

Carson Graham Secondary School

Student Planner 2024-2025



Carson Graham Mission Statement

We strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity, and work to develop a life-long commitment to learning.

Our aim is to develop inquiring, knowledgeable, confident, and caring students who create a better world through intercultural understanding and respect.

Principal - Ms. Kim Jonat
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This agenda belongs to:

Student # _____ Grade: _____

TABLE OF CONTENTS

Student Health & Community Information	4-5
Student Code of Conduct.....	6-8
Acceptable Use of Technology Agreement.....	9-10
General Student Information	11
Academic Honesty and Integrity	11-15
Attendance/Awards.....	16
Calculator Policy/Challenge Policy	17
Service as Action Requirements	18
Curricular Materials/Exam Policy /Dress Code	19
Dress Code/Drugs & Alcohol/Emergency Procedures	19-20
Counselling/Homework Requests	20
Learning Centre/ Library Learning Commons	21-22
Lockers/Medical Concerns/Policy 906/School Functions	22-23
Skateboards/Smoking/Vaping/Snowfall Procedures	23
Student Council/Student Parking/Study Blocks	23-24
Technology - Communication Devices/Internet Use	24-26
Wireless Guidelines	26-27
Textbooks/Theft	27
Vacations during School Time/Visitors/Student Fees	27-30
Student Grading Scales	31-32
Graduation Requirements/Provincial Assessments	33
Career Education/Post-Secondary Requirements	34
IB Baccalaureate Programme	35
IB Learner Profile	36
Approaches to Learning Skills	37
Middle Years Programme (MYP).....	38-39
Diploma Programme (DP)	40-41
Calendar	42-51

Welcome!

It is with great pleasure that we welcome you to **Carson Graham Secondary** for the 2024-2025 school year. We hope you and your family are doing well and enjoyed a wonderful summer break. We have been working tirelessly the last few months to ensure you have a safe and exciting school year.

We know many of you lead very busy lives, full of school based and community activities but we encourage you to take advantage of the many extra-curricular activities we offer. Successful students intentionally work at developing successful organizational habits. This book and the school website are intended to provide a framework for you to organize your school life. Being organized will greatly increase your success at **Carson Graham** while establishing effective time management skills as a teenager, will benefit you all your life.

This introductory handbook for students and parents has been prepared to assist you in several ways: in becoming familiar with school policies, events and personnel; in developing a framework for scheduling time; tracking assignments; explanation of **IB Philosophy** and practices, and school activities; and in providing valuable guidelines and information that is most often used by students.

As a staff, we take pride in being an **International Baccalaureate** world school as we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a lifelong commitment to learning. Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.

Once again, we extend our warmest welcome to the **Carson Graham** community, and we look forward to working with you.

Carson Graham Administration and Staff

STUDENT HEALTH AND COMMUNITY INFORMATION

INFORMATION FOR STUDENTS

North Shore 24-hour line <i>(to find out about Youth Outreach Services)</i>	604-990-2244
Public Health Nurse On-Call <i>(Mon-Fri, 9am - 5pm)</i>	604-983-6700
North Vancouver Recreation Commission	660-987-PLAY
West Vancouver Community Services	604-925-7270

HEALTH INFORMATION

www.vch.ca > Your Health > Youth > Youth Clinics

Health Link BC dial 811 or www.HealthLinkBC.ca

Callers to 811 can speak to a Nurse (24/7), a Dietitian (Mon-Fri, 9am - 5pm), and a Pharmacist (Everyday, 5pm - 9am)

Tobacco Information www.quit4life.com

NUTRITION AND HEALTH RESOURCES

Healthy Eating at School www.healthyeatingatschool.ca

North Shore Youth Eating Disorders Program	604-922-4814
Kelty Resource Centre <i>(Mental Health and Disordered Eating Information)</i>	604-875-2084

SUPPORT AND COUNSELLING LINES

HELPLINE <i>(for Children and Adolescence)</i>	604-310-1234
Crisis Line	604-310-6789
North Shore Crisis Services Society	604-987-0366
Victim link	1-800-563-0808
North Shore Youth Safe House <i>(24 hour phone line)</i>	1-877-789-6884
Suicide Support Line <i>(Province wide)</i>	1-800-784-2433
*(Call the Youth BC 24/7 Crisis Line)	1-866-661-3311
Child Youth Mental Health	604-904-4300
*(Call to arrange intake interview to receive counseling support)	
Hollyburn Family Services	604-987-8211
Family Services of the North Shore	604-987-1411
North Shore Schizophrenia Society	604-926-0856

HELPFUL WEBSITES FOR TEENS

Jessie's Legacy - Family Services of the North Shore

A program, which provides disordered eating prevention, education, resources and support for BC youth, families, educators and professionals.

www.familyservices.bc.ca

604-988-5281

Hollyburn Family Services programs include Individual & Family Counselling, Youth Services, Parent/Teen Mediation, Parent Education, Drug & Alcohol Counselling www.hollyburn.ca/

Anxiety and Depression Information www.anxietybc.com or mindcheck.ca

Chat live www.youthinbc.com (12noon – 1:00 am, 7 days a week)

Need to Talk to a Caring Professional?

- www.crisiscenter.bc.ca and /or www.kidshelpphone.ca
- **Mental Health Information** www.keltymentalhealth.ca
- **Canadian Mental Health Association (BC Division)** www.cmha-bc.org
- **North Vancouver Child and Youth Mental Health and Addiction Services** www.northwestvancouver.cmha.bc/node141

NVSD Code of Conduct

North Vancouver School District's Code of Conduct has been established to maintain a safe, caring, accessible, and healthy learning environment.

It is the shared responsibility of students, staff, parents/guardians, and the broader community, to demonstrate positive conduct while attending any school or district related activity, at any location.

All members of the school community are expected to:

- Support learning and attendance.
- Demonstrate safety.
- Respect property, environment, personal space, and privacy.
- Model courtesy, compassion, and respect.
- Value diversity.
- Treat self and all other members of the school and broader community respectfully.

