

A large group of students, all wearing red shirts, are gathered on a green artificial turf field. They are arranged in a large, stylized letter 'C' that spans across the width of the field. The students are standing close together, and many have their arms raised in the air. In the background, there is a paved area, possibly a parking lot or a different type of field, and a line of tall evergreen trees under a clear blue sky. Several tall stadium light poles are visible around the perimeter of the field.

Welcome to Carson Graham!

Grade 8 Family Night
2026

Housekeeping

- Grade 8s & siblings – Gym with parents or wait in Agora only
- Please do not wander around the school as our custodial team is hard at work!
- Washrooms – outside gym in hallway

ACKNOWLEDGEMENT

We would like to acknowledge and respect the Traditional Coast Salish Lands, including the Tsleil-Waututh (səfilwətaʔ), and Squamish (Sḵwxwú7mesh Úxwumixw) Nations.

We give our thanks and appreciation for the opportunity to live, play and learn on their traditional territory.



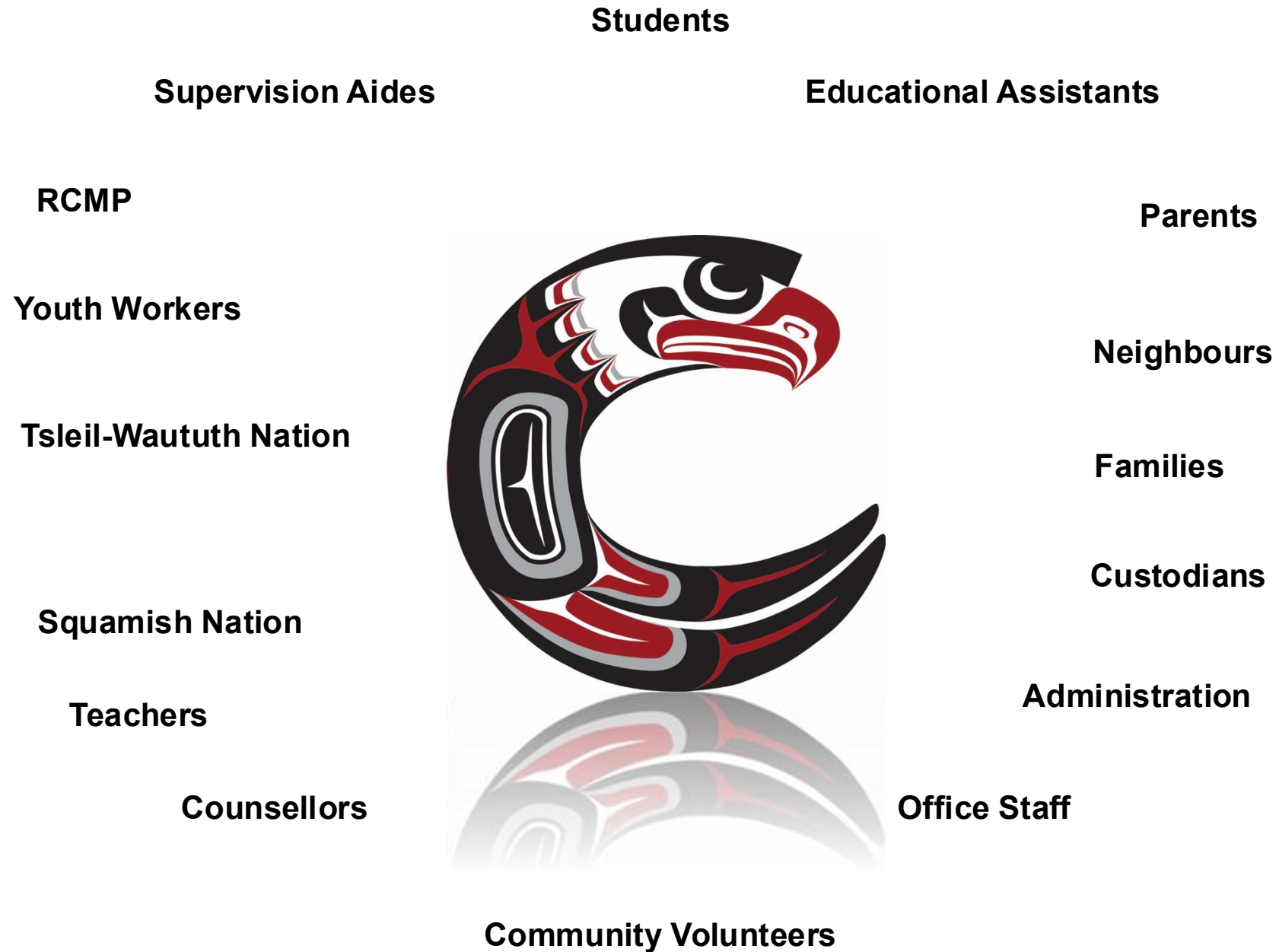


Introductions:

Principal – Kim Jonat

Vice Principal – Tuzar Irani

Vice Principal – Stephanie Strandt



CARSON PAC



Mischa Watt (chair)
chair@carsongrahampac.ca



*Next Meeting: Wednesday,
Oct. 7, 7:00pm Library*



chair@carsongrahampac.ca

Carson Graham Library Learning Commons



Our library team: Ms. Thomson, Ms. Kagan, Mr. Spicer

Our website:

<https://libguides.sd44.ca/CarsonGrahamLibrary/>

- Access to research databases, referencing guidelines, our library catalogue, and useful tutorials.

Carson Graham Library Learning Commons

- Book check-out: up to ten books at a time
- Book renewal: can renew twice (up to nine weeks total)
- No fines for overdue books (yay!), but students are charged for the price of the book at the end of the year **if its still missing** (boo! So please return.)
- The library learning commons is open to students before school, at lunch and after school. They may use the desktop computers and the printer for schoolwork 😊

Grade 8 counsellor



Ms. Tamara McKay



Email: tmckay@sd44.ca



Book an appointment



No drop-ins for parents



For an urgent matter, call the school office 604-903-3555

YEAR 3 of EMPLOYMENT!



Diego & Aslan:
Pacific Assistance Dog Society (PADS)



	PADS Facility Dog	Therapy Dog
Training Length	~2 years (ADI accredited)	Basic obedience
Handler	PADS trained	Volunteer owner
Workplace	One facility	Multiple locations
Legal Status	Public access rights	No access rights
Purpose	Structured emotional support	General comfort visits



- No cost to the school district or school
- Strict behaviour, vaccinations, and grooming rules for the dogs/handlers
- We recognize that families may have cultural, religious, personal, or past experiences that make them uncomfortable around dogs. Students who prefer not to interact with the dogs will have their boundaries respected.





School Information

2026-2027 School Year

Linear Schedule with 8 classes

Four classes on day 1 and four classes on day 2

Rotating morning blocks

Fixed afternoon block

Tutorial: 8:28 – 9:10am

2026-2027 CARSON GRAHAM TIMETABLE

WEEK 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Rotation	Day 1	Day 2	Day 1	Day 2	Day 1
8:28-9:10	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial
9:10-10:20	P1	P5	P2	P6	P3
10:20-10:35	Transition	Transition	Transition	Transition	Transition
10:35-11:45	P2	P6	P3	P7	P1
11:45-11:50	Transition	Transition	Transition	Transition	Transition
11:50-1:00	P3	P7	P1	P5	P2
1:00-1:50	Lunch	Lunch	Lunch	Lunch	Lunch
1:50-3:00	P4	P8	P4	P8	P4

WEEK 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Rotation	Day 2	Day 1	Day 2	Day 1	Day 2
8:28-9:10	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial
9:10-10:20	P7	P1	P5	P2	P6
10:20-10:35	Transition	Transition	Transition	Transition	Transition
10:35-11:45	P5	P2	P6	P3	P7
11:45-11:50	Transition	Transition	Transition	Transition	Transition
11:50-1:00	P6	P3	P7	P1	P5
1:00-1:50	Lunch	Lunch	Lunch	Lunch	Lunch
1:50-3:00	P8	P4	P8	P4	P8

SPECIAL SCHEDULES & KEY DATES

CARSON ADVISORY		LATE START		ADVISORY / LATE START DATES	IMPORTANT DATES
Tutorial	8:28-9:10	Staff Collaboration	8:28-9:48		
P2	9:10-10:05	P2/5	9:48-10:50		
Advisory	10:05-11:00	Transition	10:50-11:05		
Transition	11:00-11:15	P3/6	11:05-12:05		
P3	11:15-12:10	Transition	12:05-12:10		
Transition	12:10-12:15	P1/7	12:10-1:10		
P1	12:15-1:10	Lunch	1:10-2:00		
Lunch	1:10-2:00	P4/8	2:00-3:00		
P4	2:00-3:00				

