



Imagine High

STUDENT/FAMILY HANDBOOK

**Imagine High Integrated Arts and
Technology Secondary School**

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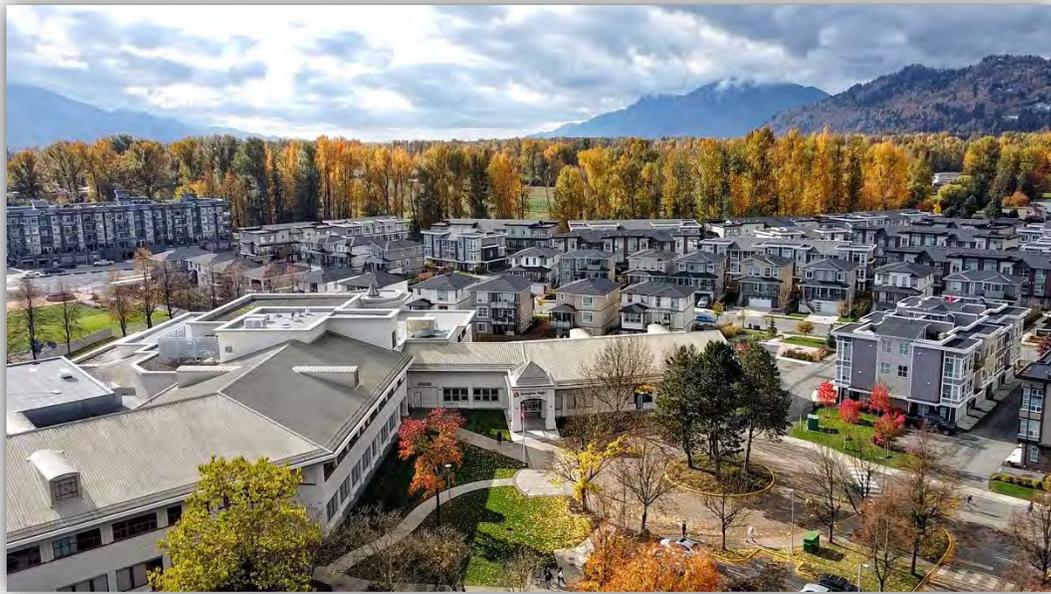
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SCHOOL INFORMATION



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.

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.

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

Aside from the outstanding facility, the school will offer an approach to teaching and learning that reflects current research in the areas of constructivist pedagogies, 21st Century learning environments, and the integration of arts and technology.

Learning at Imagine is supported by the BC Curriculum, the First Peoples Principles of Learning and current research on innovative learning environments.

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



WHY IMAGINE?



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



Welcome Centre



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

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

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

Follow Imagine on Facebook, Twitter, YouTube, and Instagram [@imaginesd33](https://www.instagram.com/imaginesd33)

Bell Schedule

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

Attendance

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

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



Imagine High
INTEGRATED ARTS & TECHNOLOGY SECONDARY

2023-2024 (No-Bell) SCHEDULE

- 8:47 School Begins
- 8:47 - 11:36 Integrated Core/Electives (GR.11/12)
8:47 - 12:16 Integrated Core/Electives (GR.9/10)
BREAK/TRANSITION 10:08 - 10:16
- 11:36-12:16 Lunch (Grade 11/12)
12:16-12:56 Lunch (Grade 9/10)
- 12:16 - 3:03 Integrated Core/Electives (GR.11/12)
12:56 - 3:03 Integrated Core/Electives (GR.9/10)
BREAK/TRANSITION 1:36-1:43
- 3:03 End of Day



It is inevitable, sometimes students will be away from school. If you are aware of an absence and would like to excuse it either a head of time, or the day of the absence, please follow one of the steps below:

- Complete the form on our website. This information is sent directly to the school office. [Click here to view the form](#)
- Email the office at iss-alloffice@sd33.bc.ca
- Phone the school 604-792-0941 and press '2' to leave an absence message
- During the fall, Imagine will be transitioning to the new SD#33 absence reporting system Safe Arrival. We will send out instructions and more information as we get it.



If we do not hear from a parent and a student is marked away from either AM or PM classes, we will email home an absence 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.

Staff

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

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



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 1](#)

Calendar

Early Dismissal, Professional, or Stat Holidays are as follows:

- September 5 – Early Dismissal – FIRST DAY OF SCHOOL!
- September 26 – Photo Day
- October 2 – Truth and Reconciliation Day – Stat Holiday
- October 6 - Non-Instructional Day
- October 9 – Thanksgiving Day – Stat Holiday
- October 18 – Photo Retake Day
- October 19 – Early Dismissal
- October 20 – Non-Instructional Day
- November 1 – End of Term 1
- November 10 - Non-Instructional Day
- November 13 – Remembrance Day – Stat Holiday
- November 24 – Non-Instructional Day
- December 22 - January 5 - Winter Break
- January 8 – School Back in Session
- January 12 – End of Term 2
- January 26 - Non-Instructional Day
- February 16 – Non-Instructional Day
- February 19 – Family Day – Stat Holiday
- March 1 – Early Dismissal
- Mar 15 – March 29 - Spring Break
- April 1 – Easter Monday – Holiday
- April 2 – School Back in Session
- April 12 – End of Term 3
- April 26 – Non-Instructional Day
- Continued next page



- May 17 – Non-Instructional Day
- May 20 – Victoria Day – Stat Holiday
- May 31 – Non-Instructional Day
- June 27 – Early Dismissal – LAST DAY OF SCHOOL!



[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 2023-2024 school year can be found on our website under Parent and Student Information.

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

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 2](#)



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: **Jacque Marshall** and **Cara LeBlanc**



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 3](#)



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

As well, our **Code of Conduct** applies to student behaviour while off campus during the school lunch hour.

For the 2023-24 school year, students may leave campus during lunch according to the following schedule:

- **Grade 10 - 12 starting September 5th**
- **Grade 9 starting October 2nd**

The campus is closed during regular instruction time.



Parking

The main entrance roundabout is drop off/pick up only. Family, student, and visitor parking is available in the east parking lot across from the gym entrance). The following guidelines have been established for the purpose of having an orderly and safe parking process at Imagine High:

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

[Click here to view the Imagine High Parking Permit Form. Appendix 4](#)



School Fees

For the 2023 – 2024 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 5](#)

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.