All members of the school community must refrain from engaging in any in-person or digital communication or participating in behaviour that is considered to be:

- Interfering with the learning and working of others.
- Bullying, harassing, intimidating, retaliating, discriminating or violent.
- Unsafe or illegal; including the possession, use, or distribution of illegal or restricted substances or the possession of weapons or replicas.

All members of the school community are expected to:

- Comply with the purpose and spirit of the BC Human Rights Code, including not engaging in discriminatory conduct based on Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or

mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.

- Wear clothing that does not promote or symbolize illegal substances or activities, hate or discrimination, profanity, pornography; or that incites violence, harassment, or threatens safety.
- Leave personal digital devices at home, in their bag/backpack, and/or in their locker during instructional time. Allowances may be made by the staff for instructional purposes, digital literacy, appropriate use based on age and developmental stage, accommodations within a student's Individualized Education Plan, accessibility, medical and health needs, and/or equitable support for learning outcomes.

Every effort will be made to support individuals and to determine the root causes of behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow. Whenever possible, incidents will be resolved by discussion, community service, restorative processes, referral to counselling and/or support services, mediation, and restitution, but may involve loss of privileges, detention, suspension from school, and/or collaboration with community partners. Confidentiality will be maintained; however, school officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g. school district officials, law enforcement, and/or other agencies, etc.).

The school will take all reasonable steps to prevent any form of retaliation against a student or staff member who has brought a complaint forward of a breach of the Code of Conduct.

Factors such as the severity and frequency of the concerning behaviour(s), as well as the age, maturity, and ability of the person(s) involved, will be considered. In most cases, as people mature, there is the expectation of increased responsibility and self-

discipline; therefore, progressively increasing consequences for concerning behaviour may apply.

Considerations apply to those who may not be able to adhere to the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

All members of the North Vancouver School District community have the right to be treated fairly and consistently and should know and understand this Code of Conduct.

CARSON GRAHAM STUDENT CODE OF CONDUCT

Excellence
Acceptance
Growth
Learning
Empathy
Success



EAGLES – Excellence, Learning, Acceptance, Growth, Empathy, Success

- To maintain a positive and safe learning environment [**E**].
- To foster a sense of personal responsibility, honesty, and self-discipline [**A**].
- To foster cooperation among students in the pursuit of their intellectual, social, and career goals [**G**].
- To encourage and promote educational opportunities for students [**L**].
- To respect the dignity and property of oneself and others [**E**].
- To create a balance between individual and collective rights, freedoms and responsibilities [**S**].

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

Every **North Vancouver** student has access to the **School District's** technological resources, including an individual user account and internet service. Access via the **Provincial Learning Network (PLN)** – the **Ministry of Education's** secure, high-speed network, which serves B.C.'s public schools and colleges through a centrally managed intranet. **PLN** provides web-content filtering designed to reduce the risk of students accessing inappropriate or harmful sites.

This use of technology agreement describes a responsible digital citizen at school, at home as well as in personal life.

Respect and Protect Self

- I will show respect for myself through my actions, and will ensure that the information I post online will not put me at risk.
- I will select appropriate online names, and will consider how the information and images that I post could affect my present and my future.
- I will not publish personal details, contact information or a schedule of my activities.
- I will not post personal information about my life, experiences or relationships. I understand that once I share something online, there's no getting it back.
- I will not visit sites or download material that may be considered offensive or inappropriate. If I accidentally access a questionable site, I will leave it immediately and notify an adult of my mistake.
- If I am unsure whether a site is appropriate, I will ask a parent or teacher for help.
- I will immediately report any attacks or inappropriate behaviour directed at me.
- I will protect my passwords, accounts, and resources.

Respect and Protect Others

- I will show respect to others by not using electronic media to bully or harass other people.
- I will not make offensive comments or post images of others without their consent.
- I will not abuse my rights of access or enter other people's spaces or areas.
- I will protect others by reporting abuse, and by not forwarding inappropriate materials or communications.

- I will abide by the **School Code of Conduct and District Policy 302: Student Conduct.**

Respect and Protect Others' Property

- I will respect the property of the **North Vancouver School District**, the school, and others.
- I will protect intellectual property by fulfilling all legal requirements to purchase, license and register all software, music and other media.
- I will request permission to use resources, where necessary, and will suitably cite any and all uses of websites, books, media, etc.
- I will act with integrity and responsibility.

By signing this agreement, I will act in a moral and ethical manner that demonstrates respect for myself and towards others. I agree to follow the principles that define a responsible digital citizen as outlined in the agreement, and accept that failing to follow these principles will result in appropriate disciplinary action by the school, which may include, but is not limited to, loss of access to district technological resources.

Student Name: _____

Student Signature: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Please see additional school based technology guidelines on pages 26-29.

GENERAL STUDENT INFORMATION

Academic Integrity Policy

Policy Date: January 30, 2024

Philosophy:

As the IB Learner Profile is the foundation of the International Baccalaureate Programme, so shall it be the cornerstone of Carson Graham Secondary School's Policy for Academic Integrity.

In our efforts to promote academic integrity specifically and personal integrity overall, we encourage our students to embody the attributes of **Learner Profile**:

- **Principled** - “act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group and communities”
- **Inquirers** - “nurture their curiosity and develop the skills for inquiry and research”
- **Knowledgeable** - explore concepts, ideas and issues
- **Open-minded** - seek and evaluate a range of points of view

“**Academic integrity** is a set of values and skills that promote the personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills” (*MYP: From Principles into Practice*, 2022, pg 77).

Policy on Generative AI:

It is expected that Carson students will demonstrate their own learning with authentic work because thinking, communication, research and self-management skills are essential **Approaches to Learning** (core competencies).

At Carson, we are committed to using AI technologies in an ethical, transparent and responsible manner. We promote clear and consistent expectations. Students are not allowed to use AI text, images, code or tools when completing their assignments, unless given explicit permission by a specific teacher in a particular course.