How to read your student's schedule

Room
Number

Period

Homeroom: H08-01 - Weber, Herb		Effective Date: N/A				
Course	Description	Room	Teacher	Term	Schedule	Credits
MPHE-08IB-01	PHYSICAL AND HEALTH EDUCATION 8 IB	LGym1	Bumsted, Carla	FY	Period 01(1)	0.0000
MMA--08IB-09	MATHEMATICS YEAR 3	D312	Dai, Julia	FY	Period 02(1)	0.0000
MADW-08-IB-03	DESIGN YEAR 3 - WOODWORK IB	E103	Kwan, Tim	TRI1	Period 03(1)	0.0000
MADT-08-IB-03	DESIGN YEAR 3 - TEXTILES IB	D101	Matthews, Nicole	TRI2	Period 03(1)	0.0000
MADCT08-IB-03	DESIGN YEAR 3 - COMPUTATIONAL THINKING IB	D305	Howell, Owen	TRI3	Period 03(1)	0.0000
MFR--08IB-01	LANGUAGE ACQUISITION YEAR 3 - FRENCH	C201	Kossmann, Celine	FY	Period 04(1)	0.0000
MSC--08IB-05	SCIENCES YEAR 3	A203	Mile, Stephanie	FY	Period 05(2)	0.0000
MEN--08IB-06	LANGUAGE AND LITERATURE YEAR 3	C204	Chen, Sandie	FY	Period 06(2)	0.0000
MMU--08CBI-01	ARTS YEAR 3 - CONCERT BAND	B124	Yang, Kevin	FY	Period 07(2)	0.0000
MSS--08IB-08	INDIVIDUALS AND SOCIETIES YEAR 3	C301	Gamache, Chad	FY	Period 08(2)	0.0000
MCE--08IB-01	CAREER EDUCATION 8 IB	NA	Wensveen, Kristy	FY	Period 40(1-2)	0.0000

TUTORIAL

8:28-9:10am daily

Students can:

Catch up on missed work, assignments

Access 1:1 teacher help

Work on group assignments

Catch up on needed rest if necessary

IB Coordinators:

- Liz Thornhill

lthornhill@sd44.ca

- Cora Pross

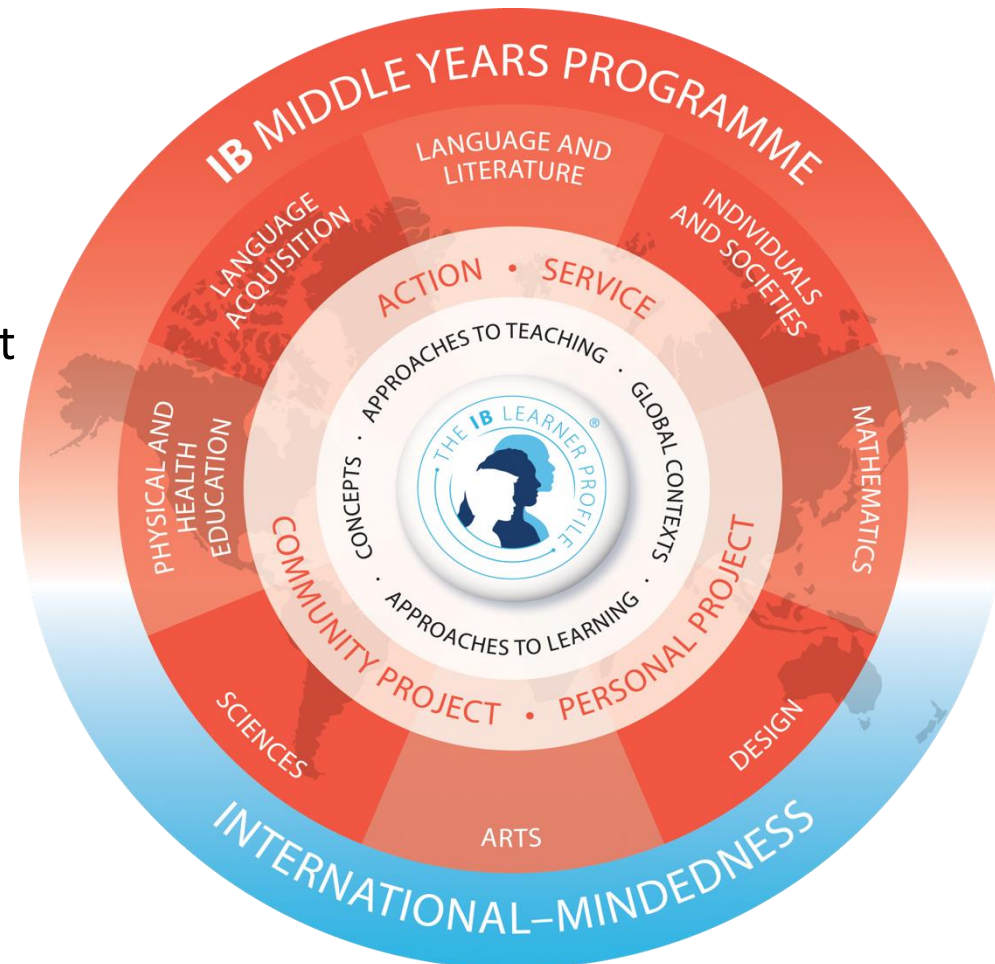
cpross@sd44.ca

What is MYP?

