be available to help the student regularly attend school. If the student’s attendance pattern continues, the student will be referred to the School Based Team.

LATENESS: Students are expected to be in class on time. **Students are to connect with their teacher when arriving late and that the teacher will change attendance.** The teacher will connect with students who are developing a pattern of being late. The teacher shall contact home and, if the pattern continues, refer the student to the School Based Team.

EXCUSED ABSENCES: Regular school attendance is the goal for all students in the district. However, students at times may be absent from class for valid reasons. The following principles shall govern the development and administration of attendance procedures within the district.

- Participation in a district or school approved activity or instructional program.
- Illness, health condition or medical appointment for the student or a person for whom the student is legally responsible.
- Family emergency including, but not limited to, a death or illness in the family.
- Religious or cultural purposes including observance of or participation in religious or cultural instruction.
- Court, judicial proceeding, or serving on a jury.
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview.
- Principal and parent/guardian/emancipated youth mutually agreed upon activity.



Imagine High

COMMUNITY CODE OF CONDUCT

Connect. Create. Contribute.

WE LIVE AND THRIVE TOGETHER AS A COMMUNITY OF LEARNERS - STUDENTS, STAFF, FAMILIES AND GUESTS - WHEN WE:

- We **connect** in a safe and inclusive way, respecting all members of our Imagine community.
- We **create** relationships that value individual differences and collective responsibility
- We **contribute** to a caring and welcoming environment by taking care of this place and each other.

We commit to create an environment in which all members of the Imagine family can connect, create, and contribute. We recognize that our students are developing as responsible participants of our community and, therefore, we remain focused on accountability for personal actions coupled with approaches that focus on empathy and the repairing of harm.



**Connect.
Create.
Contribute.**

**All are welcome at Imagine High.
Our community aims to be free
from:**

- **Discrimination of any form based on race; ethnicity; ancestry; sexual orientation, gender identity or expression; religion, place of origin, family status, physical, mental ability, or other factors**
- **Bullying or harassment: a persistent pattern of unwelcome aggressive behaviour that hurts others physically and/or emotionally**
- **Retribution against a person who has reported concerns**

Imagine Dress Code

Our student dress code supports our goal of inspiring students to learn while leaving primary decisions around clothing and style to students and families. Students will refrain from wearing clothing that contains discriminatory images, drug/alcohol references or imagery that negatively impacts a safe, welcoming learning environment.



Expected Actions

We expect members of our community to act in a way that makes the school safe, equitable, kind, and inclusive. Our community functions at its fullest through:

- Just, consistent, and reasonable expectations that embed student voice, choice, and agency
- Instructional design that promotes and reinforces pro-social skills, mediation, collaborative learning, and restorative practices
- Responsible choices and safe behaviours
- Collaborative problem solving
- Conflict resolution through restorative practices

Unexpected Actions

Unexpected behaviours or actions can interfere with personal safety, well-being, and learning. Unexpected actions may damage relationships, disrupt learning, or undermine safety.

They consist of, but are not limited to:

- Lack of respect or care for for others
- Verbal (digital or face-to-face) harassment or physical aggression
- Destruction or misuse of property
- Actions that threaten the emotional or physical safety of others

Restorative Processes

WHERE POSSIBLE:

- **Include students in the development of meaningful interventions through discussion or mediation**
- **Focus on repairing relationships and re-integrate the student back into their learning community**
- **Support students with time and space needed for reflection, self-regulation and repair**
- **Create supportive conditions for students to learn and practice self-discipline**
- **Address injustices by addressing the needs of those who have been harmed and support restorative interventions**

Responses to Unexpected Actions

To be equitable, responses must be flexible, and individualized. Responses may vary from student to student where an incident appears to be similar and will respect individual rights, needs, age or developmental level, and where they are in their learning journey. Responses will focus on restorative actions wherever possible. Serious incidents will result in communication with parents, school district officials, police, and/or other agencies as appropriate to support the students involved.

Responses may include:

- **Review of expectations**
- **Meetings with parents/guardians**
- **Loss of privileges**
- **Student contract or support plan that includes strategies, supports and resources**
- **Referrals to district or community resources for additional assessment or support**



COMMUNITY TECHNOLOGY EXPECTATIONS

STUDENT CELL PHONE AND DIGITAL DEVICE USE

See [SD33 ADMINISTRATIVE PROCEDURE 318](#)

The Chilliwack School District is dedicated to fostering a positive and productive learning environment, prioritizing academic achievement and appropriate socialization. The use of cell phones and personal digital devices is a privilege that comes with the responsibility of maintaining this environment. Classroom norms and expectations around technology use will be shared by classroom teachers in September.

All Students:

- To contact a student during instructional time, call the school office.
- Students who have accessibility/accommodation needs, where a personal device is needed to ensure equity of access.
- Students with medical or health-related reasons who require a personal digital device will also have access.
- Headphones or earbuds must not be worn or visible during instructional time, including assemblies, unless the teacher has allowed them.

Secondary Students:

- During break/ lunch periods, students are encouraged to be active and socialize with friends. They are encouraged to put their cell phones/other devices away.
- During instructional times, students will silence their devices and store them in their bag, locker or a designated space provided by staff.
- Your child's teachers will decide if students can use their cell phones or digital devices during class time for educational purposes.

Unauthorized use of electronic devices is not tolerated. If a student is found using a device without permission, it will be confiscated and returned at the end of the class or day as determined by school staff.

For privacy considerations, unauthorized taking of pictures, videos, or recordings at school or during school activities is strictly prohibited as per Administrative Procedure 481: Audio / Video Recordings, Photography and Live Streaming.

***For repeated technology concerns, the device(s) will be given to the office who may return the device(s) to the student and/or contact the parents if the issue persists. Students may then be asked to turn their cell phone in the office each morning and pick it up at the end of the day or to leave it at home.**



**Connect.
Create.
Contribute.**



Athletics Guidelines

At Imagine High, students who participate in athletics are to be considered student-athletes and will be referred to here as athletes.

Athletic Eligibility

According to BC School Sports, a student-athlete has eligibility requirements as below:

- FIVE (5) YEARS ELIGIBILITY – Student-athletes have five (5) consecutive years of BCSS competition eligibility, starting on the entry date into grade eight (8). A year is considered to be the twelve (12) month period between September of one (1) school year and September of the next school year.

Athletic Participation Expectations

Athletes are expected to follow the principles of fair play, which include integrity, fairness, and respect.

- Athletes are expected to participate in practices and games as per the expectations set out by the coaches.
- Any conflicts in schedules or commitment should be first taken up with the coach and then brought to the Athletic Director if there is no resolve.
- Imagine High coaches and athletes are expected to maintain the highest standards of sportsmanship through showing respect for opponents and officials.
- Coach and athlete expectations are aligned with the district and Imagine Code of Conduct.
- As representatives of Imagine High, athletes are expected to exhibit appropriate behaviour at all times.
- Parental Consent Form (Medical Information). Participation in our athletic program requires that all athletes have on file a signed "Informed Parental Consent Form".
 - Parents are responsible for making the Athletic Director aware of any changes in medical condition.
- All sports require participation fees to help offset costs and will be outlined by coaches at the beginning of each season.



Imagine High has high expectations for athletes. When academic challenges or behavior challenges arise, the following line of communication will be used:

Staff member to coach/or teacher sponsor as well as parent - When a staff member is concerned about a student-athlete it is expected they will approach the coach or teacher sponsor with enough time to work together to build a plan to help the student-athlete remain eligible.



Teacher sponsor to coach - If applicable, the teacher sponsor would inform the coach of the status of the student-athlete and the plan to support them to remain eligible. A fair and equitable timeline should be given to allow for authentic student learning.



Coach to Student / Parent - The coach should support the student to work with their teacher to remain eligible.



Staff member to Athletic Director - If there is no resolve in the amount of time agreed upon, the staff member could approach the athletic director who will connect with the coach and athlete to support the plan to remain eligible.



Athletic Director/Staff Member to Principal / Parent



Committee for case review: Athletic Director, Principal (or designate). Case will be reviewed in the best interest of the student, team, and the school.

An athlete may be placed on probation when they do not meet the requirements of this document. Interventions may vary according to individuals in consultation with school staff, family, and student.



Uniform Expectations

Uniform care is the responsibility of each player.

- WASHING TIPS
- WASH white tops SEPARATELY.
- Hand wash in COOL WATER. (Please do not wash with other family wash.)
- DRIP DRY (using the dryer may create problems with creasing).
- PLAN AHEAD –wash AFTER your game (not before your game).
- Uniform deposits will be communicated at the start of each sporting season and are subject to change between sports and from year to year.

Athletic Fees

A list of fees will be provided once we know which sports will be offered at Imagine. The athletic fee covers the cost of bussing, refereeing, uniforms, trophies and awards, equipment, paying scorekeepers and providing medical equipment.

SD#33 Forms

Imagine High athletes must have the following signed and returned to

_____ before any participation is allowed:

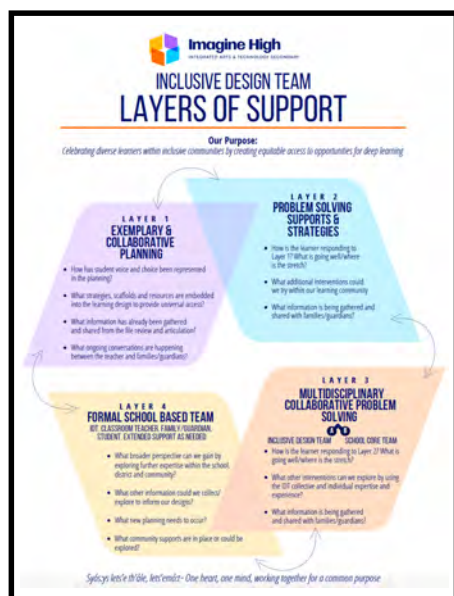
- Alcohol and Drug (Student Athlete) Policy
- Student Code of Conduct Policy
- Medical Consent – Athlete Medical Data Record
- Transportation Permission

IDT Supports & Expectations

The Inclusive Design Team (IDT) at Imagine focuses on celebrating diverse learners within inclusive communities by creating equitable access to opportunities for deep learning. The IDT is part of a team that is collectively responsible for nurturing reciprocal relationships with students, families and community. The IDT embeds adaptive and responsive practices through pull-in supports and purposeful collaborative planning with communities using universal and personalized curricular design. The work of the IDT is often led through data-driven decisions and supports the use of meaningful assessment through the intentional collection, curation and exhibition of authentic evidence of growth.