Work that is generated by an AI program should be cited like any other reference material. This ensures that students practice and demonstrate their research skills. We reserve the right to use AI checking software to determine if students have submitted their own work. If a student submits work that is not their own, they will be subject to the terms of the academic integrity policy. The student's grade and age will be taken into account when determining consequences.

Student's Roles and Responsibilities:

The academically honest student:

DOES

- Document all source material consistently in a standard style of referencing (APA or MLA)
- Use direct quotations and paraphrase appropriately
- Respect others' intellectual property by abiding by copyright laws
- Understand what constitutes academic dishonesty
- Understand the consequences of academic misconduct
- Acknowledge explicitly and appropriately help provided by another person
- Follow all exam rules
- Act with integrity

The academically honest student:

DOES NOT

- Plagiarize by copying material from a published source, another student or AI
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Submit assignments written by someone else or AI
- Present other's/AI generated work in any medium (images, music, film, etc.) as their own
- Engage in any behavior that gains an unfair advantage over others

Examples of malpractice

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it as your own

- Copying: taking work from another student or AI and submitting it as your own
- Exam cheating: communicating with another student in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved
- Falsifying data: creating or altering data rather than collecting authentic data
- Collusion: helping another student to be academically dishonest

Parents' Roles and Responsibilities:

- Model ethical use of information
- Review the policy
- Support students in developing the skills and understanding of academic honesty and personal integrity

Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice.

School's Roles and Responsibilities:

Students will receive cohesive, comprehensive and direct instruction through courses from our Teacher-Librarian in information literacy and the research process including:

- Accessing, analyzing, selecting & organizing information
- Synthesizing & communicating information
- Evaluate & reflecting
- The rules and purpose for acknowledging source material in both Modern Language Association (MLA) style and American Psychological Association (APA) style

Procedures and Practices:

a) Consequences for academic misconduct

The faculty at Carson Graham chooses to focus on implementing positive behavior supports aimed at teaching and fostering academic honesty and student integrity. Students who either **intentionally or accidentally** engage in behavior that gains an unfair advantage over others will be subject to consequences based on the student's age and grade.

1. **The first time you are suspected of being dishonest in an academic or non-academic course**, your teacher will inform your grade counsellor who will start an electronic file of the details of your dishonesty. The file will remain open until you leave Carson Graham. The consequences of your actions will be non-punitive. You will be taught how to correct your behaviour by an appropriate staff member. Parents/guardians will be notified by your teacher.
2. **If again you are suspected of being dishonest**, your counsellor will involve the grade administrator who will review the details of your electronic file and decide on appropriate consequences. Parents/guardians will be notified by your Administrator. At this point, you may become exempt from awards and scholarships. Repeat offences may also include suspension or withdrawal from a class.

Essential Agreements

When faced with a situation that is not included in the above list, Carson Graham teachers will seek further clarification and guidance from school Administration.

IBO Programme Standards:

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.

Culture 3.2 The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility.

References/Additional Resources/Links to Further Information:

IB Academic Integrity Policy. (2023). International Baccalaureate Organization. Retrieved December 7, 2023, from ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf

IB Learner Profile. (2013). *International Baccalaureate*. Retrieved December 7, 2023, from ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf

MYP: From Principles into Practice. (2022). Cardiff, Wales: International Baccalaureate Organization.

To read the entire **Carson Graham Policy for Academic Honesty and Student Integrity** please visit the school policies section of **Carson Graham** website: <http://www.sd44.ca/school/carson/About/schoolpolicies/Pages/default.aspx>

SOURCE: IB Learner Profile. (2013). *International Baccalaureate*. Retrieved April 11, 2014, from <http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf>

ATTENDANCE

Student attendance is the shared responsibility of parents, students and staff. Parents have the responsibility to ensure their child's attendance at school and to communicate with the school regarding their child's absences or tardiness.

Students are expected to report to classes on time - prepared to work and to participate. The school will track attendance daily and will update the **MyEd Parent Portal** with this information. Parents should discuss attendance with their child and help reinforce the importance of attendance to learning. Regular attendance is essential for success in school. When students are away from school, we ask parents to notify the school by telephone. Please ensure your current e-mail addresses are on file at the school. Regardless of the reason for absence, it is the student's responsibility to catch up on missed work.

Attendance Call Line is available 24 hours a day at 604-903-3645

Excessive absences will lead to the following actions:

- A warning, a detention, or a phone call home from your teacher; an interim report sent home.
- An interview with the counsellor and/or the grade administrator.
- A meeting with your parent/guardian and the grade counsellor and /or administrator.
- Poor attendance in any course could lead to removal or suspension from a school team.

Tardiness

Students arriving late to class create an unnecessary disruption. Students who are late for class **MUST** report to the classroom immediately, knock on the classroom door, and wait for the teacher to admit them. A note explaining the student's lateness may be required. Students are responsible for all work missed. Habitual lateness will be dealt with in the same manner as absenteeism.

*Why is attendance so important? See **Attendance Matters** at:*

<http://www.sd44.ca/school/carson/About/FAQs/Pages/default.aspx>

AWARDS

School awards and recognition information is available on the school website:

<http://www.sd44.ca/school/carson/ProgramsServices/AwardsRecognition/Pages/default.aspx>

CALCULATOR POLICY

As recommended by the **British Columbia Ministry of Education**, calculators used in schools must be hand held devices primarily for mathematical computations. Each course has unique requirements, and students should consult with their teacher to confirm what specific functions are required. All students in **Math 8-10** and students in **Apprenticeship and Workplace 11** must have a teacher approved scientific calculator for classroom use. All students in **Foundations and Pre-Calculus Math 11-12**, and students in the **IB Diploma Programme** must have a teacher approved graphing calculator for classroom use. *For more information on calculator policy please see the **Ministry of Education** website:*

http://www.bced.gov.bc.ca/exams/calculators/calculator_policy.pdf

Calculator Regulations

Using a calculator that contains information that would be unacceptable in paper form (*e.g. programs or pre-entered notes*) is prohibited unless previously approved by the teacher. Additionally, calculators are not to be shared during any form of assessment (*e.g. assignment, quiz, test, or exam*). This will be treated as cheating. All electronic devices that are not primarily used for mathematical computations (*e.g. cell phones, musical devices, translators*) are not to be used as calculators at school. Please refer to the section in the student agenda on **Technology Communication Devices** (*pages 26-28*). The use of a communication device in relation to any form of assessment will be treated as cheating according to **the School, District, and Ministry of Education** policies. As per the **Ministry of Education** requirements, during provincial exams a math or science teacher will conduct a calculator inspection for those exams where calculators are allowed.

