



# Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

## SEPTEMBER NEWSLETTER 2024



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



### OFFICE HOURS

Welcome Centre office hours are 8 am – 4 pm.

All students and visitors are asked to enter through main entrance. Visitors sign in at the Welcome Centre. **Visitors must check in at the office.**

For general office inquiries, please email [iss-  
alloffice@sd33.bc.ca](mailto:iss-<br/>alloffice@sd33.bc.ca)

Phone: 604.792.0941  
Fax: 604.792.0971



### OFF-CAMPUS

Students are expected to follow our Code of Conduct when off campus during the school day. Students may leave the campus during lunch hour according to this schedule:

**September 3 - Gr 10-12**  
**September 30 - Gr 9**

The campus is closed during breaks and instructional time.



### PARKING

**The main entrance circle is drop off parking only.**

Family and visitor parking is available in the east parking lot across the main road from the ADR Integrated Arts and Technology cohort building.

**Student drivers must register at office and park in lot across from the gym entrance.**



### FOLLOW US

Follow us on Facebook, Twitter, Instagram, Youtube for an inside view of life at Imagine! Connect with [@imaginesd33](https://www.instagram.com/imaginesd33)

## 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

ATTENDANCE IS TAKEN IN  
BOTH AM/PM- **FAMILIES WILL  
BE NOTIFIED AFTER SCHOOL.**  
PLEASE REACH OUT DIRECTLY  
TO TEACHERS WITH LATE/  
ATTENDANCE CONCERNS



## CLICK HERE FOR OUR: STUDENT & FAMILY HANDBOOK

### KEEPING IN TOUCH

- For key information visit our website [imagine.sd33.bc.ca](https://www.imagine.sd33.bc.ca)
- Follow Imagine on facebook, twitter, youtube, and instagram [@imaginesd33](https://www.instagram.com/imaginesd33)
- Email [iss-alloffice@sd33.bc.ca](mailto:iss-alloffice@sd33.bc.ca) for any information you need
- Phone: 604.792.0941 or Fax: 604.792.0971

### COURSE SELECTIONS

- Students can pick-up schedules starting August 26th at the Welcome Centre and request to switch courses **based on space/availability**
- Changes will not occur past the first 3 days of each quarter for electives.
- For Grade 9/10 elective changes, see Welcome Center to fill out the form.
- For Grade 11/12 course requests, please fill out the form and see Mr.Landry. Grade 11/12 Integrated Pairing/ Core course changes will not occur past the first week of the semester.

### STUDENT LOCKERS

- Students using hallway lockers are required to use Imagine High locks
- Students will be assigned lockers through their classroom teachers during the first day



## NEW STUDENT ORIENTATIONS

DROP IN STUDENT TOURS

AUGUST 27 & 28 FROM 10-2

INTERNATIONAL STUDENT ORIENTATION AUGUST 30 AT 11 AM

# SEPTEMBER IMPORTANT DATES

**AUGUST 26-30:** Schedules and course change request forms are available at Welcome Centre from 9-3 (or via [Myed](#))

**August 27 & 28:** DROP IN NEW STUDENT TOURS & ORIENTATIONS (10-2)

**August 30 at 11 AM:** International Student Orientation

**September 5** - First day back

- Doors open at 7:45
- Schedules available at Welcome Centre
- Early dismissal at 11:26

**September 25:** Grad Parent/Student Meeting 6pm in Theatre

**September 27** - Non-instructional Day (no school)

**September 30** - National Truth and Reconciliation Day (no school)

## REPORTING TERMS

**Quarter 1 (September 3 - October 31)**

October 17 - IE Reports to families

October 17 - Learning Conversations

November 18 - Report Cards to families

**Quarter 2 (November 4 - January 28)**

January 17 - IE Reports to families

February 13 - Report Cards to families

**Quarter 3 (January 29 - April 10)**

February 27 - Learning Conversations

March 14 - IE Reports to families

April 28 - Report Cards to families

**Quarter 4 (April 11- June 6)**

May 15 - IE Reports to families

July 2 - Report Cards to families

## STUDENT FEES



School Fees are due November 10th. Click on the 'SD33 Pay Online' link on the [imagine.sd33.bc.ca](https://imagine.sd33.bc.ca) website to pay fees online! [Click here to pay online](#)

## IMAGINE PAC

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

## NON-INSTRUCTIONAL & EARLY DISMISSAL DATES 2024-2025

Visit [SD33 website](#) for dates.







## IMAGINE CAREER CENTRE

The Imagine Career Centre has moved, and you will now find them in the theatre lobby area.

Make sure to swing by and utilize this resource. As students transition to the senior grades and beyond, staying up to date is important!

Please follow us on Instagram  
@imagine\_careercentre to stay informed about financial award opportunities as well as volunteer placements and enrichment opportunities.