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 6](#)

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 605 Policy - Technology Use Appendix 7](#)
- [Click here to view 605.1 AR - Technology Use Appendix 8](#)
- [Click here to view the SD#33 Technology Acceptable Use Agreement. Appendix 9](#)



Bring Your Own Device

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

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



Useful Technology Links

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



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

- [Click here to view instructions on how to access the MyEducation BC Student Portal. Appendix 10](#)
- [Click here to view instructions on how to access the MyEducation BC Report Card Viewing for parents. Appendix 11](#)



- [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.

- [Click here to view instructions on how to access Student Office 365 and SD33 Student Email. Appendix 12](#)

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 13](#)
- [Click here to view instructions on how to log into Student Wi-Fi on an Android device. Appendix 14](#)



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 15](#)
- [Click here to view instructions on how to log into Creative Cloud \(Adobe\). Appendix 16](#)



ACADEMICS



Course Selection Guide

[Click here to view the 2023 – 2024 Imagine High Course Selection Guide](#)

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 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, 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 the dots

INTEGRATED STUDIES

COLLABORATIVE CULTURE

Teachers and students co-create learning experiences in collaborative communities

AUTHENTIC LEARNING

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

VISIONARY STAFF

Nurturing innovation and risk-taking among both staff and students

INTEGRATED LEARNING FRAMEWORK & CURRICULUM PATH

CURRICULUM PATH

- INTEGRATED CORE** GRADE 9/10 - LINEAR
 - Integrated core disciplines (Math, English, Social Studies, Science, Physical Education, Career Education)
 - Learning communities
 - Project-based & experiential
 - Collaborative teaching & learning
- INTEGRATED STUDIES** GRADE 11/12 - SEMESTERED
 - Students select 2 two-week immersive institutes per year (December & June)
 - Prerequisites include:
 - Art Studio
 - Spanish
 - Scenicwriting
 - 3D Animation
 - Painting/Ink/Art
 - Case Recording
 - Photogrammetry
 - Outdoor Survival
 - Medical Imagination
 - Podcast Making
 - Creative Writing
 - Videogame Dev. (Game-Jam)
 - Podcast: Outreach & Release
 - Personal Passion Project
 - Community Internship Projects (by application)
- CHOICE ELECTIVES** QUARTERLY
 - Videogame Development
 - Jewelry Craft
 - Digital Media Arts
 - 3D Animation
 - Photography
 - Culinary Arts
 - Woodwork
 - Art: Mixed Media/Abstract
 - Trails Exploration (Shap)
 - Dance & Theater
 - Podcast
 - Studio Arts
 - French
 - Outdoor Ed
 - IT Electives

*and every month
- 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.

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.



Electives

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



Deep Dives

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



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



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 2023-2024 school year will take place the last week in June.

[Click here to view the Imagine High Exhibition of Learning Information. See Appendix 17](#)

Graduation Literacy and Numeracy Assessment

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

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

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





THE BC CURRICULUM

All areas of learning are based on a "Know-Do-Understand" model to support a **concept-based competency-driven approach to learning**. Three elements, the Content (Know), Curricular Competencies (DO), and Big Ideas (Understand) all work together to support deeper learning. At Imagine, communities plan and deliver instruction using universal design for learning. This approach helps us to get to know our students so we can respond to, plan and create space for diverse strengths and identities. We work to design learning experiences with multiple entry points to leverage strengths to engage students in any topic of study. This planning creates room for personalization and individualization of learning.



UNDERSTANDING- BIG IDEAS (COMPREHENSION)

The Big Ideas reflect the "Understand" and comprehend piece of learning and consist of the key concepts important in an area of learning. Instructional planning and assessment evaluates the relationships that exist within these understandings and uses the evidence gathered to establish where a student is on their continuum of learning.

Methods of evidence collection:

learning artifact/exhibition (presentations, performance, writing submissions, etc.)
design a solution
student portfolio & reflection



DO - CURRICULAR COMPETENCIES (SKILLS)

Curricular Competencies reflect the "DO" and are the skills, strategies, and processes that students develop over time in the learning process through inquiry, self-assessment and iterating/prototyping skills. Ongoing assessment allows for critique and revisioning sessions which guide the learning process along with time to build skills.

Triangulation of evidence is the rigour:

multiple iterations - drafts/prototyping
designing problem solutions
applying concepts in real ways



KNOW - CONTENT (FLUENCY)

Content reflects what students are expected to "know" and is assessed on a continuum that brings rigour to learning and provides rich contexts for exploring essential topics and knowledge at each grade level. Teachers use evidence about student learning as base knowledge to inform their teaching, personalization and choice in learning goals and outcomes.

Methods of evidence collection:

teacher observation/conversation/conference
discussions/aneecdotal comments
checklists/entry/exit tickets
checks for understanding

2023-2024 Assessment Schedule:



October 30 - November 3 – Grade 10 & 12
Literacy/Grade 10 Numeracy

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

April 15 - 19 - ALL GRADE 10's Literacy & Numeracy. ALL GRADE 12's Literacy

June 10 - 14 - Grade 10 & 12 Literacy/Grade 10 Numeracy

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

[Click here to view the Literacy and Numeracy Graduation Assessments and Roles and Responsibilities Information. See Appendix 18](#)



Graduation

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

[If you have any questions about graduation requirements, click here to view our graduation tracking form. Appendix 19](#)

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

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 of 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](#)

Dogwood Diploma - at a glance

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of **80 credits** to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections
- At least 28 credits must be elective course credits
- Effective July 1, 2023: At least 4 credits must have an Indigenous-focus (see [Indigenous-Focused Graduation Requirements - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca) for additional information)
- 52 credits are required from the following:
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 and a required 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students must also complete three graduation assessments:

- The Grade 10 Numeracy Assessment was introduced in 2018
- The Grade 10 Literacy Assessment was introduced in 2019/20
- The Grade 12 Literacy Assessment will be introduced in 2021/22



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

PAC offers Munch a Lunch as a fundraiser, and it is open to all students and staff. Hot lunch days are currently Monday (Booster Juice) and Thursday (Shandhar Hut) [click here to link to their webpage](#). Sign up is quick and easy, just click 'Sign up' in the top right-hand corner to get started.

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

Student Clubs



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

School Apparel

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





Athletics Guidelines

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

Athletic Eligibility

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

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

Athletic Participation Expectations

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

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



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

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



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



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



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



Athletic Director/Staff Member to Principal / Parent



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

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



Uniform Expectations

Uniform care is the responsibility of each player.

