



Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY



STUDENT & FAMILY HANDBOOK

2025 – 2026

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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](#)

Realizing Imagine High

At Imagine, 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.

[Click here to read Realizing Imagine High – White Paper Addendum 2024-2025 to learn more about our vision, innovative learning environments, and the core values of our four pillars of integrated arts and technology. See Appendix 3](#)



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.



BELL SCHEDULE 2025-2026

EVENT	TIME	TOTAL MIN
School Begins	8:30 am	
Integrated CORE/Electives	8:30 - 9:51	81
Break	9:51 - 9:59	8
Integrated CORE/Electives	9:59 - 11:20	81
Lunch	11:20 - 12:00	40
Integrated PAIRINGS/Electives	12:00 - 1:21	81
Break	1:21 - 1:28	7
Integrated PAIRINGS/Electives	1:28 - 2:48	80
School Ends	2:48 pm	

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.



It is inevitable, sometimes students will be away from school. If you are aware of an absence and would like to excuse it either ahead of time, or the day of the absence, you can report your student's absence by using the SafeArrival App or website.

- Tips on how to use SD#33's absence reporting system, Safe Arrival
 - [Click here to view Safe Arrival Frequently Asked Questions. See Appendix 4](#)
 - [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 (9:59 am, 1:28 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 5](#)



Staff

Imagine High Administration, Teachers, Support Staff, and Counselor email addresses 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 6](#)

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 7](#)



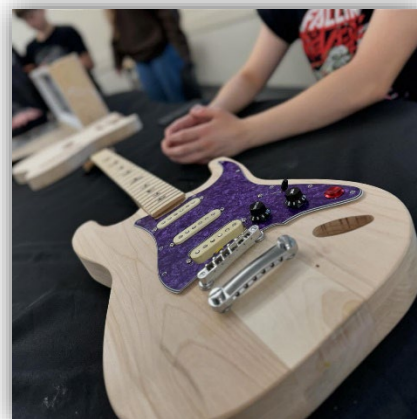
Calendar

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

- September 2 – Early Dismissal – FIRST DAY OF SCHOOL!
- September 10 – Photo Day
- September 29 – Non-Instructional Day
- September 30 – Truth and Reconciliation Day – Stat Holiday
- October 13 – Thanksgiving Day – Stat Holiday
- October 22 – Learning Conversation Night
- October 22 – Photo Retake Day
- October 23 – Early Dismissal 11:20 am
- October 24 – Non-Instructional Day
- October 31 – End of Quarter 1
- November 3 – Non-Instructional Day
- November 4 – Beginning of Quarter 2
- November 4 - 7 – Provincial Literacy & Numeracy Assessments for Grade 10's & Grade 12's
- November 4 – 7 – Deep Dive Round 1 Selection
- November 10 - Non-Instructional Day
- November 11 – Remembrance Day – Stat Holiday
- November 18 – Learning Updates home to families
- December 8 – 19 – First round of Deep Dives!
- December 18 & 19 – Grad Photos
- December 22 - January 2 - Winter Break
- January 5 – School Back in Session
- January 12 – 22 – Provincial Literacy & Numeracy Assessments for Grade 10's & Grade 12's
- January 21 – Grad Photo Retakes
- January 23 - Non-Instructional Day
- January 28 – End of Semester 1 & Quarter 2
- January 29 – Beginning of Semester 2 & Quarter 3
- February 12 – Grad scholarship applications DUE
- February 13 – Non-Instructional Day
- February 16 – Family Day – Stat Holiday
- February 18 – Learning Updates home to families
- February 26 – Learning Conversation Night
- *Continued next page...*



- February 27 – Early Dismissal 11:20 am
- March 16 – March 27 - Spring Break
- March 30 – School Back in Session
- April 3 – Good Friday – Stat Holiday
- April 6 – Easter Monday – Stat Holiday
- April 10 – End of Quarter 3
- April 13 – Beginning of Quarter 4
- April 20 – 23 – Provincial Literacy 10 & 12 and Numeracy 10
- April 24 – Non-Instructional Day
- April 28 – Learning Updates home to families
- May 4 – 8 – Deep Dive Round 2 Selection
- May 15 – Non-Instructional Day
- May 18 – Victoria Day – Stat Holiday
- May 29 – Non-Instructional Day
- June 5 – End of Semester 2 & Quarter 4
- June 8 – 19 – Second round of Deep Dives!
- June 8 – 19 – Provincial Literacy & Numeracy Assessments for Grade 10's & Grade 12's
- June 15 – Commencement Rehearsal
- June 19 – National Indigenous Peoples Celebration Day
- June 19 – Commencement Ceremony
- June 22 – Year End School BBQ
- June 23 – Exhibition of Learning
- June 24 – Grad Banquet & Dance & Dry Grad
- June 25 – Early Dismissal 11:20 – 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 2025-2026 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

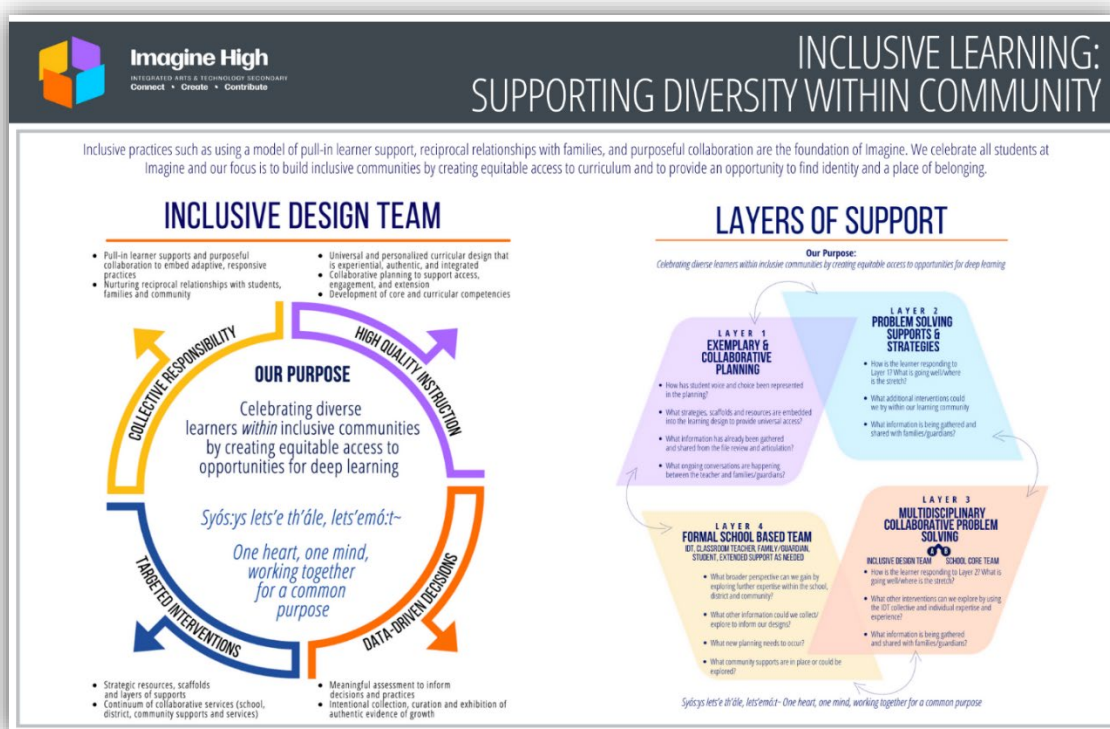
The Career Centre is a valuable source of information for all students. Post-Secondary, occupational, scholarship/bursary, and job/work experience opportunity information is available. Please see **Ms. Campanelli** for work



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 8](#)





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 2025-26 school year, students may leave campus during lunch according to the following schedule:

- **Grade 10 - 12 starting September 2nd**
- **Grade 9 starting October 1st**

The campus is closed during regular instruction time.



Parking

The main entrance roundabout is drop off/pick up only. Family, students, 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 entrance by the gym). 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 9](#)



School Fees

For the 2025 – 2026 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 10](#)

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 enough 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)

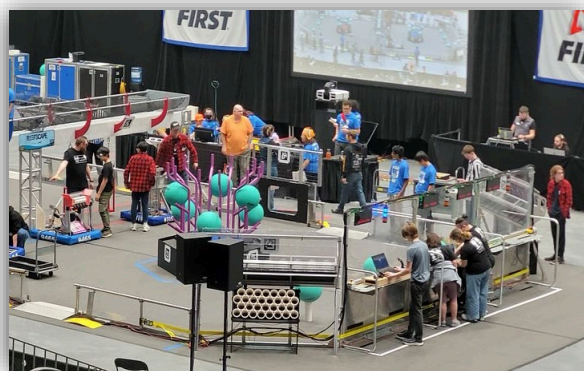
Imagine High is fortunate to have an active PAC. All Parents are welcome to join this group and play a role in improving the school for students. Parents play an important part in school decision making and providing leadership in special activities. Meeting dates are listed on the school calendar. The 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 11](#)

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:

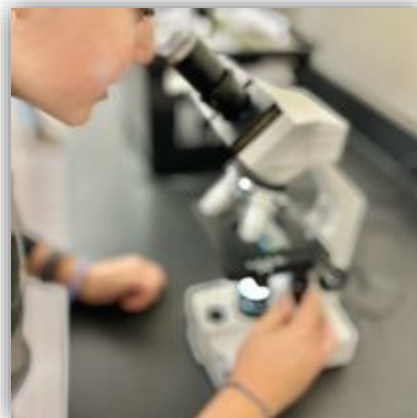
- [Click here to view Policy 383 - Technology Use Appendix 12](#)
- [Click here to view 605.1 AR - Technology Use Appendix 13](#)
- [Click here to view the SD#33 Technology Acceptable Use Agreement. Appendix 14](#)



Bring Your Own Device

Technology is available for shared use at Imagine High, but students are welcome to bring personal devices.

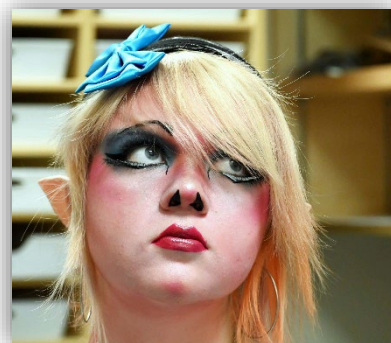
- Personal or mobile devices connected to Chilliwack School District information technology resources must be used in compliance with all parts of the Chilliwack School District Acceptable Use Agreement.
- Imagine students have full access to Adobe Creative Cloud (*Photoshop, Lightroom, InDesign, Express,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

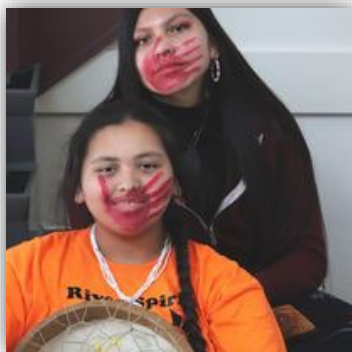


Useful Technology Links

We have listed below a couple of answers to commonly asked questions about logging into different technological applications such as 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 Update posting dates on our website in the [calendar](#).





- [Click here to view instructions on how to access the MyEducation BC Student Portal. Appendix 15](#)
- [Click here to view instructions on how to access the MyEducation BC Learning Update Viewing for parents. Appendix 16](#)
- [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 17](#)

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 18](#)
- [Click here to view instructions on how to log into Student Wi-Fi on an Android device. Appendix 19](#)



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 20](#)
- [Click here to view instructions on how to log into Creative Cloud \(Adobe\). Appendix 21](#)





ACADEMICS

Course Selection Guide

[Click here to view the 2025 – 2026 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 22](#)

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.


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REPORTING STUDENT LEARNING: IMAGINE CREDIT PATH

REPORTING STUDENT LEARNING FRAMEWORK

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

FORMAL REPORT CARDS

- 1 formal report card (Quarter 1/2/3/4 - final)
- Letter grade (Grade 9-12)
- Percentage (Grade 10-12)
- 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 identify 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

- Ongoing communication and sharing of learning as needed (email, phone, teacher connections)
- Learning Conversations (Family/Teacher/Student Meetings - 2/year)
- Collaboration of Learning (unit)

Credit Path

GRADE 9 COURSEWORK

Integrated Core:

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

Electives:

- Four Electives
- Two Deep Dives

GRADE 10 COURSEWORK

Integrated Core:

- Foundations of Math 10 or Workplace Math 10 (4 credits)
- English (Library Studies) 10 + English First Peoples (Writing) 10 (2 credits/semester = 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 (4 credits)
- BC First Peoples 12 (4 credits) - Indigenous Graduation Requirement (NGO)
- 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 opportunities based on interest. Students also have the opportunity to gain elective credit through Deep Dives (2 credits each)

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 "do" in the know-do-understand model of learning.

Increasingly, formative assessment is making the basis for responsive communication between students, parents, and teachers on where students are in their learning ("Where are you now?") and what students need to do to improve ("Where to next?")




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INTEGRATED LEARNING FRAMEWORK & CURRICULUM PATH

CHILLIWACK SCHOOL DISTRICT (#33)

K-12 INTEGRATED ARTS AND TECHNOLOGY FOUR PILLARS

Integrated learning is delivered through experiential interdisciplinary projects. Students build an understanding of learning strengths, 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.

INTEGRATED DISCIPLINES

From collecting to connecting their ideas

AUTHENTIC LEARNING

Engaging the head, heart, and hands in work that matters

COLLABORATIVE CULTURE

Teachers and students co-create learning experiences in collaborative communities

VISIONARY STAFF

Nurturing innovation and risk-taking among both staff and students

CURRICULUM PATH

INTEGRATED CORE GRADE 9/10 - LINEAR

INTEGRATED STUDIES GRADE 10/12 - SEMESTERED

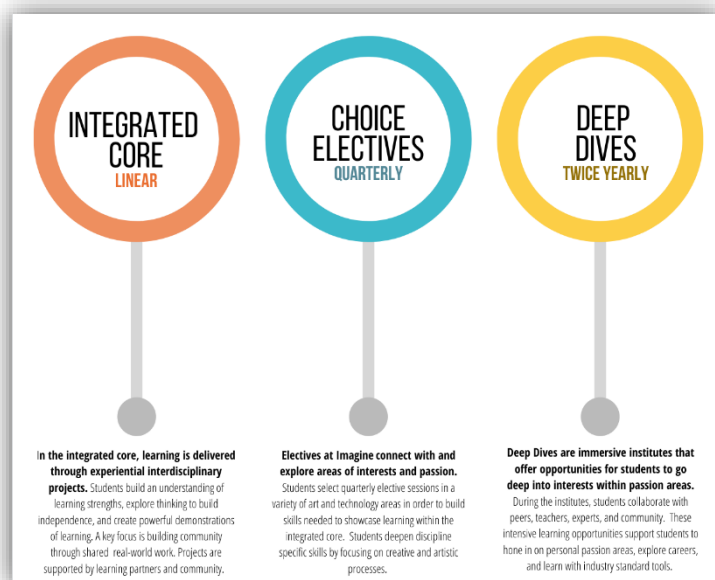
CHOICE ELECTIVES QUARTERLY

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 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 home 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 2025-2026 school year, Deep Dives run from December 8 – 19 and from June 8 – 22.

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 2025-2026 school year will take place on June 23

[Click here to view the Imagine High Exhibition of Learning Information. See Appendix 23](#)

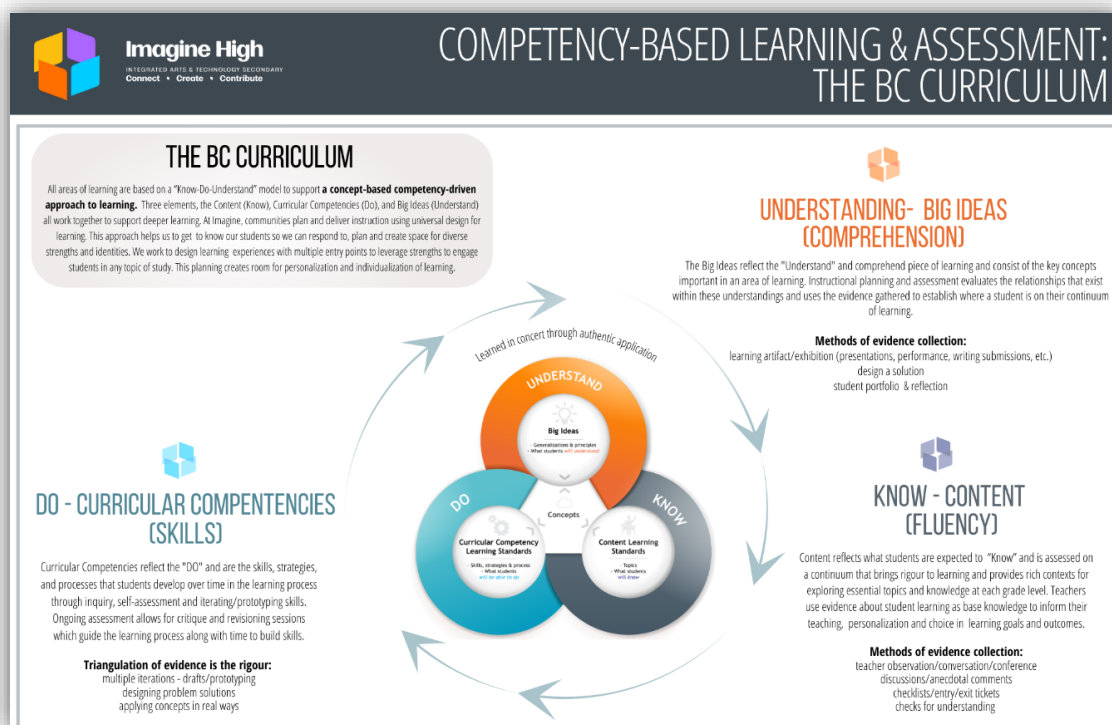


Graduation Literacy and Numeracy Assessment

The Grade 10/12 Literacy Assessments are provincial assessments that assess student proficiency in literacy. The Grade 10/12 Literacy Assessments assess students' 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 grades 10 and 12 years.



2025-2026 Assessment Schedule:

November 4 & 6 – Re-writes/missing Grades 10 & 12 Literacy and Grade 10 Numeracy



January 12 – 19 – Grade 10 Literacy & Numeracy and Grade 12 Literacy (Semester 1 EFP students)

April 20 & 21 – Grade 12 Literacy (Semester 2 EFP students)

June 8 & 9 – Re-writes/missing Grades 10 & 12 Literacy and Grade 10 Numeracy

[Click here to view the Literacy and Numeracy Graduation Assessments Roles and Responsibilities Information. See Appendix 24](#)

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 25](#)

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



Spare & Study Blocks

Spare or Study blocks are available to grade 12 students only, and an application must be submitted for approval before they are added to student schedules. If approved, students will be notified by email and are expected to attend regular classes until notified.

Spare Blocks – Spare Blocks are completed off-campus and students must already meet or be on track to meet all graduation requirements. Students can only have one spare block in their grade 12 year, unless there are exceptional circumstances. Applications can be submitted in September and January, Spare Blocks need approval from parents, and the school principal.