CHALLENGE POLICY

Our **Challenge Policy** supports students earning credits towards graduation in a number of ways. The purpose of **Challenge** is to permit students to obtain credit for a course where they have already acquired the appropriate learning elsewhere. Students who request the opportunity to challenge a course must be able to give compelling evidence that they will succeed in the challenge and that it is in their best interest. The process of **Challenge** is intended for students of exceptional ability or for those who have had exceptional opportunities for learning through some special circumstance. **Challenge** is not a way for students to improve their course marks, nor a replacement for the valuable experience of learning in a classroom setting.

Students should see their Counsellor and grade administrator in September to determine if the challenge process is appropriate for them and understand any potential implications to earning a **MYP** certificate.

SERVICE AS ACTION REQUIREMENTS *(formerly known as Community Service)*

Why are Service as Action hours required?

BUILDING BETTER CITIZENS

Service as Action is an integral component of the **International Baccalaureate Middle Years Programme**. It is the service volunteered by an individual to an organization for the benefit of the community. Starting within the classroom and extending beyond it, **Service as Action** aims to encourage responsible, caring participation in the local community and in the wider world. Our emphasis is on examining our roles as citizens in our local and global community; instilling a sense of personal responsibility with others and within ourselves; and developing the skills and attitudes needed to make a positive contribution to society. By volunteering, students gain a variety of important experiences and knowledge. They gain a sense of responsibility to their community, learn that one person can make a difference, learn the benefit of sacrificing time to help others, tolerance and understanding of the different members of our community, and finally, they gain important job skills and experience.

Students are required to complete 30 hrs of **Service as Action** by the end of **Grade 10** in order to receive an **IB MYP** certificate. **Grade 12** students must earn 30 hrs of **Work Experience/Community Service** for graduation. This is documented in the **Career Life Connections** course (*MCLC-12*) taken in **Grade 12**, which is intended to prepare students for a successful transition to life after secondary school (<https://curriculum.gov.bc.ca/curriculum/career-education>).

To receive credit for their service to the community, whether in school or out of school, students must record their hours in their ***Managebac** account. *Summer hours can be counted for Grade 9, 10, & 11. (*Managebac accounts can be created by emailing lthornhill@sd44.ca or sstrandt@sd44.ca with the student's name, grade, and current email address. The username for the **Managebac** account will be the email address the student provided at time of set-up).*

Check the website for further information www.carsongraham.ca > Students > Community and Service.

CURRICULAR MATERIALS

Students are assigned textbooks from their classroom teachers at the beginning of each course. Textbooks, equipment, team uniforms, lockers, library books and materials are issued for the use of the student. Lost or defaced school property is the student's responsibility and compensation will be required: Students must pay for lost or damaged textbooks and library books. The school will withhold privileges to students who are in a debt situation with the school. Refunds will only be issued until the end of the first week of July.

EXAM POLICY – SCHOOL/MISSED FINAL EXAMS

Final exams are an important part of the assessment process in many courses at **Carson Graham**. The primary purpose of these exams is to evaluate individual student learning within these courses. In addition, they serve to reinforce the content that has been taught and they provide valuable preparation for future examinations. As such, all students who have final examinations are required to write them during the scheduled examination period.

If, for some reason, such as a medical emergency, a student is unable to attend the examination session, he/she will be assigned a “zero” letter grade (0) for the exam. In order to change the zero grade, the student must make arrangements for an alternative writing of the examination. The writing of this rescheduled exam must take place within two weeks of the original exam or by the end of the school year, whichever occurs first. Students who are medically unable to write a rescheduled exam within the two-week period will be assessed at the discretion of the individual teacher. If the student fails to complete these alternate arrangements, the result of the examination will be zero, which will be included in the calculation of the final letter grade/percentage for the course.

DRESS CODE

We expect all students to dress appropriately.

Acceptable clothing:

- Allow for individual difference, style, and expression
- Demonstrates respect for a school environment
- Be appropriate for the intended activity
- Demonstrates respect for the rights and perspectives others

*Certain clothing is **not** acceptable and this includes:*

- Wearing clothing that promotes or symbolizes illegal substances or activities, hate or discrimination, profanity, pornography; or that incites violence, harassment, or threatens safety.

Students will be asked to change/remove unacceptable clothing.

DRUGS & ALCOHOL

The use, possession, or distribution of illegal or restricted substances, including alcohol, is not permitted and will result in suspension from school. Students are not to be in the presence of others using illegal or restricted substances.

Consumption of drugs or alcohol is forbidden on any school premises and at any school sponsored event. Students should be aware that association with or even suspicion of involvement in these activities may result in disciplinary action.

EMERGENCY PROCEDURES

Students practice emergency fire, earthquake and lockdown drills throughout the year. While often only a drill, it is expected that students follow directions issued by staff. Students who do not comply with emergency directions may face disciplinary consequence. During any school lockdown students may not use cell phones to communicate in any form.

COUNSELLING

School Counselling Services provide a continuum of services to support the social, emotional, behavioural and mental health needs of students.

Counsellors are available to meet with students and/or parent(s) in a consultative capacity or to provide direct counseling related services that are primarily intended to support academic success. School counseling may involve coordinating support with other adults involved including parent(s), teachers and outside agencies.