Layers of Support

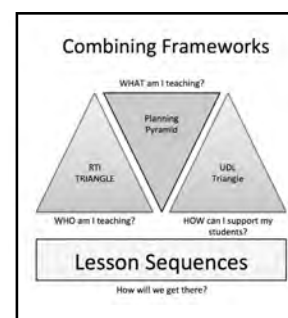


LAYER #1 - Exemplary & Collaborative Planning

The IDT team supports during collaborative planning sessions. They will bring student voice and choice to the planning and are an excellent resource for strategies, scaffolds and resources that embed universal access into the learning design.

LAYER #2 - Problem Solving Supports & Strategies

The IDT team supports and observes within the classroom and works with the classroom teacher to determine what is going well and where are the stretches from Layer #1. The IDT team will support teachers with additional interventions that may be successful within the learning community and help draft communications to families.



LAYER #3 - Multidisciplinary Collaborative Problem Solving

The IDT team supports the School Core Team to observe how the learner is responding to the Layer #2 interventions and determine what is going well and where the stretches may be. These observations will guide the interventions or strategies created with and embedded by the classroom teacher.

LAYER #4 - Formal School Based Team (IDT, Classroom Teacher(s), Family/Guardian, Student, Extended support as needed)

The IDT team supports connections with a broader perspective by gaining and exploring further expertise within the school, district and community. The IDT team will collect data within the classroom that will inform learning designs and any new planning that needs to be done and communicate this to families.

Learning Community Support Documents



Learning Support Plan

Student Name: _____ Date: _____

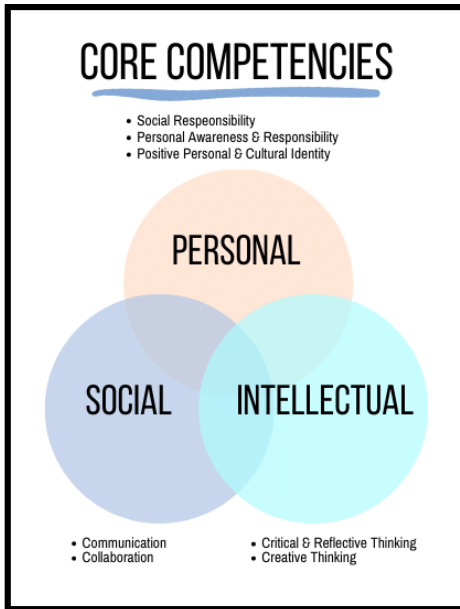
Range of Support (9/1/2)

Supports	Classroom Support	Targeted Support	Specialized Support
Behavioral Support			
Instructional Support			
Assessment Support			
Communication Support			
Physical Support			
Other Support			

The IDT has organized a set of lessons that focus on the core competencies that they will present in Sept to all learning communities with the purpose being that classroom teachers would have an opportunity to connect with each student and complete a profile for them. The IDT will also set up class review meetings in support of the universal design for learning framework and classroom support plan in Nov and Feb.

IEP Meetings & Documentation

The IDT will conduct formal IEP meetings twice per year. A classroom teachers contribution at an IEP meeting is integral to the success of all learners and it is expected that classroom teachers attend.



The classroom teacher is an expert in the curriculum as well as the academic and behavioural expectations of their class. That perspective is an important voice that helps the team decide what support, services, instruction and assessment students may need to help them reach their goals. Being an active member in the IEP meeting and goal writing also provides an opportunity to build a positive and trusting relationship with the student's family which bridges trust in future communications.

Evidence Triangulation - Triangulation of evidence is a balanced approach to assessment that gathers evidence over time throughout the learning process. Evidence of learning can be observed as students demonstrate skills, and engage in conversation to assess understanding, as well as collecting written work and other products of learning.

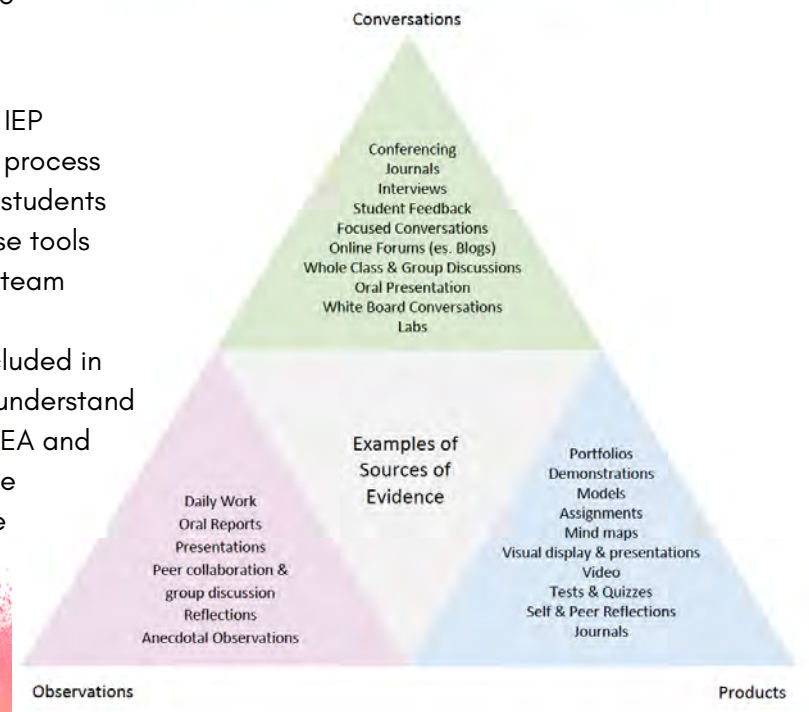


Core Competency Goals	IEP Evidence Log For:	Student Name	Assessment Method	Assessment Date	Assessment Results	Assessment Location	Assessment Context
Communication							
Collaboration							
Critical & Reflective Thinking							
Creative Thinking							

The IDT team has created a repository for the triangulation of evidence that is accessible to classroom teachers and EA's so everyone can upload evidence when a student shows growth in a goal area. On Quarterly Reporting Period Deadlines, the IDT team collates all the triangulated evidence of learning and communicates this information to families so they can see where their students strengths and stretches lie and what strategies are being used in the classroom to support their goals. To create valid assessment, it is important this evidence comes from a variety of people consistently throughout time.

Instructional Support Planning Process (ISPP's)

ISPP's are a tool from the Ministry and part of the IEP documentation process that facilitate a planning process and determine the instructional support needs of students across critical domains (core competencies). These tools work best when all members of the school based team (teachers, EA's, parents) who are part of the IEP development process and implementation are included in their completion. The IDT uses the information to understand a student's ability and determine the need for an EA and extra support in communities along with determine strategies within classrooms that support inclusive instructional planning and assessment.





Imagine High

Student Parking Vehicle Permit Form

Student Name: _____

Permit #: _____ School Year: _____

Parking Regulations

By (√) checking each box, I understand that:

- I am permitted to park ONLY in the area designated (unmarked stalls – no numbers, no letters).
 - **Please Note - Parking is not permitted on road, driveway, in allocated staff parking, handicapped spaces, bus lanes, visitor's stalls, reserved stalls anywhere on campus, other school campus locations, or take up more than one (1) parking space.**
- Student parking is only available in the parking lot by gym entrance.
- I must operate the motor vehicle safely.
- I will adhere to speed limits posted (10 km/hour).
- Speeding and reckless driving are prohibited on school property and that unsafe driving will result in me losing my driving privilege and/or report to RCMP.

Vehicle Description

Make	
Model	
Year	
Colour	
Plate #	
DL #	
Student #	
Vehicle Registered to:	

We have read, understand, and agree to abide by each of the above parking regulations.

Student Signature and Date

Parent Signature and Date

Student Fees 2024 – 2025

The following student fees are in accordance with direction from the Chilliwack School District regarding fee collection.

Student Association Fee - \$25.00*

PAC Donation - \$5.00

Athletic Fees – Will be applied at the beginning of the season

**The student association fee subsidizes or covers the following costs: Student ID cards, guest/motivational speakers, Student Leadership supplies and activities, student celebrations, student celebration assembly incentives, school-wide runs, homeroom activities, awards, transportation/field trip subsidies.*

We are committed that no child should be disadvantaged due to financial constraints. Please speak with Ms. Haller, or Ms. Parsons to have a school cost waived.

The above fee payments are due November 30th, 2024, or sooner. Pay online using Student Quick Pay <https://www.studentquickpay.com/sd33>. The office will accept cash, debit card, Visa, MasterCard, and online credit card payments. Please note: We no longer accept personal cheques. Attached is step by step instructions to set up your online account.

Athletic Fees apply to students who participate on team sports during this school year. These subsidize the cost of bussing, athletic association fees, referees, and tournament entry fees. Participation on school teams is optional.

Create a New Parent Account

Some parents will not have to manually create a parent account. If your school district is using an existing parent portal, like PowerSchool Parent Portal, your parent account and attached children will automatically be linked with the online payment website.



From the Online Payment Home Page

1. Click on the **Sign Up** button.

Sign Up - Parent Information

The screenshot shows a web form titled "Sign Up" with a sub-header "Step 1/2". The form is divided into several sections:

- Parent Information:** Contains two input fields: "First Name" (with the value "Jane") and "Last Name" (with the value "Acom"). A green circle with the number "1" is positioned to the left of these fields.
- Create Login:** Contains two input fields: "E-Mail" (with the value "janeacom@email.com") and "Password" (with masked characters). A green circle with the number "2" is positioned between the "E-Mail" and "Confirm Login" sections.
- Confirm Login:** Contains two input fields: "Confirm E-Mail" (with the value "janeacom@email.com") and "Confirm Password" (with masked characters).
- Agreement:** A yellow highlighted area containing a checked checkbox and the text "I have read and agree to the [Terms and Conditions](#) of this site." A green circle with the number "3" is positioned to the left of this area.
- Navigation:** At the bottom, there is a "Cancel" button on the left and a "Next" button on the right. A green circle with the number "4" is positioned to the left of the "Next" button.