[Click here to view the Spare Block Application Form. See Appendix 26](#)

Study Blocks – Study Blocks can be completed off-campus, or on-campus in an assigned classroom where they must be able to work independently to complete their course work. Applications can be submitted in September and January, and the applications must include registration verification from an online provider. Study Blocks need approval from parents, the school counsellor, and the school principal.

[Click here to view the Grade 12 Online Coursework Study Block Application Form. See Appendix 27](#)





Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

Connect ▸ Create ▸ Contribute



**Chilliwack
School District**

ABOUT IMAGINE HIGH



SD33 public school of choice for grades 9-12



Integrated art & technology through project-based learning



Full service school - graduate with standard BC Dogwood Diploma

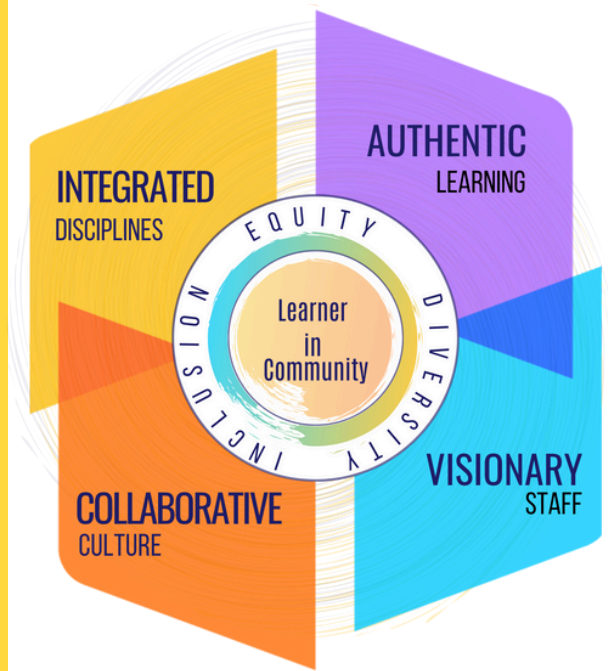
Imagine High opened in 2021 on the former site of the University of the Fraser Valley with an outstanding facility that includes:

- 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



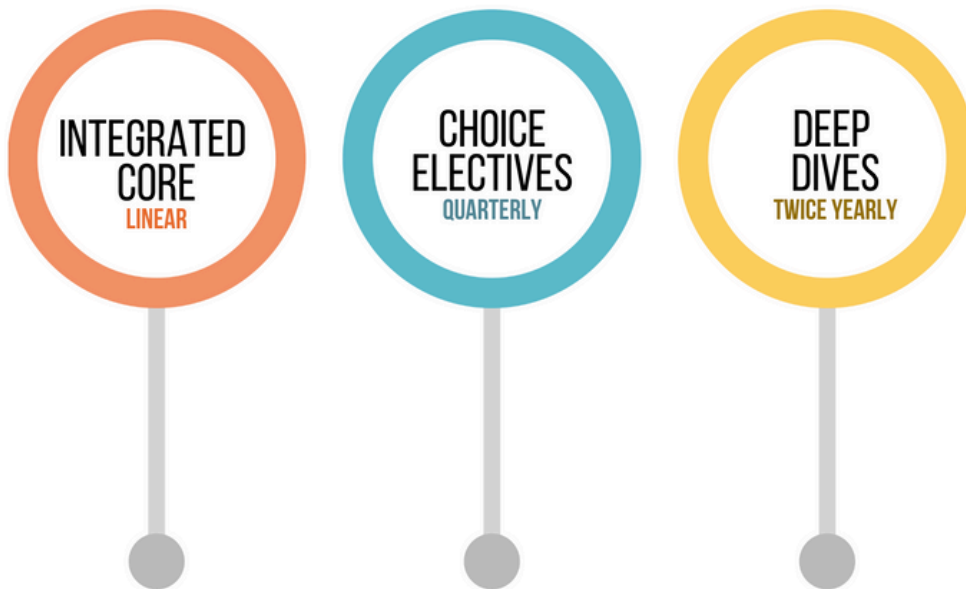
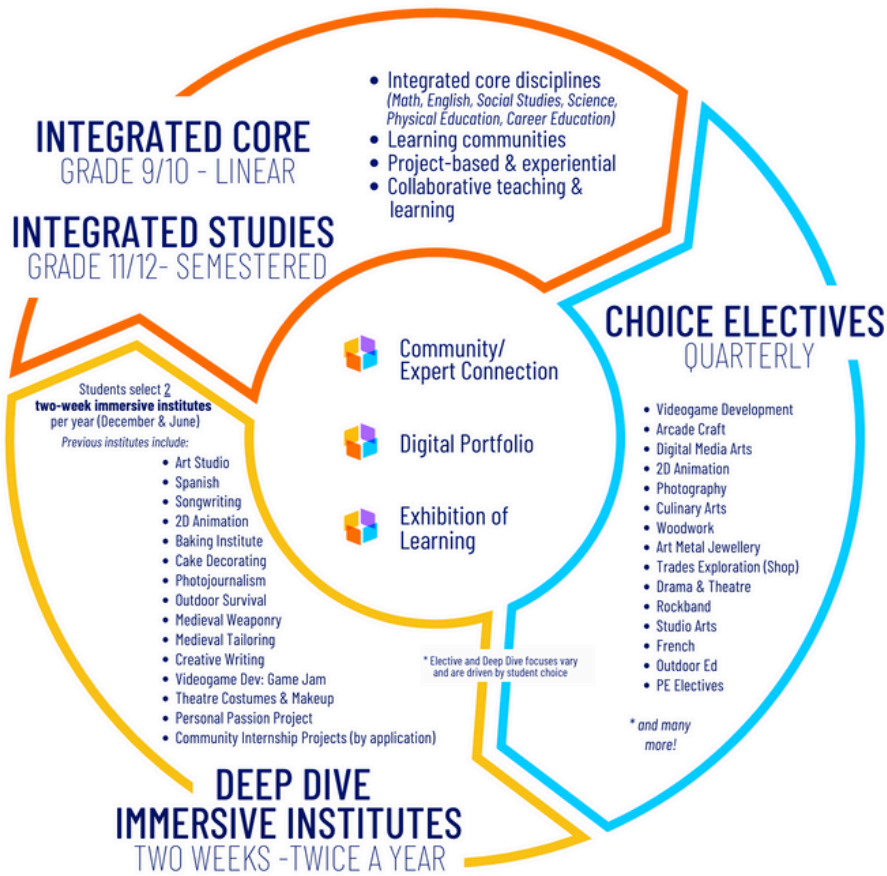
**Connect.
Create.
Contribute.**



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



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.



BELL SCHEDULE 2025-2026

EVENT	TIME	TOTAL MIN
School Begins	8:30 am	
Integrated CORE/Electives	8:30 - 9:51	81
Break	9:51 - 9:59	8
Integrated CORE/Electives	9:59 - 11:20	81
Lunch	11:20 - 12:00	40
Integrated PAIRINGS/Electives	12:00 - 1:21	81
Break	1:21 - 1:28	7
Integrated PAIRINGS/Electives	1:28 - 2:48	80
School Ends	2:48 pm	

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.

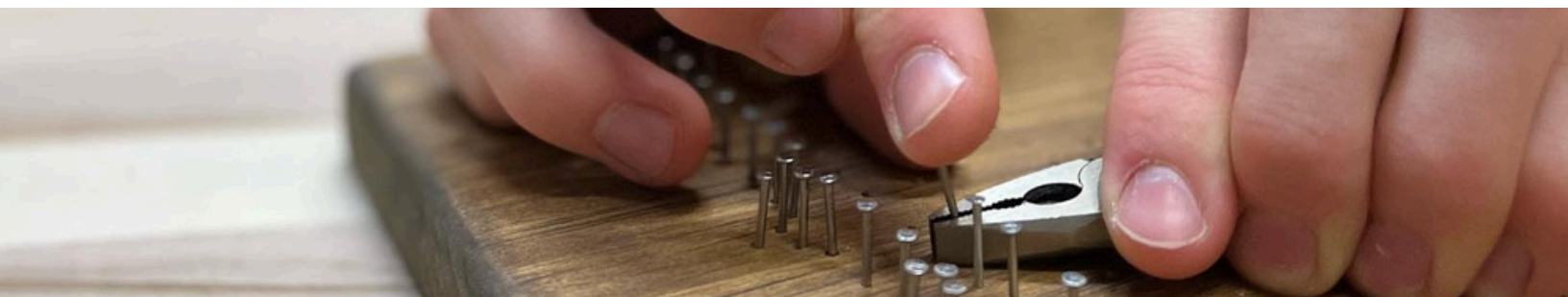
ATHLETICS

- 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
Service Club
Chemistry Club
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 and 2025-2026 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 Tyee 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](#)
- [Imagine High: Proof That Public Education Can Do This - Classmate.team](#)
- [Imagine High: A Bold New Vision for Learning- People for Education Canada](#)





Imagine High – Frequently Asked Questions

1. What grades are offered?

Imagine High serves students in Grades 9–12 from Chilliwack and surrounding communities.

2. Who can attend, and how do we register?

Imagine High is a public school of choice with **no catchment area**. Students in Chilliwack are prioritized, but those from outside the community may also apply.

- Register through [SD33 EReg](#) (timestamped).
- Placement depends on seat availability; if full, students are added to a waitlist.
- Following registration, families will be contacted to schedule a required **online intake meeting** during school hours. This meeting helps explore student interests and determine if Imagine High is a good fit. **Registration is confirmed during this meeting.**

✅ *Registration for the 2025–2026 school year is now open.*

3. Is Imagine High the right fit?

Imagine offers an integrated, experiential, and community-focused approach to learning. It's a great fit for students who:

- Enjoy collaborative and creative environments and are passionate about art, technology, or hands-on learning
 - Like interdisciplinary projects and showing learning in unique ways
 - There are multiple pathways to success for every student.
-


4. How is learning structured?

- Grades 9–10: Half-day integrated core (English, Social Studies, Math, Science, PE, Careers) + electives
- Grades 11–12: Integrated pairings and individual choice subjects in core + electives
- Deep Dive Institutes (twice a year): Two-week intensive elective programs
Students share their learning through exhibitions, performances, and presentations.

🎥 Learn more in our [About Imagine Video](#)

5. What distinguishes an Imagine High graduate?

- Graduates earn the BC Dogwood Diploma and are prepared for university, college, trades, or work.
- Students often receive significant scholarships and bursaries.

 Check out our graduates in the [Grad Shorts Playlist](#).

6. Will my child be ready for post-secondary?

Yes. Imagine High offers the standard BC curriculum and provides all courses required for post-secondary admissions. Staff support students and families in planning personalized academic paths based on student goals. Please visit our [Course Selection Guide](#) for programming options.

7. What kind of arts and technology are offered?

Imagine focuses on hands-on, creative expression in all areas, and offers a wide variety of creative and tech-based opportunities, including:

- Visual & Performing Arts: Theatre, dance, music, creative writing, culinary, textiles, advanced photography
 - Technology: Animation, game development, robotics, electronics, media design, shop
 - Tools: iPads and laptops provided; students can also bring their own device (BYOD)
-

8. What facilities and resources are available?

- Professional theatre with modern lighting & sound
 - Studios for dance, music, art
 - Professional kitchen (Cook 1 Program- Vancouver Community College)
 - Computer lab and science labs
 - Digital Recording Studio
 - Woodshop
 - Spacious Learning Commons
 - New gymnasium and fitness room
-

9. Are supports available for diverse learning needs?

Yes. The Inclusive Design Team works within classrooms to support all learners. Individual Education Plans (IEPs) are developed in collaboration with families.

10. Is French or other language instruction available?

French 9–12 is available. Other languages may be offered based on student interest.

11. Are there sports?

Yes! Imagine High belongs to BC School Sports and offers: Basketball, Volleyball, Swimming, Cross Country, Curling, Ultimate Frisbee. Plus, we have a full gym, dance studio, and workout room.

12. Are there clubs?

Yes! Clubs vary based on student interest and include: Theatre, Design, Leadership, Podcast, Minecraft, D&D, Hiking, Fitness, Chemistry, Drumming, Chess, and more.

13. How do students get to school?

- No district bus routes, but courtesy busing may be available: [Transportation Info](#)
 - City bus stops nearby on Yale Road: [BC Transit](#) (bus passes sold at the Welcome Center)
-

14. Do siblings get registration priority?

Yes. Siblings of current Imagine students receive priority.

15. Can parents get involved?

Absolutely! Connect with our Parent Advisory Council (PAC) at iss-pac@sd33.bc.ca and parents are welcome to volunteer—contact the Welcome Center.

16. When can we visit?

Open houses happen throughout the year (check website/social media) and guided tours offered to new students before school starts


17. Is Imagine High a closed campus?

- Grades 10–12: Off-campus at lunch, Grade 9: Off-campus privileges begin in October
-

More Information:

 Website: imagine.sd33.bc.ca

 Email: iss-alloffice@sd33.bc.ca

 Phone: (604) 792-0941

 Social Media: @imaginesd33 on Facebook, Instagram, and YouTube



**Chilliwack
School District**



Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

Connect • Create • Contribute

REALIZING IMAGINE HIGH

WHITE PAPER ADDENDUM 2024-2025



Imagine High

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REALIZING IMAGINE HIGH

WHITE PAPER ADDENDUM 2024-2025



**Chilliwack
School District**

Imagine High Integrated Arts & Technology Secondary School

45669 Yale Road

Chilliwack BC V2P 2N1

Phone: 604.792.0941

@imaginesd33 on:



Addendum written by:

PRINCIPAL

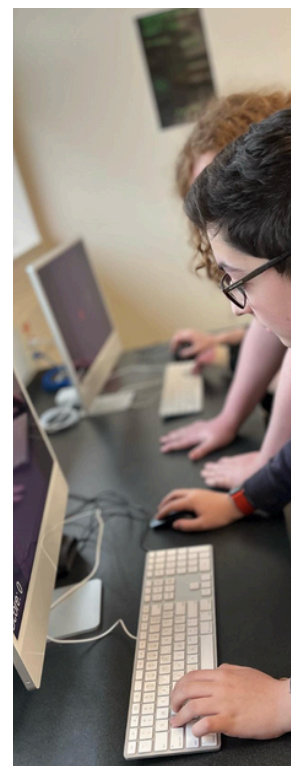
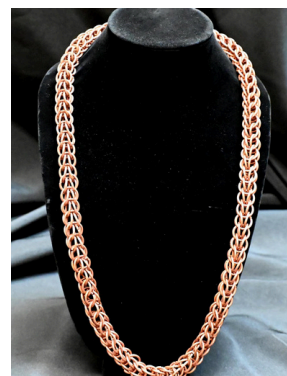
BROOKE HALLER

VICE-PRINCIPAL

STACEY PARSONS

PROGRAM DIRECTOR

JANET CARROLL



We would like to extend our deepest gratitude to Assistant Superintendent Kirk Savage for his unwavering support of Imagine High since its inception. As a true champion of our work, Kirk has continuously encouraged innovation, creativity, and excellence, helping to foster a learning environment where students thrive. We are incredibly grateful for his leadership and belief in the transformative power of education.



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INTRODUCTION

Imagine High Arts and Technology Secondary School sits on the ancestral and unceded, shared territory of the Ts'elxwéyew, Sema:th and Pilalt Tribes. We respectfully acknowledge that we are on the traditional, ancestral, and unceded territory of the Stó:lō people, who have lived in this region since time immemorial. The Stó:lō, known as "the People of the River," have stewarded this land, along with its waters and resources, with deep respect and care. Our learning community honors the wisdom, resilience, and traditions of the Stó:lō people.

Imagine High Integrated Arts and Technology Secondary opened in September 2021 welcoming 250 grade 9 and grade 10 students; grades 11 and 12 were added in 2022-23 and 2023-24 respectively. Now in the fourth year of implementation, Imagine enrolls roughly 350 students, grades 9 – 12. In 2024, Imagine High celebrated its inaugural graduation class; our graduates were accepted into a variety of post-secondary programs including Early Childhood Education, Concept Art, Sciences, Theatre, Engineering, Teaching, as well as students who transitioned directly into the work world.

Our campus is located on the site of the former University of the Fraser Valley. With the potential to house up to 700 students, Imagine High boasts music, dance and art studios; recording studio; maker spaces; shop; professional theatre; culinary arts spaces; cutting-edge technologies; and a new gymnasium to enhance student learning.

As a school of choice, Imagine draws students from all over the Chilliwack School District (as well as adjacent school districts) and is the designated secondary school for feeder schools Leary Integrated Arts and Technology Elementary (K-5) and the AD Rundle Middle School Cohort (6-8).



OPENING IMAGINE

While the Integrated Arts and Technology Stream is now K-12, this addendum focuses on the Imagine context. The White Paper (Imagining Imagine High), published in September 2020, outlined the research-based underpinnings of the integrated approach to teaching and learning at Imagine High, defined our collective goal to maximize the potential of the BC Curriculum and First Peoples Principles of Learning, and described innovative structures and practices that support deep learning. Our vision was to create an inclusive, diverse and welcoming school community, celebrating rigorous intellectual work through Project Based Learning (PBL), while harnessing the impact of experiential opportunities that embed design thinking and authentic assessment.



The implementation process prompted an in-depth analysis of traditional secondary structures and practices, guiding us to decide what to keep, discard, amplify or create.

This addendum serves as a record of the Imagine journey and reaffirms our commitment to realizing the bold and innovative vision for our school community.

The implementation process prompted an in-depth analysis of traditional secondary structures and practices, guiding us to decide what to **keep, discard, amplify or create.**

This document:

- outlines the implementation process
- describes accomplishments to date
- addresses key challenges
- highlights the path forward

BC Curriculum Realization

At Imagine, we are committed to full realization of the BC curriculum. BC educators are fortunate to live in a province with an internationally respected and forward-thinking curriculum. British Columbia has undergone significant system change within its K-12 education system, with a commitment to transform education to better meet the needs of all learners.

Schools in BC and beyond are now preparing students for jobs that have not yet been created, to tackle societal challenges that we can't yet imagine, and to use technologies that have not yet been invented. This reality demands that educators equip them to thrive in a complex, interconnected world rich with multiple perspectives, and support learners to interact respectfully with others, and take responsible future-oriented action.

Employers, parents and society are very clear about what they expect from education: rounded, resilient young people who can communicate, solve problems and apply their skills and knowledge in different settings (OECD, 2023).

The redesigned curriculum supports a learning system that:

- is increasingly flexible and creative
- provides opportunities for innovation
- requires significant shifts in teaching practice as the system evolves from a centralized standards-based curriculum to one characterized by flexible learning paths
- uses current research on teaching and learning
- prepares learners to succeed and lead in a changing world
- develops deep competencies around creative thinking, critical problem-solving, and collaboration (Schnellert, 2020)



Students build an understanding of their strengths, deepen and develop their interests, build independence, and create powerful demonstrations of learning.

Aside from the outstanding facility, the school offers an approach to teaching and learning that reflects current research in constructivist pedagogies, 21st-century learning environments, and the integration of arts and technology. Our goals at Imagine are also closely aligned with the School District 33 Strategic Plan, as we work to ensure “deep learning engages our heart, head and hands to develop competencies vital for the success of all learners” (SD33, 2024).

