

**2023-2024**  
**STUDENT HANDBOOK**



# CHILLIWACK SECONDARY STUDENT HANDBOOK

46363 Yale Road East  
Chilliwack, B.C. V2P2P8  
Phone: 604-795-7295  
<https://css.sd33.bc.ca/>

## OUR MISSION

At Chilliwack Secondary School, we “*Strive for the Highest*” through our commitment to helping each student realize personal excellence in a caring and cooperative learning community.



Respect, resiliency, and responsibility form the foundation for everything we do at CSS. We respect each other and this place. We have resiliency by continuing even when things are tough. We take responsibility for our actions and their impacts.

Above our foundational traits we have integrity and inclusivity. We want CSS to be safe and inclusive of all people and respectful of differences. We ask everyone to act with integrity by doing the right thing even when no one is watching.

By living these character traits, we create a positive community where every member can achieve their personal best.

## CONTINUING THE LEGACY

Chilliwack Secondary is a school that has a rich history where our students strive to be the best that they can be. Our students have shown dedication to community and school involvement; many of our students are leaders in the Chilliwack community and beyond.


Students can be part of the Chilliwack Secondary School legacy by attending classes regularly and connecting through our many activities such as: sports teams, music, clubs, school dances, pep-rallies, and other extracurricular activities.

## ADMINISTRATIVE STAFF


<b>Danielle Wicker</b> Principal	<b>Devin Atkins</b> Vice-Principal (A-G)	<b>Grant Kushniryk</b> Vice-Principal (H-O)	<b>Louis Abraham</b> Vice-Principal (P-Z)	<b>Marlene Denny</b> Business Manager
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## TEACHING STAFF

Alexander, M.	Computers/Business
Archer, L.	Social Studies
Armstrong, M.	Social Studies
Bell, C.	English
Bhatti, R.	Languages
Billingham, C.	Humanities / Fine Arts
Blaschek, D.	Careers
Blaschek, M.	English
Bogunovic, R.	Social Studies
Bott, J.	Pathways / LA
Borchert, K.	Fine Arts/English
Bridge, S.	Social Studies
Broekhuizen, A.	Science
Bumby, J.	Science
Casey, M.	Leadership / Mindfulness
Cecchi, S.	Woodwork
Cordeiro, J.	Fine Arts
Cornell, J.	Connections / Counselling
Craigie, J.	LA
Davies, C.	Library
Dos Santos, D.	Auto / Power Technology




Douglas, J.	Halq'emeylem
Earle, L.	Languages
Edwards, K.	LA
Epp, J	Math
Fast, A.	Fine Arts
Ferris, M.	Business
Floystrup, C	Spanish/Careers
Garcia, G.	Science
Glendinning, A.	Auto Tech
Harrison, L	Hairdressing
Hegeman, J.	Drafting / Media Arts
Hetland, D.	Math / Science
Hyde, N.	Math / Science
Jeansonne, B.	Careers / Social Studies
Jones, M.	Humanities / ELL
Kelly, L.	Humanities
Kimberley, R.	Social Studies
Kruse, L.	Food Studies
Lee, S.	Counselling
Liang, S.	Science / Physical Education
Linau, S.	Counselling
Lumsden, C.	Physical Education
Mauro, J.	Physical Education / Woodwork
McAulay, J.	Humanities / English
McCormick, S	Pathways
McFee, M.	Math
McLaughlin, D.	Social Studies
Moore, B.	Drama / Film & Television
Mueller, K.	Science
Munro, K	Math
Murphy, T.	Physical Education
Neetz, V	LA
Niezen, R.	Culinary Arts
Nissan, J	Music
Northgraves, D	Physical Education
Olafson, C.	Counselling
Pollak, S.	Math
Porter, A	Psychology
Purych, D.	Metalwork
Reilly, C.	Science
Rogers, A.	Legal Studies
Shane, L.	Math
Shaukat, M.	English
Shea, G.	Physical Education/Social Studies
Shea, J	Languages/Social Studies
Skehill, K.	Careers/Food Studies
Smith, R.	Resource
Spedding, A.	English / Leadership
Sterkenburg, J	Inclusion