From the Sign Up Window:

1. Enter your (the parent's) **First Name** and **Last Name**.
2. Enter and confirm your **E-Mail** address and select and confirm a **Password**.
3. Check the box, 'I have read and agree to the Terms and Conditions of this site'.
4. Click **Next**.

Sign Up - Add Students

Sign Up

Add Students

Step 2/2

For each student you would like to add to your account, complete the information below and click Add Student.

Student ID

Last Name

Add Student

2357958

Connors

Student ID	Name	Grade	Remove
2749959	Ian Jones	09	✖
2749736	Kristen Wong	11	✖
2749474	Matthew McKinney	12	✖
2357958	Sarah Connors	09	✖

Back

Done

From the Sign Up Page:

1. Type in the **Student ID** and **Last Name**.
2. Click on **Add Student**. The student record will appear below if there is a match. Repeat steps 1-2 for each student you need to add. If the student record is not correct, click on the red 'X' in the Remove column to remove the record from the student
3. Click **Done** when finished.



Imagine High

COMMUNITY TECHNOLOGY EXPECTATIONS

STUDENT CELL PHONE AND DIGITAL DEVICE USE

See [SD33 ADMINISTRATIVE PROCEDURE 318](#)

The Chilliwack School District is dedicated to fostering a positive and productive learning environment, prioritizing academic achievement and appropriate socialization. The use of cell phones and personal digital devices is a privilege that comes with the responsibility of maintaining this environment. Classroom norms and expectations around technology use will be shared by classroom teachers in September.

All Students:

- To contact a student during instructional time, call the school office.
- Students who have accessibility/accommodation needs, where a personal device is needed to ensure equity of will have access.
- Students with medical or health-related reasons who require a personal digital device will also have access.
- Headphones or earbuds must not be worn or visible during instructional time, including assemblies, unless the teacher has allowed them.

Secondary Students:

- During break/ lunch periods, students are encouraged to be active and socialize with friends. They are encouraged to put their cell phones/other devices away.
- During instructional times, students will silence their devices and store them in their bag, locker or a designated space provided by staff.
- Your child's teachers will decide if students can use their cell phones or digital devices during class time for educational purposes.

Unauthorized use of electronic devices is not tolerated. If a student is found using a device without permission, it will be confiscated and returned at the end of the class or day as determined by school staff.

For privacy considerations, unauthorized taking of pictures, videos, or recordings at school or during school activities is strictly prohibited as per Administrative Procedure 481: Audio / Video Recordings, Photography and Live Streaming.

***For repeated technology concerns, the device(s) will be given to the office who may return the device(s) to the student and/or contact the parents if the issue persists. Students may then be asked to turn their cell phone into the office each morning and pick it up at the end of the day or to leave it at home.**



**Connect.
Create.
Contribute.**

POLICY 383 TECHNOLOGY USE

Student, staff and community learning is supported by access to online learning resources and communication tools through the use of technology. The Board is committed to providing reliable technology for all schools to enhance student learning and provide opportunities for innovation and staff development.

All users of district technology must adhere to privacy and copyright legislation and all district guidelines regarding use of technology and social media.

Board Of Education School District #33 (Chilliwack)

605.1 ADMINISTRATIVE REGULATION Technology Use

The Board provides access to computer equipment, communication devices, software, e-mail, internal and external ports and the Internet, as the Board believes that the access and use of technology is an integral component of the working and learning environment.

1. All students must sign an Acceptable Use Agreement at the time of registration.
2. All guest users must agree to the on-line Acceptable Use Agreement prior to accessing district networks, when applicable.
3. Each principal and site supervisor will clearly communicate with staff, students and parents the purpose, benefits, and risks associated with the use of technology including FOIPPA (*Freedom of Information and Protection of Privacy Act*) Regulations.
4. Under FOIPPA, all electronic documents are subject to a FOIPPA request.
5. The Acceptable Use Agreement will be reviewed and updated every two years by a committee chaired by the District Technology supervisor.
6. Failure to adhere to the conditions of the Acceptable Use Agreement will be dealt with in a progressive discipline manner and will take into consideration the severity of the breach, the individual's status, age and special circumstances. Consequences may include loss of privileges, other disciplinary measures or legal action.
7. The confidentiality of individual files will be respected and will not be disclosed unless required by law or a district investigation of inappropriate use. In the event of a complaint regarding e-mail or files which are alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material, the system administrator has the authority to inspect the contents of files or email.

8. The system administrator will monitor the system for inappropriate use and may suspend the account. The incident will be reported to the account holder's supervisor or teacher for further action or reinstatement.

9. Responsibilities for Use:

a. **All SD33 technology users are responsible for:**

- Complying with all sections of this policy when using board technology;
- Complying with the board's *Acceptable Use Agreement and Social Media Guidelines* when using school district technology;
- Ensuring the proper care of all computer equipment at all times including the prohibition of food or drink near computers;
- Exercising caution when releasing any personal information over the internet;
- Ensuring that prior consent has been received from parents or guardians prior to posting any student work, images or video clips.

b. **Senior Staff, Coordinators, Managers, Facilitators and School Administrators are responsible for (in addition to a. "all... users"):**

- Reviewing this policy with all staff under their supervision;
- Enforcing all sections of this policy as it relates to all schools and/or workplaces for which they are directly responsible;
- Facilitating professional development related to internet access and technology integration to support teaching, learning, effective communications, and professional learning.

c. **Technology Department staff are responsible for (in addition to a. "all... users"):**

- Implementing measures to prevent electronic access to inappropriate content such as illegal, harassing, obscene, pornographic, racist, libelous, threatening or sexually explicit resources in all SD33 schools and workplaces.

d. **School Administrators are responsible for (in addition to a. "all... users"):**

- Ensuring that parents, students, staff, and any other technology users are made aware of the purposes, benefits, and risks associated with technology use and are informed about this policy prior to providing access to technology resources;
- Maintaining student records of consent;
- Ensuring that staff is aware that students can only use computers under the supervision of school staff or a designated adult;
- Ensuring license agreements are observed;

- Monitoring student use of email and student created materials.

e. Teachers are responsible for (in addition to a. “all... users”):

- Ensuring that the policy is fully understood and is implemented in the classroom;
- Ensuring that the implications of unacceptable use, including disciplinary action by the school, board, and/or legal authorities are communicated to students;
- Previewing and evaluating learning resources including websites prior to recommending them for student use;
- Ensuring that students only use computers if under the supervision of school staff or designated adult;
- Instructing students about the dangers of communicating over the internet;
- Monitoring student use of the internet, email, and student-created materials;
- Informing students about, and modeling good behaviour regarding copyright and intellectual property;
- Advising students that information distributed over the internet and/or the intranet may not be secure because electronic messages may be intercepted, read, and modified without the author’s consent or awareness and messages may be forwarded to people other than the intended recipients.

f. Students are responsible for (in addition to a. “all... users”):

- Using school computers only when under adult supervision;
- Reporting to their teacher or other authority any inappropriate content or communication.

Chilliwack School District Acceptable Use Agreement

The Board of Education of Chilliwack School District embraces the use of information technology and the Internet in providing powerful tools for personalized learning. These tools offer staff and students a rich variety of communication, information, and resource opportunities to use within the K-12 educational framework. In addition, the developing availability of mobile technology devices within Chilliwack School District offers unique possibilities for individualized learning. To this end, information technology has been provided within the school district to facilitate safe, ethical, and appropriate use by staff and students. The Board of Education of Chilliwack School District is committed to providing access to information technology such as the Internet in an approach that balances resources, access, safety, and security to ensure the highest availability of the limited facilities as possible.

A. Procedures & Acceptable Use

- Use is acceptable when it is legal, ethical and upholds the goals and standards of the Chilliwack School District, and when it respects the rights of other users and considers the impact of their conduct on others.
- Access to Chilliwack School District information technology is only made available so long as the user complies with the Acceptable Use Agreement (AUA).
- The District Technology Department on behalf of the Superintendent of Schools will determine what is deemed inappropriate use as per the Acceptable Use Agreement and report any infractions to the appropriate supervisor for action.
- This Acceptable Use Agreement is applicable to all students and staff of the Chilliwack School District.

B. Educational Focus

- Information technology provided by Chilliwack School District is intended for educational and operational uses.
- Use is acceptable when it is consistent with the goals of the Chilliwack School District, and when it respects the rights of other users and considers the impact of their conduct on others.

C. Access to Resources

- The use of the Chilliwack School District information technology resources is a privilege.
- Information technology use that violates or attempts to violate, the security of the system, terminate or impede network or computing resource access, or subvert or attempts to subvert other systems is prohibited.
- Students may access Chilliwack School District information technology when specifically authorized by school district staff.
- The Chilliwack School District may limit the use of district information technology resources to balance availability with need.
- The Chilliwack School District may examine network accounts at any time without notice to the account holder to ensure compliance with district policies.



D. Personal/Mobile Devices

- Personal or mobile devices are allowed to access Chilliwack School District information technology resources unless the device has not been approved for use by the district.
- Student personal or mobile devices are allowed to be used on the Chilliwack School District network unless not permitted to do so by district staff.
- Personal or mobile devices, whether owned by student or district and connected to Chilliwack School District information technology resources, must be used in compliance with all parts of the Chilliwack School District Acceptable Use Agreement.
- Personal or mobile device access to Chilliwack School District information technology resources may be limited to balance availability with need at the discretion of the district.

E. Social Networking

- Students may only post content within the rules and restrictions put in place by a school or teacher, or by government legislation such as the British Columbia Freedom of Information and Personal Privacy Act (FOIPPA).
- Students may not post or send any personal information that may be damaging, threatening or dangerous to themselves or to others.
- Staff members choosing to use internet-based tools to share and collaborate are required to adhere to “SD#33 Social Media Regulation” documentation.
- Users should be aware of how social media can impact their “digital well-being” and take steps to maintain a healthy balance between technology use and offline activities.

F. Privacy / Safety

- Users are prohibited from sharing their passwords with any other user or permitting others to use their access accounts. Account holders are responsible for all activity within their account.
- Use of the Chilliwack School District information technologies, including the network and WiFi, is neither private nor confidential, and may be monitored or reviewed by the Chilliwack School District without prior notice, for system maintenance, upgrades, evaluation, security, and for the purposes of investigating and addressing violations of School District policies and applicable laws.
- Users must be aware of and actively protect their own personal safety while using the Chilliwack School District information technology.
- All users of technology systems have a responsibility to safeguard their own personal information while online, including following all guidance on cybersecurity from the school district.
- Users have a responsibility to report all IT security breaches or privacy breaches to school district staff.