At its very core, learning is a social phenomenon that reflects our own deeply social nature as human beings capable of knowing (Wenger, 1996). Imagine strives to position students as co-constructors of knowledge, creatives and change agents. Integrated learning is delivered through collaborative, experiential interdisciplinary projects: students build an understanding of their learning strengths, deepen and develop their interests, build independence, and create powerful demonstrations of learning.

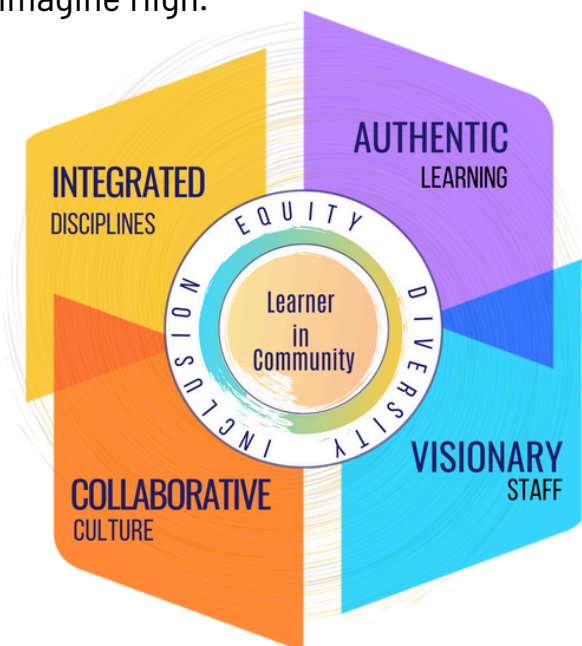
A key focus is building community through shared work within PBL, students:

- find opportunities to connect, create, and contribute to school and beyond
- develop core competencies of collaboration, communication, and critical thinking
- explore personal identity within the learning community
- utilize industry-standard tools to produce high quality artifacts of learning
- understand how learning connects to the real world
- develop relationships with peers, staff, learning partners, and community

The Four Pillars of Integrated Art & Technology

Imagine is grounded in community and equity practices. 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. 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.

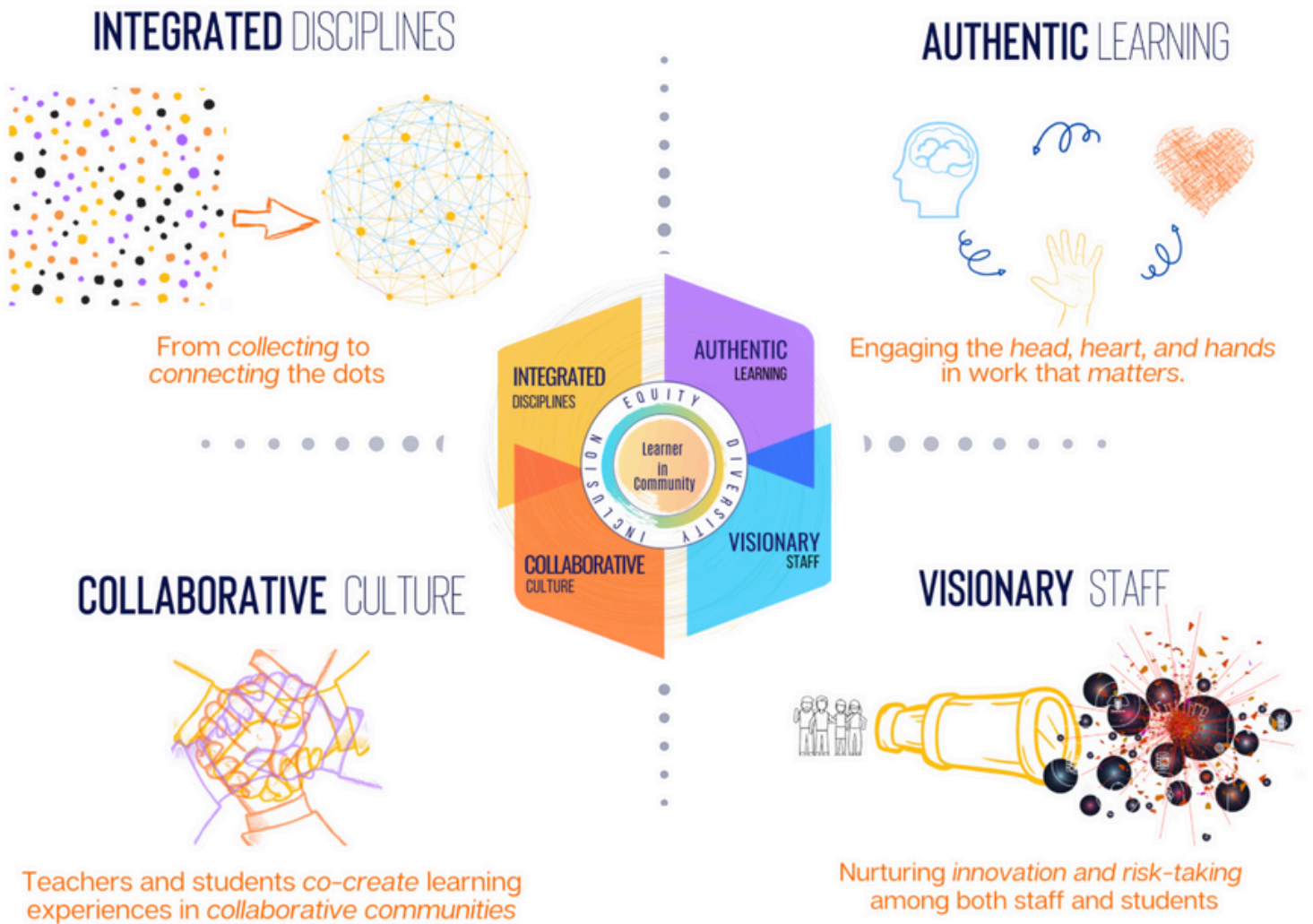
The pedagogy at Imagine is rooted in the Four Pillars of Integrated Arts and Technology developed by Assistant Superintendent, Dr. Kirk Savage, and former Assistant Superintendent, Janet Hall, in 2018, prior to the opening of Imagine High.



Reflecting the Organization for Economic Cooperation and Development (OECD) research on the design of innovative learning environments, the Four Pillars “make learning and engagement central; view learning as social and often best done collaboratively; be highly attuned to learners’ emotions; reflect individual differences; be demanding for all while avoiding overload; use broad assessments and feedback; and promote horizontal connectedness” (OECD, 2017).

The Four Pillars underpin professional practice, school design and structures, and inspire our shared work.

The Four Pillars of Integrated Art & Technology



Integration of Disciplines

Rather than experiencing learning as a disparate collection of discrete ideas, the integration of disciplines at Imagine reflects the BC curriculum focus on “key concepts, principles, and generalizations that are used to organize knowledge and solve problems within and across disciplines” (BC Curriculum 2024). The integration of disciplines allows for a deeper and more unified understanding of the curriculum as learners explore projects and inquiries that are rigorous and relevant and emphasize the Core Competencies (Communication, Thinking, Personal/Social) that are “interconnected and are foundational to all learning” (BC Curriculum, 2024). Using Universal Design for Learning (UDL), educators design entry points into projects so that all learners are engaged and can demonstrate their learning through multiple modalities, including art, applied arts, media arts, and technology.

Authentic Learning

Rather than focusing on content memorization or superficial understanding, authentic learning at Imagine helps learners apply knowledge across a variety of contexts, explore complexity, encourage the application of knowledge to real-world situations and connect to interests and passions. Community connections ensure that Imagine learners have access to industry-standard resources and expertise. Relevance is enhanced by linking learning to real-world issues and problems (ICLE, 2016), learning culminates in celebratory Exhibitions of Learning attended by an authentic audience of peers, staff, learning partners, and the public.

Collaborative Culture

We believe that collaboration builds community. At Imagine collaboration is foundational for learning, both for educators and learners. Working in teaching teams within a Professional Learning Community, educators model collaborative practices, share space, resources, expertise and skills while developing engaging and relevant projects using input and feedback from learners. In turn, learners are acquiring the skills needed to meaningfully collaborate, give peer feedback, and assess their own learning through critique and revision. As Fullan (2011) notes: “The research has been clear for over 30 years, collaborative cultures in which teachers focus on improving their teaching practice, learn from each other, and are well led and supported by school principals result in better learning for students.” As educators experience and model authentic collaboration, they are better positioned to scaffold collaborative learning.



Working in teaching teams within a Professional Learning Community, educators model collaborative practices, share space, resources, expertise and skills while developing engaging and relevant projects using feedback from learners.

Visionary Staff

Imagine educators are encouraged to use their professional judgement to collaborate, innovate, experiment and iterate. Most importantly, risk-taking as a professional ethic is encouraged and supported through ongoing professional development, senior admin and school admin support, and peer mentoring/leadership. The goal is to create a culture in which both educators and students experience confidence, freedom and joy.



The Role of Arts and Technology

The fine arts, applied art and design, media arts, and technology are tools our learners use to explore the curriculum within projects that culminate in the creation of high-quality artifacts of learning. Learners are also given opportunities to experiment with arts and technology through electives and Deep Dive immersive inquiries.

Using arts and tech as creative tools expands a learner's repertoire in the creation of high-quality artifacts of learning—what Ron Berger in his 2003 book *An Ethic of Excellence* calls "beautiful work" that are displayed in Exhibitions of Learning.

Learner in Community

At Imagine, student diversity is a strength and learning is viewed through the lens of equity and inclusion. We believe that each student should be valued for their unique gifts and contributions, included in the learning with peers, enjoy multiple access points for participating in the curriculum, and given opportunities to demonstrate their learning through multiple modalities using art and tech. We support educators to collaborate on the design of universal strategies to support student engagement, belonging and success within the regular classroom environment. The culture at Imagine has evolved into one in which there is an ethos of support, celebration and acceptance. As a result, Imagine has attracted a rich and diverse population that includes learners with diverse abilities and disabilities, and those who identify as members of the BIPOC and 2SLGBTQIA+ communities.

Innovative Pedagogies

The White Paper, *Imagining Imagine High*, explored the current research that supports innovative practices at Imagine and within the K-12 Integrated Arts and Technology stream. Our research led us to sites of innovation here in BC and internationally.

In a literature review of sites of educational innovation around the world, researchers Lomba, Alves and Cabral (2022) mapped key indicators that characterize the teaching and learning at those sites, indicators which align with the Four Pillars of IAT and are integral to the pedagogy at Imagine:

- students act collaboratively during the teaching/learning process
- teachers collaboratively plan
- curricular integration is of an interdisciplinary nature
- use of differentiated and flexible pedagogical practices
- use of active, practical and experiential learning related to students' interests
- use of learning practices linked to the surrounding community
- use of digital resources
- flexibility in the creation and use of teaching/learning spaces
- flexibility in grouping students

Sites of Innovation Continued Inspiration

High Tech High (HTH), a consortium of sixteen charter schools, K-12, serving over 6000 students, is globally recognized as a world leader in educational innovation with a reputation for project-based learning that epitomizes 21st-century learning that is inclusive, personalized, cross-curricular, experiential, flexible, and student-centered.

Prior to Imagine opening, new teaching staff attended a summer retreat with facilitators from the HTH Graduate School of Education during which Imagine teachers had the opportunity to learn about PBL with teaching partners. In 2023, teacher leaders from Leary, AD Rundle and Imagine participated in a HTH Curated Visit in San Diego and, in 2024, a group of teacher leaders from all three schools attended the annual Deeper Learning Conference at HTH.

The impact of HTH has been deeply influential in shaping Imagine's constructivist pedagogy, structures, and protocols, student voice and choice, and fostering high-quality exhibitions of learning.

Canyon Falls Middle School in Kelowna BC

One of Imagine's thought partners during the lead-up to school opening in 2021 was Principal Jim Laird of Canyon Falls Middle School in Kelowna, BC. A visit to Canyon Falls in the spring of 2020 inspired the adoption of empathy interviews with students and their families as a way to make a personal connection with potential students and gather information about them as individuals and learners.

While at Canyon Falls, we had an opportunity to meet with a 5 person teacher team (4 classroom teachers plus an embedded elective teacher) during their collaborative planning session (through aligned prep) and observe how they created rich inquiry projects for their community of 120 students. The experience reinforced our belief that aligning preparation time for teacher teams at Imagine would be critical to creating a culture of "collective efficacy" (Hattie & Smith, 2020) where collaboration and risk-taking are the norm. Our teams also had the privilege of visiting Canyon Falls in our second year of implementation and are appreciative of their continued support in our learning journey. This initial connection has also led to an ongoing thought-partner/critical friendship with the Kelowna School District, and we continue to look for opportunities to share in learning together. We appreciate the connection with principals Jim Laird, Sarah Watson and Assistant Superintendent Jamie Robinson who have become our thought partners in this journey.

Mount Sentinel Secondary in South Slokan BC

Our connection with Danny Leeming, a teacher at Mount Sentinel Secondary in the Kootenays (SD#8), began prior to the opening of Imagine. In Zoom conversations with Danny, we were intrigued by his Performance and Media Academy, a semestered cross-curricular program that prepares students to enter post-secondary training in film, theatre, and digital media. The academy includes a rotating selection of credits but always includes English, Social Studies, Design of Performance Media (Board Approved course), Production Media (Board Approved course), and an elective (Film, Scriptwriting, Acting, Theatre Production). What inspired us about Danny's work at Mount Sentinel was the emphasis on integrated senior secondary subjects embedded in student-driven projects, supported by industry relationships, culminating in showcases of high-quality student work. We adapted the semester-long institute model at Mount Sentinel in order to create our **Deep Dive model**.

Collaborative Visioning

Prior to Imagine's opening, we logged hundreds of Zoom calls with community members, educators, and stakeholders and asked participants for feedback, insights, opinions, and contributions about what secondary school could and should be. We researched, iterated, consulted, pondered, and eventually created the initial structures, processes and protocols that would guide the teaching and learning at Imagine. We then hired our teachers and support staff.

The data we collected led us to wrestle with three essential questions:

- *Who are our learners as human beings?*
- *What did the Empathy Interviews, file reviews, and transition meetings tell us about the best way to meet their unique and varied needs?*
- *How do we ensure that teachers understand our learners in a deep and meaningful way and support them in their academic/social growth and development?*



Empathy Interviews

- The school developed an Empathy Interview protocol to prepare students for entry into the school
- Prior to opening, we connected with each student and family to discuss the student's interest in attending Imagine, surface any fears or concerns, and explore student expectations
- Verbatim notes were taken during the meetings and data was used for individual and group planning and data was collaboratively analyzed by teachers during our first retreat prior to opening the school
- Data informs teacher understanding, contributes to school planning, builds early adult connections, supports the transition into a new school/grade, and illuminates the needs of each learner
- We continue to conduct empathy interviews with each new student



STRUCTURES & FRAMEWORKS FOR DEEP LEARNING

Imagine structures and frameworks were developed using the principles reflected in the First Peoples Principles of Learning (FPPL). Specifically, we endeavor to embody the principle that “Learning is holistic, reflexive, reflective, experiential, and relational. Effective learning environments pay attention to the whole learner, including the physical, mental, social/emotional, and spiritual aspects of the person” (Chrona, 2016). We value respectful and authentic discussion among teachers and students across disciplines and grade levels that celebrates Indigenous knowledge and perspectives in B.C. (Indigenous Knowledge and Perspectives: Socials Studies K-12, n.d.). These principles ground our pedagogy.

***“Understanding that everyone is an educator and learner is central to traditional Indigenous education models. This Indigenous perspective can make your learning activities more engaging and varied and offer learners more agency over their learning.”
(Smith, 2018)***

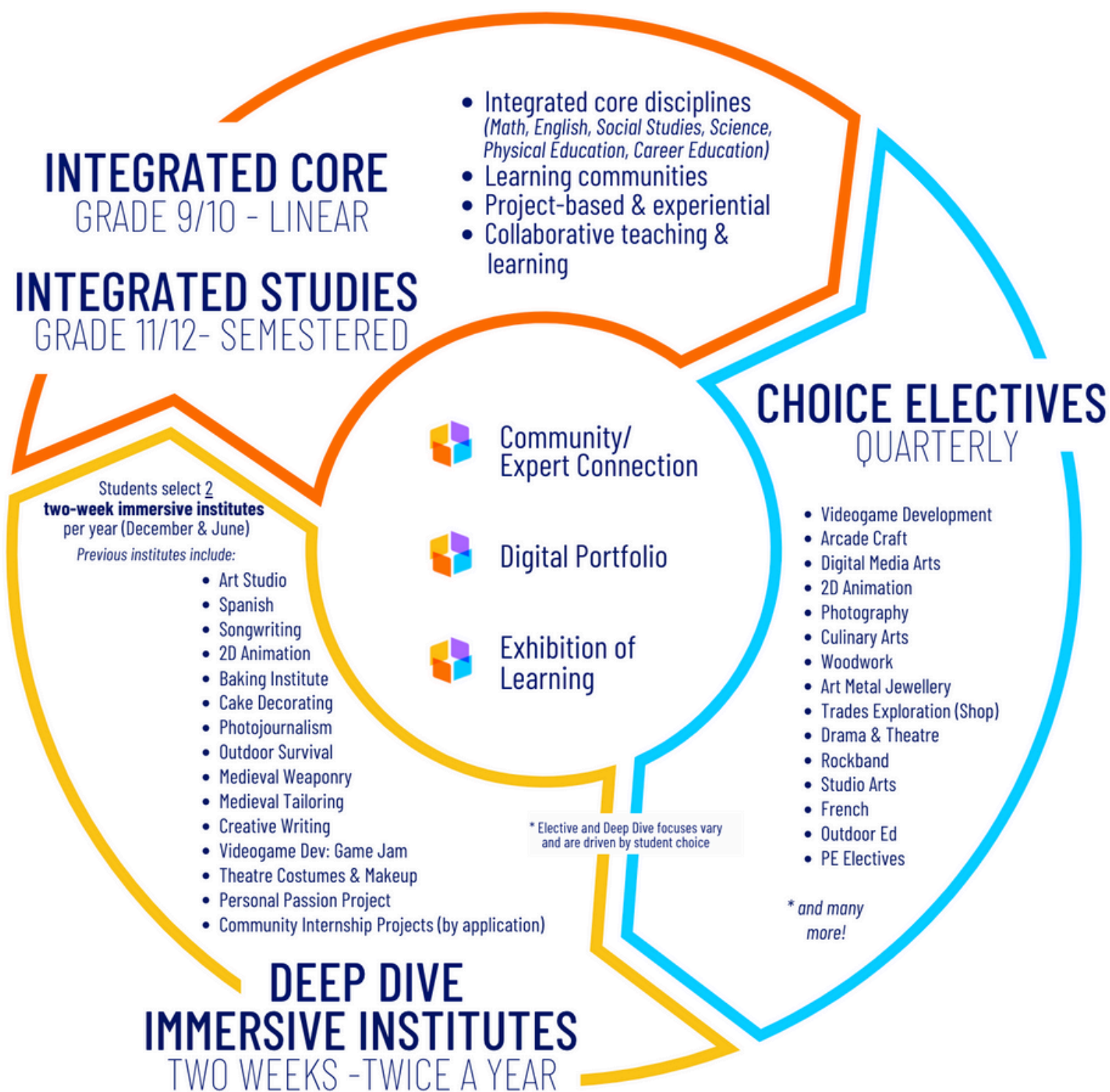
We developed shared frameworks, processes, and structures that:

- promote consistency, organization, and fidelity to the Imagine vision
- support teachers to effectively plan and assess build strategies and structures that give energy and authenticity to the learning environment
- create a culture of high expectations
- generate meaningful and collaborative relationships with students foster a community of learners (Instructional Framework 101, 2019)

The integration of the curriculum and the FPPL informed the development of **Imagine Curriculum Path, Deeper Learning Framework, Imagine Timetable and the Inclusive Design Team.**



Imagine Curriculum Path



Integrated Core - Grades 9 & 10

- The focus for grade 9 and 10 students is holistic learning
- Students are carefully assigned to learning communities of 48 with 2 teachers (1 with a humanities background and 1 with a science/math background), an Inclusive Design Team (IDT) member, Education Assistants
- Students engage in integrated core (linear) delivered through interdisciplinary project learning for the morning until lunch
- Teachers plan for learning opportunities that focus on collaboration and experiential learning
- Learning activities and experiences allow students to work in small and flexible groupings that support relational learning and community building
- Multiple access points are embedded into learning opportunities

Game Design and Woodworking course pairing culminated in student created video games housed in an arcade physical structure.