Stout, D.	Resource
Tansey, C.	Resource
Tarr, R.	Music
Templeton, J.	Math
Warkentin-Scott, M.	Languages
Watson, J.	English / Social Studies
Whitely, J.	English
Wichmann, A.	Math
Williams, C.	Science

## SUPPORT STAFF

Auffray, M.	Education Assistant
August, L.	Indigenous Education Assistant
Balez, A.	Indigenous Education Assistant
Baumstark, M.	Education Assistant
Baylon, A.	Custodian
Birza, E.	Education Assistant
Blair, O.	Education Assistant
Braniff-Reid, R.	Education Assistant
Braun, B.	Custodian
Campbell, T.	Education Assistant
Catacutan, C.	Chef Assistant
Courtemanche, T.	Supervision Assistant
Crowell, B.	Custodian
Desrochers, L.	Education Assistant
Downie, B.	Custodian
Dunajko, K.	Education Assistant
Fast, L.	Education Assistant
Franson, D.	Education Assistant
Friesen, N.	Education Assistant
Garcia, A.	Education Assistant
Haaland, S.	Supervision Assistant
Holmquist, J.	Education Assistant
Keown, G.	Education Assistant
Kim, S.	Education Assistant
Kimberley, M.	Education Assistant
Klimek, N.	Hairdressing Assistant
Laderoute, L.	Secretary
Leys, L.	Education Assistant
Loewen, A.	Secretary
MacDonnell, V.	Secretary
MacLeod, C.	Education Assistant
McPherson, N.	Education Assistant
Nichols, J.	Education Assistant
Noon-Ward, M.	Chef Assistant
Pacaldo, M.	Custodian



Paddon, A.	Education Assistant
Penner, A.	Education Assistant
Preedy, P.	Education Assistant
Reynolds, S.	Education Assistant
Rimschnieder, B.	Education Assistant
Sande, K.	Education Assistant
Schmidt, L.	Education Assistant
Sewell, E.	Education Assistant
Simmonds, S.	Education Assistant
Singh, A.	Education Assistant
Singleton, J.	Journey person Cook
Soltys, K.	Career Advisor
Stefanuik, G.	Education Assistant
Trieu, D.	Custodian
Trousdell, R.	Education Assistant
Trudeau, J.	Education Assistant
Trundle, J.	Indigenous Education Assistant
Turman, J.	Work Experience
Unruh, L.	Secretary
Vandop, S.	Apprenticeship
Warris, R.	Education Assistant
Watson, K.	Education Assistant
Webber, L.	Child Youth Care Worker
Willers, J.	Education Assistant
Williams, M.	Custodian
Wozny, D.	Education Assistant
Yoo, H.	Education Assistant



## CODE OF CONDUCT

At Chilliwack Secondary School we are committed to creating a safe and caring environment in which all members of the community can find belonging.

The purpose of the Code of Conduct is to provide guidelines and expectations for appropriate student behavior within the school community in and out of the school building. This includes all school events and behavior beyond these events (including on-line behavior) that negatively impacts the safe, caring, or orderly environment of the school and/or student learning.

Chilliwack Secondary School promotes the values expressed in the BC Human Rights Code, respecting the rights of all individuals in accordance with the law-prohibiting discriminations and harassment based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity, or sexual orientation.

Breaches of the code of conduct will be addressed on an individual basis. Consequences may include a requirement to repair harm, make restitution, other restorative measures, and suspensions. Students will be provided with supportive measures to help them change their behaviour where this is deemed appropriate.

## EXPECTATIONS IN THE CLASSROOM

### **Respect Yourself and Others:**

- \* Be open minded and positive
- \* Encourage new ideas
- \* Show mutual respect

### **Respect Learning and Teaching:**

- \* Be prepared and on time
- \* Be cooperative and attend regularly
- \* Practice academic honesty (do not cheat or plagiarize)

### **Respect the School Environment:**

- \* Keep the school clean (garbage goes into a container)
- \* Treat the school with care
- \* Keep desks, walls, tables, and chairs free of writing or damage