G. Copyright / Fair Use / Plagiarism

- When accessing and using information from Internet, users must not engage in any forms of plagiarism.
- Users must respect all copyright laws that protect intellectual property such as software, artistic work and writing.
- Users must observe and respect materials provided for “fair use” by copyright owners.
- The School District recognizes that emerging AI tools present many opportunities to enhance student learning. At the same time, these tools also present a challenge to traditional notions of plagiarism and what constitutes one’s own work. If AI tools are used, they must be used in a transparent & ethical manner in accordance with school codes of conduct.



H. Limitations

- The Chilliwack School District makes no guarantees about the service it is providing, and the School District will not be responsible for any damages that may be incurred.
- The Chilliwack School District is not responsible for the accuracy or quality of information obtained through district information technology.
- Account holders are responsible for all activity within their accounts.
- In addition to all components of this Acceptable Use Agreement, all Canadian laws or school rules must also be observed and respected.
- Interpretation, application, and modification of this Acceptable Use Agreement shall be within the sole discretion of Chilliwack School District.

I. Possible Consequences of Unacceptable Use

- Loss of information technology access privileges.
- Disciplinary action through either school or district code of conduct.
- Financial liability for damaged equipment.

This Acceptable Use Agreement functions concurrently (at the same time) as other enforced Acceptable Use procedures. In no way does this Chilliwack School District Acceptable Use Agreement override, circumvent, or negate any other school or district acceptable use procedures.

This Acceptable Use Agreement shall be interpreted, construed, and enforced in all respects in accordance with the laws of the Province of British Columbia. Each party irrevocably consents to the jurisdiction of the courts of the Province of British Columbia, in connection with any action to enforce the provisions of the Acceptable Use Agreement, to recover damages or other relief for breach or default under the Acceptable Use Agreement, or otherwise arising under or by reason of the Acceptable Use Agreement. The Chilliwack School District reserves the right as final authority on all aspects of the use of district information technology.



Imagine High

MyEd BC Student Information

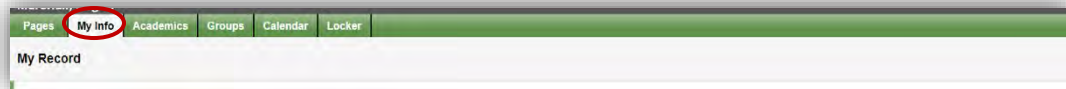
You will need to use a computer or lap top the first time you access the system.
After it is set, you may use a mobile device to access the account.

How to Login

- Login at <https://www.myeducation.gov.bc.ca/aspen/logon.do>
- Your Login ID is your student ID. If you don't remember your password, please email the office at iss-alloffice@sd33.bc.ca
- The first time you log-in you will be prompted to enter an email address and change your password.
 - a) Please enter your primary email account as this account will be used to send communication from the school.
 - b) Your password must contain special characters; you can click on the blue text "click to view" to see the specific requirements for the password.

Checking your Schedule

- After logging in, click on the 'My Info' tab at the top of the page.



- Then click on **Current Schedule**.



Checking Your Grades

- Click on the **Academics** at the top of the page.
 - a) Your classes will be listed in this window. The most recent grade in each course, for the current term will be in the blue highlighted area. (In the example shown below the grade is for term 4 (Q4 = quarter 4).
 - b) Marks will only be shown for courses where the teacher has chosen to make the mark visible.
 - c) If the grade is not visible and you would like to know how you are doing in that course, please see your teacher.



Imagine High

Checking Your Grades Continued

Description	Description	Course	Term	Teacher	Classm	Current Term Performance	Abs	Tdy	Dsm
WORK EXPERIENCE 12A	WORK EXPERIENCE 12A	MWEX-2A-97	FY	Long, Jen	B222		2	0	0
FOODS AND NUTRITION 11	FOODS AND NUTRITION 11	MFDN-11-23	S2	Rahnborn, Kelly	E101	Q4 96.0 A	1	0	0
SOCIAL STUDIES 11	SOCIAL STUDIES 11	MSS--11-23	S2	Wieler, Gary	C119		1	0	0
CHEMISTRY 11	CHEMISTRY 11	MCH--11-21	S2	Ego, Lisa	C222	Q4 77.2 B	1	0	0
ENGLISH 12	ENGLISH 12	MEN--12-24	S2	McDowell, Jason	PT#3		1	0	0

- For more detailed information on the mark displayed, click on the name of the class in the list and then click on the **Assignments** side-tab.
 - a) The assignments will be shown in a list, with percentages for each one listed.
 - b) If the teacher has included written feedback for the assignment in the program, these comments will be shown in the far right-hand column.
 - c) To go back and view the detailed mark for another class, click on the blue "Classes" link under the options menu in the top left-hand corner of the screen.

Accessing Learning Updates (previously known as Report Cards)

- You will land on the Pages top tab every time you log in.
- The main landing Page includes:
 - Published Reports** - When a Learning Update is published to the portal, it will appear under the Published Reports heading as a hyperlinked PDF document. You will receive an email that it has been published to the portal.



Questions??

For questions or concerns, please speak with a teacher or email iss-alloffice@sd33.bc.ca and someone will get back to you.



Imagine High

MyEd BC Parent Information

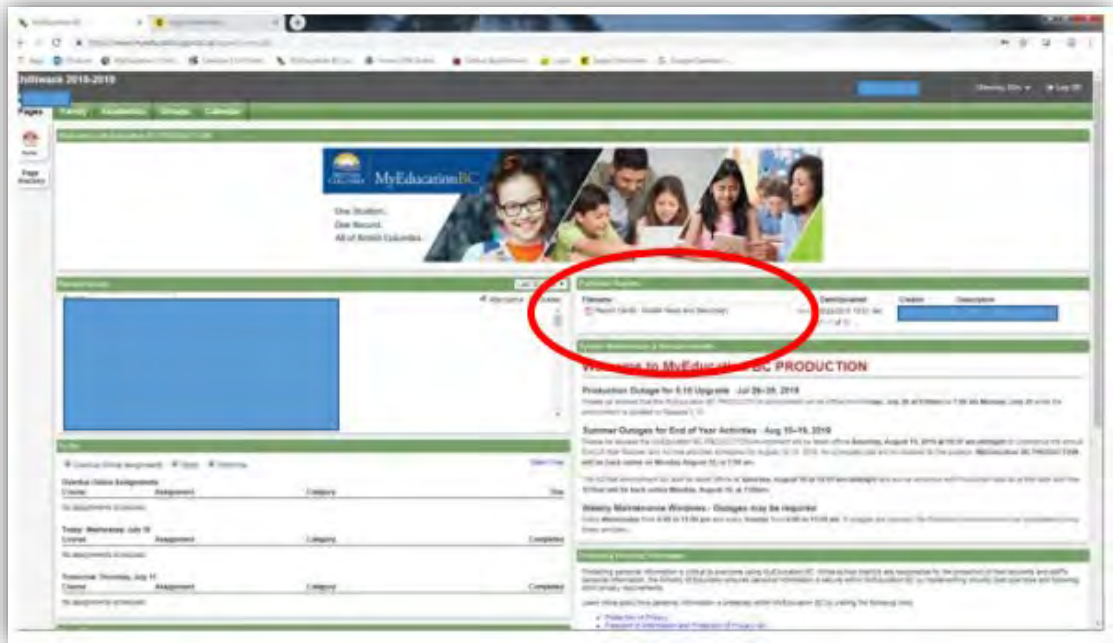
YOU WILL NEED TO USE A COMPUTER OR LAPTOP THE FIRST TIME YOU ACCESS THE SYSTEM. AFTER IT IS SET, YOU MAY USE A MOBILE DEVICE TO ACCESS THE ACCOUNT.

How to Login

- Login at <https://myeducation.gov.bc.ca/aspen/logon.do>
- Login ID** – Enter your name (not your student's) as our username. (33parentfirstname_parentlastname) ex: 33john_smith
- Password** – created by you.
 - a) If you have forgotten your password and require a reset, please email the office at iss-alloffice@sd33.bc.ca
 - b) If you are new to Imagine High, your password will be **Iss\$2023**
 - a. Please enter your primary email account that we have on file at Imagine High, as this account will be used to send communication from the school.
 - b. Your password must contain special characters; you can click on the blue text "click to view" to see the specific requirements for the password.
 - c. Please note that the first time you log in it should be from a computer, not a phone.

Finding Student Report Cards

- Once Learning Updates are posted, you will receive an email advising that you can login to see your students "Published Learning Update" which will be located on the main landing page, in the middle of the page (see example below). (You will land on the Pages top tab every time you log in.)



* Learning Updates will remain "published" for the entire school year, after which they will be removed.

Questions??

For questions or concerns, please speak with a teacher or email iss-alloffice@sd33.bc.ca and someone will get back to you.

Nov 2016

Tel 604.792.4357 | Fax 604.795.5220 | <http://technology.sd33.bc.ca/>

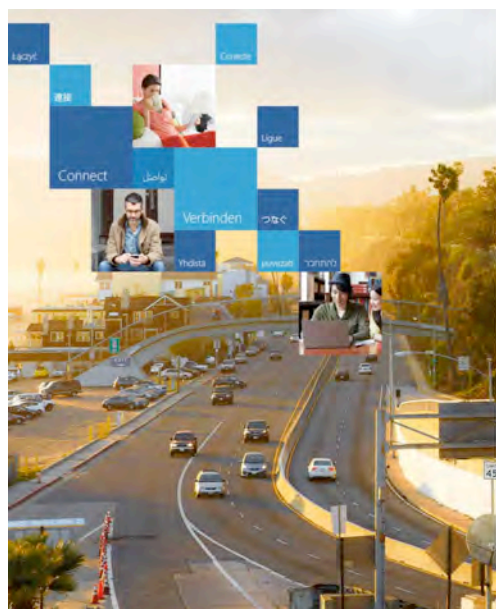
Accessing Student Office 365 and SD33 Student Email

"Office 365" includes access to Office applications plus other productivity services that are enabled over the Internet (cloud services). Student access includes services such as Skype, Exchange, and additional online storage with OneDrive for Business.