The International Baccalaureate (IB) Middle Years Programme (MYP) is an educational program with set standards and practices through which to teach the BC Curriculum.

Key features:

- Concept-driven
- Driven by student inquiry
- Criterion referenced assessment
- Common framework
- Consistency between classes
- Intellectual development
- Character development

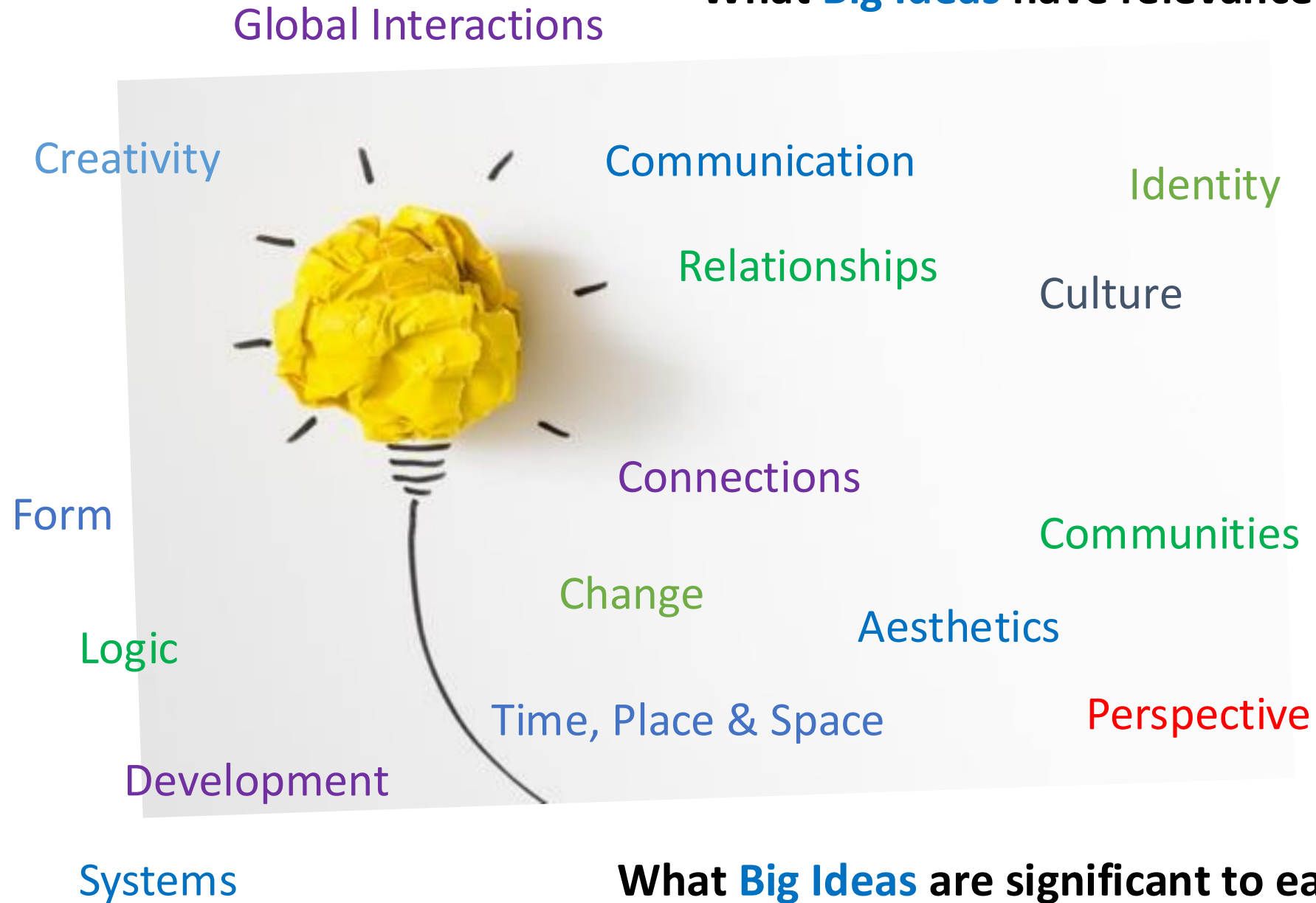




**What traits do
we want our
students to
value as
learners?**



What **Big Ideas** have relevance across subjects?