Integrated Pairings - Grade 11 and 12

- Grade 11 and 12 students at Imagine learn in semestered integrated pairings that merge multiple subject areas
- Pairings include 48 students and 2 teachers and support staff who contextualize the curriculum using project-based learning and reflexive pedagogy
- Course pairings are determined from student survey data and vary by the year
- Pairings encompass a variety of subject areas
- Timetabling of electives is driven by student surveys

Examples include:

- English First Peoples with one of: Social Justice, Philosophy, Earth Science, Outdoor Education and Theatre
- WoodWorking/Workplace Math, Psychology/Art, Physics/Precalculus.Arcade Craft (Videogame Development & Woodshop)

Electives 9 - 12

- Electives offered quarterly for deep learning
- Electives reflect the FPPL principle: "Learning ultimately supports the well-being of the self" (First Peoples Principles of Learning, n.d.)
- This principle respects traditional Indigenous education models that prioritize student choice and agency over learning and encourage multiple access points that allow all students to develop understanding through their unique strengths (Chrona, 2016)
- Timetabling of electives is driven by student surveys



Deep Dives 9 - 12

Deep Dives are immersive learning institutes that allow students to delve deeply into personal passions, talents, or interests and are developed using data from student surveys. Twice yearly for two weeks, core and electives are paused while students and teachers engage in Deep Dives.

Deep Dives provide a period of calm and productivity as students and teachers engage in areas of personal choice and passion; they result in beautiful exhibition artifacts as students demonstrate their learning through multiple modalities. Integrated into the structure of Deep Dives is the FPPL which states, "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" (First Peoples Principles of Learning, n.d.). Deep Dives promote connections to the broader community of Ts'elxw'iqw (Chilliwack); teachers connect with community experts, businesses and organizations, leading to opportunities for service work, volunteerism, or career opportunities.

Some examples:

- Student internships in community
- Technology focus - Videogame Development, Animation, Photography
- Land Based Deep Dive - Animal Conservation, Nature Journaling and Outdoor Education
- Many more including Medieval Weaponry, Theatre Make Up, Songwriting, Baking Institute, Shopcraft, Horror Literature, Astrophysics
- Personal Passion Deep Dive: students work independently on a specific skill or area of interest and create an artifact of learning to exhibit

Students receive elective credit for Deep Dives through Immersive Inquiry, a Board Authority Authorized Course.

Deeper Learning Planning Framework

The Deeper Learning Planning Framework provides an organizational structure for instructional planning and assessment for integrated units. The framework encourages collaboration, backwards design, inclusive planning, and promotes the use of a shared vocabulary and common language.

The Deeper Learning Planning Framework

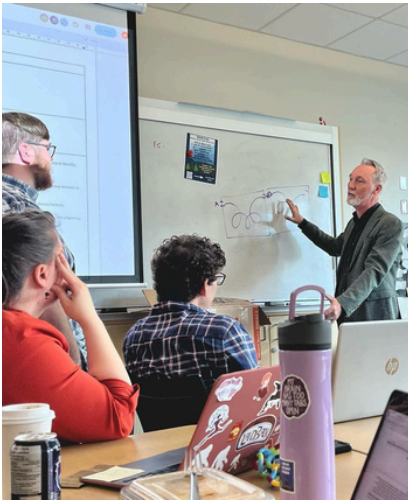
- supports integration of disciplines
- grounds the planning through the development of a driving question
- references the curricular big ideas from each of the subjects being studied in the integrated unit
- encourages teachers to be mindful of the FPPL
- integrates fine arts, media arts, applied arts, and technology
- ensures careful scaffolding of the learning within the project
- allows for multiple entry points for diverse learners
- organizes the curricular competencies and content and provides space for scaffolding, critique, revision and assessment.

Imagine High Deep Learning Planning Framework	
PROJECT NAME & DESCRIPTION: PE with	
DRIVING QUESTION - The project is framed by a real world, meaningful problem to solve or a question to answer.	
BIG IDEAS - from multiple curricular areas within Integrated Core	
CURRICULAR COMPETENCIES Connected, interdisciplinary learning goals	CORE COMPETENCIES Critical & Creative Thinking, Communication, Personal & Cultural Identity, Social Responsibility, Personal Awareness & Responsibility
FIRST PEOPLES PRINCIPLES OF LEARNING	
EXHIBITION Curator and demonstrations of Learning	

SCAFFOLDING & SEQUENCE	
PROJECT LAUNCH - engaging, activity common experience that provides common context for further learning	
CONTENT - Anchor Lessons	ACCESS/EXTENSION POINTS- Universal supports, student voice/choice
	CRITIQUE & REVISION - Ongoing structure for feedback cycles
	ASSESSMENT - Key demonstrations and evidence of learning

During planning sessions throughout the year, the Deeper Learning Planning Framework is used to authenticate the rigour of integrated project work.

Our goal is to build common instructional vocabulary and practices that are inclusive and focus on deep learning, choice and collaboration. Our Curriculum Integration Support teacher has flex time each quarter to collaboratively plan projects with teachers, co-teach, or provide support with assessment while the ADST teacher has instructional time allotted to support artifact building for projects.



Facilitating Collaborative Planning Leyton Schnellert Professional Learning Series

Structural supports for ongoing professional learning have created opportunities for teachers to learn from one another and collaboratively plan for student success. Imagine teachers have the opportunity to meet three times a year with Dr Leyton Schnellert to look deeply into instructional planning strategies that meet each educator where they are at and build on learning.

Dr. Schnellert supports our learning communities to build common understandings and language around learning and assessment. Second, research has suggested the importance of having common values and goals to nurturing teachers' sustained and collaborative engagement in inquiry (Durrant, 2009; Lasky, 2005). Having the opportunity for this support scaffolds teachers' in iterative cycles of planning, enacting, and adjusting learning.

During these sessions, teachers bring their Deep Learning Framework and are facilitated through a process of collaborative planning, finding joint solutions to shared problems, exchanging practice, knowledge and expertise, and fostering deep learning experiences. When teachers have opportunities to collaboratively solve problems and have access to rich resources, they are more likely to take risks, sustain attempts to make change, and develop, adapt and/or apply approaches designed to support students in their classrooms.

Teachers leave these planning sessions with:

- Refinement of strategies and tools for assessment and instructional design
- Common language and alignment on goals
- Scaffolded learning sequences
- Confidence and collegial relationships that support experimentation and risk-taking

Dr. Leyton Schnellert is an Associate Professor in UBC's Department of Curriculum & Pedagogy and Eleanor Rix Professor of Rural Teacher Education. His scholarship attends to how teachers and teaching and learners and learning can mindfully embrace student diversity and inclusive education. Dr. Schnellert is the Pedagogy and Participation lead in UBC's Institute for Community Engaged Research (ICER) and co-chair of BC's Rural Education Advisory.



Scheduling - Timetabling

The Imagine timetable supports curriculum integration and creative use of instructional time and is grounded in the FPPL: “Learning involves patience and time” (First Peoples Principles of Learning, n.d.) and “the need for patience and time is also a requirement to develop thorough conceptual and transferable understandings, rather than surface-level familiarity. In order to develop understanding, information needs to be examined/explored from multiple perspectives, in different contexts, and over time” (Chrona, 2016).

Firstly, the design and management of instructional time at Imagine is a deliberate shift from traditional secondary timetabling. For deep learning to flourish, students and teachers need long, flexible periods of instructional time to:

- delve into projects and activities
- build trusting relationships
- develop safe and welcoming communities
- encourage student confidence and autonomy
- finesse critique and revision
- encourage students to build an intrinsic yearning for knowledge
- focus on continuous academic improvement

Knowing that learning takes time and patience, we use the following guidelines when developing the schedule:

- Aligned preparation for teachers (learning communities and course pairings) offers opportunities for collaborative instructional planning and assessment
- Inclusive Design Team teachers collaborate with classroom teachers to support planning, provide an inclusive lens, and co-create multiple access points for students
- Integration of the Curriculum
- Personalization of Grad Path

Inclusive Design Team

We celebrate all students at Imagine. Our shared focus is to build inclusive communities in which students enjoy equitable access to the curriculum, find opportunities to develop personal identity, and experience a sense of belonging.

At Imagine, teachers co-plan and deliver instruction using the principles of Universal Design for Learning (UDL). The Inclusive Design Team (IDT) consists of teachers with training and qualifications in Resource, Learning Support, English Language Learning and Counselling who support classroom teachers to ensure equitable access to learning for a range of student diversity within learning communities. Each IDT teacher is assigned to individual learning communities/pairings and supports all students within the community, regardless of Ministry category.

IDT teachers are non-enrolling, allowing maximum flexibility in terms of supporting students, connecting with families, and collaborating with teachers and support staff.

IDT caseloads are aligned with Learning Communities and include all designations that meet Ministry of Education criteria for diverse abilities and disabilities. The IDT supports teacher teams to embed adaptive and responsive practices within learning communities using Response To Intervention (RTI) practices and the UDL framework.

The IDT:

- uses data to drive decisions
- supports the use of meaningful assessment through the intentional collection, curation and exhibition of authentic evidence of student growth
- helps teachers design learning experiences that provide multiple entry points to projects while leveraging student strengths and personal passions/interests



Inclusive Design Team Framework

- Pull-in learner supports and purposeful collaboration to embed adaptive, responsive practices
- Nurturing reciprocal relationships with students, families and community

- Universal and personalized curricular design that is experiential, authentic, and integrated
- Collaborative planning to support access, engagement, and extension
- Development of core and curricular competencies



- Strategic resources, scaffolds and layers of supports
- Continuum of collaborative services (school, district, community supports and services)

- Meaningful assessment to inform decisions and practices
- Intentional collection, curation and exhibition of authentic evidence of growth

Layers of Support

The Layers of Support guide the work of the IDT and classroom teachers to meet each student where they are at. In the early fall, the IDT works with teachers in communities/pairings to:

- complete Individual Student Support Profiles
- set up class review meetings
- review structures related to RTI, UDL and personalized learning frameworks to build a Classroom Support Plan
- conduct classroom observations to determine how learners are responding to interventions and determine next steps
- seek further expertise within the school, district and community, as necessary
- collect data to support planning

The IDT conducts formal Competency-Based IEP (CBIEP) meetings twice per year. A classroom teacher's contribution at the CBIEP meeting is integral to the success of all learners as they are experts in the curriculum and can speak to the academic and behavioural expectations of their communities. The classroom perspective is critical when determining the supports, services, instruction and assessment methods a student may need to reach their goals.

In terms of assessment for students with a CBIEP, triangulation of evidence is a balanced approach in which evidence is gathered throughout the learning process as students demonstrate skills, engage in conversations that show their understanding, create documents, or produce other artifacts of learning.

The IDT teachers:

- *create a repository for the triangulation of evidence that is accessible to classroom teachers and educational assistants*
- *collect and analyze evidence in specific goal areas of the CBIEP*
- *verify the validity of assessment by ensuring that evidence has been generated by a variety of people consistently over time*



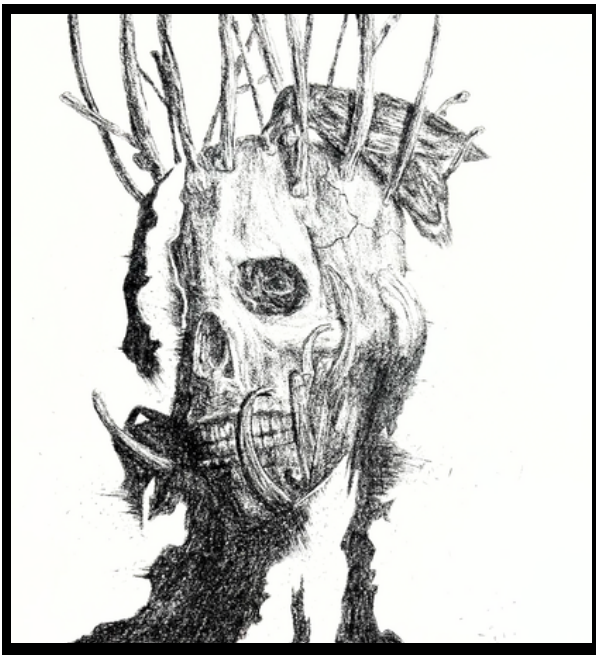
Layers of Support

Our Purpose:

Celebrating diverse learners within inclusive communities by creating equitable access to opportunities for deep learning



Syós:ys lets'e th'ále, lets'emó:t~ One heart, one mind, working together for a common purpose



The Imagine Assessment Experience

Assessment at Imagine centers around the creation, presentation, and exhibition of learning artifacts that are the result of critique and feedback from peers and teachers. Teachers engage students regularly in formative assessment and continuous feedback as a powerful and integral component of student success. Our goal at Imagine is to support teachers to create a culture that promotes and values feedback that is kind, helpful and specific and allows students to learn by doing.

Teams of teachers create interdisciplinary goals which become the basis for instruction, assessment, and communication of student achievement. A key focus of this shared work is planning for instruction and competency skill development that aligns with the BC curriculum. As a team, they analyze what they are collectively learning about their students to determine best instructional steps to support student learning. Teachers co-plan and co-assess with the IDT teachers; shared time engenders rich conversations about student progress and achievement.

Formative assessment is used throughout the competency-based learning process to guide instructional planning and allow for multiple iterations and time to develop skills. Formative assessment of the learning process can be done in small feedback sessions, one-on-one conversations along with peer and self-assessment; summative assessment is undertaken at the end of projects when artifacts of learning are presented at exhibition. Throughout the process, students are encouraged to make mistakes and take risks.

Curriculum Integration Teacher, Matt Slykhuis, shares his thoughts about what it's like to teach and learn at Imagine: *"One unique characteristic of Imagine is the degree to which our teachers' practice is guided by formative assessment. Classrooms have learning targets and core competencies embedded on walls, and teachers refer to these regularly to link learning experiences back to course goals. Meaningful self-assessment is baked into daily exit slips in many classrooms, which results in students regularly interacting with assessment language while also having the opportunity to get a snapshot of their own progress toward those goals."*



As we grow and evolve, we work to build in cycles of reflection that support continuous improvement. While our journey has been complex and challenging, we remind ourselves to celebrate growth, scan street data to inform our decisions, and pay attention to narratives of lived experiences, particularly those who have been marginalized. The goal of street data is to focus on listening to those who are most affected by our decisions—our students and families—and transform how we analyze, diagnose, and assess everything from student learning, to district improvement, to policy; it offers us a new way to think about, gather, and make meaning of data that lives everywhere (Safir, 2021).

Imagine educators are working thoughtfully to create environments that provide a sense of community and safety for all students.



By collecting data that is asset-based, we celebrate what's right in our students, school, and community; identify areas for growth; and build upon strengths. If we listen carefully, the stories of our students and teachers offer deep insights that help determine the next steps for our school community.

Several key stories and themes have emerged over our first few years at Imagine that indicate we are on the right path with our learners:

- Student Voice & Agency
- Community & Belonging
- BC Curriculum Realization: Innovative Practices for Deep Learning

Student Voice & Agency

We believe that students have the determination and capacity to positively influence their own lives and the world around them, set goals, reflect and act responsibly to effect change. When students develop agency, they draw on motivation, hope, self-efficacy and a growth mindset (the understanding that abilities and intelligence can be developed), thus enabling them to flourish and act with a sense of purpose (OECD, 2019).

At Imagine, we have focused intensely on supporting students to explore their individual and collective identities and find their place within the school and larger community. We continue to build and evolve structures and practices rooted in student choice, voice, autonomy and shared decision-making. We support our students to become change agents as they co-construct learning with peers, teachers, and staff. The investment in student voice and input fosters autonomy and ownership.

At Imagine, students explore and exercise their agency in social contexts and develop co-agency through interactive, mutually supportive and enriching relationships with their classmates, educators, parents and learning communities within the larger Imagine High community. As we continue to grow, we hope to explore even deeper structures to support student agency.

- We continue to conduct empathy interviews with each new student, with the support of the Inclusive Design Team
- Course Selection - Empathy interviews, student data, and preferences guide a fluid programming and timetabling
- Staffing - postings reflect the goals of our students and the areas of interest they share with us
- Our small size, community focus and integrated way of learning provide flexibility to meet each graduate's personalized goals
- Student Leadership & Engagement Groups support the continued evolution of our school in working to create community, and have voice in key aspects of the school

At Imagine, we work to understand what students love to do—their strengths and interests—and build both community and curriculum around each child. Honouring our students as individuals and providing them with a community has created a sense of belonging and a space to develop their identities (Wenger, 1996).

Community & Belonging

An equity mindset is core to our work at Imagine. Moving from a focus on deficits and disabilities to a celebration of the diversity of all students (Katz & Lamoureux, 2020), our educators are building approaches to teaching that hold space for all members of the learning community.

Imagine is a school with significant diversity; students attend from a wide variety of backgrounds. We work hard to ensure that students experience diversity in a context that supports students knowing themselves and celebrating others. Learning at Imagine is designed to be both flexible and personalized to ensure that each student's unique talents are developed. Devoting time to the development of students' self-worth, and explicitly discussing the importance of respecting the value of all people, are critically important to developing a more just society.