Our districts Office 365 plan includes the desktop version of the latest Office applications. The fully installed applications include: Word, Excel, PowerPoint, OneNote, Outlook, Publisher, and Access. (Publisher and Access are available on PC only.) Students can install these applications across multiple devices, including PCs, Macs, Android tablets, Android phones, iPad, and iPhone.

Students can access these webapps with their existing SD33 login credentials and can download the latest version of Microsoft Office 2016 for home use at no cost!

- 1) Access Office 365 here: <https://login.microsoftonline.com/>
- 2) Login with existing SD33 credentials.
 - a. Students -> student#@sd33online.ca



Office 365

Work or school, or personal Microsoft account

Keep me signed in

[Can't access your account?](#)

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[Terms of use](#) [Privacy & Cookies](#)



The screenshot shows the Office 365 dashboard for a user in the Chilliwack School District. The top navigation bar includes the Office 365 logo, the user's name, and a notification bell icon. A blue circle highlights the "Install Office 2016" button in the top right corner, with a blue arrow pointing to a blue-bordered box labeled "Download Microsoft Office". Below the navigation bar, the dashboard displays a greeting "Good morning," and a search bar for online documents. A row of application tiles is shown, with a red circle highlighting the "Mail" tile and a red arrow pointing to a red-bordered box labeled "Access Student Email". Other tiles include OneNote, Calendar, Word, PowerPoint, Excel, OneDrive, Planner, People, and Tasks. Below the tiles, there is a section for "Your recent online documents" with a "New" button. At the bottom right, there is a "Feedback" button.

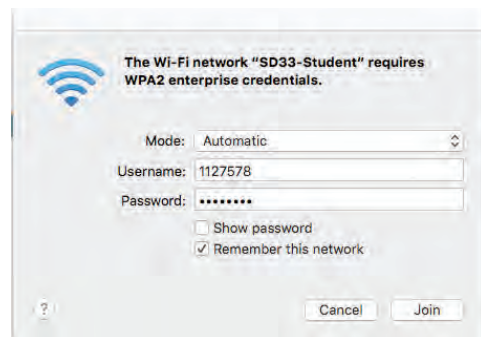
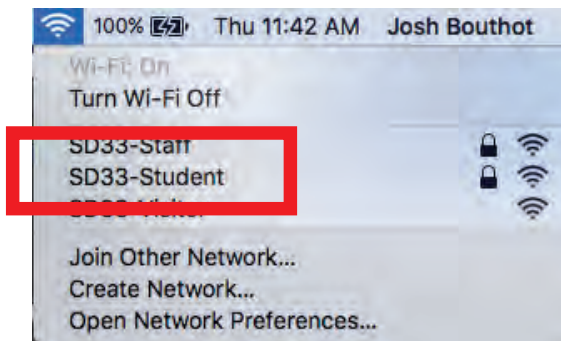
Timezone: UTC -08:00 Pacific Time

The screenshot shows the Outlook settings page. On the left is a blue vertical bar with the Outlook logo. The main content area has the Outlook logo and the text "Choose your preferred display language and home time zone below." Below this, there are two dropdown menus: "Language:" set to "English (United States)" and "Time zone:" with a list of options. The "Pacific Time (US & Canada)" option is selected and highlighted in blue.

- ✓ Select time zone
- (UTC-12:00) International Date Line West
- (UTC+13:00) Samoa
- (UTC-11:00) Coordinated Universal Time-11
- (UTC-10:00) Aleutian Islands
- (UTC-10:00) Hawaii
- (UTC-09:30) Marquesas Islands
- (UTC-09:00) Alaska
- (UTC-09:00) Coordinated Universal Time-09
- (UTC-08:00) Baja California
- (UTC-08:00) Coordinated Universal Time-08
- (UTC-08:00) Pacific Time (US & Canada)

Wireless Access - Students

The Chilliwack School District Technology Department wants to make sure every student has network access when they are at school! Please connect to the **SD33-Student** Wireless profile with your SD33 login credentials. If you are having any issues connecting to the Wireless network please notify a SD33 staff member for assistance. Staff can request to reset passwords.



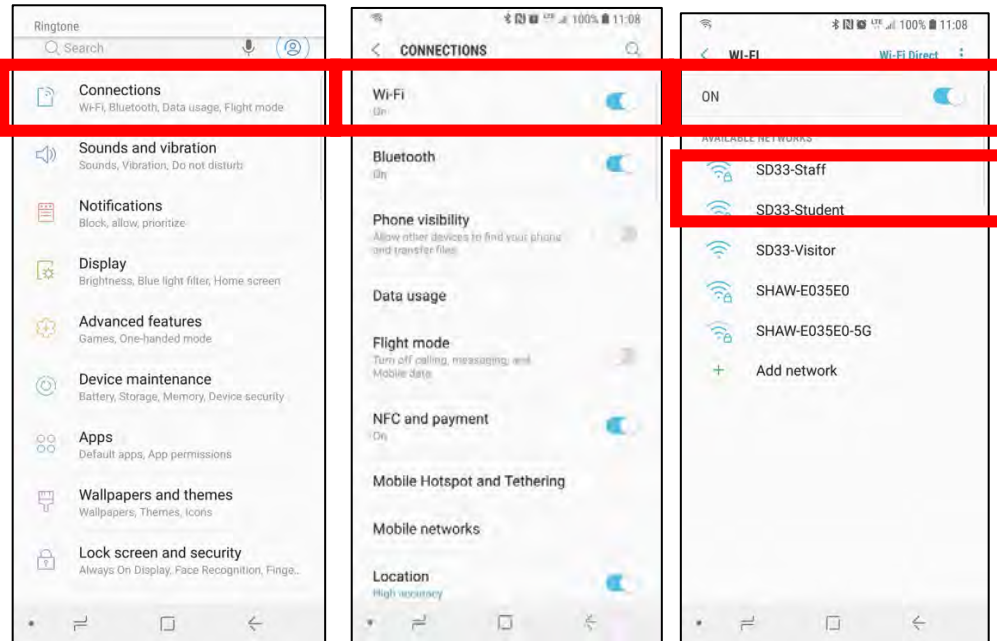
SD33-Student Student access for SD33 Network connectivity.

Username: Student#

Password: Regular SD33 Password

Connecting to SD33-Staff and SD33-Student on Android Devices.

In you Settings App – Go to Connections and ensure WI-FI is on.
Select SD33-Staff or SD33-Student

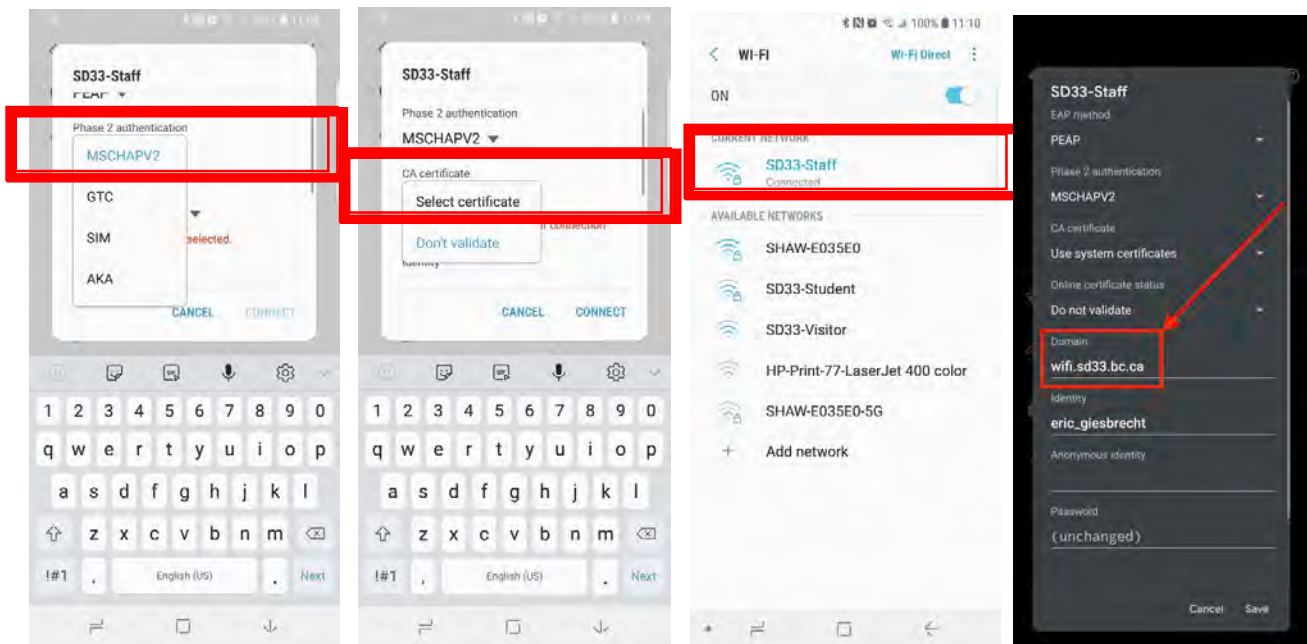


For Phase 2 Authentication Select “MSCHAPV2”

For CA Certificate "Use System Certificates”

Domain: wifi.sd33.bc.ca

Enter your SD33 Username and Password -> Select Connect



Staff Username = firstname_lastname

Student Username = Student#



**Chilliwack
School District**

 **Office 365**



Accessing Office 365 and Teams

Step 1: Go to www.office.com or Google “Office 365”

The image shows a Google search results page for 'office 365'. The search bar at the top contains 'office 365'. Below the search bar, there are navigation tabs for 'All', 'News', 'Images', 'Shopping', 'Videos', and 'More'. The search results show 'About 1,930,000,000 results (0.56 seconds)'. The first result is from 'www.office.com' and is titled 'Office 365 Login | Microsoft Office'. Below this title, there is a description: 'Collaborate for free with online versions of Microsoft Word, PowerPoint, Excel, and OneNote. Save documents, spreadsheets, and presentations online.' There are two sub-links: 'Microsoft 365' and 'Office 365 Login'. The 'Office 365 Login' link is circled in yellow. A yellow box with an arrow points to this link, containing the text 'Option 1: Click “ Office 365 login”'. A blue box with an arrow points to the 'Microsoft 365' link, containing the text 'Option 2: If you click the main link, you can also find the “sign in” button. Do not click “Buy Office 365” because the district has already paid for your child’s account.' On the right side of the page, there is a large advertisement for 'Microsoft Office' software, featuring the Office logo and icons for Word, PowerPoint, Excel, and OneNote.