What **Big Ideas** are significant to each discipline?

Criterion Based Assessment



Assessment

Each course has 4 criterion and 4 rubrics

Students are given a level on each criterion that best describes what they have consistently demonstrated

Not all criterion are necessarily assessed each term

Achievement increases as students show more sophisticated evidence of learning

Criterion B: Inquiring and designing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: • state a problem or question to be tested by a scientific investigation, with limited success • state a testable hypothesis • state the variables • design a method, with limited success.
3-4	The student is able to: • state a problem or question to be tested by a scientific investigation • outline a testable hypothesis using scientific reasoning • outline how to manipulate the variables, and state how relevant data will be collected • design a safe method in which he or she selects materials and equipment.
5-6	The student is able to: • outline a problem or question to be tested by a scientific investigation • outline and explain a testable hypothesis using scientific reasoning • outline how to manipulate the variables, and outline how sufficient, relevant data will be collected • design a complete and safe method in which he or she selects appropriate materials and equipment.
7-8	The student is able to: • describe a problem or question to be tested by a scientific investigation • outline and explain a testable hypothesis using correct scientific reasoning • describe how to manipulate the variables, and describe how sufficient, relevant data will be collected • design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

Criterion B: Inquiring and designing

The student is able to:

(level 1-2) **Emerging**

- **state** a problem or question to be tested by a scientific investigation, with **limited success**

(level 3-4) **Developing**

- **state** a problem or question to be tested by a scientific investigation

(level 5-6) **Proficient**

- **outline** a problem or question to be tested by a scientific investigation

(level 7-8) **Extending**

- **describe** a problem or question to be tested by a scientific investigation

Criterion B: Inquiring and designing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: • state a problem or question to be tested by a scientific investigation, with limited success • state a testable hypothesis • state the variables • design a method, with limited success.
3-4	The student is able to: • state a problem or question to be tested by a scientific investigation • outline a testable hypothesis using scientific reasoning • outline how to manipulate the variables, and state how relevant data will be collected • design a safe method in which he or she selects materials and equipment.
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Criterion B: Inquiring and designing

The student is able to:
(level 7-8)

- **describe** a problem or question to be tested by a scientific investigation
- **outline** and **explain** a testable hypothesis using **correct scientific reasoning**
- **describe** how to manipulate the variables, and **describe** how sufficient, relevant data will be collected
- **design** a logical, complete and safe method in which he or she **selects appropriate** materials and equipment