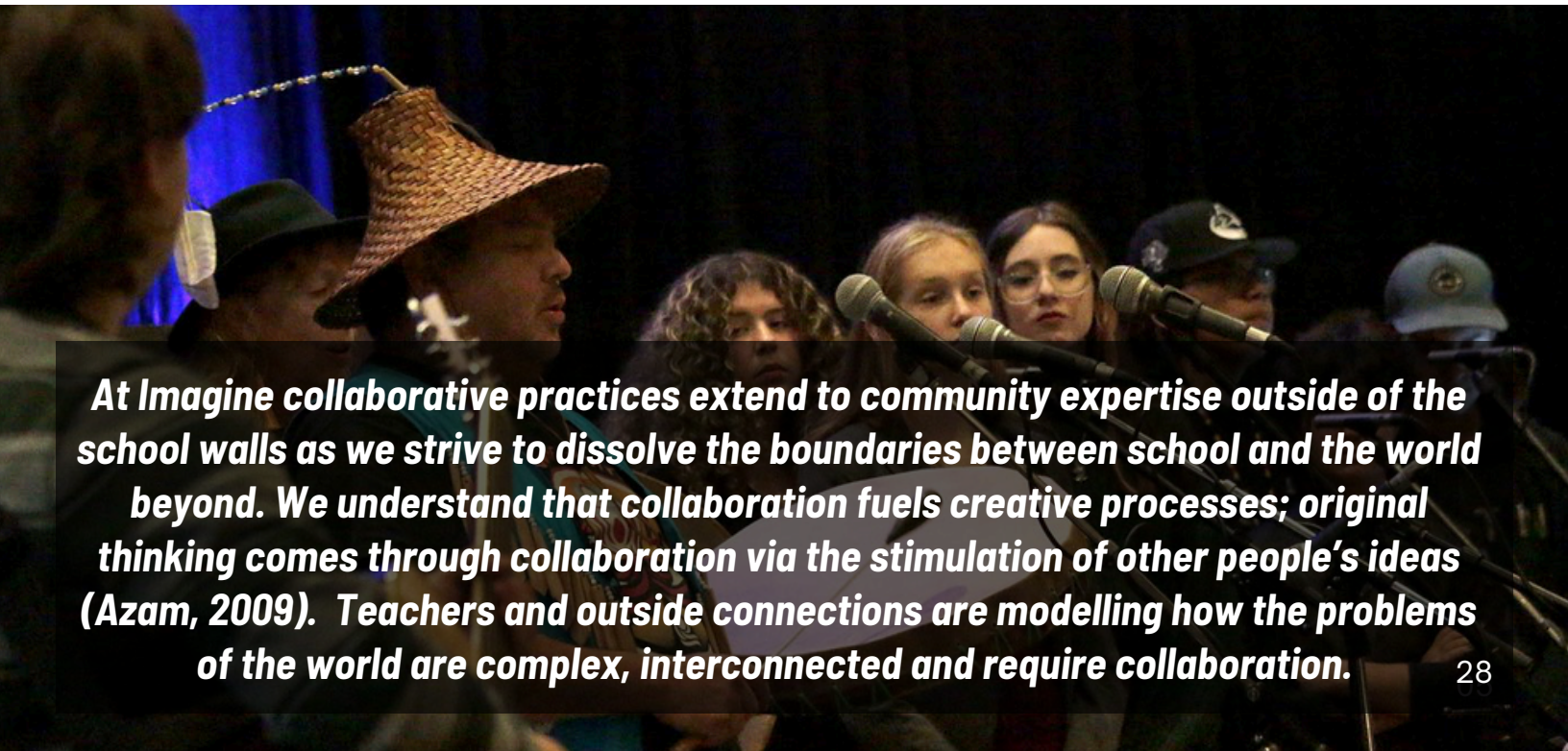
Educators and students at Imagine are strong advocates for social justice and care deeply about allowing each student to be their authentic self at school. Imagine educators are working thoughtfully to create environments that provide a sense of community and safety for all students. Culturally responsive education means making learning relevant to students while providing authentic safe spaces for them to share their culture and their stories; it's about creating learning environments connected to people, place, and land where every child's history and background is celebrated and acknowledged in the most holistic and authentic ways (Safir, 2021).

Innovative Practices for Deep Learning

At Imagine High, we are working to re-envision what success looks like in the 21st century. The integrated approach to learning at Imagine recognizes the need for interdependence and broadens the goals of education to include citizenship, innovation, and agency through the development of transformative competencies that empower learners to be positive change agents.

To realize the goals of the curriculum, our beliefs about learning have changed significantly; these transformational shifts require educators at Imagine to take risks, develop innovative practices, and work together. Imagine High is a learning community full of visionary, innovative, and collaborative educators who are embracing risk, and new practices, and providing deep learning opportunities for students every day.

The journey from great to excellent systems focuses on creating an environment that will unleash the creativity and innovation of its educators (Crossley, 2012). Deep teacher learning occurs when educators engage in sense-making approaches for building their collaborative knowledge and sense of common collective tasks (Lave & Wenger, 1991; Riel, 1996; Schnellert, Richardson, & Cherkowski, 2014). The professional community of practice at Imagine High supports teacher learning on multiple levels; collaborative teaching networks offer both a professional and social context in which teachers contribute values, knowledge, and information, provide and receive social support, and collaborate to achieve goals.



At Imagine collaborative practices extend to community expertise outside of the school walls as we strive to dissolve the boundaries between school and the world beyond. We understand that collaboration fuels creative processes; original thinking comes through collaboration via the stimulation of other people's ideas (Azam, 2009). Teachers and outside connections are modelling how the problems of the world are complex, interconnected and require collaboration.



PREDICTING THE FUTURE AT IMAGINE

***“The best way to predict your future is to create it.”
Abraham Lincoln***

How, then, do we continue to “create the future” at Imagine? We recognize that our work is iterative and must be responsive to the evolving needs of our learners, the professional growth of our staff, and the societal/global changes/challenges that will impact our school, community and the world.

We know we must stay agile if we are to evolve and keep the spirit of innovation alive at Imagine. After four years of implementation, how have we evolved? How do we measure our success in terms of implementing the original Imagine vision into a cohesive and sustainable reality? And, most importantly, have the lofty, theoretical goals of the White Paper become “how we do things at Imagine”?

The research on **Innovative Learning Environments (ILE) (OECD, 2013) describes seven essential design principles** that have the power to transform systems. By applying the ILE framework, we can assess our progress towards a sustainable vision of innovation and set our strategic priorities:

- *Make learning central, encourage engagement, and be where learners come to understand themselves as learners*
- *Ensure that learning is social and often collaborative*
- *Be highly attuned to learners’ motivations and the importance of emotions*
- *Be acutely sensitive to individual differences including prior knowledge*
- *Be demanding for each learner but without excessive overload*
- *Use assessments consistent with these aims, with strong emphasis on formative feedback*
- *Promote horizontal connectedness across learning subjects, in and out of school*

Strategic Priorities - Ongoing Iterations


Our strategic priorities as we move forward that reflect these characteristics of Innovative Learning Environments are:

- Continue to develop the knowledge and capacity of staff to address increasingly complex and diverse classrooms
- Explore and address the balance between rigorous academic content with student choice and agency
- Develop programming that expands choice for students
- Explore creative strategies to more deeply integrate senior academic subjects traditionally taught in silos (eg. Math)
- Through a trauma-informed lens, support students and staff to build resilience, self-regulation, expression, and grit and focus on academic success as a venue for the development of student strengths, identity, and well-being
- Develop teacher capacity to utilize competency-based assessment methodologies
- Focus on alternatives to traditional methods of gathering evidence of learning
- Continue to explore partnership opportunities with the community to enhance authentic learning.
- Support teacher leaders to share practices and support collegial learning

Conclusion

During the past year, educators from school districts around the province have visited Imagine to tour the school, see the students engaged in their learning, talk to administration and teaching staff, and explore ways in which they might adopt some of the Imagine structures and approaches in their home districts.

We understand that collective teacher pedagogy is critical to the success of our learners, and we expect Imagine educators to be professionally engaged, deeply relational, knowledgeable about curriculum, self-reflective, collaborative, and most importantly, possess the willingness to be transparent about their teaching with colleagues, students, parents, and school leadership. We are proud of our teaching staff; they are passionate, creative, innovative, and deeply committed to their professional growth. Our priority is building teacher capacity through collegial partnerships and collaboration, school and district administration support, connections with innovative sites of learning, and researched best practices.



Moving forward, the success of Imagine will hinge on the strength of our teaching staff, their dedication to professional growth, and their passion for education as a positive and transformative force.

More importantly, we acknowledge that it is our students who will show us the way forward. When we listen to their needs, honour their struggles, and celebrate their successes, Imagine will continue to evolve in ways that support student learning, creativity, and well-being.



FURTHER LINKS

- What learning at Imagine looks like: [About Imagine Video](#)
- Imagine High [Graduate Shorts](#)
- [Imagine High Learning Framework](#)
- [Imagining Imagine High - White Paper](#)
- People for Education Canada - [Imagine High: A Bold New Vision for Learning](#)
- [Dreaming Big - InspireEd Article](#)
- [CDI Spaces Feature - Imagine High](#)
- [Aboriginal Peoples Television Network \(APTN\) Imagine High feature](#)
- [The Tyee 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](#)

Visit **imagine.sd33.bc.ca** or **@imaginesd33** on:





PROJECT EXEMPLARS

“Anytime you make the work public, set the bar high, and are transparent about the steps to make a high-quality product, kids will deliver.”

- Ron Berger

At Imagine, we believe in making learning visible and celebrating the creative journey of our students. To showcase this process, we create Project Cards, which serve as a dynamic reflection of student learning, inquiry, and achievement.

Each Project Card captures the essence of a class’s learning experience, outlining the essential questions that guided their exploration, the scope of learning that defined their journey, and the artifacts students created to demonstrate their understanding. These artifacts can take many forms—writing, artwork, digital media, performances, or hands-on projects—all reflecting deep engagement and critical thinking.

Project Cards not only document the culmination of learning but also offer insight into the process, illustrating how students investigated, collaborated, and developed their ideas. Whether displayed in the school, shared with families, or archived as part of an ongoing portfolio, these cards serve as a powerful reminder that learning is an evolving, creative, and meaningful experience.

By using Project Cards, we aim to honor student voice, spark curiosity, and invite the community into the rich, interdisciplinary work happening in our classrooms.

THE WHEEL OF CHANGE



THE WHEEL OF CHANGE

Essential Question:

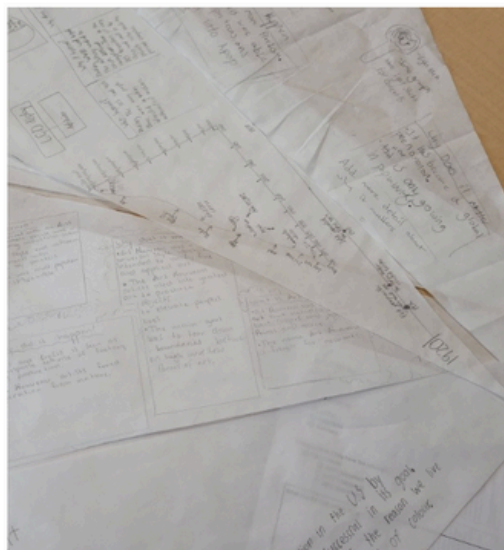
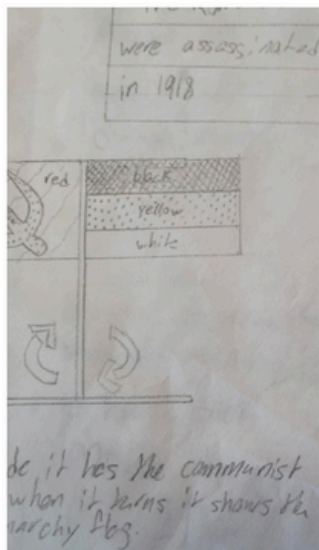
What ideas, issues, and pressures contribute to societal change?

Learning Community 3 explored different types of change in society (mostly revolutions - political revolutions, social revolutions, technological revolutions, artistic revolutions, etc.). For this project, students selected a massive societal change to create a three dimensional "Wheel of Change". The community moved through the following process in stages:

Research -> Design -> Critique -> Revise -> Build -> Exhibit

Students embarked on individual inquiries around the history and context of their change, and explored the conditions, ideas, innovations and pressures that led to this change. They researched and evaluated the credibility of multiple sources to gain perspectives on what had occurred. Students worked to create an artifact, infographic or summary of their key change event. They worked collaboratively to transform ideas from multiple sources into an original text to show understanding of cause and consequence. Students were resilient during the critique process and were motivated to do multiple versions of the written piece that led to the final installation created in the Imagine shop.

Through this project, students developed skills in critical thinking and communication, and were supported to use their creativity to represent their learning in an individualized way. This project merged big ideas, core & curricular competencies, and content from English Language Arts, Social Studies, Mathematics and Applied Skills & Design.



EXPLORING THE FRASER RIVER BASIN

EXPLORING THE FRASER RIVER BASIN

Essential Question:

How can the journey of a river represent the interconnectedness of land, waterways and people?

In quarter 4 students have been exploring elements of story, including literary techniques and themes, as well as how energy and matter move through the Earth. As a community we learned about perspectives, ways of knowing about place, and the interconnectedness of the living and non-living spheres in the Fraser River Basin – the river that connects many communities in British Columbia. Students were asked to create a display piece that represents connections within a geographic region of the river basin in three ways:

- Through story
- Through illustration and perspective
- Through specific matter cycles in the ecosystem

The exhibition illustrates the changes the Fraser River experiences on its journey through the province and how it changes the land as much as the land changes the river.

Students explored the connections between climate, landforms and waterways and people through presentations by guest speakers, field experiences and Stó:lō origin stories. Students engaged in deep learning about the origin of the river and how it has influenced human settlement and connected communities throughout the province.



PANDEMICS!



PANDEMICS!

Essential Question:

How can we develop a historical and social understanding of the effects of disease on human communities through game?

Students researched a specific outbreak in human history, and developed an understanding of its impacts in terms of health, culture, economics, and science. After a time of preliminary research, students created a research summary report, and were then ready to begin work on their board games. Working in teams, or as solo developers, students developed a board game concept, themed around their historical outbreak, with the goal of being both entertaining and educational. Students learned followed a rigorous planning and deadline structure in order to create multiple iterations of their board game. By rapidly creating prototypes of their games, students were able to engaged in multiple play sessions. These sessions allowed groups to get feedback, helping them to better balance the mechanics of their games, improve the clarity of their rules, and ensure that their games were actually fun to play.

Ultimately, students created games that looked and felt professional, alongside rules that were carefully craft over multiple iterations, and designed to look and feel like they could belong in the marketplace, alongside professionally-developed board games.



THE PHYSICS OF SOUND

The Physics of Sound

Essential Question:

How can we use our knowledge of physics to design musical instruments?

Students were tasked with creating a musical instrument that could play a minimum of three different sounds. They drew diagrams of their ideas, labelling materials required and explaining why their design should be able to produce different sounds, based on their knowledge of how sound waves are produced and propagated.

Models were then built, tested, refined, and tested again. In many cases students went through multiple iterations of the design process before they were satisfied with their finished instrument.

Competencies:

- Demonstrate a sustained intellectual curiosity about a scientific topic
- Formulate models to describe a phenomenon
- Construct, analyze and interpret models
- Implement multiple strategies to solve problems



READY OAR NOT: THE MATH OF BOATS!



Ready Oar Not: The Math of BOATS!

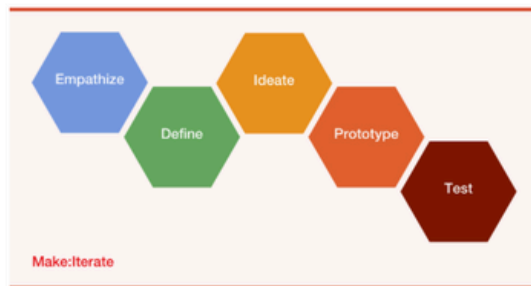
Essential Question:

What floats your boat?

BIG IDEAS:

- Similar shapes and objects have proportional relationships that can be described, measured, and compared.
- Statistical analysis allows us to notice, wonder about, and answer questions about variation.

Students in **Foundations of Math 11** built life-sized cardboard boats, using the design cycle to explore concepts of mathematical similarity and statistics. They started learning about features of boats and prototyped with small-scale nets and models. They then tested their scale models, performed simple statistical analysis on their tests, and iterated on their designs before selecting three designs to create at full scale. The final products were tested at Cultus Lake Main Beach.



HOW TO BE A PERSON



HOW TO BE A PERSON

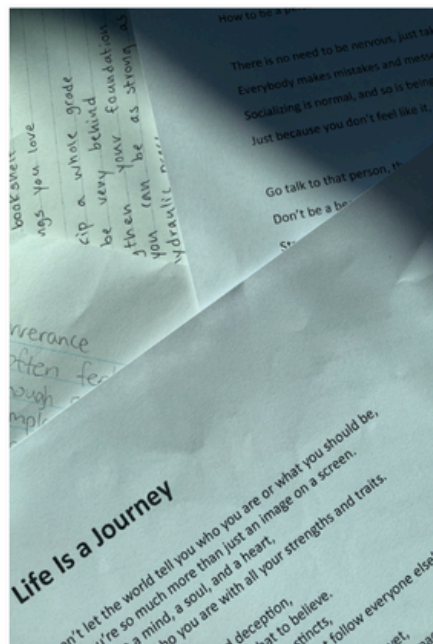
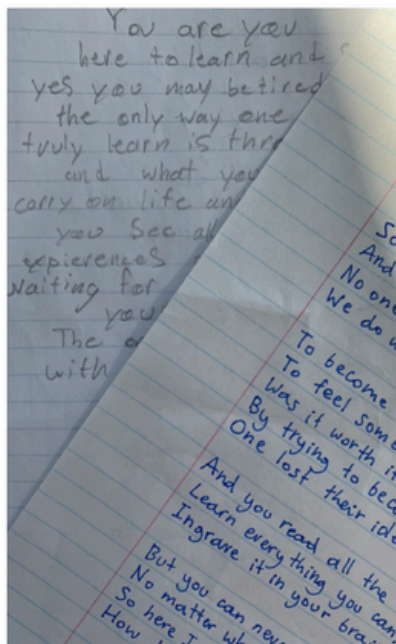
Essential Question:

How should a person be?

After exploring political philosophies and the major platforms of political parties in Canada, students then started to discuss and brainstorm ideas about what it means to be a person within a community, and as an individual, and how they think societies “should” operate.

Students used Shane Koyczan’s slam poem “How to be a Person” as inspiration for their poetry. They started by making a list of 10 pieces of advice they would give to others, to their former selves, or to their future selves. Then they transformed their advice into poetry by using figurative language techniques to create deep visual meanings and connections for their readers.

Students produced high quality poetry based off their own experiences, as they continue navigate the highs and lows of being a teenager. Their poetry is insightful, moving, emotional, and at times comedic. Many students initially felt they were not qualified to be giving life advice to anyone, but as they went deeper into the process, found that they had strong opinions to share on many aspects of being a person.



PHYSICS MINI-MUSEUM

PHYSICS MINI-MUSEUM

Essential Question:

How can we use physics to describe behaviours we see in the world?