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

Athletic Fees

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

SD#33 Forms

Imagine High athletes must have the following signed and returned to

_____ before any participation is allowed:

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



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 though:

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

Unexpected Actions

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

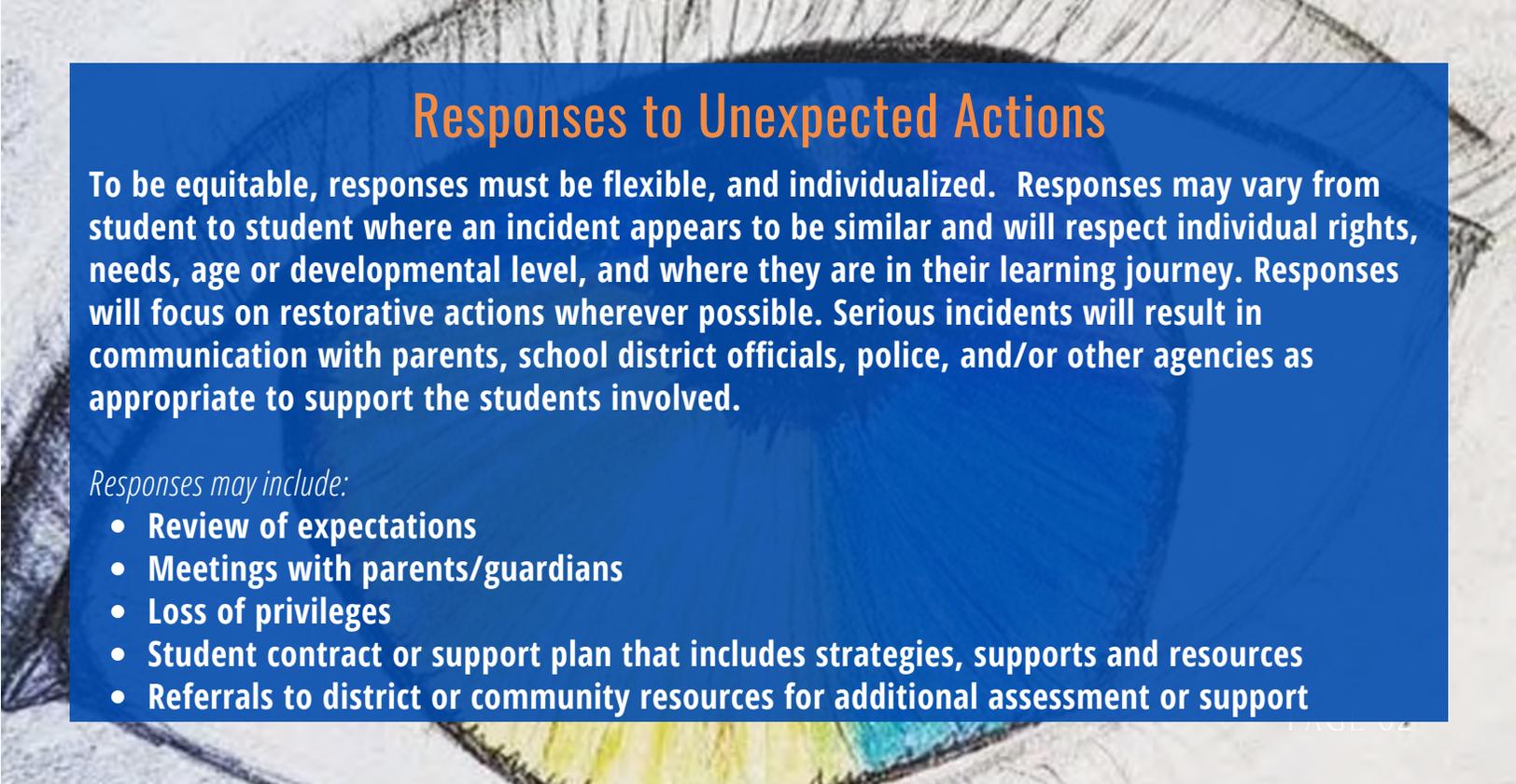
They consist of, but are not limited to:

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

Restorative Processes

WHERE POSSIBLE:

- Include students in the development of meaningful interventions through discussion or mediation
- Focus on finding solutions to repair 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

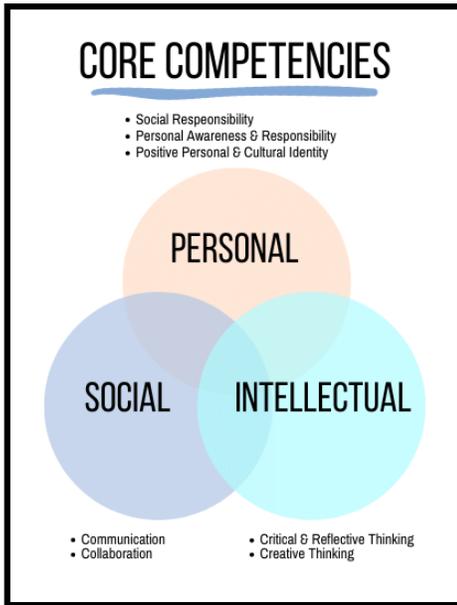
To be equitable, responses must be flexible, and individualized. Responses may vary from student to student where an incident appears to be similar and will respect individual rights, needs, age or developmental level, and where they are in their learning journey. Responses will focus on restorative 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**