For details of rubrics for each MYP course go to
www.carsongraham.ca

- Programs & Services
- Middle Years Programme
- Course Outlines



E-Scooter Safety Violations



30
km/h



30
km/h

More than
one rider
\$109 fine



Riding
without
helmet
\$29 fine



Must be 16 or
older to ride

\$109 fine



Riding
dangerously
\$109 fine



Riding on
sidewalk
\$109 fine



Exceeding
speed limit
\$138-\$368 fine



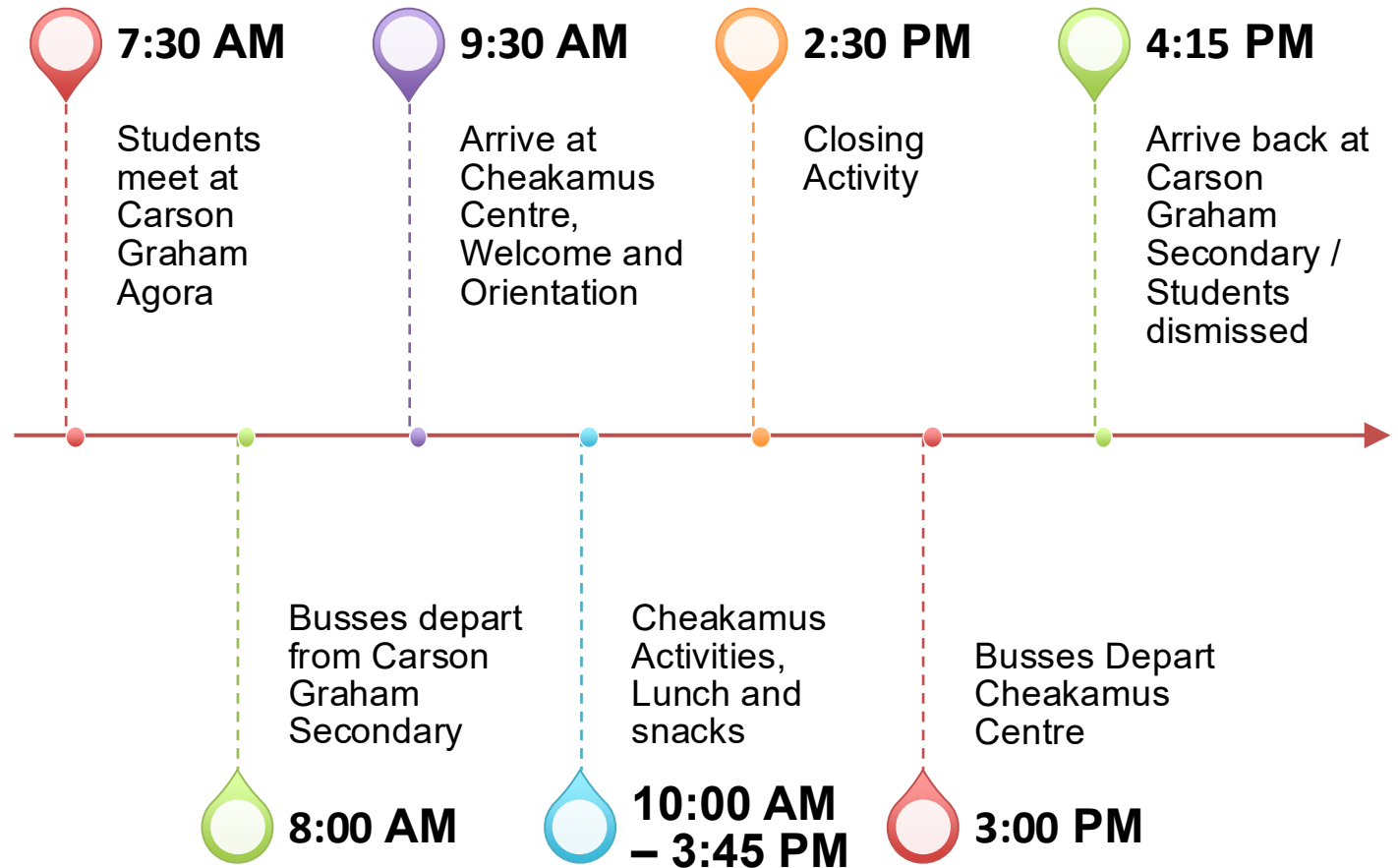
Personal Digital Devices

- "Devices off, learning on"
 - Class time – NO personal digital devices
 - Students may only use devices with explicit teacher permission during class.
 - No photos or video without permission
-
- Why?
 - Promote online safety.
 - Encourage focused learning environments.
 - Support mental health.

Grade 8 Retreat: Friday October 9th



Grade 8 Retreat Schedule:



What to Pack



- Backpack (small)
 - Water bottle
 - Notebook & pencil case
 - Sunscreen, hat
 - Raincoat
-
- Remember: Weather can change quickly at this time of year, so better to be prepared and **wear layers.**

Do not bring

- money
- knives
- cell phones
- music devices (iPods etc.)
- electronic devices (Nintendo, ipad etc.)
- snacks or food (including gum, candy and peanuts)



Expectations for students

- All school rules and code of conduct apply
 - Respect rules and guidelines. Follow instructions from staff and senior student leaders.
 - Bring only those items you have been asked to pack.
 - Follow the zero waste expectations at Cheakamus - recycle and compost
 - Do not go anywhere alone - make sure leaders know where you are
 - Stay on designated trails – do not go near the river
 - Treat animals and plants with care and respect
 - Report sickness and accidents immediately to staff
 - Follow fire alarm & emergency procedures as discussed in the orientation
-

Expectations for parents

- Support your children and be encouraging
 - Let them know there are a lot of adults and student leaders to support them if they need assistance
 - If your child is sick the morning of camp, please do not send them
 - Do not expect your child to call you
 - Ensure your child is at the school on time (buses depart at 8:00am, students must arrive to the agora by 7:30am)
 - Talk to your children about their retreat experience
 - Share feedback with us
-



Stay Connected

- Please read the Carson newsletters/emails
- "X": @carsonsecondary
- Instagram: @cgseagles
- Calendar
- Agenda Book
- Website
- Email



Get involved!

- Club Fair
- Early October



Carson Graham Secondary
North Vancouver School District

[Mail](#) [NVSD Portal](#) [Parents](#) [NVSD](#)



[Home](#) [About Our School](#) [Programs & Services](#) [Staff Contacts](#) [Parents](#) [Students](#) [Contact Us](#)

Clubs

Service

Grad Information

Personal Project

Expect Respect and a Safe Education (ERASE)

Learner Profile

Athletics

Grade 12 Information

BC Ministry Grad Info

Health & Community Resources for Students

Youth Workers

Join One Today!