HOMEWORK REQUESTS

If parents anticipate their child will be away for more than three days please contact the office and they will arrange for homework. All homework requests can be picked up in the main office. In the case of a single days' absence students should contact a friend in class or contact the teacher directly through e-mail. Many of our teachers post homework online on the school web site or on Microsoft TEAMS. Students should see their subject teachers immediately upon their return to school to ensure that they have caught up on all their work.

LEARNING CENTRE

Our **Learning Centre (LC)** serves a diverse population of students with a broad range of learning strengths and needs. Our **LC** focuses on approaches to learning, self-discovery, and personal responsibility which foster success in secondary school and lifelong learning. The **LC** program offers academic support, while assisting students to better understand personal strengths, needs, learning styles, and effective strategies. It fosters a nurturing environment where hard work and mutual respect create a sense of community and a positive experience for all. In order to service students with specialized learning needs with equity and efficiency, the following process is adhered to:

Students Transitioning From Other Schools

Students considered for **LC** should have a **Ministry** designation and/or have been recommended by a previous teacher based on a history of learning challenges and/or past **LC** success.

Current Carson Graham Students

Student concerns are brought to either a grade counsellor or to a **LC Teacher** by one of the following: teachers, students or parents. After team discussions, parents are contacted to see what interventions have been initiated at home. Classroom interventions are attempted including differentiated curriculum, appropriate adaptations, and/or seeing teacher during tutorial times. If interventions are attempted and challenges persist then the **Learning Assistance Teacher** will bring forth the student to the **School Based Resource Team**. A team decision will be made around appropriate intervention or possible **LC** placement.

LIBRARY LEARNING COMMONS

21st Century Learners are inundated with information (*both print and electronic*) and are forced to master ever-changing tools to access that information. In this age of information, personalized, project, and research-based learning, we at **Carson Graham** recognize that school library programs are vital to teaching students how to develop the skills to safely, effectively, efficiently, and ethically use information to suit the variety of their needs.

To that end, the **Carson Graham Library Learning Commons** aims to enrich and supplement the curriculum; develop inquiry, critical thinking, creativity, and collaborative skills in our students; promote the lifelong use of libraries; develop the habit and love of reading; teach library users the necessary tools to

become proficient and ethical users of information in order to prepare them for their life-long learning journey.

The library program helps students and staff to identify, locate, evaluate, and synthesize both print and non-print resources. The **Teacher-Librarian** works cooperatively and collaboratively with teachers to plan lessons that engage students in learning about themselves, their subject matter and our world, and in the production of a variety of media.

The library is open to students for borrowing, reading, researching, and completing homework and assignments from 8-4 (*with some exceptions*). Users may borrow material for 3 weeks, and are responsible for damages and losses. iPads and desktop and laptop computers are available for student use; personal devices are welcomed; all users must comply with the **Acceptable Use of Technology Agreement, Technology Policies** as outlined in this agenda.

Please visit <http://www.carsongraham.ca> > Programs & Services > Library for access to the **Carson Graham Library LibGuide**, course and general resources, databases, and more.

LOCKERS

Lockers are the property of **North Vancouver School Board** and must be maintained in the condition in which they are allocated. Lockers are not student's private property. Students may use only school, distributed locks on assigned school lockers. Students need to be aware that appropriate employees of the Board have access to lockers at any time.

Students are encouraged to use the lockers in the gym change rooms during gym class to protect their personal belongings; they must bring in their own lock for these lockers. If personal items do not fit in the PE lockers, students should secure their belongings in their assigned school locker. Backpacks and personal items are not to be left in the gymnasium during class time.

MEDICAL CONCERNS

The office does not dispense medication. Annually, students with medical concerns are required to report their condition to the school office so that it can be recorded on the student's alert record. If a student feels ill while at school they should report to the main office. The office staff will contact the parents/guardians if necessary or seek the appropriate medical attention. If a

student must leave the school before the end of their school day due to illness or appointments, the student **MUST SIGN OUT AT THE OFFICE.**

POLICY 906

For information regarding possible review of a particular action taken by the school or district, please visit the **NVSD** website (www.sd44.ca). Review information can be found under Administration > Policy and Procedures > 900 Series, Board Bylaws > Bylaw 906.

SCHOOL FUNCTIONS

Students must be aware that all school rules will be in effect at any school sponsored function, both on and away from school property, including the walk to school and the walk home each day. The policy and specific regulations on student behaviour, school rules, and the **Code of Conduct** will apply to students while participating in or attending school activities, or at a school related activity, including those outside of the school, or in other circumstances where engaging in the activity will have an impact on the school environment.

SKATE BOARDS

Skateboarding is prohibited on school property or on the surrounding sidewalks.

SMOKING / VAPING

Smoking and vaping is prohibited in any school building or on or around any property owned by the **School Board**.

SNOWFALL PROCEDURE

During heavy snowfall, school will remain open unless declared otherwise. Please refer to the **NVSD** website by 7:00am, or listen to local radio broadcast for school closures messages. When school remains in session and traffic is compromised by snow, students are encouraged to walk to school. If driven to school, students should be dropped off at the nearest major intersection to reduce traffic congestions near the school.

STUDENT COUNCIL

***Student Council** takes an active role in the leadership and decision-making processes at the school. Meeting weekly, the aim of the **Student Council** is to promote understanding and cooperation between the students and staff. The mission statement of the council is as follows:*

- **Council** will serve as a voice on various committees to represent student interests and concerns.
- **Council** will foster better school spirit and pride.
- **Council** will help to improve the school's climate. The intention is to make **Carson Graham** a better educational, social and physical environment in which to live and work.
- **Council** will help promote multi-culturalism in our school.
- **Council** will improve communication within the school community.
- **Council** will organize social activities and events.

STUDENT PARKING

Those students who bring cars to school must park in the student, designated areas. Students are not to park in fire lane access, reserved or accessible stalls. Students who fail to follow these guidelines risk having their vehicle towed.