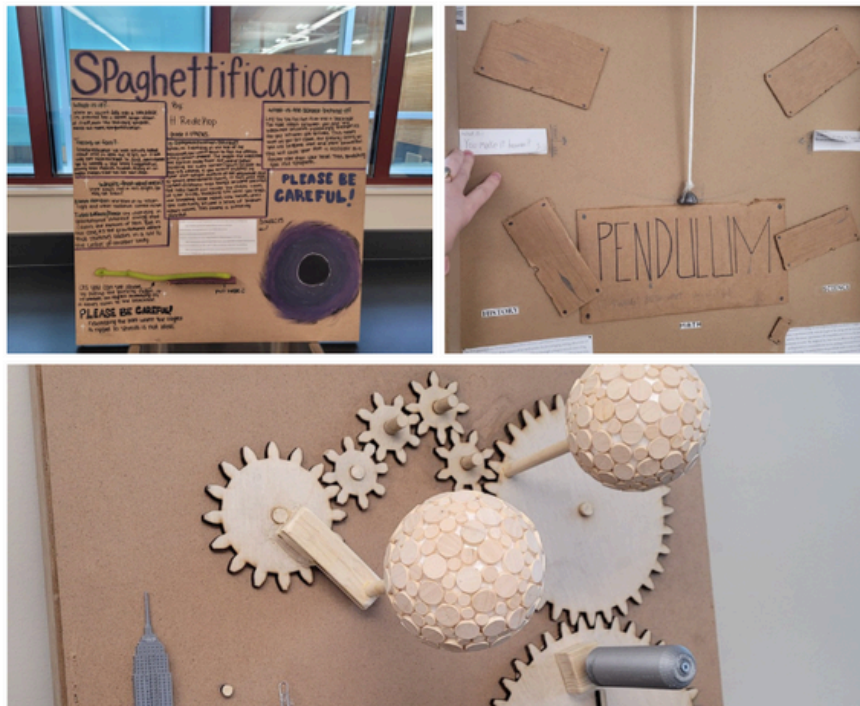
Physics 11 students were tasked with creating a museum-style exhibit that:

- Connected physics to a real-world topic/object
- Included an interactive demonstration of the physics principle
- Included a mathematical description of the physics involved
- Fit inside a 2'x2' wooden frame, to be mounted permanently on the walls of the school

We moved through this process in stages using the following design cycle:

Research -> Ideate -> Prototype -> Test -> Build -> Share

The students were able to connect physics as a field to their own interests. They built their skills in communicating for a specific audience, constructing models and diagrams to represent physics principles, and evaluating the limitations of models and analogies in science. A highlight of this project was the opportunity for students try, fail, and use their failures as a learning opportunity and springboard for the next attempt. Short-term failure became a necessary component of long-term success.



ARCADE POP-UP

ARCADE POP-UP

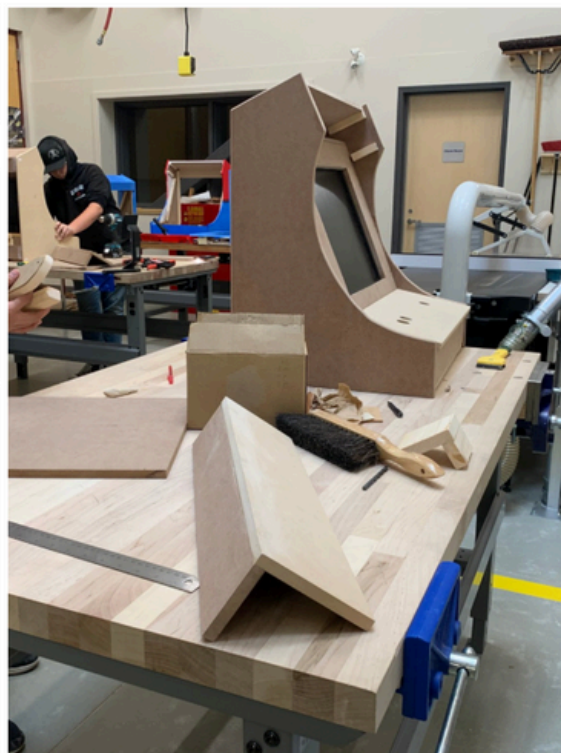
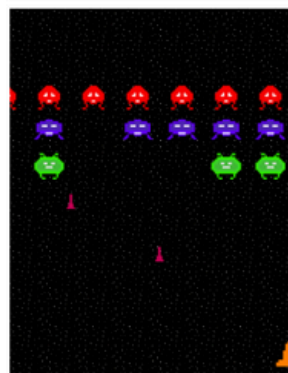
Essential Question:

What makes a great video game? How can I make one?

In Game Development, we study the process of developing video games by studying real-world games, asking ethical questions about the types of games we make, and learning the technical skills to actually make these games come to life. Students learn coding, programming, art design, and collaborative skills, as they work together to craft, playtest, iterate, and share their games.

This year, students made 3 mini-games throughout the term, then selected their favourite game to polish and share. Next, students took those games into the wood shop, where they custom-built their own arcade cabinet to house the game.

This Pop-Up Arcade is the culmination of many hours of design, critique, laughter (and sometimes tears!). It took creativity, grit, and determination to get these games ready for a public audience. Much like the video game pioneers of the past (Atari, Sega, Nintendo, etc.), these students have learned that a few simple game mechanics, a little creativity, and a lot of hard work can result in a game that has the power to transport the player to another place and time.



COMMUNITY RG MACHINE

COMMUNITY RUBE GOLDBERG MACHINE

Essential Question:

How can a Rube Goldberg illustrate the interconnectedness of individuals in a community through energy transfer from module to module?

Students were introduced to the physics concepts of energy transfer and stored energy. They created a community Rube Goldberg machine by each focusing on one piece that would connect with the other pieces through energy inputs and outputs. This represents the symbolic nature of their community and connectedness, and each piece has been personalized to represent their interests and identities.

Students created their first prototypes by experimenting with and recreating different mechanisms that they viewed in their research stage. Students then chose their successful iterations to achieve their final product. Each board needed to effectively receive horizontal energetic input from the previous board as well as continue the energy transfer into the next board. Next, students made artistic decisions about personalizing their section.

Students enjoyed demonstrating their understanding of physics through a hands-on project that required intensive problem solving. The symbolic nature of the project also revealed the challenges and complications of working together towards a common goal, while still honoring their individuality and advocating for their unique ideas.



JEWELS OF INNOVATION

Jewels of Innovation

Essential Question:

How can we combine traditional metalworking techniques with innovative design concepts to create a unique and marketable collection of jewellery that reflects personal artistic expression?

Through "Jewels of Innovation," students gained valuable skills in metalworking and jewellery making, developed a strong sense of artistic identity, and acquired practical entrepreneurial experience that will prepare them for future creative endeavours.

Students completed a series of skill-building projects, exploring various jewellery-making forms and techniques. Following this, they were given the creative freedom to delve deeper into a technique that intrigued them.

Each piece on display showcases innovation, creativity, and meticulous craftsmanship, representing the culmination of a term spent honing jewellery-making skills and techniques.



TINY TINY HOMES

Tiny Tiny Homes

Essential Question:

In a world where space is limited, and the cost of living is at an all-time high, how can we do more with less?

Through this integrated project, students engaged with the practical aspects of design and construction, honing their craftsmanship, precision, and understanding of material properties, all while completing a project that answers the question: How can we do more with less?

The tiny home project began with students creating a vision board to capture their design ideas and themes. They then developed multiple drafts of floor plans and elevations, refining their designs and incorporating accurate scaling techniques. Finally, students constructed a detailed scale model of their tiny home, integrating their vision board elements and demonstrating their understanding of spatial planning and effective use of space.



GAME JAM

Video Game Development

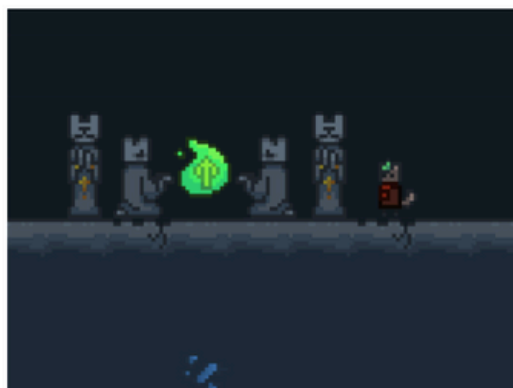
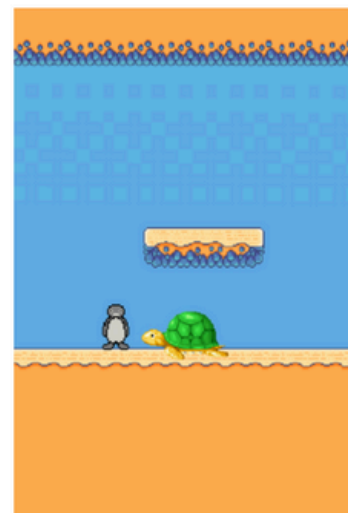
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BALANCE THROUGH BRAIDING PERSPECTIVES



Balance Through Braiding Perspectives

Essential Question:

Can we bring Indigenous ways of knowing into balance with Western scientific knowledge?

Learning community 9.2 embarked on a project-based learning journey where they explored themes around restoration, reciprocity and balancing worldviews. Using *Braiding Sweetgrass for Youth* by Robin Wall Kimmerer, and scientific concepts including the interconnectedness of earth's spheres and how matter and energy cycle through these spheres, students created ideagrams and visual essays to demonstrate their ability to make real-world connections, explore the impact of land use decisions from the past, as well as refining their thinking around the essential question.

Our community partnered with S.A.Y. Lands to participate in weekly restoration work along the Chilliwack Creek watershed to create trails that will reconnect Skowkale, Aitchelitz, and Yakwekwioose reserves. This opportunity encouraged students to deepen their understanding and apply the learning they were doing in the classroom into real-world action. Students built swallow boxes that were installed along the creek, conducted water analysis, and removed 268 kilograms of Invasive Yellow Flag Irises - the weight of an adult Grizzly! In doing this, students recognized their role in reciprocity and the importance of environmental stewardship, and building connections with the Indigenous communities whose land we also call home.

Community 9.2's final exhibition will highlight each student's curated individual perspective, learning and thinking around the ideas of weaving together Indigenous Ways of Knowing and Western scientific knowledge.



The Philosopher's Library: Exploring Life's Questions through Children's Literature

Essential Question:

How can we effectively explore and explain complex philosophical questions to a young audience?

Curricular Competencies:

- Transform ideas and information to create original texts, using various genres, forms, structures, and styles
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Assess and refine texts to improve clarity, effectiveness, and impact

In this project for English First Peoples 11 + 12 / Philosophy 12, students engaged with cultural, social, and moral messages behind the story, including exploring the principles of Indigenous Storywork. Students also analyzed deeper meanings in children's stories, studying themes, metaphors and symbolism. For this final project, students worked with characterization, story arcs and philosophical concepts to design and create an original children's storybook with a deep philosophical meaning.



COMMUNITY 10.2'S GREATEST HITS!



10.2's Greatest Hits!

Essential Question:

How did we demonstrate our learning in our Core 10 this year?

This year we learned a lot! As a community, we answered these questions:

- Quarter One: How are individual and collective values shaped by story, evidence, and changing technology?
- Quarter Two: How did global conflicts shape our identities and influence scientific progress?
- Quarter Three: How does the selection of specific information give organisms and societies an advantage and what are the ethical implications of these decisions?
- Quarter Four: How does policy set by different levels of government create communities that are beautiful and sustainable?



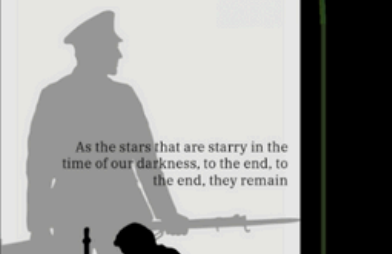
Hair Dye Could Increase Your Risk For Cancer



using hair dye exposes you to many harmful chemicals such as ammonia, lead, acetates, hydrogen peroxide and paraphenylenediamine that can lead to various health risks including cancer.

For the Fallen

An Original Play
written By:
Grade 10 Imagine
High Students



As the stars that are starry in the
time of our darkness, to the end, to
the end, they remain

COMICS DEEP DIVE: MINI-COMIC SALE



Mini-Comic Sale

Essential Question:

How can we shape ideas and influence others through the form of comics?

"Printed in editions of a few dozen or a few hundred, crude or sophisticated, mini-comics are a thriving artform practiced around the world. Sold, given away, exchanged with other cartoonists and sent off for review, mini-comics provide the aspiring cartoonist with an inexpensive training ground and a way to meet others in the field. And it's fun."

- Colin Upton, Vancouver-based cartoonist and mini-comic legend

The humble mini-comic is a time-honoured tradition among independent comic creators. Go into any comic book store or convention worth its salt, and you will find an array of weird and wonderful photocopied creations for sale for under two dollars.

In this two week deep dive, students had the experience of creating a comic from start to finish. They were asked to create a short 4-to-6 page black-and-white mini-comic (plus cover), going through the process of scripting/thumbnailing, workshop, revision, penciling, and inking. Through this process, students put into practice Scott McCloud's concepts of Moment, Frame, Image, Word, and Flow that we learned in class.

Comics are available for purchase at \$1/comic, while supplies last.



2D ANIMATION: SHORT FILMS



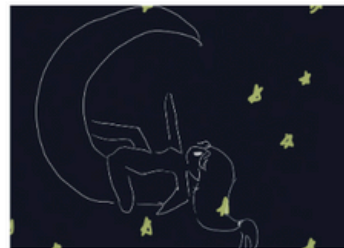
2D Animated Short Films

Essential Question:

How do our stories represent ourselves and our community?

These are the short films created by our 2D animation elective students. We began the course by building community through collaborative art exercises, as well as moving through self-paced technical lessons on the key principles of animation. We drew Batman in 1 minute, in 30 seconds, in 5 seconds. We drew scribbles, then turned them into monsters, then gave those monsters a childhood, a family, a funeral. We shared our work and experienced the joy of a whole life springing forth from a scribble. There is a strong emphasis on the joy of creating without worrying about labeling our work as "good" or "bad" - we took inspiration from Lynda Barry's *Making Comics* and *What it Is* to learn to let go of our insecurities around our own work.

The big idea represented by these films is that growth as an artist requires time, patience, and reflection. Students entered animation class with a wide range of backgrounds and experiences – some animating for years on their own, others haven't drawn since they were children. All students were given an opportunity to create their own short film over several weeks, with no limitation on subject matter or style, to demonstrate the skills they built over the quarter and tell a story. The aim of this final project was to honour all of their growth and learning, allow them the freedom to create something they love, and stretch their skills and resilience to create a longer, more complex work.



DEEP DIVE: TINIES AND TODDLERS



Toddler Cafe

Essential Question:

What considerations are essential for effectively planning a children's drop-in activity centre to promote optimal engagement, safety, and developmental growth?

In the Tinies and Toddlers Deep Dive, students explored themes of child development, child safety and program planning for children. Students worked collaboratively to build different elements of a drop in centre while adhering to Fraser Health guidelines for child safety. Guest speakers - including a Behaviour Interventionist, a Manager for Children and Youth services, and a professor from the Early Childhood Education Program at UVF - offered insights and advice for students looking towards a career in childcare, and inspired play-based ideas for the Toddler Cafe. Students created a reading zone, a soft play area, crafting activities, and planned for a music-focused circle time as well as safe and healthy snacks for children. Community members were invited to attend with their children aged 0-6, and enjoyed free play time alongside the students. Over two joyful Toddler Cafe Days, Imagine High Students sang to babies, read to toddlers, and did crafts with preschoolers.



Social Injustice Shapes, Informs & Transforms Society

Essential Question:

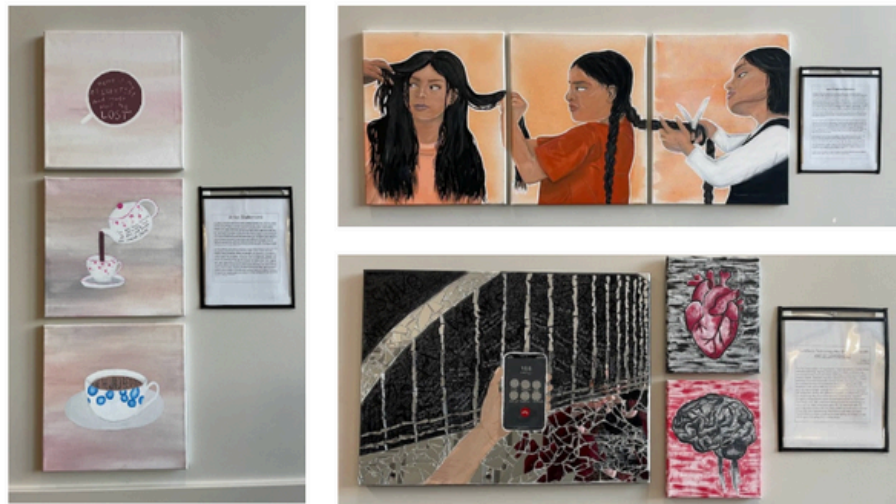
How can voice shape, inform, and transform society?

Students used social studies inquiry processes and historical thinking skills to research a choice injustice from anywhere in the world and create artifacts of learning. During the exploration of course content and building of competencies, students listened to, discussed, and analyzed social justice topics. They were introduced to and researched different methods and approaches used around the world to promote social justice. Topics focused on self-identity and an individual's relationship to others. Embedded into the learning was a connection to place, an understanding that through decolonization we commit to equitable acknowledgment and implementation of local Indigenous ways of knowing and being. Students used Indigenous texts to improve reading and oral strategies of communication as well as sources for social injustices and examples of resilience.

As evidence of using voice to shape society, students began by researching topics of injustice that were intriguing for them, and through a feedback process, they made a final decision about which topic they would be delving into during a deep dive. Students used historical thinking concepts of significance, cause and consequence, perspective, continuity and change, and ethical judgment to guide their research.

For the final project, students created artifacts of learning that inform society of their voice and give them agency in their learning. These artifacts are personalized and range from an artistic series or poster to a documentary and a plan for a future protest. Each student had the opportunity to express their learning in a way they thought would best communicate what they had gained from the inquiry. Students were also required to complete a professionally written piece that clearly explains how their research connects to the artifact. Part of the criteria was a required acknowledgment of the work of others work using multiple and various sources cited using APA format.

As an extension, students were encouraged to create and communicate a transformation plan that shows how their voice would influence a piece of society and persuade people to take action.



These walls are alive with student voice, agency, and passion. You are encouraged to reflect on this work and think about where you can shape, inform, and transform society into a place where we all belong.



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**Connect.
Create.
Contribute.**

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 (9:59 AM, 1:28 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.



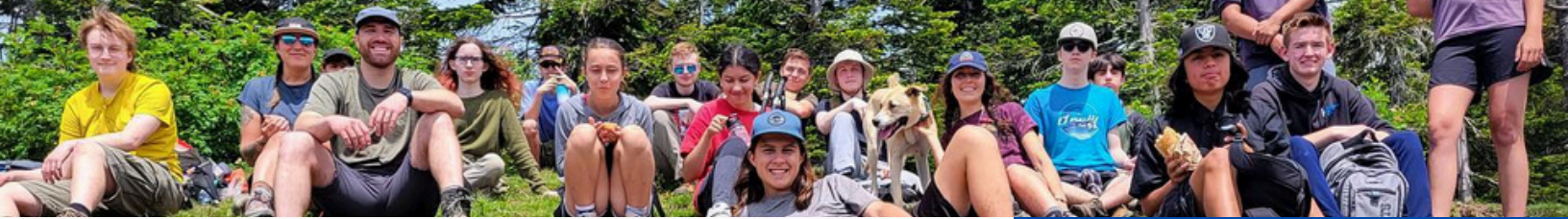
**Connect.
Create.
Contribute.**

**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 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.
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Imagine High

COMMUNITY TECHNOLOGY EXPECTATIONS

STUDENT CELL PHONE AND DIGITAL DEVICE USE

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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.