<u>Club Name</u>	<u>Meeting Room and Day(s)</u>	<u>Club Contact</u>
Jack.Org	D205, Fridays at lunch	Minori Yin, Kara Lau
The Book was Better	Library Classroom, Every other Wednesday at lunch	Chloe Jones
Better Together	C305, Thursdays at lunch	Thalia Brooks
Art Club	D102, Wednesdays at lunch	Rosita Keremidchieva, Nika Damroodi
Chess Club	D303, Tuesdays and Thursdays at lunch	Lucas Read
Science Club	A20, Tuesdays at lunch	Ruby Seo, Lucas Read, Gisele Saldanha
Math Club	D312, Mondays at lunch	Ilya Sanei
Theatre Club	Theatre, Mondays and Thursdays at lunch	Gustavo Costa, Lara Mnatskanian
Model UN	D205, Tuesdays at lunch	Gustavo Costa
Community Initiatives	F20, Thursdays at lunch	Yimene Garcia Soto

3 Seasons of Play - ATHLETICS

Fall

Rugby – gr. 8
Volleyball (girls)
Field Hockey
(girls)
Cross-country
running
Swimming

Winter

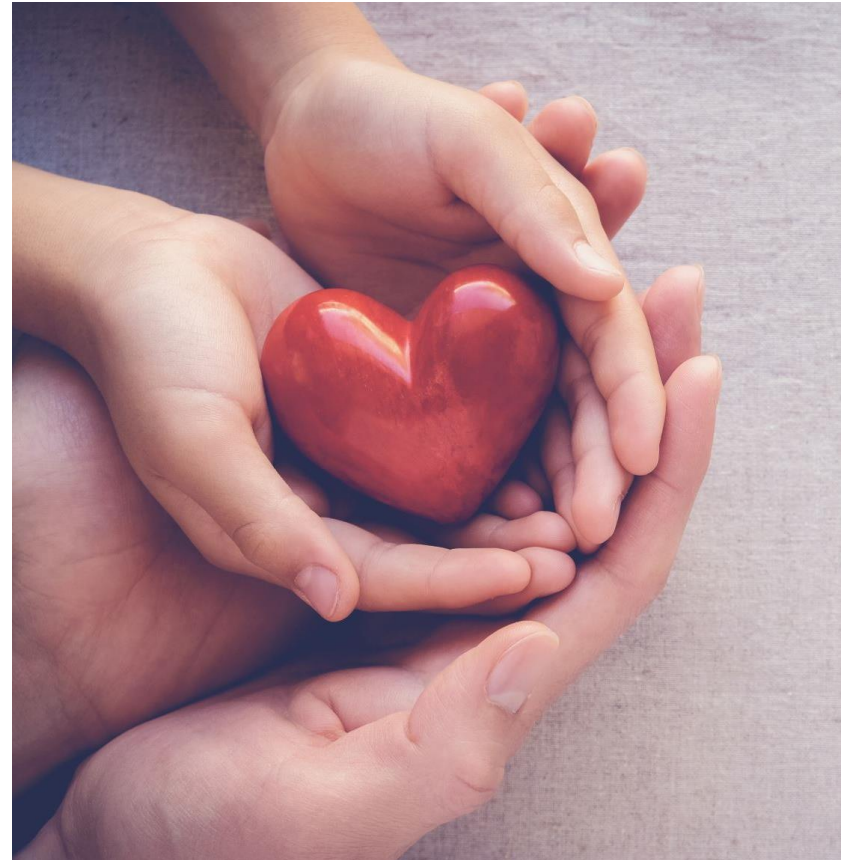
Basketball
Skiing/Snowboarding
Wrestling

Spring

Track & Field
Badminton
Golf
Football Gr. 8
Ultimate
Jr. Girls
Soccer
Mountain
biking