Option 1: Click “ Office 365 login”

Option 2: If you click the main link, you can also find the “sign in” button. Do not click “Buy Office 365” because the district has already paid for your child’s account.



Sign in

12345678@sd33online.ca

No account? [Create one!](#)

[Can't access your account?](#)

[Sign-in options](#)

Back

Next

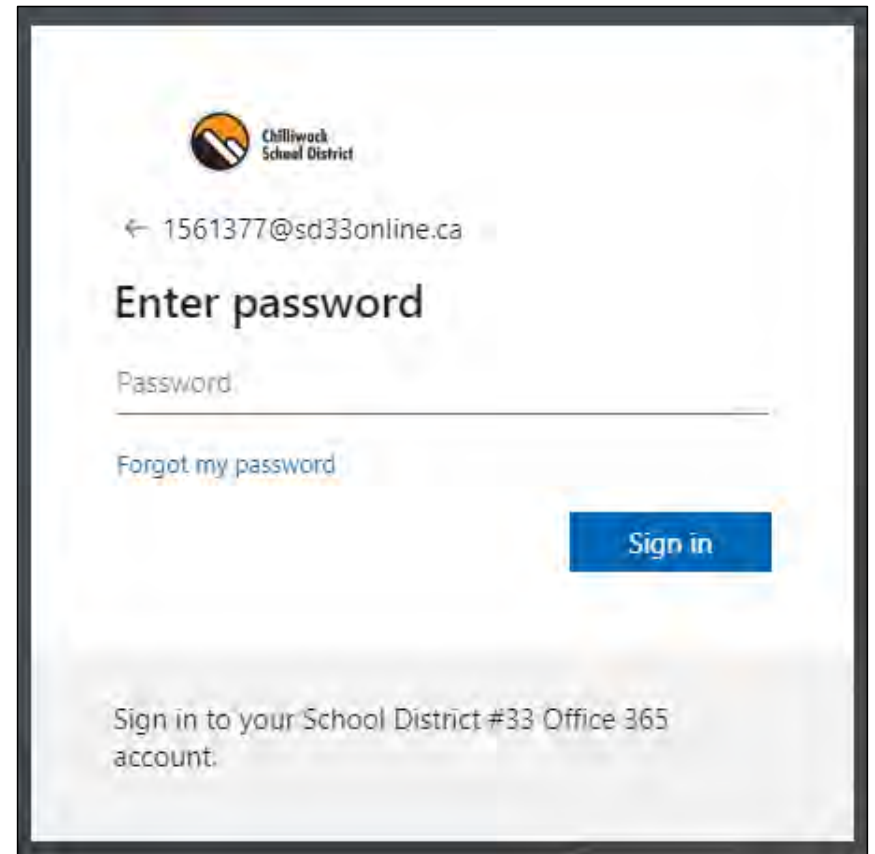
Step 2:

To access your child's account, you must enter their student number followed by "@sd33online.ca"

Step 3:

If you entered the login right, then a Chilliwack School District window should pop up and ask you for a password.

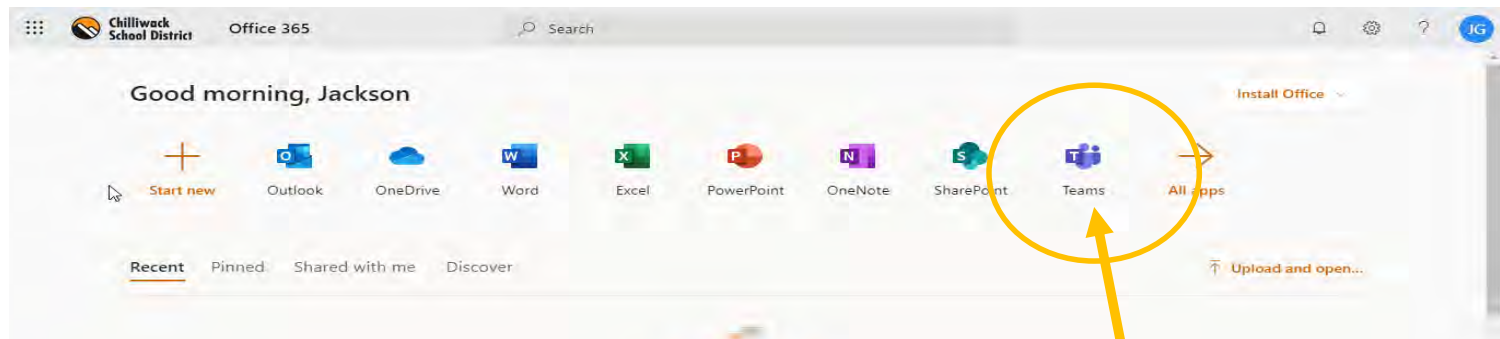
The password is the same password your child uses to login to the computers at school.



The screenshot shows a login window for the Chilliwack School District. At the top left is the district's logo, which consists of a stylized mountain and sun icon next to the text "Chilliwack School District". Below the logo is the email address "1561377@sd33online.ca" with a left-pointing arrow. The main heading is "Enter password". Underneath is a password input field with the label "Password". To the left of the input field is a link that says "Forgot my password". On the right side of the form is a blue button with the text "Sign in". At the bottom of the window, there is a footer that reads "Sign in to your School District #33 Office 365 account."

Step 4:

- Once you have logged in, you can see the Microsoft applications that your child has access to.



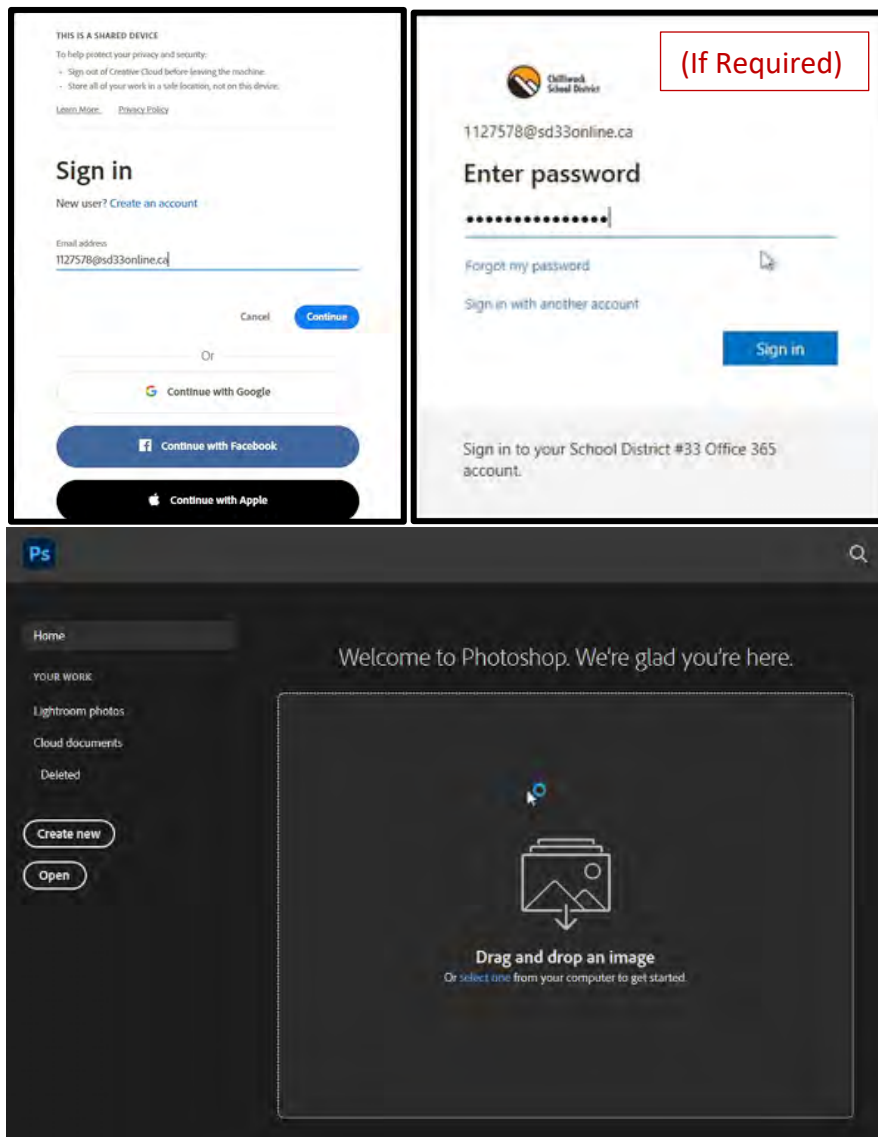
Teams will be an important application for teacher-student communication. This is where you can find instructions as well as communicate with your teacher in a virtual classroom environment



Student Use

Effective Aug 31th 2020 SD33 students are required to “Login” to use **Adobe Software**. Using their SD33 credentials, follow these steps to use Adobe Software.