## EXPECTATIONS IN THE SCHOOL COMMUNITY

### **Respect Yourself and Others:**

- \* Keep your hands to yourself
- \* Address others politely and respectfully
- \* Assume positive intent in others
- \* Treat one another with kindness and respect
- \* Keep physical displays of affection appropriate for a school setting
- \* Dress appropriately according to the Chilliwack Secondary Dress Code

### **Respect Learning and Teaching:**

- \* Act in ways that allow for a productive class environment for yourself and others
- \* Only leave a classroom with teacher permission, one student at a time, and with a hall pass
- \* Take direction from teachers and other staff members
- \* Attend class regularly

### **Respect the School Environment:**

- \* Act in ways that feel safe to yourself and others
- \* Use appropriate language at school and at school sponsored activities
- \* Put all litter in the garbage containers
- \* Use recycling containers appropriately
- \* Treat the school building and property with care

## UNEXPECTED ACTIONS

Unexpected behaviours and 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
- \* The possession or use of substances that are illegal for minors (alcohol, drugs, vapes, cigarettes)
- \* Possession or use of a weapon
- \* Riding bikes, scooters, skateboards on school property





## PROGRESSIVE DISCIPLINE

Through progressive discipline, principals determine appropriate consequences and/ or supports to help students improve their behaviour, while considering their individual circumstances. The goal is to help prevent inappropriate student behaviour from happening again.

When using progressive discipline, the following is taken into consideration:

- \* the students' stage of growth and development
- \* unique needs of the students involved
- \* the nature and severity of the behaviour
- \* history and circumstances of behaviours
- \* the impact of the behaviour on the school climate

Within this context, more serious consequences may be considered for inappropriate behaviour that escalates or is repeated. Providing students with the opportunity to reflect on their own actions and the impact of these actions is essential to student learning.

In practice, we will consider a range of options to determine the most appropriate way to respond to each situation and help the student learn from his or her choices. These will include different supports and consequences.

Supports could include:

- \* a conversation with the student
- \* involvement of parents or caregivers
- \* a review of expectations for the student's behaviour
- \* counselling from a school or community counsellor
- \* connections with our youth care workers or community agencies

Consequences could include but not limited to:

- \* an assignment, community service, or other restoration
- \* a detention or loss of privileges
- \* a suspension, District Behavior Committee meeting, or school transfer

Behaviour occurs in a broader context and can be changed over time. Each decision on discipline is unique for each student.

Parents have a primary role to play in their children's education. We actively engage parents in the progressive discipline approach by involving them in ongoing conversations about their children's achievement, well-being and behaviour. When schools and parents are partners, there are many positive results.



## SPECIFIC STUDENT EXPECTATIONS

### **HALLWAYS AND WASHROOMS**

Students are expected to be in class during class time. Students may only be in hallways during class time if they are carrying a Hall Pass given by their teacher or a note indicating their destination signed by their teacher.

Only one student may exit a classroom at a time to use the washroom, get a drink, or take a small break. Students leaving the class for these purposes must have a Hall Pass given by their teacher.

Students are not allowed to meet or congregate in the washrooms. Students are to use the facilities and then immediately exit washrooms.

A staff member must supervise any students working in the hallway plus provide Hall Passes or notes for those students.

Students found in the hallway or washroom without a Hall Pass or note, will be escorted back to their class or a supporting staff member.

### **DRUGS AND ALCOHOL**

At Chilliwack Secondary we are committed to a safe school environment for our students. Students must not be under the influence of, or in possession of, substances that are illegal for minors including drugs, drug paraphernalia, and alcohol at school or during any school event.

Students who are involved in, or present at, incidents involving substance use will be considered in violation of the SD 33 Drug and Alcohol policy and are therefore subject to consequences.

The student's parent/guardian will be informed of the infraction and the student will be immediately suspended from attending Chilliwack Secondary. In addition, the student may be referred to the District Behaviour Committee (DBC) where the situation involving the infraction and student's overall progress (academic, behavior, attendance) will be reviewed. Counselling support and a school success plan will be developed at this meeting. It may be decided at the DBC that the student will not return to CSS, and the transition to the new school will be aided by the school district team.

Repeated offences or students involved in trafficking will result in a mandatory DBC review. The RCMP will be involved in all trafficking incidents.