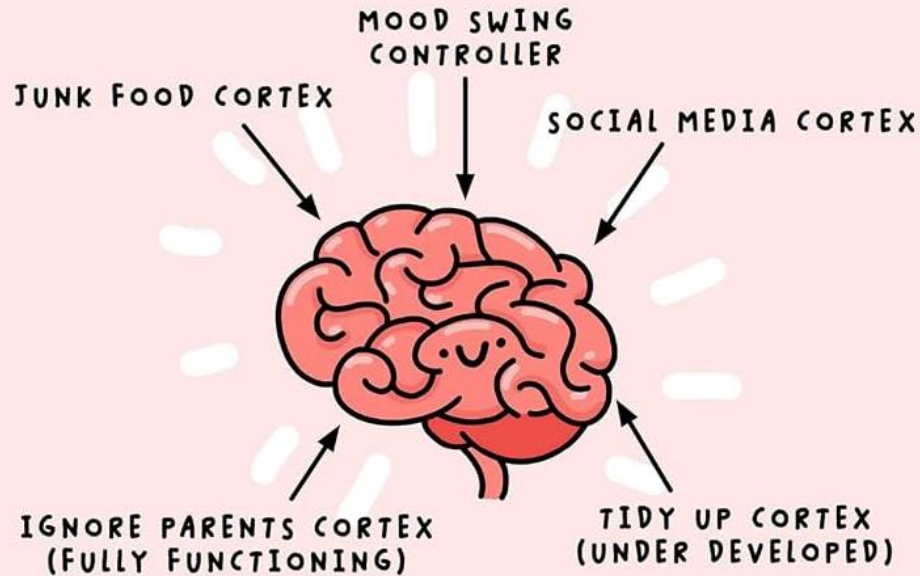
School Tips for Parents

- Set up your Parent MyEd Portal account to access your child's attendance and report cards.
- Regularly monitor attendance!
- Check out the Carson Graham website regularly.
- Contact teachers with learning concerns.
- Sign up for school calendar notifications on the school website.
- Notify the main office of any contact information changes (new emails or phone numbers).
- Notify the main office of absences.
- Teacher Tutorial & HW Hub in the Library (8:30 –9:10 am Monday-Friday)
- Yes, they get homework!



Survival Tips for Parents

A TEENAGER'S BRAIN



Their Brain Is Still Under Construction!

Adolescence is a period of enormous brain development.

Emotional reactions can be stronger than the ability to regulate them

Planning, organization and follow-through are still developing

Impulse control and risk assessment are not yet adult-level skills

Stress, emotions and competing demands can make attention more difficult

Sometimes what looks like laziness, attitude or poor judgment is a teenager practising skills their brain is still developing.

What Parents See vs. What May Be Developing

Challenging behaviour can have a developmental purpose



What parents may see



Moodiness / attitude (*the eye-roll era*)



Arguing / questioning (*future trial lawyer energy*)



Avoiding chores / procrastinating
(*sudden dishwashing amnesia*)



Seeming self-focused (*main character energy*)



Poor decisions (*testing the limits*)



Not listening (*selective hearing... maybe*)



Wanting control of their room,
appearance or choices (*my room, my rules vibe*)

What may be developing



Emotional regulation



Critical thinking and forming personal beliefs



Executive functioning



Identity development and perspective-taking



Learning judgment and assessing risk



Managing cognitive and emotional overload



Independence and autonomy



Key takeaway: Understanding the why doesn't mean excusing disrespectful or unsafe behaviour. It helps us respond with more insight, structure and support.

Better
together,
one day
at a time.

What Teens Need From Parents



Your teenager still needs you—just differently.

- Stay calm when emotions run high
- Be curious before assuming defiance
- Listen to their perspective, even when you disagree
- Give them opportunities to make age-appropriate decisions
- Break overwhelming responsibilities into manageable steps
- Maintain clear, predictable boundaries
- Allow increasing independence while staying connected

“Connection + boundaries” rather than “control vs. freedom.”

https://www.nimh.nih.gov/health/publications/the-teen-brain-7-things-to-know?utm_source=chatgpt.com

The Goal

- Be the safety net, not the snowplow.
- High school is where kids need manageable struggle.
- Our job isn't to clear every obstacle out of the way.
- It's to help them build the confidence to face challenges — while knowing they're not alone.



Support Without Rescuing

Instead of jumping in, try coaching first:

- “What do you think you should do next?”
- “Do you want me to listen, help you think it through, or help you take action?”
- “What’s your plan?”

Let them experience natural consequences when the stakes are low.

Forgotten homework, awkward conversations and missed deadlines can become powerful teachers.



Don't Have to Let Them Drown :)

- Independence doesn't mean abandonment.
- Step in when the stakes are genuinely high:
- Safety concerns:
 - Bullying
 - Significant mental-health concerns
 - Exploitation
 - A child who is clearly overwhelmed

The message is:

"I won't solve every problem for you because I believe you're capable. But you never have to face the really hard ones alone."



Students:

Growing up means learning that you can have strong feelings, disagree with your parents and still treat them with respect.

Your feelings are valid. Your behaviour is still your responsibility.

If you mess up, own it, apologize and repair the relationship





QUESTIONS