IEP Meetings & Documentation

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



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

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

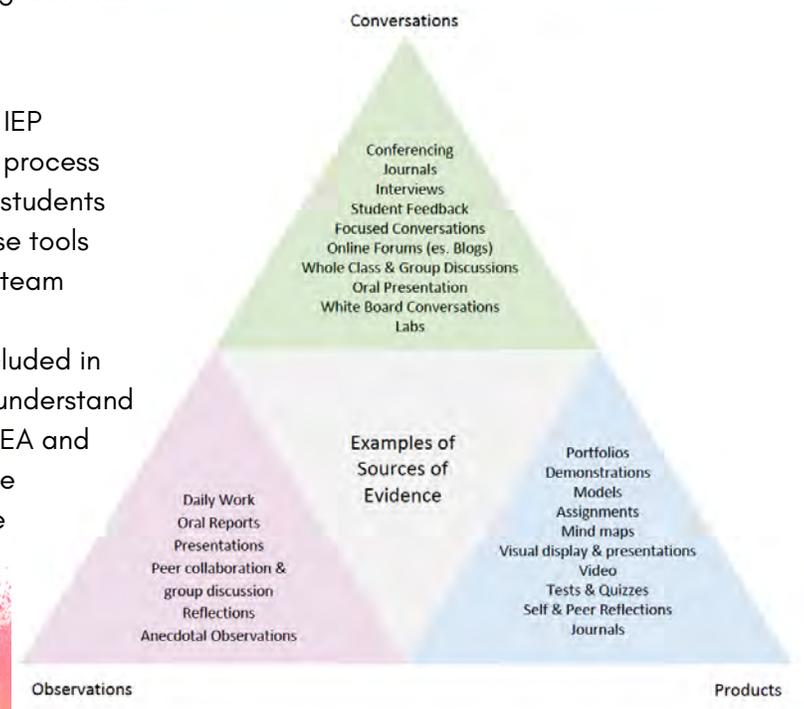


Core Competency Goals	IEP Evidence Log For:	Student Name	Competency	Target	Observed	Assessed	Comments
Communication	Collaboration						
Critical & Reflective Thinking	Creative Thinking						

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

Instructional Support Planning Process (ISPP's)

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





Imagine High

Student Parking Vehicle Permit Form

Student Name: _____

Permit #: _____ School Year: _____

Parking Regulations

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

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

Vehicle Description

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

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

Student Signature and Date

Parent Signature and Date

Student Fees 2023 – 2024

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

Student Association Fee - \$25.00*

PAC Donation - \$5.00

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

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

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

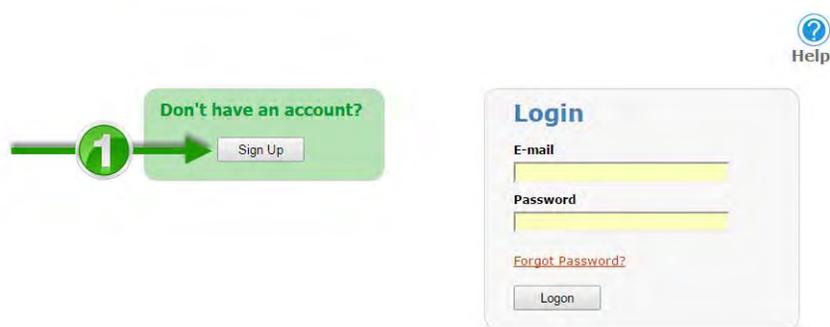
The above fee payments are due November 30th, 2022, or sooner. Pay online using Student Quick Pay <https://www.studentquickpay.com/sd33>. The office will accept cash, debit card, Visa, MasterCard, and online credit card payments. Please note: We no longer accept personal cheques. Attached is step by step instructions to set up your online account.

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

Create a New Parent Account

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

Happyview School District



From the Online Payment Home Page

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

Sign Up - Parent Information

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

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

From the Sign Up Window:

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

Sign Up - Add Students

Sign Up

Add Students Step 2/2

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

1

Student ID	Last Name	<input style="width: 90%;" type="text" value="2357958"/> <input style="width: 10%;" type="text" value="Connors"/>
<input style="border: 2px solid red;" type="button" value="Add Student"/>		

2

Student ID	Name	Grade	Remove
2749959	Ian Jones	09	<input style="width: 20px; height: 20px;" type="button" value="X"/>
2749736	Kristen Wong	11	<input style="width: 20px; height: 20px;" type="button" value="X"/>
2749474	Matthew McKinney	12	<input style="width: 20px; height: 20px;" type="button" value="X"/>
2357958	Sarah Connors	09	<input style="width: 20px; height: 20px;" type="button" value="X"/>

3

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

INTEGRATED ARTS & TECHNOLOGY SECONDARY

TECHNOLOGY USE AT IMAGINE HIGH

Please see 605.1 Administrative Regulation Technology Use:

<https://www.sd33.bc.ca/sites/sd33.bc.ca/files/2018-01/605.1%20AR%20-%20Technology%20Use.pdf>

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.

- 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 High/SD33 School District will not be responsible for any damages that may be incurred
- Classroom norms and expectations around technology use will be shared by classroom teachers in September

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**POLICY 605
Technology Use**

The Board of Education believes that student, staff and community learning are supported by access to online learning resources and communication tools through the use of district and personal technology. It is committed to providing a reliable infrastructure that supports communication and learning.

The Board supports a technology plan that provides a standard of technology for all schools and provides opportunities for innovation and staff development in the use of technology to enhance student learning.

The Board of Education expects all users of district technology to adhere to the *Freedom of Information and Protection of Privacy Act (FOIPPA)* as well as the district guidelines regarding use of technology and social media.

Cross Refs: Freedom of Information and Protection of Privacy Act, AR 605.2 Social Media

Adopted: March 8, 2011

Reviewed:

Revised: February 23, 2016

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.

How to View Schedule in MyEducation BC

You MUST use a desk or laptop computer the first time you access, or whenever you need to reset your password on the MyEd System. A mobile device will not work.

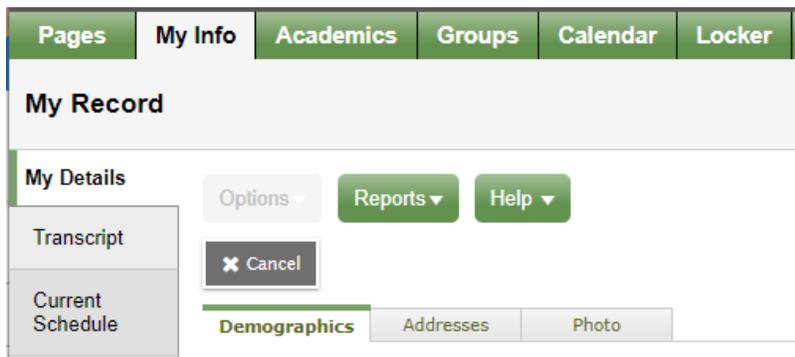
Login at <https://www.myeducation.gov.bc.ca/asp/en/logon.do>

Login ID: Student # (ex: 12345)

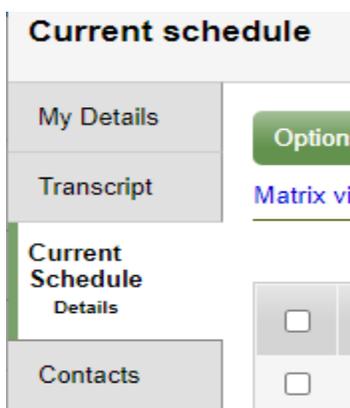
Password: (Whatever you have previously set)

*If you do not remember your password, please email the office iss-alloffice@sd33.bc.ca and request a password reset. **Please note this could take 24 to 48 hours to complete. You will receive an email to your school district account when the password has been reset.***

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



Then the 'Current Schedule' tab on the left side of the page



Click on the **BLUE TEXT** at the top of the page that says "Matrix View" or "List View" it will change the layout (easiest way to view is in List View). You will see the quarter (Q1, Q2, Q3 or Q4) in the Term column.