- 1) Open Adobe Product on Windows Desktop
- 2) Enter SD33 student Email address, [Continue](#)
- 3) Enter SD33 student Password (On O365 login page with SD33 logo), [Sign In](#)



COURSE SELECTION TIMELINES & PROCESSES

COURSE SELECTION

COURSES & PROGRAM OFFERINGS	CREDIT	SELECTION TIMELINE
<p>GRADE 9/10 INTEGRATED CORE</p> <ul style="list-style-type: none"> • Math • Science • English • Social Studies 	<p>Grade 9 - Not for credit</p> <p>Grade 10 - 4 Credits for each course (20 total)</p>	<p><i>* Students in Grade 9/10 are automatically registered in core courses , but Grade 10 math requires a stream selection between Workplace Math or Foundations Math in January 27 - 31</i></p>
<p>GRADE 11/12 INTEGRATED PAIRINGS</p> <ul style="list-style-type: none"> • English First Peoples 11/12 + paired option • Examples: EFP + Theatre, EFP + Philosophy, EFP + Earth Science 	<p>Grade 11/12 - 4 Credits for each course (8 total)</p>	<p>January 27 - 31, 2025</p>
<p>GRADE 9-10 ELECTIVES (QUARTERLY)</p> <ul style="list-style-type: none"> • Choice electives offer a chance for students to go deep within specific areas such as Fine Arts, Languages, Applied Design & Technology, and physical education 	<p>Grade 9 - Not for credit</p> <p>Grade 10/12 - 4 Credits for <u>each</u> course (4 total)</p>	<p>January 27 - 31, 2025</p>
<p>DEEP DIVE IMMERSIVE INSTITUTES</p> <ul style="list-style-type: none"> • 2 week immersive learning experiences in a wide variety of subject areas. Past Deep Dives have included photography, film studie, medieval weaponry, video game design, theater makeup and many more! 	<p>All students receive 2 credits for each Deep Dive (4 credits total/year)</p>	<p>September 9 - 20 - <i>Stream Selection</i> October 31-November 7 - <i>Deep Dive #1 Selection</i> May 1-8 - <i>Deep Dive #2 Selection</i></p>

DEEP DIVE IMMERSIVE INSTITUTES

Deep Dives are dynamic and engaging immersive learning institutes that offer opportunities for students to go deep into interests within specific focus areas. During the institutes, students collaborate with peers, teachers, experts, and community creatives to partner on real-world projects and problems. These intensive learning opportunities support students to hone in on personal passion areas, prepare for internships/work experience, and learn with industry standard tools. Deep Dive experiences prepare students for self-directed personalized learning projects at the Grade 11/12 level. During Deep Dive Institutes, learning in the integrated core and elective sessions are paused. Offerings change yearly based on student interest. Past Deep Dive examples include: *Fashion Design, Medieval Weaponry/Tailoring, Theatre Make-up, Baking Institute, Videogame Development, Philosophy & Film, Childcare 101, Songwriting, Musical Theatre, Photography, Outdoor Wilderness Survival and many more.* **Students receive TWO elective credits for successful completion of Deep Dives.**

Personal Passion Projects: Students in Grade 10-12 may submit a Personal Passion Project application by the deadlines below. Approval depends on fulsomeness of application/planning and teacher references. Applications available at Welcome Center. **Personal Passion Project applications that are submitted after the deadline will not be considered.**

- Students who complete the selection process online during the allotted time are guaranteed **ONE of their TOP THREE SELECTIONS**, but sometimes will not receive their first choice due to space availability. If there is limited space and large interest, we move to a lottery selection.
- **Students who select after the selection date closes will have limited choices and may not receive any of their top three choices**
- **All Deep Dive course changes must be complete prior to Deep Dives** - students are required to be in one Deep Dive for the full two weeks in order to receive credit based on instructional hours.

September	STUDENT INPUT - DEEP DIVE STREAM SURVEY - Students complete survey with stream choices (ADST, Fine Arts/Math/Science/Humanties)
November	DEEP DIVE STUDENT SELECTIONS/APPLICATIONS - <u>SELECTION OPEN FROM October 3 1- November 7 2024</u> Students complete Deep Dive form indicating top THREE choices <input type="checkbox"/> <u>Personal Passion Project Applications due November 14</u> .(forms are available at Welcome Center)
December	Deep Dives sessions posted - students may request changes up to the day before Deep Dives begin (based on spaces available) Deep Dives occur in last two weeks before winter break
May	DEEP DIVE STUDENT SELECTIONS/APPLICATIONS - <u>SELECTION OPEN FROM MAY 1- 8 2025</u> <input type="checkbox"/> Students complete Deep Dive form indicating top THREE choices <input type="checkbox"/> Personal Passion Project Applications due May 8 (forms are available at Welcome Center)
June	Deep Dives sessions posted - - students may request changes up to the day before Deep Dives begin (based on spaces available)_ Deep Dives occur in last two weeks before summer break

COURSE CHANGES

Course changes are based on availability of space, and may have impact on your credit path and schedule. Please see following processes below.

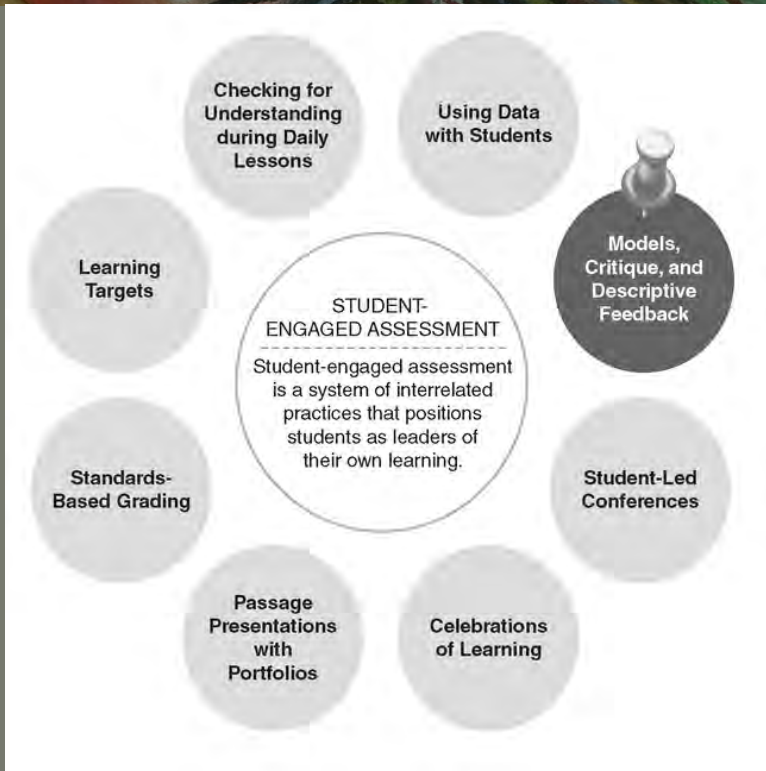
COURSES	PROCESS	DEADLINE TO ADD/DROP
Grade 9/10 Integrated Core (Linear)	Grade 9/10 core classes to do not shift	NA
Grade 9-12 Electives	<ul style="list-style-type: none"> ● Students collect form from Welcome Center ● Grade 9/10 submit form to Welcome Center ● If there is room, the Welcome Center team will add students and confirm via school email ● If there is not room, student will be waitlisted until the add/drop deadline 	<p>Requests considered for for the first 3 days of each quarter</p> <p><i>* If students have not attended for the first week of an elective where there is a waitlist, they may be asked to forfeit their seat in the course.</i></p>
Grade 11/12 Integrated Pairings/Core Courses	<ul style="list-style-type: none"> ● Students collect form from Welcome Center ● Students complete form and bring to Teacher Counsellor ● If there is room, the Teacher Counsellor will add students and confirm via school email ● If there is not room, student will be waitlisted until the add/drop deadline 	<p>Requests considered for the first week of the semester</p> <p><i>* If students have not attended for the first two weeks of a pairing where there is a waitlist, they may be asked to forfeit their seat in the course.</i></p>
Deep Dives	<ul style="list-style-type: none"> ● Students collect form from Welcome Center ● Grade 9-12 submit form to Welcome Center ● If there is room, the Welcome Center team will add students and confirm via school email ● If there is not room, student will be waitlisted until the add/drop deadline 	<p>All changes to Deep Dives must occur before Deep Dives begin</p>



Imagine High

EXHIBITION OF LEARNING

STUDENT ENGAGED ASSESSMENT



DEMONSTRATING LEARNING

Demonstrations of learning refer to a wide variety of potential educational projects, presentations, or products through which students share what they have learned. A demonstration of learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

Imagination is the only limit to how students can demonstrate their learning. When students select the mode of learning they feel most confident in, they are able to share their learning in a [unique and personal way](#).

Students who learn a variety of tools and platforms to confidently share their learning are empowered to be creative and become leaders of their own learning.

Demonstrations of learning are typically designed to encourage students to think critically, solve challenging problems, and develop important skills and work habits that prepare them for post-secondary, modern careers, and adult life:

- written and oral communication
- public speaking and oracy skills
- research
- teamwork
- project planning and goal setting
- technological literacy

CRITIQUE & REVISION

Imagine High utilizes a [model of feedback](#) that helps students feel more ownership over the quality of their work. Called peer critique, students follow clear protocols that remind them to "be kind, be specific, and be helpful" in the feedback they give to peers.

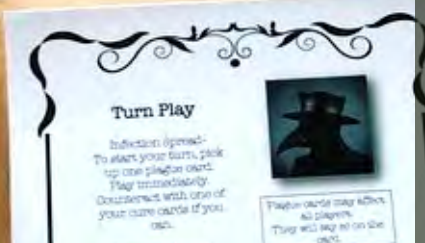


Students are constantly experiencing that they can learn from other people's work and that work can always be better. This way of highlighting student improvement and success supports students in developing a growth mindset by helping them focus on their progress and growth, rather than just the final product.



Imagine High

EXHIBITION OF LEARNING



AUTHENTIC,
beautiful
WORK:

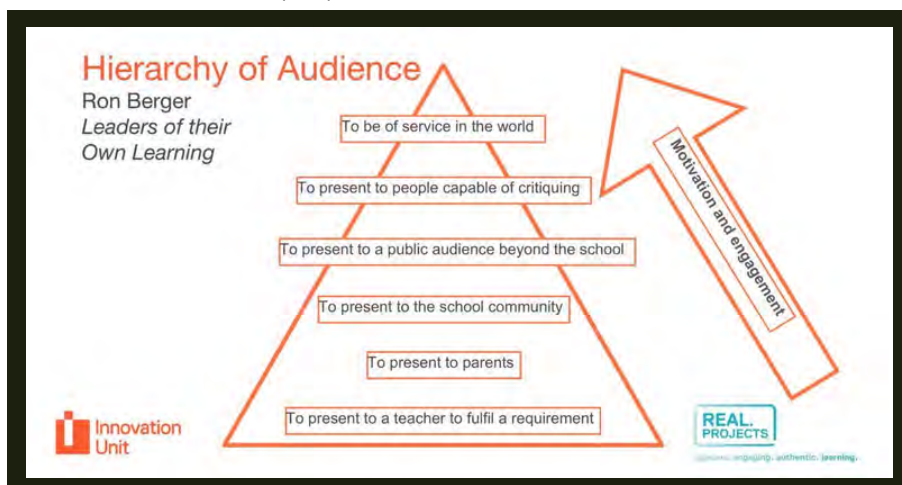
WHY EXHIBITION?