Academic Expectations

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

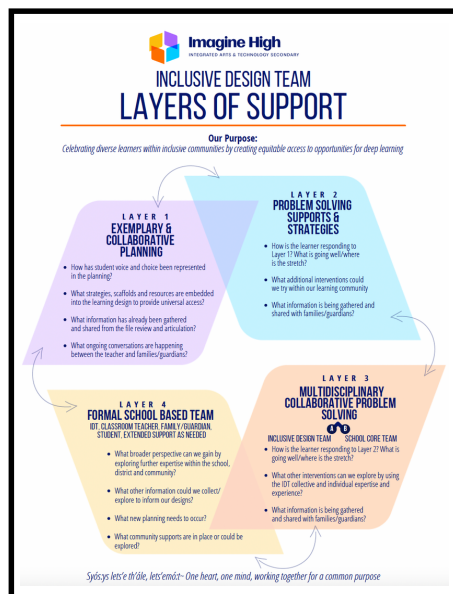
_____ before any participation is allowed:

- 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.

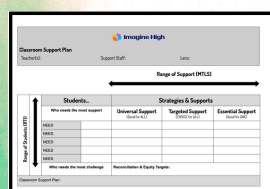
LAYER #3 – Multidisciplinary Collaborative Problem Solving

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

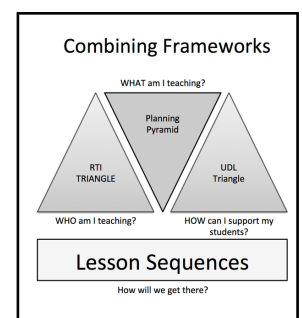
Student Name: _____ Date: _____

Range of Support (IDT/ID)

Who needs the most support?	Who needs the least support?	Universal Support	Targeted Support	Essential Support
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Reasons for Support: _____

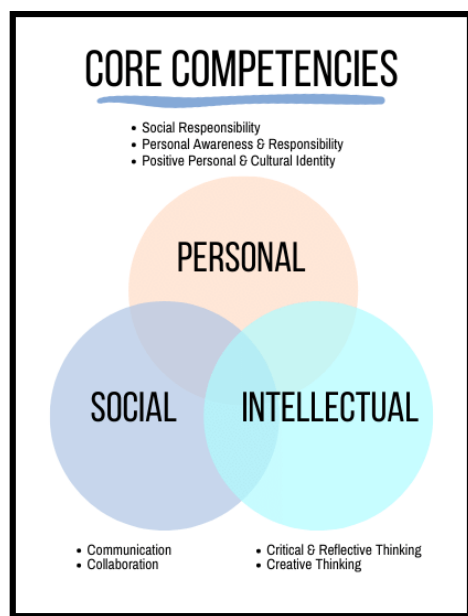
The IDT has organized a set of lessons that focus on the core competencies that they will present in Sept to all learning communities with the purpose being that classroom teachers would have an opportunity to connect with each student and complete a profile for them. The IDT will also set up class review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



IDT Supports & Expectations

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.

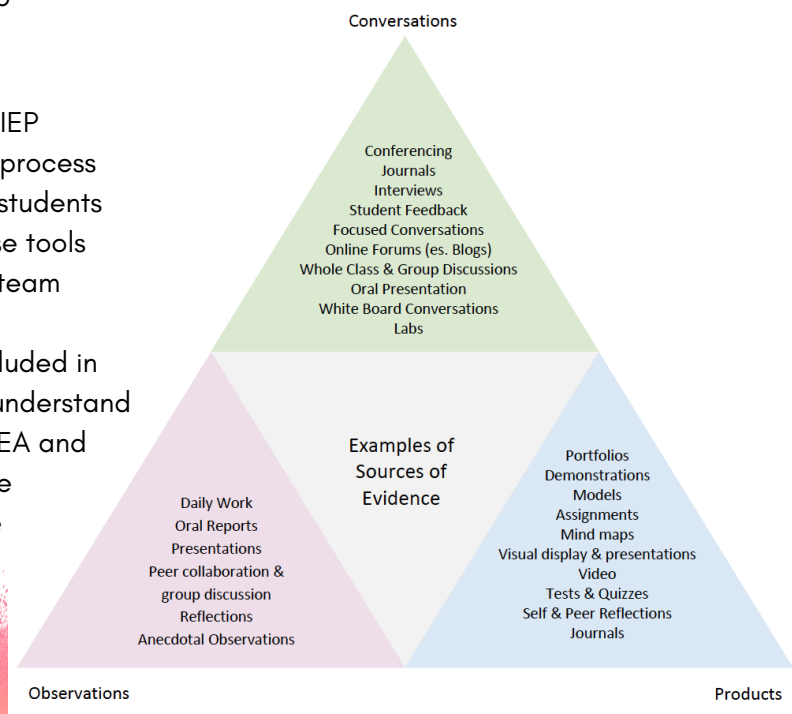
Evidence Triangulation - Triangulation of evidence is a balanced approach to assessment that gathers evidence over time throughout the learning process. Evidence of learning can be observed as students demonstrate skills, and engage in conversation to assess understanding, as well as collecting written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

Core Competency Goals IEP Evidence Log for: _____		No. of times observed		Triangulation of evidence		Consistent evidence	
School Year: _____	Term: _____	Teacher	Student	Parent	Other	Teacher	Student
Goal 1: _____							
Goal 2: _____							
Goal 3: _____							
Goal 4: _____							
Goal 5: _____							
Goal 6: _____							
Goal 7: _____							
Goal 8: _____							
Goal 9: _____							
Goal 10: _____							

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 2025 – 2026

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 the school fee waived.

The above fee payments are due November 30th, 2025, or sooner. Pay online using Student Quick Pay <https://www.studentquickpay.com/sd33>. The office will accept cash, debit cards, 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 in team sports during this school year. These subsidize the cost of bussing, athletic association fees, referees, and tournament entry fees. Participation in 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.

Happyview School District

Don't have an account?

Sign Up

1

Help

Login

E-mail

Password

[Forgot Password?](#)

Logon

Powered by:
rycor

[Terms and Conditions](#) [Privacy Policy](#)

From the Online Payment Home Page

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

Sign Up - Parent Information

Sign Up

Step 1/2

Parent Information

1

First Name

Jane

Last Name

Acom

Create Login

E-Mail

janeacom@email.com

Password

Confirm Login

Confirm E-Mail

janeacom@email.com

Confirm Password

2

3

☒ I have read and agree to the [Terms and Conditions](#) of this site.

4

Cancel

Next

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

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

Step 2/2

1

Student ID

2357958

Last Name

Connors

Add Student

2

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

Back

3

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

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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

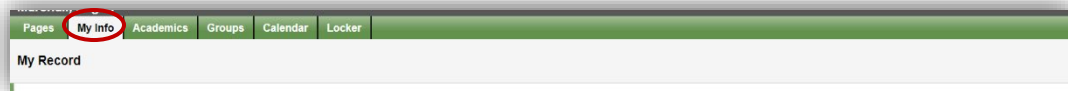
**You will need to use a computer or lap top the first time you access the system.
After it is set, you may use a mobile device to access the account.**

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	Class	Current Term Performance	Abs	Tdy	Dsm
<input type="checkbox"/>	WORK EXPERIENCE 12A	WORK EXPERIENCE 12A	MWEX-2A-97	FY	Long, Jen	B222		2	0	0
<input type="checkbox"/>	FOODS AND NUTRITION 11	FOODS AND NUTRITION 11	MFDN-11-23	S2	Rahnborn, Kelly	E101	Q4 96.0 A	1	0	0
<input type="checkbox"/>	SOCIAL STUDIES 11	SOCIAL STUDIES 11	MSS--11-23	S2	Wieler, Gary	C119		1	0	0
<input type="checkbox"/>	CHEMISTRY 11	CHEMISTRY 11	MCH--11-21	S2	Ego, Lisa	C222	Q4 77.2 B	1	0	0
<input type="checkbox"/>	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.

- The assignments will be shown in a list, with percentages for each one listed.
- If the teacher has included written feedback for the assignment in the program, these comments will be shown in the far right-hand column.
- 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

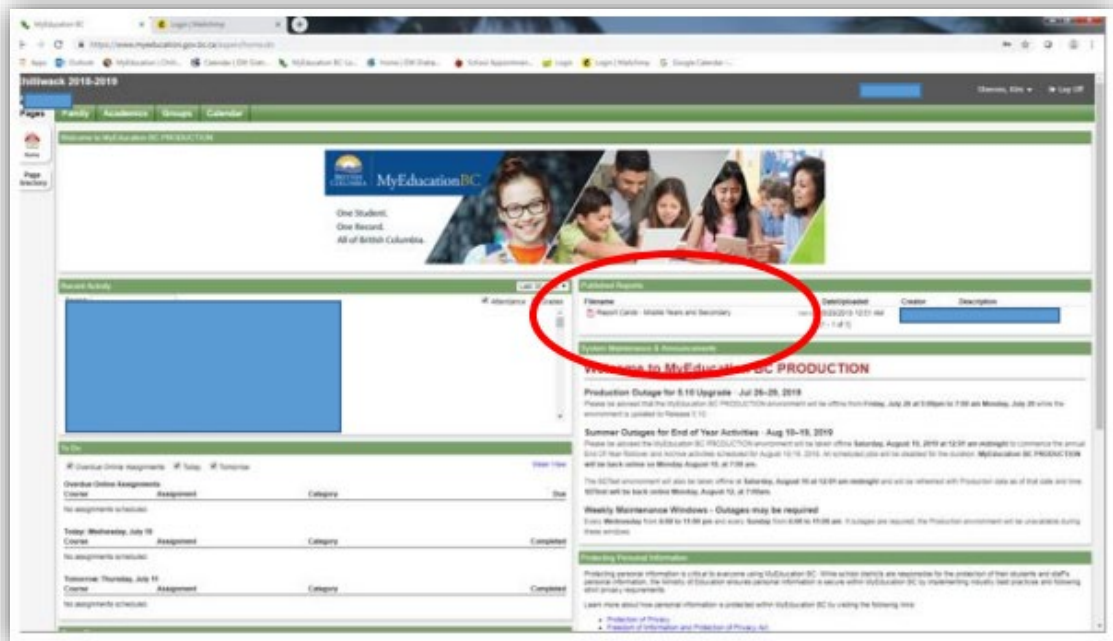
**YOU WILL NEED TO USE A COMPUTER OR LAPTOP THE FIRST TIME YOU ACCESS THE SYSTEM.
AFTER IT IS SET, YOU MAY USE A MOBILE DEVICE TO ACCESS THE ACCOUNT.**

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.

- ☐ 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.)

Finding Student Report Cards



* 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/>

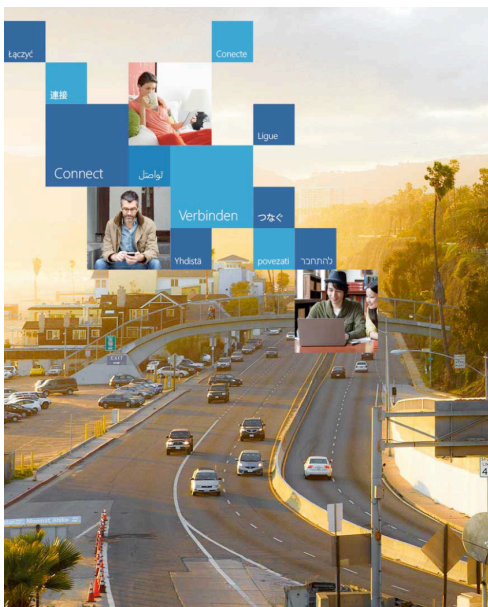
Accessing Student Office 365 and SD33 Student Email

"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



Work or school, or personal Microsoft account

☐ Keep me signed in

[Sign in](#)

[Back](#)

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

© 2016 Microsoft
[Terms of use](#) [Privacy & Cookies](#)



Office 365

Chilliwack School District

Good morning,

Search online documents

Use the online apps

OneNote Mail Calendar Word PowerPoint Excel OneDrive Planner People Tasks

Video SharePoint Delve Newsfeed

Your recent online documents

+ New

Access Student Email

Download Microsoft Office

Recently viewed documents will appear here

Feedback

Timezone: UTC -08:00 Pacific Time

Outlook

Choose your preferred display language and home time zone below.

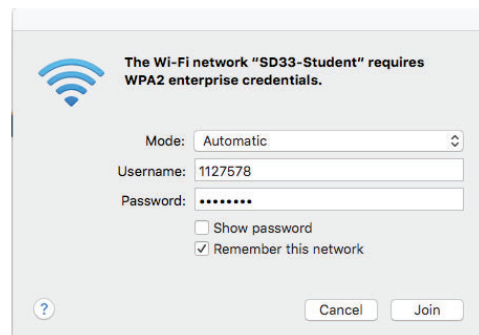
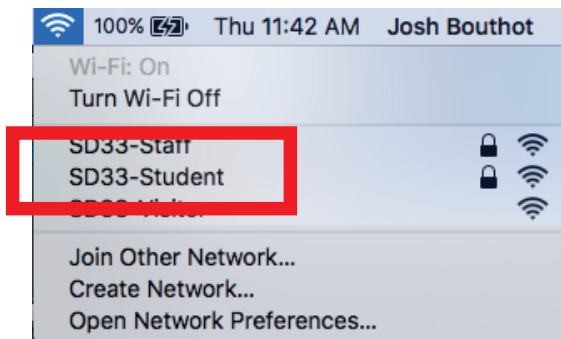
Language:
English (United States)

Time zone:
☒ 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

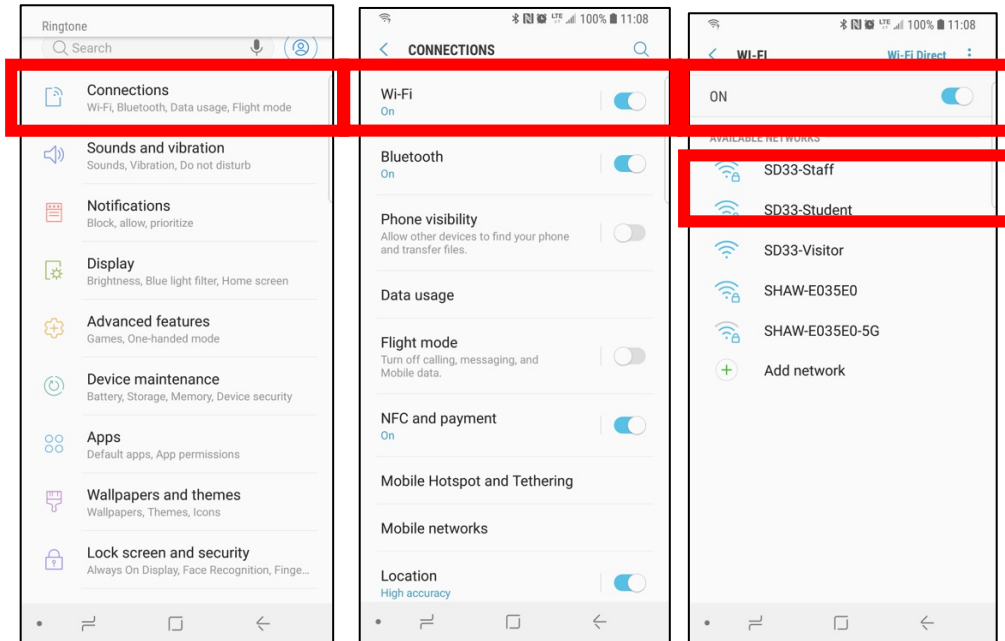
Student access for SD33 Network connectivity.

Username: Student#

Password: Regular SD33 Password

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

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

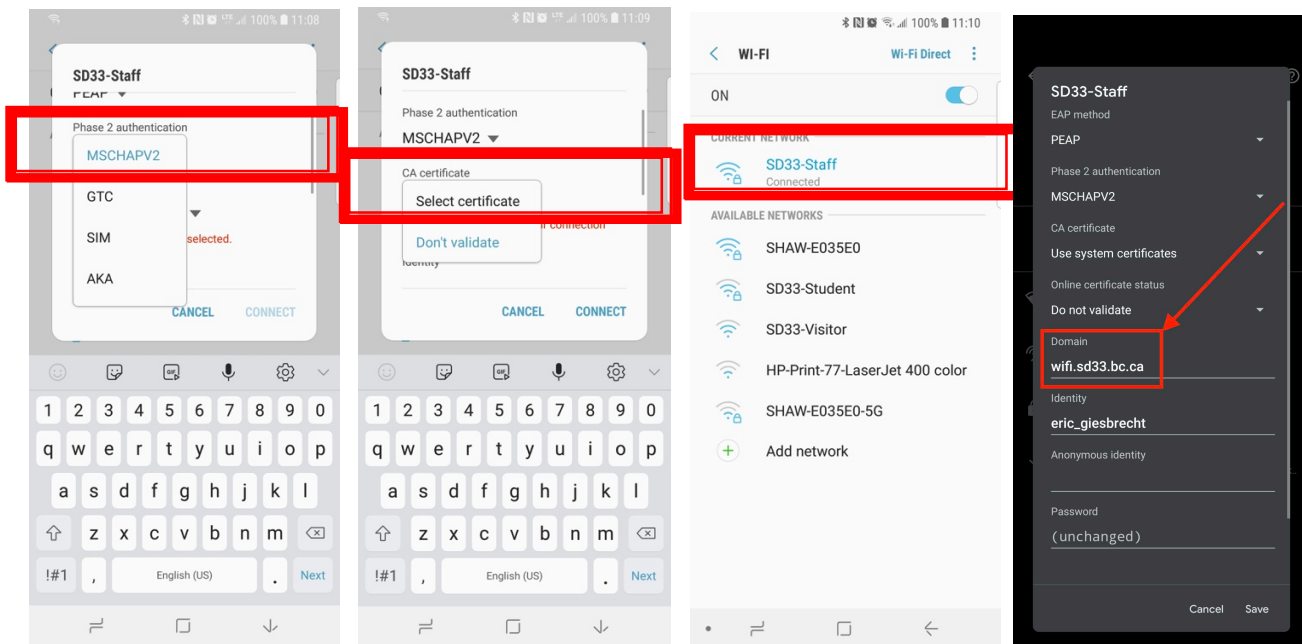


For Phase 2 Authentication Select “MSCHAPV2”

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”



office 365



[All](#) [News](#) [Images](#) [Shopping](#) [Videos](#) [More](#)

About 1,930,000,000 results (0.56 seconds)

www.office.com ▾

Office 365 Login | Microsoft Office

Collaborate for free with online versions of **Microsoft** Word, PowerPoint, Excel, and OneNote. Save documents, spreadsheets, and presentations online.

Microsoft 365

Collaborate for free with online versions of Microsoft Word ...

Office 365 Login

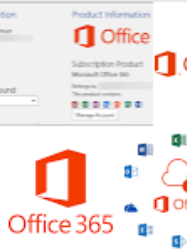
Office for Android™ tablet. Get Word, Excel, PowerPoint ...