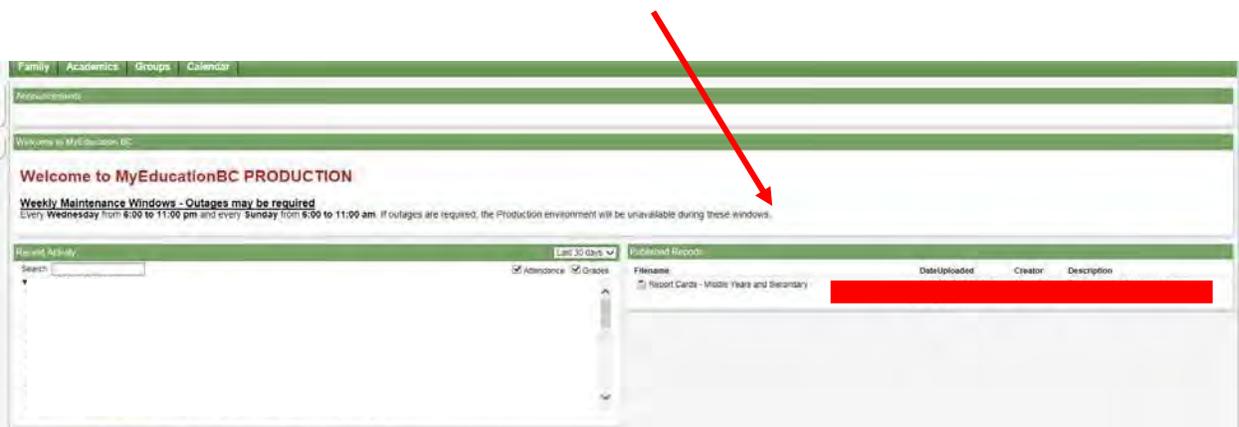


Instructions for MyEducation BC – Report Card Viewing

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.

1. Go to www.myeducation.gov.bc.ca/aspn
2. Login: 33parentfirstname_parentlastname (ex: 33john_smith)
3. Password: Is whatever you have set.
 - If you have forgotten your password; request a reset through the link on the bottom of the login screen. *IF* that does not work, email the [office staff](#)
 - If you have never created an account or set up your account (or don't have a password), please email the [office staff](#)
4. Once your password has been reset, you will receive an email from MyEducation BC with your login credentials.
 - Once you receive an email; login with username and password provided.
 - You will then be required to change your password, please note the “password requirements” listed on the screen.
5. Find the **Published Reports Box** (bottom right). Your student's report card is available in PDF format – double click on it to view the Report Card.



Nov 2016

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

Accessing Student Office 365 and SD33 Student Email

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

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

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

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



Office 365

Work or school, or personal Microsoft account

Keep me signed in

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

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



The screenshot shows the Office 365 dashboard for a user. At the top left, it says "Office 365" and "Chilliwack School District". The main header area is orange and says "Good morning," with a search bar for "Search online documents". In the top right corner, there is a notification bell icon with a "1" and a settings gear icon. A blue circle highlights the "Install Office 2016" button, with a blue arrow pointing down to a blue-bordered box containing the text "Download Microsoft Office". Below the header, there is a section titled "Use the online apps" with a grid of application tiles: OneNote, Mail, Calendar, Word, PowerPoint, Excel, OneDrive, Planner, People, and Tasks. A red circle highlights the "Mail" tile, with a red arrow pointing down to a red-bordered box containing the text "Access Student Email". Below the tiles, there is a section for "Your recent online documents" with a "New" button. At the bottom right, there is a "Feedback" button.