STUDY BLOCKS

Grade 11-12 students who carry a heavy academic load and who are also involved in extracurricular activities may apply for a supervised study block. Ideally, students applying for a study block are mature, independent learners who are capable of organizing their time efficiently and effectively. Students should be intrinsically motivated and be willing to use their time productively. Consideration for a study block will be given to those who will be carrying a heavy load of at least six academic subjects and have a good record of attendance, punctuality and citizenship. Students who have an approved study block are expected to bring sufficient schoolwork or study material to occupy the entire study block time to either the **Library** or **Agora**. *Applications are available in the counselling area.*

TECHNOLOGY

Communication Devices

Cell phones and other electronic devices can disrupt the learning environment in the classroom. Cell phones must be turned off and remain unused, including use as a calculator, during class time. If a student is found using a cell phone during class time the teacher may do the following in progression:

- Take phone away for the remainder of the class.
- Take phone away for a school day and phone to be picked up from the office at the end of the day.
- Take phone away and parents will be required to collect it from an administrator.

Parents should not phone or text-message their child on their cell phone during the school day.

If an emergency arises please contact the school and a message will be passed on to your child. In addition, students taking the opportunity to use their cell phones while out of a scheduled class (*for example visiting the washroom*) will receive the same consequences as outlined above.

Camera phones must only be used with the consent of those being photographed, and in public areas. Any use of a camera phone that compromises the privacy of another student could lead to confiscation of the phone, and consequences up to and including suspension.

Other electronic devices, such as iPods, may only be used with teacher permission. These items will be dealt with in the same manner as the cell phones if students do not follow the instructions of their teacher.

The use of a communication device in relation to any form of assessment (*e.g. assignment, quiz, test, or exam*) will be treated as cheating according to school, district, and **Ministry of Education Policy** (see ***Academic Honesty Policy*** on page 16).

INTERNET USE

Students are expected to use the school's computer network in an appropriate fashion. Communication on the network is often public in nature: the use of the network is a privilege and as such, it will be taken away if the **Rules of Use** are not followed. Students are advised not to access, keep or send anything that they would not want their parents or teachers to see.

Rules of Use

- **PRIVACY** - While using the network, students should not expect that any files on the network are private. Network storage areas are like school lockers ... subject to inspection at any time. Network administrators may review documents to maintain system integrity and ensure that students are using the system responsibly.
- **ILLEGAL COPYING** - Students should never download or install any commercial software, shareware, or freeware onto network drives, without written permission from the **Network Administrator**. In addition, students must respect the *Canadian copyright laws*.
- **INAPPROPRIATE MATERIALS OR LANGUAGE** - Profane, abusive or inappropriate language should not be used in communications. Materials

that do not comply with the rules of school behaviour should not be accessed. Should students encounter such material by accident, they should report it to their teacher immediately.

- **PRIVILEGE** - Inappropriate use, including any violation of these conditions and rules, may result in cancellation of Internet access privileges.

WIRELESS GUIDELINES

North Vancouver School District provides students access to its **Guest Wireless** network. These guidelines ensure that students and their parents recognize the limitations that the **School District** and the **School** imposes on the use of personally owned devices when they are used at school in conjunction with the wireless network. These guidelines are supplemental to the **North Vancouver School District Policy 609: Communication Systems and Policy 302: Student Conduct, the School Code of Conduct and the Student Acceptable Use of Technology Agreement**. *These guidelines and policies apply to the use of all laptop computers and all other mobile internet devices.*

General Usage Guidelines

1. The **School District** will not be held responsible in any capacity for physical damage, loss or theft of any personally owned device.
2. Student use of personally owned devices in the classroom will be at the discretion of the classroom teacher. Classroom teachers may prohibit, restrict or regulate use of personally owned devices.
3. Student use of a personally owned device must support the instructional activities currently occurring in the school environment.
4. Students should be aware that the use of mobile devices could cause distraction for others, especially in regards to audio. Therefore, audio must be muted unless otherwise directed by a school authority.
5. Student devices with camera and video capability must not be used to impinge upon the privacy of students and staff.
6. Before school, at lunch, and after school, students may use their personally owned devices only for instructional purposes and only in adult-supervised areas.
7. By bringing personally owned devices to school, students and their families accept that school authorities may inspect the device and its contents to ensure compliance with school and **District** codes of conduct, policies and guidelines, including the **Student Acceptable Use of Technology Agreement**.
8. Students use the **Guest Wireless** network at their own risk. The **School District** will not be held responsible for any damage that may occur as a result of connecting to the **Guest Wireless** network or any electrical power source.

9. The parents and/or guardians of any student bringing personal technology to school are responsible for and will be required to reimburse the **School District** for any damage that their child may cause through the use of **Guest Wireless** network with his/her personally owned device.

Usage Consequences

Failure to comply with these guidelines and policies may result in disciplinary action by the school, which may include, but is not limited to, loss of access to the Guest Wireless and other school discipline.

TEXTBOOKS

Students are assigned textbooks by their teachers, who will keep a record of serial number. Students must return their book in good condition upon the request of the teacher or at the conclusion of the course. There is no rental charge; however, **a student who loses or damages a textbook will be assessed a replacement of damage fee.** Refunds will be issued if lost textbooks are found and returned.

THEFT

Theft is an opportunistic event. As a result, students are strongly encouraged to remove the opportunity for theft by refraining from bringing any valuables such as iPods, cell phones or large sums of money to school. Students are responsible for their own belongings. Backpacks and bags should not be left unattended in the building. **The school is not liable for lost or stolen items.**

Students using the PE change rooms **must** lock up their belongings in their assigned locker or bring a lock and use the PE lockers provided. **Backpack and personal items are not to be left in the gymnasium during class time.**

VACATIONS DURING SCHOOL TIME

While the school recognizes the value of travel and family holidays and supports the benefits and educational opportunities that travel affords, parents and students should expect that missing school time to go on a holiday will have an impact on progress and achievement at school. We do not encourage or recommend that parents take students out of school for holidays or other family business. Parents and students should make all reasonable efforts to

avoid planning holidays that interfere with scheduled classes. Class time cannot be replicated and some activities and assignments may be impossible to do if students miss classes. Students and parents should be aware that teachers are not required to provide extra work or extra time to complete assignments for missed absences.