## **SMOKING AND VAPING**

Smoking cigarettes, chewing tobacco, using vaporizers, and using e-cigarettes, are unhealthy acts that are illegal for minors and we will do whatever we can to discourage students from using these products. In accordance with Section 2.2 of the Tobacco and Vapour Products Control Act, all public and private kindergarten to Grade 12 schools in B.C. are tobacco and vape-free. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes vehicles, parking lots, sports fields, driveways, courtyards, and private vehicles parked on school property.

If a student is caught smoking or vaping in the school, on school grounds, or at a school function, that student will be required to complete a period of community service and an in or out of school suspension.

## **WEAPONS**

Weapons are defined as any instrument, which can be used to injure, harm, or intimidate another person. Weapons of any kind are prohibited on school premises and students who are found with knives, guns, pellet guns, replicas of guns or other dangerous objects on their person, back packs, purses, in their lockers or in their vehicles will be subject to disciplinary action. Carrying a concealed weapon is contrary to the Criminal Code of Canada.

The consequences of a weapons offence is that the student will be subject to disciplinary action up to and including referral to the District Behaviour Committee.


## **VIOLENCE**

Chilliwack Secondary staff and students work hard at maintaining a safe school. Violence can be verbal/written (intimidation, harassment, threats) or physical (pushing, shoving, punching, etc.). Violence is not accepted in our school community.

The consequences for violence may include suspension and a student could lose their opportunity to attend Chilliwack Secondary School. The R.C.M.P. will be contacted if warranted.

## **COMPUTER AND INTERNET USE**

It is SD33 policy that all students complete an "Acceptable Use Agreement" that is signed by parents/guardians prior to using the internet or email at Chilliwack Secondary School. Students must make appropriate use of computers and technology. Inappropriate use could mean withdrawal from a computer course, loss of computer privileges in the school, suspension,



and possible R.C.M.P. involvement. Harassment on social networking sites, personal e-mail, and text messaging is prohibited. Such actions will lead to disciplinary action. This rule applies to students' use of any personal devices such as smartphones, tablets, or laptops. This applies to students at school or away from school because such harm affects our larger school community.

## **PERSONAL ELECTRONIC DEVICES**

The classroom is a place to focus on teaching and learning. All teachers are required to have a Personal Electronic Device (Cell Phone) Policy for their learning space. This policy will outline when students may use their personal devices and where personal devices are stored when not in use. Personal electronic devices include, but are not limited to cellular phones, earbuds, headphones, tablets, and laptops.

Irresponsible use of personal electronic devices creates distractions to this process and may be a safety concern in such areas as the gym, shops, labs, and the teaching kitchen. It is important for students to understand that electronic devices are to be used in the classroom as learning tools only when their teachers give them permission.

The following expectations outline Chilliwack Secondary School's policy on personal electronic devices:

- \* Student will refrain from using their personal electronic devices during class time; however, individual classroom teachers will determine their classroom policy and clearly outline it to their students
- \* Teachers will use their discretion as to what is an acceptable use of technology in the classroom. The individual classroom teacher's policy will outline clear expectations and consequences
- \* Teachers reserve the right to confiscate personal electronic devices and place them in a secure location for as long as is deemed appropriate, and refer the student to the appropriate administrator if necessary
- \* At no time is it permissible for students to take pictures or video other students, staff, or guests without their expressed permission or consent
- \* It should be stressed that Chilliwack Secondary School and its staff are not responsible for lost or stolen items and students should exercise caution when choosing to bring these items to the school

## **ACADEMIC DISHONESTY**

We expect students to strive for academic excellence in an honest manner. We value academic integrity and ethical behavior, and will not tolerate academic misconduct of any kind including:



### Plagiarizing:

- \* Copying work or homework, or lending any of your work to another student to be copied
- \* Representing any part of your work as your own that is not (this includes information from Internet sites)
- \* Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- \* submitting purchased papers as your own
- \* submitting papers from the Internet written by someone else as your own
- \* submitting work that is generated using Artificial Intelligence (AI)
- \* exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not