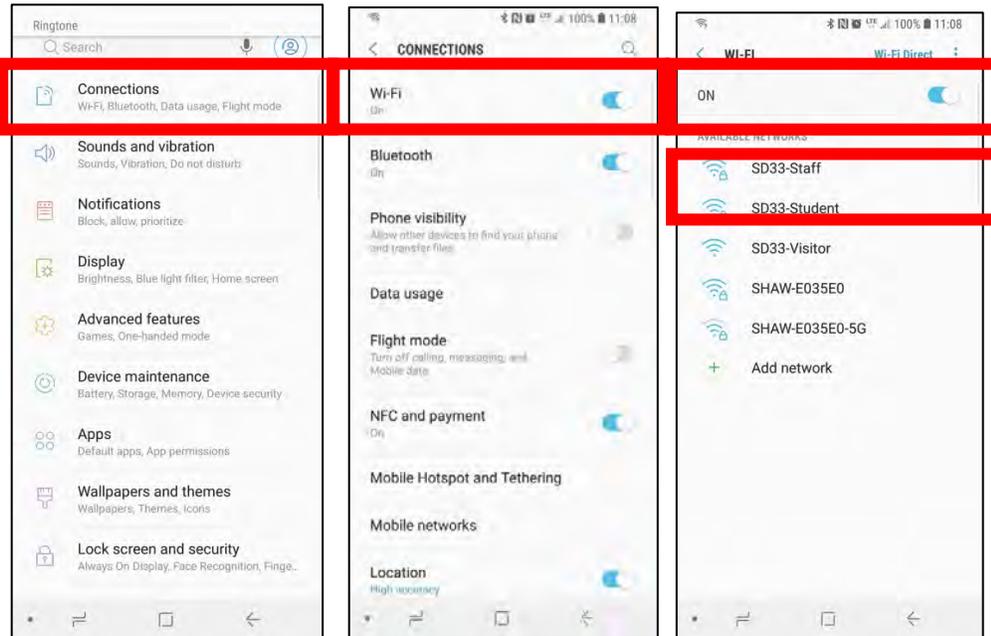
Timezone: UTC -08:00 Pacific Time

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

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

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

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

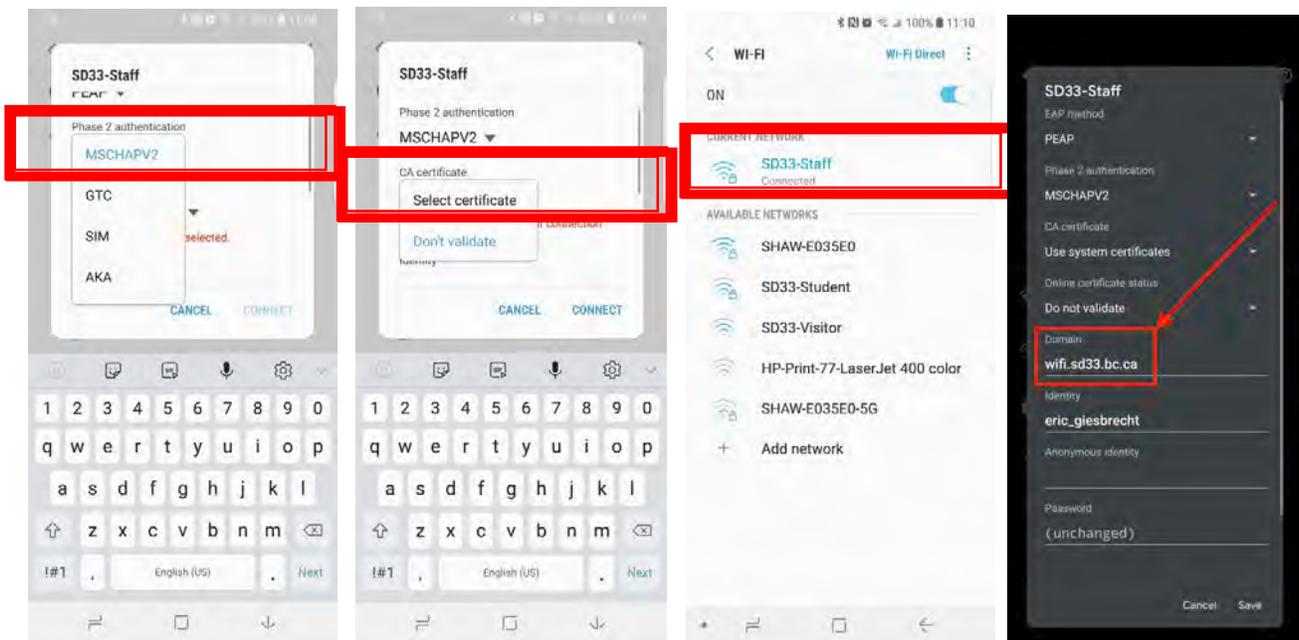


For Phase 2 Authentication Select “MSCHAPV2”

For CA Certificate "Use System Certificates”

Domain: wifi.sd33.bc.ca

Enter your SD33 Username and Password -> Select Connect



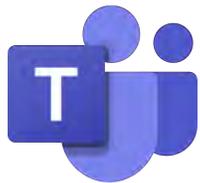
Staff Username = firstname_lastname

Student Username = Student#



**Chilliwack
School District**

 **Office 365**



Accessing Office 365 and Teams

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

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

Option 1: Click “ Office 365 login”

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



Sign in

12345678@sd33online.ca

No account? [Create one!](#)

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

[Sign-in options](#)

Back

Next

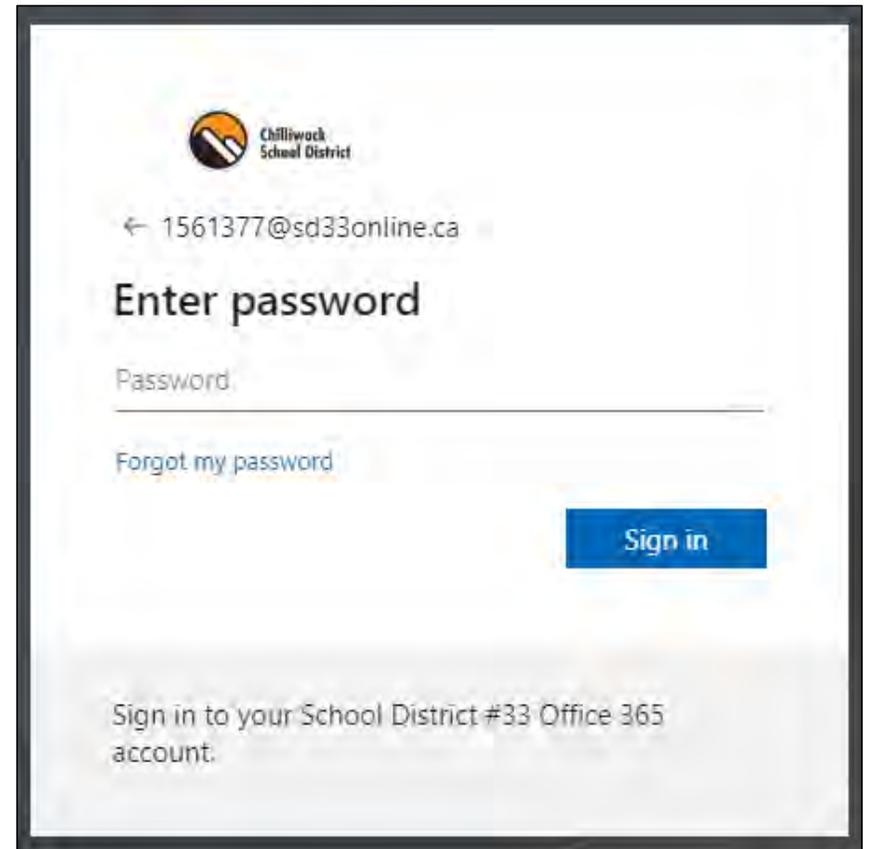
Step 2:

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

Step 3:

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

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



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

Step 4:

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



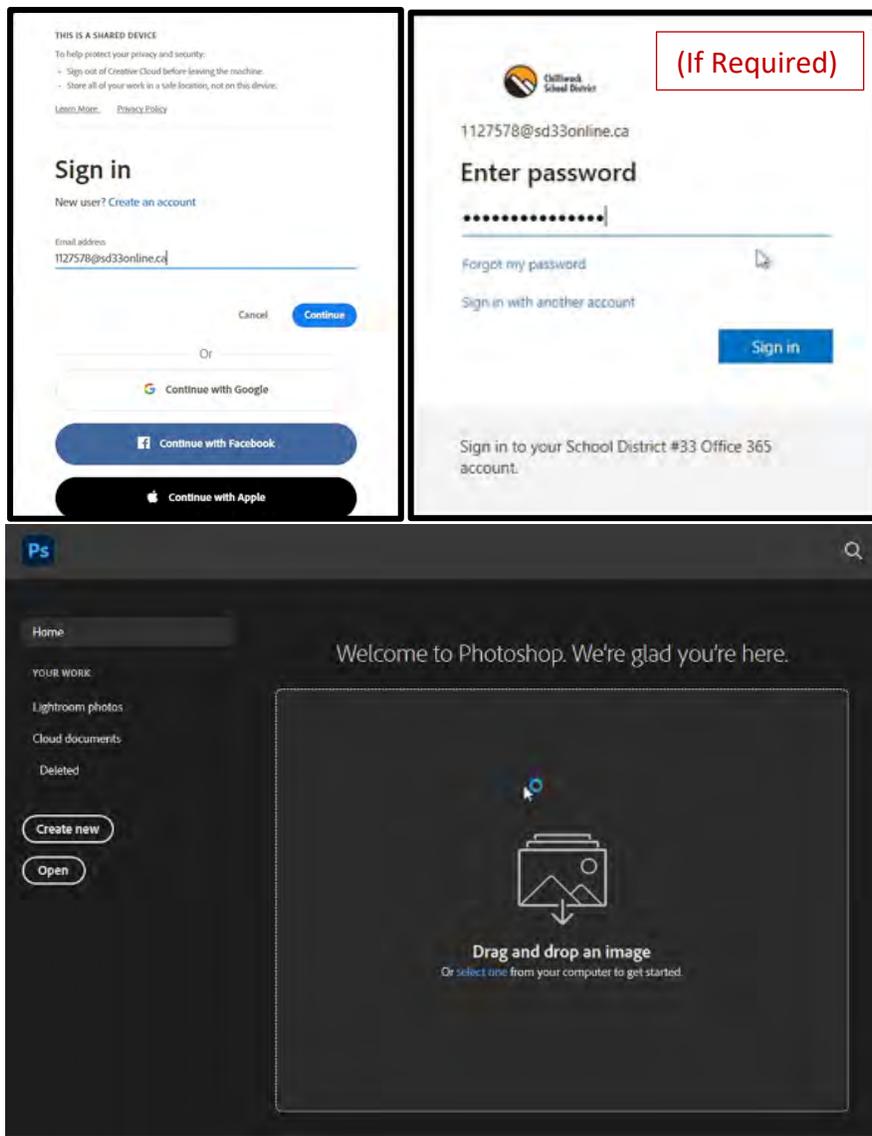
Teams will be an important application for teacher-student communication. This is where you can find instructions as well as communicate with your teacher in a virtual classroom environment



Student Use

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

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

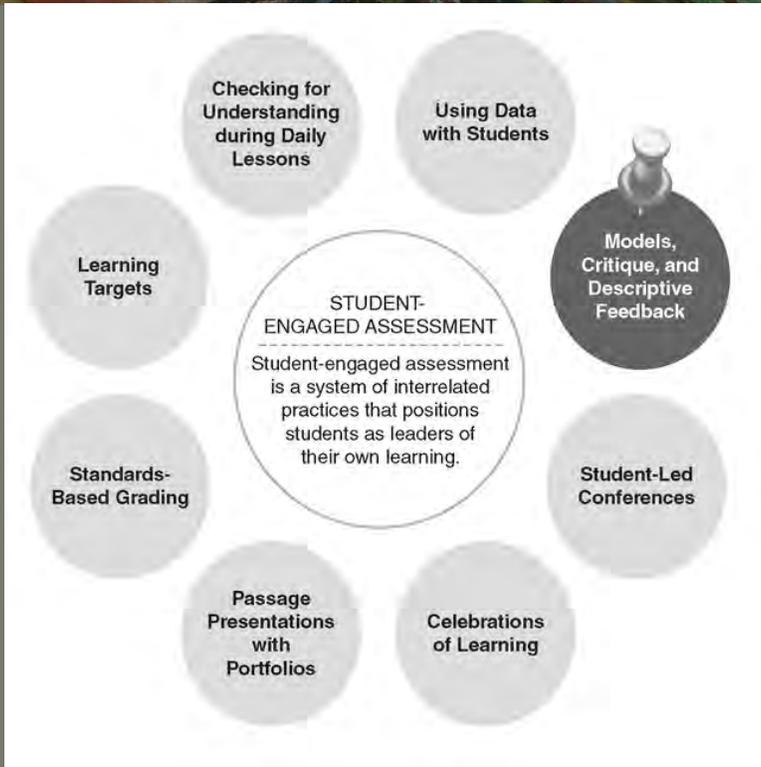




Imagine High

EXHIBITION OF LEARNING

STUDENT ENGAGED ASSESSMENT



DEMONSTRATING LEARNING

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

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

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

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

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

CRITIQUE & REVISION

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

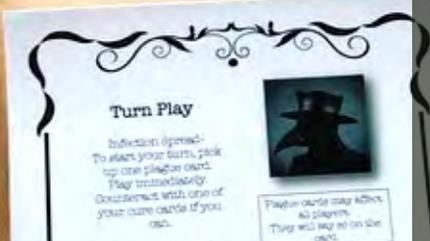


Students are constantly experiencing that they can learn from other people's work and that work can always be better. This way of highlighting student improvement and success supports students in developing a growth mindset by helping them focus on their progress and growth, rather than just the final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



Imagine High

EXHIBITION OF LEARNING



AUTHENTIC,
beautiful
WORK:

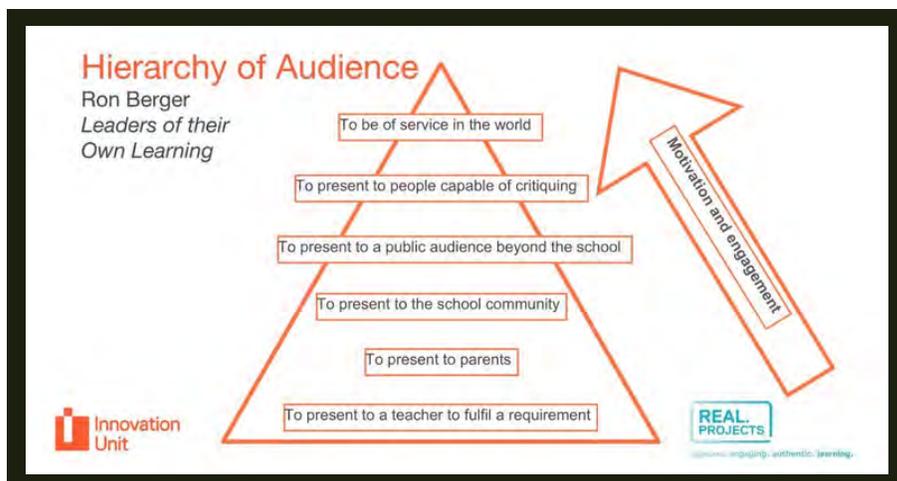
WHY EXHIBITION?

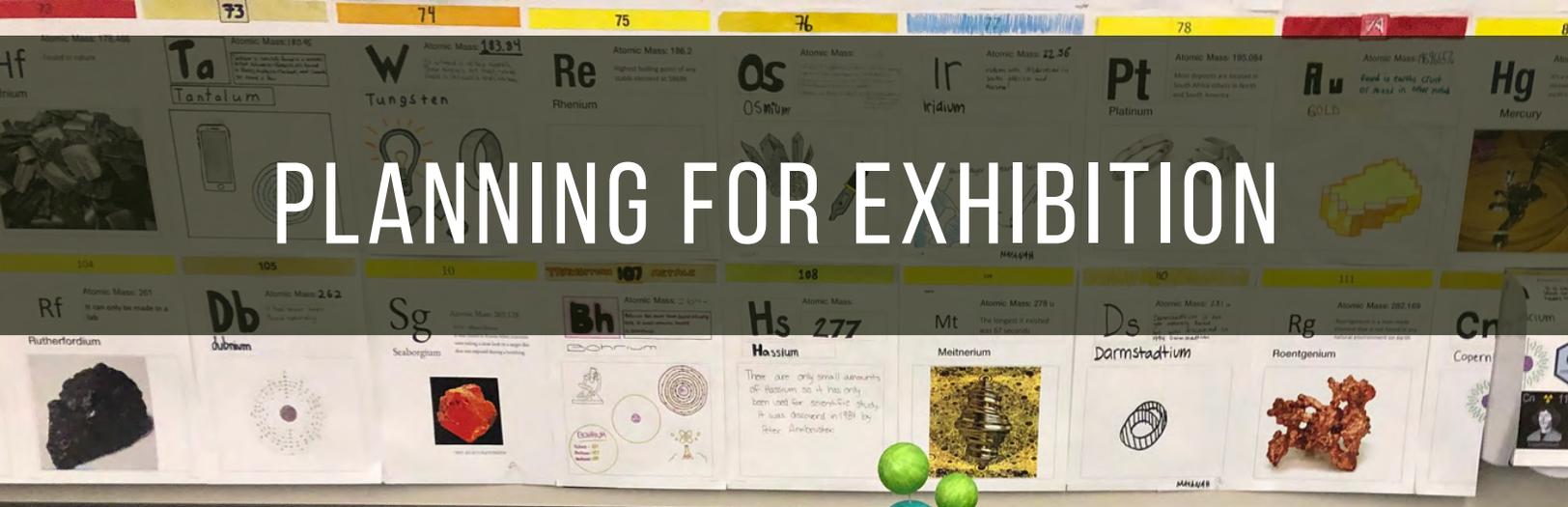
[Exhibition](#) provides, both teachers and students, a way to showcase their learning and receive assessment on work from external audiences. Student engagement and motivation increase when educators design an authentic audience for their work.

THE IMPORTANCE OF AUDIENCE

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

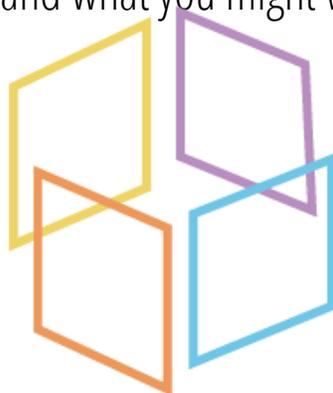
- LEARNING THAT GOES BEYOND THE STUDENT AND TEACHER INTO THE REAL WORLD (AUDIENCE)
- A SETTING WHERE KIDS HAVE THE SCAFFOLDING AND ENCOURAGEMENT TO IMPROVE
- TIME FOR MULTIPLE DRAFTS AND EXPERT CRITIQUE (VISIBLE LEARNING)





PLANNING FOR EXHIBITION

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



Literacy and Numeracy Graduation Assessments

Students graduating in British Columbia are required to successfully complete the following Graduation Assessments:

Grade 10:

*Grade 10 Numeracy Assessment
Grade 10 Literacy Assessment*

Grade 12:

Grade 12 Literacy Assessment

2023/2024 ASSESSMENT SCHEDULE

**Students will have three opportunities to write each assessment.*

October 30-November 3: *Grade 10 Literacy and Numeracy (Re-writes/Missing)*

April 15 - 19: *Grade 10 & 12 Literacy, Grade 10 Numeracy*

June 10 -14: *Grade 10 & 12 Literacy, Grade 10 Numeracy (Re-writes/Missing)*

Grade 10 Literacy Assessment

About

The *Grade 10 Literacy Assessment* is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.

Structure - The Grade 10 Literacy Assessment is delivered online in *three* parts.

Part A - Students read several different types of texts, e.g. blogs, infographics, newspaper or magazine articles, social media feeds, and stories. Students demonstrate that they can analyze and make meaning from the texts by answering a series of selected-response questions. They then provide written responses to communicate their understanding.

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.

Self-Reflection - These questions ask students to reflect on their experience with the assessment. This component is not marked.

Links

Information:
<https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment>

Practice Assessment:
<https://bced.vretta.com/#/en/bced-learning/grad/sample/literacy10>

Grade 10 Numeracy Assessment

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

Grade 12 Literacy Assessment

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

IMPORTANT INFORMATION FOR STUDENTS & FAMILIES:

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

Use this sheet to plan your courses for graduation.

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

GRADUATION REQUIREMENTS PLANNING SHEET

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