Students are responsible for finding out what they have missed; either from the teachers' web sites or a friend. Students who are absent for unit examinations are particularly at risk.

With that in mind, the school recognizes that there will be times when families will go on holidays during school time. Families and students must make every effort to minimize the impact of missing classes by informing the school and individual teachers as early as possible.

Vacation forms are available in the main office and need to be completed by the students and returned to the office at least 2 weeks prior to the absence.

VISITORS

All visitors are required to report to the main office upon arrival. Students are not to invite visitors to **Carson Graham**, by the same token **Carson Graham** students should not visit other school when they are in session.

STUDENT FEES INFORMATION & POLICIES

Fee schedules are established by principals, in consultation with staff, student and parent groups, and provided to the Superintendent for review. As per **Board Policy 706**, the **Superintendent of Schools** reviews annually the schedule of student fees for all schools, and provides this schedule to Trustees for information. **Carson Graham Secondary's** fee schedule was approved by the **Board** in December.

We encourage you to pay your child's fees online by e-Transfer. Payments can be made at <https://sd44.schoolcashonline.com>

Student Activity Fee (\$45)

As per the recommendation of the **School District Fees Task Force**, schools may charge a **Student Activity Fee** to support student activities, student agenda books, student awards and recognition, special events and assemblies.

Graduation Fee (\$70)

This fee covers the cost of graduation gowns, graduation portfolio, and certificates presented at the **Graduation Ceremony**.

Yearbook Fee (\$50)

The purchase of yearbooks is optional. The receipt of payment determines the number of books ordered in January. Extra books are not usually available in June.

Supplemental Fees (by course)

In accordance with the **School Act**, all students at **Carson Graham Secondary** receive free of charge an educational program sufficient to meet the general requirements for graduation. In accordance with the **School Board Fees Order**, supplemental fees may be charged for goods and services associated with optional enrichment activities and take home items that extend learning outcomes for students beyond the basic educational program. *Supplemental fees are published in the **Course Programming Guide** available online.*

International Students

Due to fees already paid at the District level, the **Student Activity Fee** is waived. Supplemental fees apply for courses (*Home Economics, Photography, etc.*) not needed to graduate.

Textbook Policy

Students are assigned textbooks by the subject teacher. There is no rental fee charged; however, a student who loses or damages a textbook will be assessed a replacement or damage fee. Students must return the textbook assigned to them. Textbooks are numbered. At distribution time, teachers record the number and students sign a textbook record sheet in receipt and acknowledgement. Students must record their textbook name and number on the form included in their agenda book for their own records. Refunds will be given only if lost textbooks are found and returned by the first week of July.

Workbooks (by course)

Students may have the opportunity to purchase workbooks that are suggested for optional, supplemental “*practice*”. Purchase of these workbooks is optional as they are not required for successful completion of the courses’ learning outcomes. These workbooks are available for purchase at cost from the school.

Students are sent invoices in October for fees owing for the current school year. A refund will be issued when a student withdraws from **Carson Graham Secondary** provided all withdrawal procedures are completed and all books/materials are handed in. Refund of fees paid will be prorated up until the end of January. After that time, there will be no refund of supplemental fees. If a refund is due to a student whose sibling has outstanding fees, the refund will first be applied to the sibling's outstanding fees. **NOTE: \$25.00 will be charged for NSF cheques.**

Fee Waiver

Should you wish to complete a fee waiver application form due to financial hardship, please contact the main office.

STUDENT GRADING SCALES

MYP STUDENTS GRADE 8–10

The formal **Middle Years Programme** levels are used to report assessment for **Grade 8–10** students. This means on the report card, your child will now receive a level from 0 to 8 in each subject area. Additionally, approaches to learning (*work habits*) will be addressed. There will not be a letter grade or percentage.

Each course contains four major criteria that teachers will assess throughout the school year. The marking guidelines (*known as rubrics*) are posted within every course outline that can be found on our website under **Programs and Services > IB > MYP**. While all four criteria will be assessed throughout the school year, teachers will likely only focus on one or two criteria per term.

By June, each student will receive a level from 0 to 8 on each of the four criteria for a maximum score of 32. This score out of 32 will be converted into a final level from 0 to 7. For students in **Grade 8–9**, they will receive a final level (*1 to 7*) on their June report card. For our **Grade 10** students, they will also receive a final percentage (*in June*) adhering to provincial graduation program reporting requirements.

Rubric	Level out of 8
Criterion A	6
Criterion B	5
Criterion C	7
Criterion D	4

Total of 22

BOUNDARIES	FINAL IB LEVEL
1–5	1
6–9	2
10–14	3
15–18	4
19–23	5
24–27	6
28–32	7

NOTE: that assessment results are not meant to be read as a "*mark out of*." For example: a "3" ≠ 3/8 (38%) but rather the "3" will be in reference to the descriptor of the student's progress.

STUDENTS IN GRADE 11-12

Will receive letter grades and a percentage for each subject.

TERM AND FINAL REPORTS

A	<i>86% - 100%</i>	Excellent or Outstanding Performance
B	<i>73% - 85%</i>	Very Good Performance
C+	<i>67% - 72%</i>	Good Performance
C	<i>60% - 66%</i>	Satisfactory Performance
C-	<i>50% - 59%</i>	Minimally Acceptable Performance
F	<i>Below 50%</i>	Performance not at a Passing Level. The student has not achieved a pass standing and it is in the best interests of the student to undertake further work in order to become ready for subsequent subjects/courses/grades/levels or to repeat the course. A student may be recommended for summer school.
IE	<i>Insufficient Evidence</i>	Insufficient Evidence of Learning. An "IE" is used when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. This means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency Scale or letter grades and percentages. When given this grade, students are also given a specific time period to complete the required course requirements. This letter grade must always precede an "F".