### Cheating:

- \* Talking/communicating in any way with other students during a test
- \* Having any unauthorized test related material on or near the student's desk during a test
- \* Using any form of memory aid during tests or quizzes without the expressed permission of the instructor
- \* Cell phone use during a test or quiz
- \* Failing to adhere to verbal or written testing guidelines.
- \* Giving or receiving answers during tests or quizzes. You have a responsibility to secure your papers, so other students will not have the opportunity to copy from you
- \* Accessing a test or quiz for the purpose of determining the questions in advance of its administration

## **STUDENT DRESS CODE**

Clothing should be suitable for a school learning environment. Clothing and footwear should be comfortable and appropriate for students to participate safely in all school activities including physical education, science, cooking, and shops. Clothing should demonstrate a respect for the school community and the B.C. Human Rights Code. For example, articles of clothing that promote direct or indirect messages or graphics referring to alcohol, drugs, gang culture, sex, weapons, violence, or profanity will not be permitted. Clothing may not encourage sexism, racism, homophobia, or discrimination regarding gender identity, sexual preference, race, religion, or origin. Clothing fabric must cover private parts, and not be transparent in those areas. Any person dressed in an inappropriate manner, will be advised discretely, and given an opportunity to meet the school dress code.



## **CAR PARKING AND DRIVING SAFETY**

The following guidelines have been established for the purpose of having an orderly and safe parking process at Chilliwack Secondary School:

- \* There are a limited number of parking spaces for the students to park their vehicles on-site. These spaces are located on the South side of the school next to Yale Road.
- \* Students are not permitted to park their vehicles in any space that is labeled "Staff" or "Visitor".
- \* 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.

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 parking at Chilliwack Secondary.

## **PEDESTRIAN TRAFFIC**

Pedestrian students must exercise courtesy toward vehicles stopped or moving so as to maintain safety. Crosswalks must be used where designated.


## **STAFF AUTHORITY**

All staff are asked to enforce our Code of Conduct. As such, all staff members are to be listened to and treated with respect.

# **ATTENDANCE**

Regular attendance is the most crucial factor for student success. Students are expected to be in each of their classes every day. Even one absence per week places a student at risk. Student attendance requires the partnership of the student, their guardians, and the school.

In the modern classroom, a significant number of curricular competencies are not completed or assessed through paper assignments alone. If a student is not in the class, that student misses not only all the instruction and explanation designed to facilitate student learning, but many required opportunities to show that they have mastered the curricular competencies. If a student misses a significant number of classes, the required



elements of the course cannot be met, as the outcomes cannot be gained by working on materials at home.

Research shows that students who miss large numbers of classes are at a significantly increased risk of lower academic performance and increase their risk of not graduating. Illnesses do happen. If your child is ill, please keep them at home. However, there should be a plan to help them catch up. This could include checking the teacher's website and establishing a class "buddy" who will collect homework and handouts. Encourage your child to see the teacher directly for support on concepts they are unclear on and may have missed due to illness. A great time to do this is during Flex. Seek medical support for any prolonged illness.

### **ATTENDANCE and COMMUNICATION PROCEDURES:**

Communication between parents, students, and teachers is critical when a student is absent from class.

- \* It is expected that students will attend every class of every school day. Teachers will take roll call in each class and keep a record of absences, lates, and trancies
- \* Students are responsible for communicating to their teachers when they are away
- \* If students are unable to contact teachers for homework themselves, parents can e-mail the teachers to request missed work. Contact information can be found on our website. <https://css.sd33.bc.ca>
- \* If a student is coming in late or will be absent for all or part of the day that student must be excused by a parent/guardian through the Safe Arrival Program.
- \* Students who are absent from their scheduled classes on the day of a co-curricular activity (i.e. athletics, band, etc.) shall not be allowed to participate in that activity. Exceptions will be made for verified doctor or dental appointments or where prior approval is obtained through the administration.
- \* Students who have been excused from class by their parents/guardians are required to report home. They must not loiter unsupervised in the school hallways, bathrooms, and parking lots.


### **AN UNEXCUSED ABSENCE**

An unexcused absence is an absence that occurs without valid parental or school consent and is normally treated as a truancy.