[Exhibition](#) provides, both teachers and students, a way to showcase their learning and receive assessment on work from external audiences. Student engagement and motivation increase when educators design an authentic audience for their work.

THE IMPORTANCE OF AUDIENCE

The more authentic an audience is, the higher the student engagement. For instance, families are a more motivating audience than teachers. The school community is a more motivating audience than families. Once the public outside the school gets involved, the stakes are high. Students feel empowered when they are engaging in real work that matters in the real world, and for real people.

- LEARNING THAT GOES BEYOND THE STUDENT AND TEACHER INTO THE REAL WORLD (AUDIENCE)
- A SETTING WHERE KIDS HAVE THE SCAFFOLDING AND ENCOURAGEMENT TO IMPROVE
- TIME FOR MULTIPLE DRAFTS AND EXPERT CRITIQUE (VISIBLE LEARNING)





PLANNING FOR EXHIBITION

- Plan for sharing artifacts of learning
 - What key learning will you exhibit and why?
 - Project summary cards and visual representations
- Promoting the exhibition
 - Invite partner, families, community - how can students will advertise the event?
- Assigning roles for the exhibition day
 - What 'roles' everyone will play? here are some examples of roles you might assign: student organizing team, student front-of-house, greeters, student presenters:
- Provide a role for audience and guests:
 - Visiting exhibits and demonstrations
 - Asking questions
 - Providing constructive feedback
- Archive and reflect
 - Powerful demonstrations of learning get even better with critique
 - debrief and reflect on the experience with students about what went well, what didn't go so well, and what you might want to try in the future





Literacy and Numeracy Graduation Assessments

<p style="text-align: center;">Students graduating in British Columbia are required to successfully complete the following Graduation Assessments:</p> <p style="text-align: center;">Grade 10: <i>Grade 10 Numeracy Assessment</i> <i>Grade 10 Literacy Assessment</i></p> <p style="text-align: center;">Grade 12: <i>Grade 12 Literacy Assessment</i></p>	<p>2024/2025 ASSESSMENT SCHEDULE</p> <p><i>*Students will have three opportunities to write each assessment.</i></p> <p>October 29 - 31: <i>Grade 10 Literacy and Numeracy (Re-writes/Missing)</i></p> <p>January 14 – 15: <i>Grade 12 Literacy</i></p> <p>April 7 - 10: <i>Grade 10 & 12 Literacy, Grade 10 Numeracy</i></p> <p>June 10 -14: <i>Grade 10 & 12 Literacy, Grade 10 Numeracy (Re-writes/Missing)</i></p>
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Grade 10 Literacy Assessment		
About	Structure - The Grade 10 Literacy Assessment is delivered online in <i>three</i> parts.	Links
<p>The <i>Grade 10 Literacy Assessment</i> is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.</p>	<p>Part A - Students read several different types of texts, e.g. blogs, infographics, newspaper or magazine articles, social media feeds, and stories. Students demonstrate that they can analyze and make meaning from the texts by answering a series of selected-response questions. They then provide written responses to communicate their understanding.</p> <p>Part B - Students choose one of two options. After choosing one option, students read a new set of texts. Students demonstrate that they can analyze and make meaning of the texts by answering selected-response questions. They then provide written responses to communicate personal connections.</p> <p>Self-Reflection - These questions ask students to reflect on their experience with the assessment. This component is not marked.</p>	<p>Information: https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment</p> <p>Practice Assessment: https://bced.vretra.com/#/en/bced-landing/grad/sample/literacy10</p>

Grade 10 Numeracy Assessment

About	Structure - The Grade 10 Numeracy Assessment is delivered online in <i>three</i> sections.	Links
<p>The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Numeracy Assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate. The numeracy processes are described in the pre-assessment activities and in the specifications.</p>	<p>Common section - Students answer 24 questions centered on four different tasks (situations) completed online and questions are scored by a computer.</p> <p>Student-choice section - Students choose two of four available questions and complete two written-response questions on paper. These questions are based on tasks the student will have completed earlier in the common section. Students present detailed solutions to a problem using all the numeracy processes and support their thinking with explanations and assumptions. Questions are marked by B.C. educators using a rubric (PDF).</p> <p>Self-reflection section - These questions ask students to reflect on their experience after they have completed the previous sections. The process of reflection is part of their learning. Questions are not scored.</p>	<p>Information: https://curriculum.gov.bc.ca/provincial/grade-10-numeracy-assessment</p> <p>Practice Assessment: https://bc.ed.vretta.com/#/en/bced-landing/grad/sample/numeracy10</p>

Grade 12 Literacy Assessment

About	Structure- The Grade 12 Literacy Assessment is delivered online in three parts.	Links
<p>The Grade 12 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and completed during students' Grade 12 year.</p> <p>The Grade 12 Literacy Assessment assesses students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts.</p> <p>The Grade 12 Literacy assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12.</p>	<p>Part A - Thinking critically about the texts: Students demonstrate that they can analyze and make meaning from the texts by answering selected-response questions. The Context for Critical Thinking provides students a lens through which to view the key issue, which is a broad concept with real-world implications. The Context for Critical Thinking frames the texts and informs each student's written responses to communicate their understanding in a graphic organizer and multi-paragraph constructed response.</p> <p>Part B - Going beyond the texts: Students demonstrate that they can analyze and make meaning from the texts by answering selected-response questions. An Essential Question, related to another key issue, provides a framework within which students apply their literacy skills. This key issue is different from the key issue in Part A. At the end of the select-response questions in Part B, students choose one of two writing prompts that stem from this Essential Question. Students communicate their personal interpretation and insights in an extended written response.</p> <p>Self-Reflection - Questions allow students to reflect on their experience with the assessment. This component is not marked, but highly encouraged.</p>	<p>Information: https://curriculum.gov.bc.ca/provincial/grade-12-literacy-assessment</p> <p>Practice Assessment: https://bc.ed.vretta.com/#/en/bced-landing/grad/sample/literacy12</p>

IMPORTANT INFORMATION FOR STUDENTS & FAMILIES:

- Be in attendance on assessment day - come at least fifteen minutes prior to the start of the assessment
- You can practice at home as many times as you wish - visit the site for examples
- Notify your teacher and Welcome Center office staff three weeks prior to the assessment date if you wish to rewrite during one of the offered sessions

Use this sheet to plan your courses for graduation.

We strongly recommend students discuss their plans with a parent/guardian.

GRADUATION REQUIREMENTS PLANNING SHEET

Successful Completion of <input type="checkbox"/> Numeracy Assessment	<input type="checkbox"/> Literacy Assessment 10	<input type="checkbox"/> Literacy Assessment 12
COURSE REQUIREMENTS		CREDITS
<p><input type="checkbox"/> An English Language 10 (Composition & Creative Writing 10, Composition & Literature Studies 10 or English First Peoples Literary Studies & Writing 10 *This course meets the Indigenous grad requirement)</p> <p><input type="checkbox"/> Social Studies 10</p> <p><input type="checkbox"/> Science 10</p> <p><input type="checkbox"/> A Math 10 (Foundations of Mathematics and Pre-Calculus 10 or Workplace Math 10)</p> <p><input type="checkbox"/> Physical and Health Education 10</p> <p><input type="checkbox"/> Career Life Education</p> <p><input type="checkbox"/> An English Language 11 (Creative Writing 11, Literature Studies 11 or English First Peoples Literature Studies & Writing 11 *This course meets the Indigenous grad requirement)</p> <p><input type="checkbox"/> A Social Studies 11 and/or 12 (Explorations in Social Studies 11, 20th Century World History 12, Physical Geography 12, Law Studies 12, Genocide Studies 12, Social Justice 12, Philosophy 12 BC First People 12, Contemporary Indigenous Studies 12 *These courses meet the Indigenous grad requirement)</p> <p><input type="checkbox"/> A Science 11 and/or 12 (Anatomy and Physiology 12, Chemistry 11, 12, Earth Science 11, Environmental Science 11, 12, Geology 12, Life Science 11, Physics 11, 12 and/or Science for Citizens 11)</p> <p><input type="checkbox"/> A Math 11 and or 12 (Apprenticeship Math 12, Calculus 12, Computer Science 11, 12, Foundations of Mathematics 11, 12, History of Math 11, Pre-calculus 11, 12 and/or Workplace Mathematics 11)</p> <p><input type="checkbox"/> Career Life Connections 2 credits in grade 10 & 2 credits Capstone</p> <p><input type="checkbox"/> English Studies 12 and/or English First Peoples 12 *This course meets the Indigenous grad requirement</p> <p><input type="checkbox"/> Indigenous Course Requirement English First Peoples Literary Studies & Writing 10, English First Peoples Literature Studies & Writing 11, BC First People 12, Contemporary Indigenous Studies 12, English First Peoples 12, Intro Halq'emeylem 11</p> <p>Electives _____</p> <p><input type="checkbox"/> _____ 12</p> <p><input type="checkbox"/> _____ 12</p> <p><input type="checkbox"/> _____ 12</p> <p><input type="checkbox"/> Art or Applied Skill _____ 10 / 11 / 12</p> <p><input type="checkbox"/> _____ 10 / 11 / 12</p> <p><input type="checkbox"/> _____ 10 / 11 / 12</p> <p><input type="checkbox"/> _____ 10 / 11 / 12</p> <p><input type="checkbox"/> _____ 10 / 11 / 12</p>		<p>Each course is worth 4 credits</p>
Total Credits		80
ADDITIONAL COURSES - PSI Entrance Requirements		
<p><input type="checkbox"/> _____ 10 / 11 / 12</p> <p><input type="checkbox"/> _____ 10 / 11 / 12</p> <p><input type="checkbox"/> _____ 10 / 11 / 12</p> <p><input type="checkbox"/> _____ 10 / 11 / 12</p> <p><input type="checkbox"/> _____ 10 / 11 / 12</p>		

All students are required to have 8 classes per year. Minimum 4 Courses Semester 1 & 4 Courses Semester 2