Microsoft Office | Productivity

See Office 365 - Small business -

Option 1: Click “ Office 365 login”

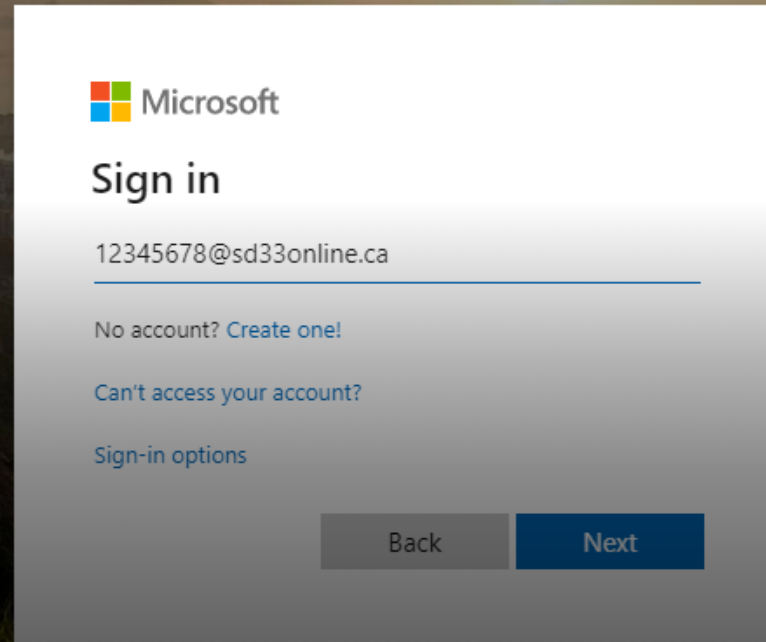
Option 2: If you click the main link, you can also find the “sign in” button. Do not click “Buy Office 365” because the district has already paid for your child’s account.



Microsoft Office

Software

Step 2:

A screenshot of the Microsoft sign-in interface. At the top is the Microsoft logo. Below it is the text "Sign in". A text input field contains the email address "12345678@sd33online.ca". Below the input field are three links: "No account? Create one!", "Can't access your account?", and "Sign-in options". At the bottom are two buttons: "Back" and "Next".

Microsoft

Sign in

12345678@sd33online.ca

No account? [Create one!](#)

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

[Sign-in options](#)


Back Next

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.



Chilliwack
School District

← 1561377@sd33online.ca

Enter password

Password

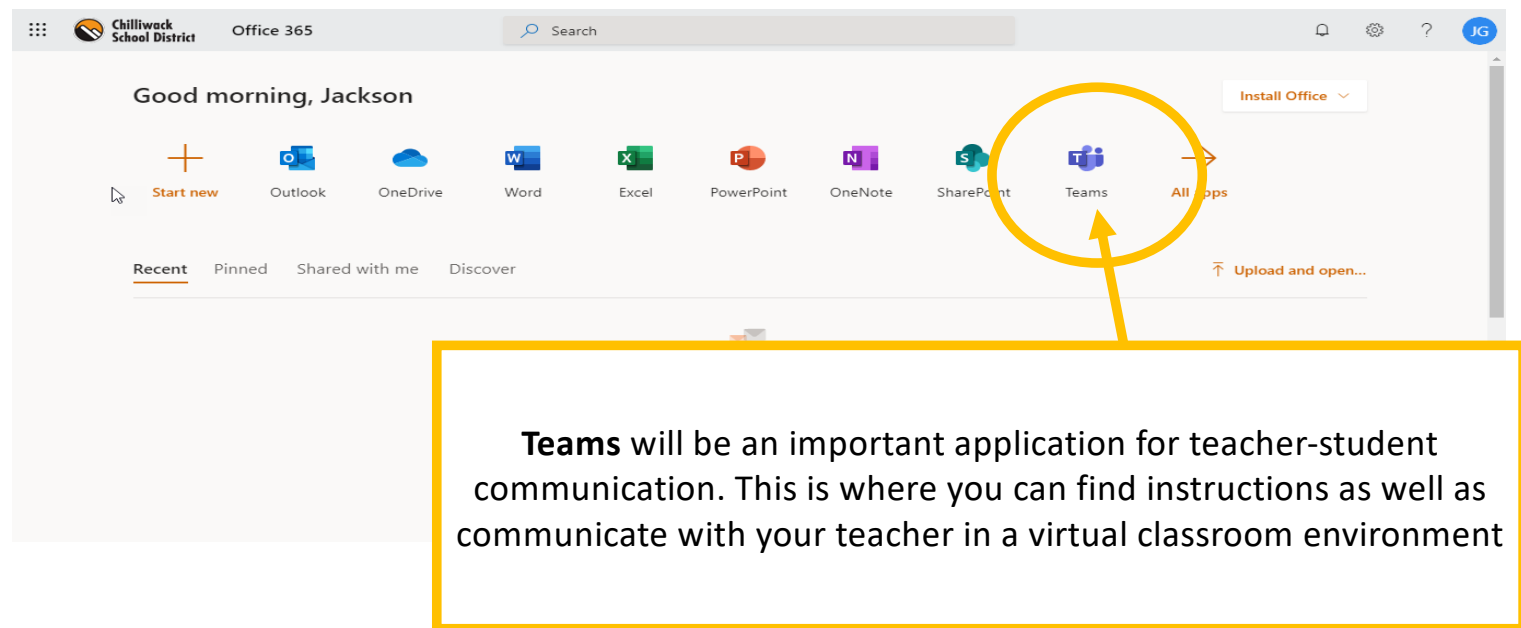
[Forgot my password](#)

[Sign in](#)

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.

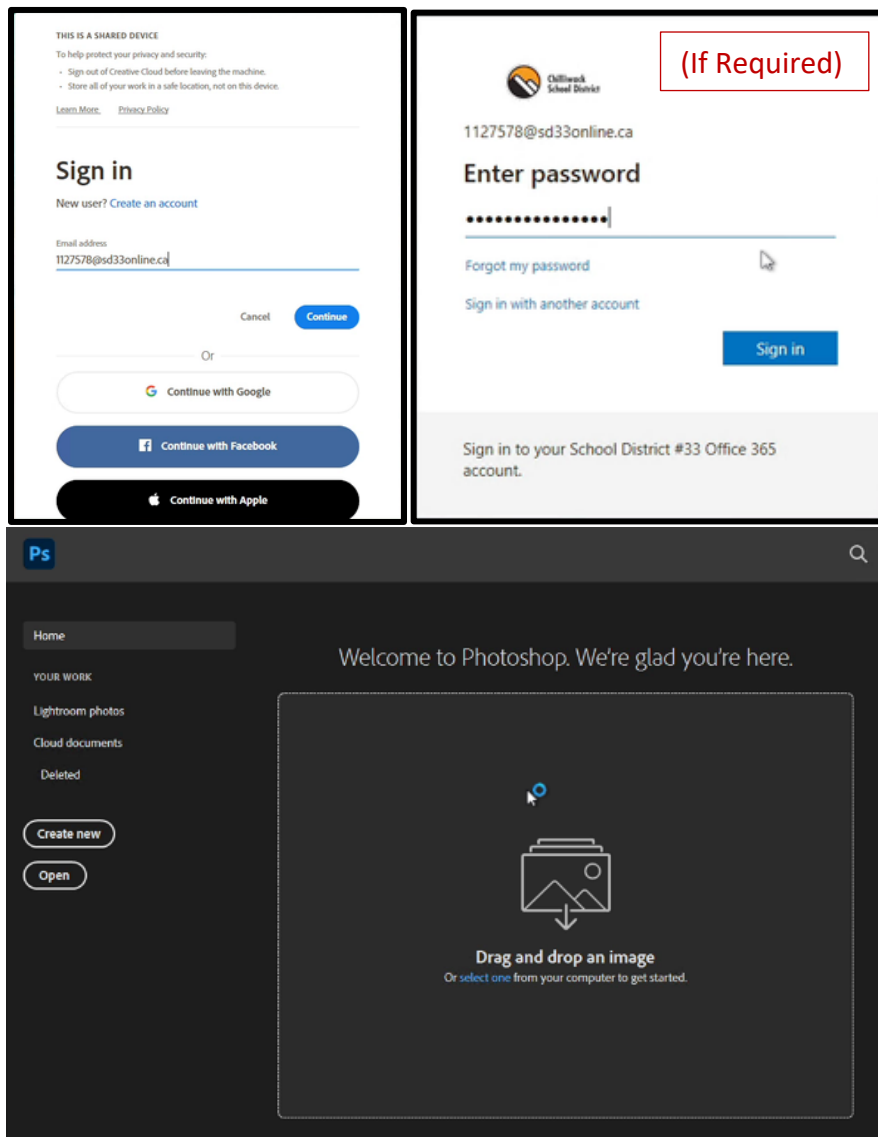




Student Use

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](#)



The image displays three screenshots illustrating the login process for Adobe software on a Windows desktop.

The first screenshot shows the "Sign in" page for a shared device. It includes a "Sign in" heading, a "New user? Create an account" link, and a form to enter the email address. The email address "1127578@sd33online.ca" is entered. Below the form are buttons for "Continue with Google", "Continue with Facebook", and "Continue with Apple".

The second screenshot shows the "Enter password" page. It includes the email address "1127578@sd33online.ca" and a password field. A red box labeled "(If Required)" is present. Below the password field are links for "Forgot my password" and "Sign in with another account". A "Sign in" button is at the bottom right. A footer note says "Sign in to your School District #33 Office 365 account."

The third screenshot shows the Photoshop home screen. It includes the "Ps" logo, a "Home" tab, and a "YOUR WORK" section with links for "Lightroom photos", "Cloud documents", and "Deleted". There are "Create new" and "Open" buttons. The main area displays "Welcome to Photoshop. We're glad you're here." and a large box with an icon and text: "Drag and drop an image" and "Or select one from your computer to get started."

COURSE SELECTION TIMELINES & PROCESSES

Courses & Program Offerings	Credit	Timeline
Grade 9/10 Integrated Core <ul style="list-style-type: none"> Math Science English Social Studies 	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</i>
GRADE 11/12 Integrated Pairings <ul style="list-style-type: none"> English First Peoples 11/12 + paired option Examples: EFP + Theatre, EFP + Philosophy, EFP + Earth Science 	Grade 11/12 - 4 Credits for each course (8 total)	Late January
GRADE 9-12 ELECTIVES (QUARTERLY) <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 	Grade 9 - Not for credit Grade 10/12 - 4 Credits for <u>each</u> course (4 total)	Late January
DEEP DIVE IMMERSIVE INSTITUTES <ul style="list-style-type: none"> 2 week immersive learning experiences in a wide variety of subject areas. <i>Past Deep Dives have included photography, film studies, medieval weaponry, video game design, theater makeup and many more!</i> 	All students receive 2 credits for each Deep Dive (4 credits total/year)	November - Winter Final Selection May - Spring Final Selection

DEEP DIVE IMMERSIVE INSTITUTES

Deep Dives Overview

Deep Dives are immersive, hands-on learning institutes where students explore specific interests through real-world projects. Working with peers, teachers, experts, and community creatives, students deepen their knowledge, use industry-standard tools, and prepare for internships or self-directed projects in Grades 11–12. During Deep Dives, regular core and elective classes are paused. Offerings vary yearly based on student interest. Students earn two elective credits upon successful completion.

Personal Passion Projects: Students in Grades 10–12 may **apply** to pursue a Personal Passion Project. Applications must be submitted by the posted deadlines and will be evaluated based on planning detail and teacher references. Late applications will not be considered. Forms are available at the Welcome Center.

Selection Process

- Students who complete the selection process on time are guaranteed one of their top three choices, though not always their first, due to space limitations. If demand is high, a lottery may be used.
- Late selections will have limited options and are not guaranteed a top-three choice.
- All Deep Dive changes must be finalized before the institute begins. Students must attend the full two-week program to receive credit.

November	DEEP DIVE STUDENT SELECTIONS/APPLICATIONS Students complete Deep Dive form indicating top THREE choices from November 4-7 <input type="checkbox"/> <u>Personal Passion Project Applications due November 7</u> (forms are available at Welcome Center)
December	Deep Dives sessions posted - students may request changes <u>up to the day before Deep Dives begin</u> (based on spaces available) Deep Dives occur in last two weeks before winter break
May	DEEP DIVE STUDENT SELECTIONS/APPLICATIONS <input type="checkbox"/> Students complete Deep Dive form indicating top THREE choices from May 4-8 <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 <u>up to the day before Deep Dives begin</u> (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.

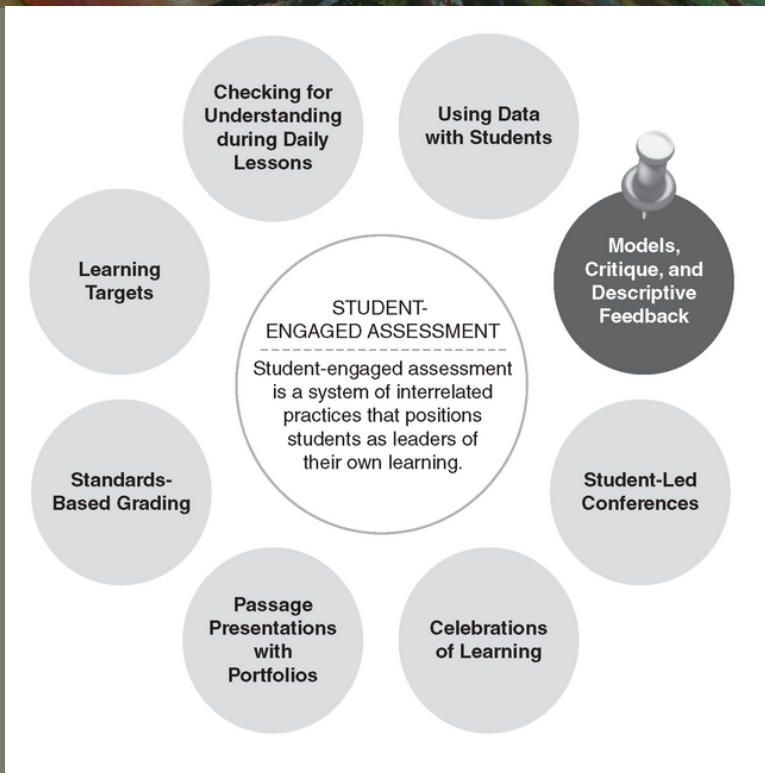
Courses	Process	Deadline to add/drop
Grade 9/10 Integrated Core (Linear)	Grade 9/10 core classes to do not shift	NA
Grade 9-12 Electives	<ul style="list-style-type: none"> Students collect form from Welcome Centre Grade 9/10 submit form to Welcome Centre If there is room, the Welcome Centre team will 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 Centre 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 	All changes to Deep Dives must occur before Deep Dives begin



Imagine High

EXHIBITION OF LEARNING

STUDENT ENGAGED ASSESSMENT



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.

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



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.

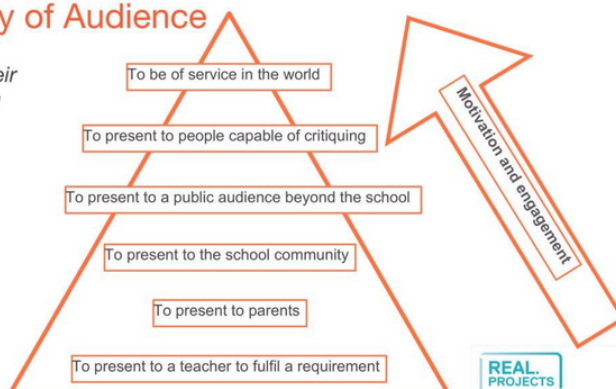
THE IMPORTANCE OF AUDIENCE

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)

Hierarchy of Audience

Ron Berger
Leaders of their
Own 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 Provincial Graduation Assessments

<p>Students graduating in British Columbia are required to complete the following Graduation Assessments successfully:</p> <p>Grade 10: <i>Grade 10 Numeracy Assessment</i> <i>Grade 10 Literacy Assessment</i></p> <p>Grade 12: <i>Grade 12 Literacy Assessment</i></p>	<p>2025/2026 ASSESSMENT SCHEDULE <i>*Students will have at least three opportunities to write each assessment.</i></p> <p>November 4 & 6: Re-writes/Missing Grade 10 & 12 Literacy and Grade 10 Numeracy</p> <p>Jan. 12 - 19: <i>Grade 10 Literacy & Numeracy</i> <i>Grade 12 Literacy (Semester 1 EFP students)</i></p> <p>April 20 & 21: Grade 12 Literacy (Semester 2 EFP students)</p> <p>June 8 & 9: Re-Write/Missing <i>Grade 10 & 12 Literacy, Grade 10 Numeracy</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 evaluates students' ability to employ critical thinking and analysis to derive meaning from a diverse range of texts. It also assesses students' ability 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 their ability to analyze and derive 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://bc.ed.vretta.com/#/en/bced-learning/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 centred 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 justifications. 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 completing 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 is completed during the students' Grade 12 year.</p> <p>The Grade 12 Literacy Assessment evaluates students' ability to employ critical and reflective thinking and analysis to derive meaning from a diverse range of texts. It also assesses the ability of students to communicate their ideas, as well as 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 with a lens through which to view the key issue, 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 differs from the one 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 the 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>		Each course is worth 4 credits
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



SPARE BLOCK APPLICATION (OFF-CAMPUS)

Name: _____ Student #: _____ Date: _____

Grade 12 students may apply for ONE spare block in their grade 12 year. In order to be considered, you must:

- Be in **grade 12**
- Have **met or on-track to meet all graduation requirements**
- Have parental permission to be **off campus for the duration of this block**
- Utilizing this time for work, post-secondary goals, or personal development

Process:

- Completed **applications for spare blocks can be submitted in September and January** and **students will be informed if they are successful in their request**
- **Students are expected to continue attending currently registered classes until they are notified of the decision of the application**
- Students using a study block are **off campus during this block**

Students can only have one spare block in their grade 12 year unless there are exceptional circumstances. If more are requested, please contact school principals or counsellor for more to discuss early graduation options.

Quarter Spare Block Requested (Q1/Q2/Q3/Q4)	
Course & Quarter Requesting to Drop	
_____ Off-campus	

Student Signature: _____ Parent/Guardian Signature: _____

Principal Signature: _____

COUNSELLOR GRAD CREDIT CHECK	_____ on track _____ not on track
	Counsellor signature: _____

GRADE 12 ONLINE COURSEWORK GUIDED LEARNING BLOCK APPLICATION (ON-CAMPUS)

Name: _____ Student #: _____ Date: _____ \

Process:

- Completed **applications for study blocks** can be submitted to welcome center and **students will be informed if they are successful in their request**
- **Applications must include registration verification from online provider**
- **Students are expected to continue attending all their currently registered classes until they are notified of the decision of the application**
- **Students can only have one online course study block in their grade 12 year unless there are exceptional circumstances. Please contact school principals or counsellor for more information.**

Students using a study block will:

- **Be assigned a classroom to work in for the duration of the course**
- **Work independently have outstanding work habits (without close supervision)**
- **Complete their online course during the duration of approved study block quarter**

Quarter Study Block Requested (Q1/Q2/Q3/Q4)	
Course & Quarter Requesting to Drop	
Online Course Registered for <i>* provide copy of registration with application</i>	COURSE: ONLINE PROVIDER:
Explain how this course meets your graduation or post-secondary goals:	

Student Signature: _____ Parent/Guardian Signature: _____

Principal Signature: _____ Date: _____

Counsellor Signature: _____ Date: _____

Office Use only:

ASSIGNED TO TEACHER: _____ ROOM: _____