### **TRUANCY**

A truancy is when the student:

- \* Leaves school without signing out at the office
- \* Is absent from school without prior permission of parents/guardians
- \* Leaves a class without permission

- 
- \* Becomes ill and goes home or stays in the restroom instead of reporting to the office
  - \* Comes to school but does not attend class
  - \* Falsifies a parental notification
  - \* Is absent without the knowledge and consent of a parent
  - \* Is absent from class after arriving on campus, without the knowledge and consent of the school

## **PROCESS FOR DEALING WITH TRUANCIES**

Truancy will be cause for disciplinary action through our progressive discipline model. The following process will be followed:

### Stage One:

- CSS automated phone alert system informs parents and guardians when classes are not attended.
- CSS Teachers and other staff (Counsellors, Child & Youth Care Workers, Learning Support Teachers, Indigenous Enhancement Team, Administration, etc.) contact parents and guardians by phone and email to communicate there is an attendance concern.
- Support will be offered to help your child connect with our school and their classes.

### Stage Two:

- A formal letter is sent home by email and/or regular mail indicating a meeting is requested to create an attendance/school success plan. Your child is at Stage Two currently and may be moved to Stage Three without immediate intervention and planning.
- Support will be offered to help your child connect with our school and their classes.





### Stage Three:

- Your child may be taken out of their current classes.
- In-House Alternate programming may be assigned to your child.
- Your child will be welcome on school property for two reasons. First, when their assigned In-House Alternate classes are in session. Second, when in the presence of an adult or when coming for a scheduled supportive connection with one of our staff members (e.g. visiting their School Counsellor or Indigenous Enhancement Team)

### Stage Four:

- Your child will be taken out of their current classes.
- Your child will only be welcome on school property if they are in the presence of an adult and/or coming for a scheduled supportive connection with one of our staff members (e.g. visiting their School Counsellor or Indigenous Enhancement Team)
- Your child may be invited to re-join our school community at the next semester break or school year.
- Your child may be referred to a SD 33 Team for recommendations for educational planning which may include moving to another school.
- We can explore ways for your child to continue their learning journey for credit while not attending CSS in-person.

# GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE 12 IN SEPTEMBER, 2023

## Credit Requirements Grade 10 - 12

**80 credits ...** total required for graduation (equivalent to 20, 4-credit courses from grade 10, 11 and 12)

52 credits are Required Courses, including:

- Language Arts 10 (4 credits)
- Language Arts 11 (4 credits)
- Language Arts 12 (4 credits)
- Social Studies 10 (4 credits)
- A Social Studies 11 or 12 (4 credits)
- Science 10 (4 credits)
- A Science 11 or 12 (4 credits)
- A Mathematics 10 (4 credits)
- A Mathematics 11 or 12 (4 credits)
- Physical Education 10 (4 credits)
- A Fine Arts or Applied Skills 10, 11 or 12 (4 credits)
- Career Education 10 (2 credits)
- Career Education 11 (4 credits)
- Career Education 12 Capstone (2 credits)

28 credits are Elective Courses

- Minimum of 12 credits at the Grade 12 level in addition to Language Arts 12
- All Ministry-Authorized and Board/Authority-Authorized courses count

### **4 credits Indigenous focused graduation requirement**

- Students must complete at least 4 credits in Indigenous focused coursework.
- Students can meet this requirement through a variety of course options including:
  - BC First Peoples 12
  - Contemporary Indigenous Studies 12
  - English First Peoples Literary Studies 10
  - English First Peoples Literary Studies and Writing 11
  - English First Peoples 12
  - Introduction to Halq'emeylem 11

### **Assessments**

Students are required to write the following assessments to fulfill grad requirements:

- The Literacy Assessment 10
- The Literacy Assessment 12
- The Numeracy Assessment 10



## **Ministry Websites:**

Graduation Home:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

Student Secure website: <http://www.bced.gov.bc.ca/exams>

End of course assessments are written by students in academic courses. These formal assessments are worth a portion of the final grade in each course. The final assessments must be successfully completed before credit for the courses can be attained. These assessments must be written at the scheduled times during the assessment and reporting week. Students are to be available during the assessment and reporting week.