### CAREER ADVISOR - KERI-LYN HARI

[keri-lyn\\_hari@sd33.bc.ca](mailto:keri-lyn_hari@sd33.bc.ca)

### WORK EXPERIENCE FACILITATOR- WILLOW CAMPANELLI

[willow\\_campanelli@sd33.bc.ca](mailto:willow_campanelli@sd33.bc.ca)



## SPORTS AT IMAGINE

We are excited that our sports program continues to expand! This year, students will have the opportunity to join the following sports teams:

- Basketball
- Cross Country
- Swimming
- Volleyball
- Ultimate Frisbee
- Curling

Stay tuned for sign up details during each season! For more info, connect with Ms.Low or any of the coaches.





# IMAGINE HIGH COMMUNITY CODE OF CONDUCT

## SEE FULL IMAGINE CODE OF CONDUCT

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 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.



**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:

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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.

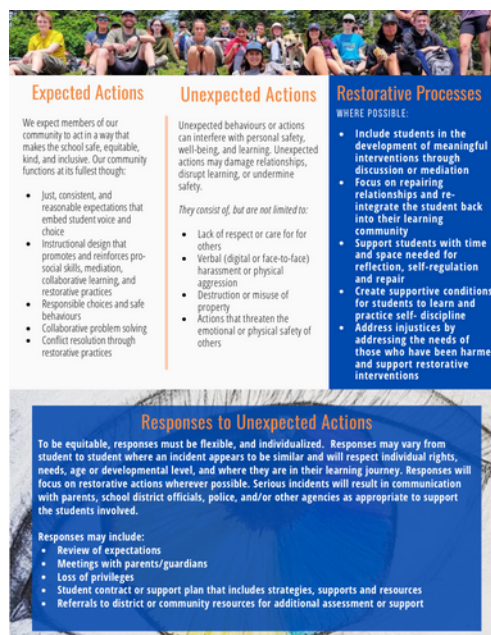
**Connect. Create. Contribute.**

**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 making 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 thought:

- Just, consistent, and reasonable expectations that embed student voice and choice
- 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 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 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 in the office each morning and pick it up at the end of the day or to leave it at home.

**Connect. Create. Contribute.**

The Chilliwack School District and community partners are committed to making our schools safe for students and staff. As a result, schools will respond to all student behaviours that pose a potential risk to themselves, other students, staff, and members of the community. Please read [Fair Notice](#) - threats are taken seriously, investigated and responded to. Read our full Code of Conduct [here](#).



# GRADUATION INFORMATION - CLASS OF 2025

We are so excited that we will be celebrating our second graduating class from Imagine. As you start to make concrete plans about your future, there are folks here at Imagine who can support. Please visit the Career Centre or our teacher counsellor Mr. Landry to discuss career options and credit path early this year!

**All students are required to have a minimum number of course credits, as well as pass specific courses in order to be eligible for graduation.** In addition to this, there are unique course requirements for specific university and post-secondary programs. [Click HERE for Grad Handbook](#), and [here for Grad Quick Reference Guide](#).

**Grade 12 students are expected to stay up to date on graduation events and information.**

Please remember to:

- Check your school email and grad handbook regularly
- Complete credit check to ensure on track (meet with counsellor)
- Attend **grad meetings** (**September 25** is the first one)
- Complete all grad forms by the deadlines

Save the date!  
**JUNE 20  
2025**  
**GRAD**

## GRADUATION REQUIREMENTS ARE AS FOLLOWS:

- Minimum of 80 credits - must include 52 credits for required courses (including 8 credits of Career Education courses), a minimum of 28 elective credits, and a minimum of 16 credits at the Grade 12 level
- Successful completion of the Grade 10 Numeracy Assessment and the Grades 10 and 12 Literacy Assessments

### Required Courses - Credits must be earned in the following courses:

- Language Arts 10, 11 & 12 (12 credits)
- Social Studies 11 or 12 (4 credits)
- Mathematics 10 & 11 or 12 (8 credits)
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)
- Physical and Health Education 10 (4 credits)
- Art or ADST 10, 11 or 12 (4 credits)
- Career Life Education (4 credits)
- Career Life Connections (4 credits)
- Indigenous-focused (4 credits)



# NEW PROCEDURE - STUDENT CELL PHONE AND DIGITAL DEVICE USE

SEE [SD33 ADMINISTRATIVE PROCEDURE 318](#)

The Chilliwack School District (the “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.**

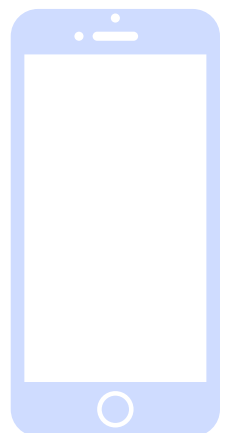
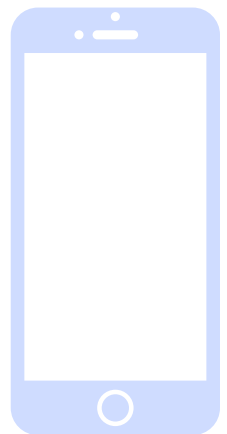
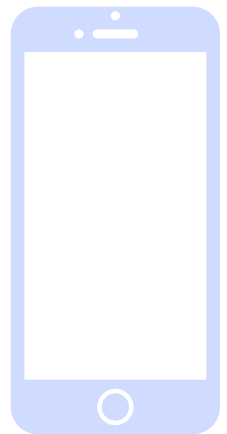
## All Students:

- To contact a student during instructional time, call the school office’s number.
- Students who have accessibility or accommodation needs, where a personal digital device is needed to ensure equity of learning, will have access.
- Students with medical or health-related reasons who require a personal digital device will also have access.
- 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*.
- **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.**
- Related Legislation: Ministerial Order 276/07 Related Contract Article
- **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 repeated offences, 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.*



# COURSE PROGRAMMING & SELECTION TIMELINES

COURSES & PROGRAM OFFERINGS	CREDIT	SELECTION TIMELINE
<b>GRADE 9/10 INTEGRATED CORE</b> <ul style="list-style-type: none"> <li>Math</li> <li>Science</li> <li>English</li> <li>Social Studies</li> </ul>	Grade 9 - Not for credit  Grade 10 - 4 Credits for each course (20 total)	<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>
<b>GRADE 11/12 INTEGRATED PAIRINGS</b> <ul style="list-style-type: none"> <li>English First Peoples 11/12 + paired option</li> <li>Examples: EFP + Theatre, EFP + Philosophy, EFP + Earth Science</li> </ul>	Grade 11/12 - 4 Credits for each course (8 total)	January 27 - 31, 2025
<b>GRADE 9-10 ELECTIVES (QUARTERLY)</b> <ul style="list-style-type: none"> <li>Choice electives offer a chance for students to go deep within specific areas such as Fine Arts, Languages, Applied Design &amp; Technology, and physical education</li> </ul>	Grade 9 - Not for credit  Grade 10/12 - 4 Credits for <u>each</u> course (4 total)	January 27 - 31, 2025
<b>DEEP DIVE IMMERSIVE INSTITUTES</b> <ul style="list-style-type: none"> <li>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!</li> </ul>	All students receive 2 credits for each Deep Dive (4 credits total/year)	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>

## 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"> <li>Students collect form from Welcome Center</li> <li>Grade 9/10 submit form to Welcome Center</li> <li>If there is room, the Welcome Center team will add students and confirm via school email</li> <li>If there is not room, student will be waitlisted until the add/drop deadline</li> </ul>	Requests considered for for the first 3 days of each quarter  <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>
Grade 11/12 Integrated Pairings/Core Courses	<ul style="list-style-type: none"> <li>Students collect form from Welcome Center</li> <li>Students complete form and bring to Teacher Counsellor</li> <li>If there is room, the Teacher Counsellor will add students and confirm via school email</li> <li>If there is not room, student will be waitlisted until the add/drop deadline</li> </ul>	Requests considered for the first week of the semester  <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>
Deep Dives	<ul style="list-style-type: none"> <li>Students collect form from Welcome Center</li> <li>Grade 9-12 submit form to Welcome Center</li> <li>If there is room, the Welcome Center team will add students and confirm via school email</li> <li>If there is not room, student will be waitlisted until the add/drop deadline</li> </ul>	All changes to Deep Dives must occur before Deep Dives begin



# DEEP DIVES AT IMAGINE HIGH

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. 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.

## DEEP DIVE SELECTION

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 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/Humanities)
November	DEEP DIVE STUDENT SELECTIONS/APPLICATIONS - <a href="#">SELECTION OPEN FROM October 3 1- November 7 2024</a> Students complete Deep Dive form indicating top <b>THREE</b> choices <input type="checkbox"/> <a href="#">Personal Passion Project Applications due November 14</a> (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) <b>Deep Dives occur in last two weeks before winter break</b>
May	DEEP DIVE STUDENT SELECTIONS/APPLICATIONS - <a href="#">SELECTION OPEN FROM MAY 1- 8 2025</a> <input type="checkbox"/> Students complete Deep Dive form indicating top THREE choices <input type="checkbox"/> <b>Personal Passion Project Applications due May 8</b> (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)_ <b>Deep Dives occur in last two weeks before summer break</b>



# 2024-2025 SCHOOL SUPPLIES

- 3 ring binder (2 ½ - 3") zippered binder
- Package of 12 dividers
- Package of 250 sheets of 3 holed, lined paper
- Package of 12 pencils
- Package of 12 ballpoint pens
- Metric ruler (clear)
- 2 Highlighters
- 4 erasers
- Large Glue Stick
- Scissors
- Pencil Crayons
- Fine Tip Sharpies
- Package of Water-Based Felt Pens
- Sketchbook (Art Studio courses)
- Refillable Bottle

*\* For students taking French, a pocket French/English Dictionary is helpful.*

*\* Specific calculators may be required for upper level math/science courses- classroom teachers will advise in the fall*

## PHE SUPPLIES

- T shirt
- Shorts or sweats
- Non-marking, indoor athletic shoes