GRADUATION REQUIREMENTS

In order to graduate with a **Dogwood Certificate**, every student in the **Graduation Program** must earn a minimum of 80 credits and write the Grade 10 Numeracy Assessment and Grades 10 and 12 Literacy Assessments. The 80 credits must include 52 credits for required courses (including 8 credits of Career Education courses) and a minimum of 28 elective credits.

*Effective July 1, 2023: At least 4 credits must have an Indigenous-focus (see <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/indigenous-focused-graduation-requirements> for additional information)

52 credits are required from the following:

- **Language Arts 10 (4 Credits)**
- **Language Arts 11 (4 Credits)**
- **Language Arts 12 (4 Credits)**
- **Social Studies 10 (4 Credits)**
- **Social Studies 11 or 12 (4 Credits)**
- **Mathematics 10 (4 Credits)**
- **Mathematics 11 or 12 (4 Credits)**
- **Science 10 (4 Credits)**
- **Science 11 or 12 (4 Credits)**
- **Physical and Health Education 10 (Science 10) (4 Credits)**
- **Arts Education and/or an Applied Design, Skills, and Technologies 10,11, or 12 (4 Credits)**
- **Career Life Education 10 (4 Credits)**
- **Career Life Connections 12 (4 Credits)**

For complete information visit:

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/changes-to-graduation-years-requirements>

PROVINCIAL ASSESSMENTS

- Literacy 10 & Literacy 12 Assessments
- Numeracy Assessment 10

For complete information visit: <https://curriculum.gov.bc.ca/graduation-info>

The **Ministry of Education** publishes student assessment results and final marks on the following web site:

<https://www.bced.gov.bc.ca/exams/tsw/tsw/student>

CAREER EDUCATION

Career Education credits will contain content and learning outcomes that provides students an opportunity to reflect on their knowledge and abilities to help plan for life after graduation by collecting evidence of their achievements in the following required areas:

- Personal Health
- Community Connections
- Career and Life

More specifically, all students who are enrolled in Grade 10, 11, or 12 must:

- Complete a graduation transition plan and present significant accomplishments.

REQUIREMENTS FOR ENTRANCE TO POST SECONDARY INSTITUTIONS

University entrance requirements change each year. We urge parents and students to regularly visit university web sites to research admission requirements.



INTERNATIONAL BACCALAUREATE (IB):

At Carson Graham Secondary, we are proud to offer the **Middle Years Programme (MYP)** and **Diploma Programme (DP)**. Our MYP is inclusive. All students in grades 8-10 are involved in the programme. The DP is offered as an Enhanced Program of NVSD44 and entrance is by application only.

"The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

IB Mission Statement (2023)

IB LEARNER PROFILE:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Risk Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

APPROACHES TO LEARNING:

The ATL provide the foundation for independent learning and are a unifying thread throughout all MYP subject groups. In all courses at Carson Graham, staff will notice, name, and nurture the development of these core competencies in our learners.



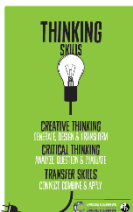
Self-Management Skills

Self-management involves effective organization and management of one's time and tasks. Affective skills involve managing one's state of mind. Reflective skills involve reconsidering the process of learning, choosing and using the approaches to learning skills.



Communication Skills

Communication involves exchanging thoughts, messages, and information effectively through interaction. It also involves reading, writing, and using language to gather and communicate information.



Thinking Skills

Critical thinking involves analyzing and evaluating issues and ideas. Creative thinking involves generating novel ideas and considering new perspectives. Transfer involves utilizing skills and knowledge amount disciplines and subject groups.



Social Skills

Social skills are the skills involved in working effectively in collaboration with others.



Research Skills

Research involves information literacy skills like finding, interpreting, evaluating, creating, and citing information. It also involves interacting with media to use and create ideas and information, called media literacy.



MIDDLE YEARS PROGRAMME (MYP):

The Middle Years Programme includes all students in grades 8-10. This program that aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community while challenging them to embrace and understand the connections between traditional subjects and the real world.

The MYP is **inquiry-based**; students inquire into issues and ideas of personal, local and global significance through **concepts** that have relevance within specific disciplines and across subjects. All students in grades eight to ten study the **Ministry of BC Curriculum** through an MYP lens in 8 curricular areas: Arts, Design, Individuals and Societies, Language Acquisition: French, Spanish or Squamish, Language and Literature: English, Mathematics, Physical and Health Education, Sciences.

SERVICE AS ACTION:

Service is an integral component of the International Baccalaureate Middle Years Program. Students volunteer, starting within the classroom and extending beyond it. Service as Action aims to encourage responsible, caring participation in the local community and in the wider world.

Our emphasis is on examining our roles as citizens in our local and global community; instilling a sense of personal responsibility with others and within ourselves; and developing the skills and attitudes needed to make a positive contribution to society. By volunteering, students gain a variety of important experiences and knowledge.

Students are expected to complete 10 hours of service each year.

CARSON GRAHAM MYP CERTIFICATE REQUIREMENTS

Carson Graham will award the MYP certificate to each student who has:

- Participated in the programme in the grade 10 year (at least)
- Gained a total of at least 28 points calculated from the students' grades in the following courses:
 - Language and Literature (English)
 - Language Acquisition (French, Spanish, or Squamish Language)
 - Individuals and Societies (Social Studies)
 - Science
 - Math
 - Art (Visual or Performing)
 - Design (Information Technology, Food and Nutrition, Textiles, Design & Wood Technology, Engineering)
 - Physical Education
 - LAC/Learning Centre
 - Choices
 - ELL (English Language Learning)
 - Personal Project
- Earned a minimum level of 2 in the Personal Project
- Completed 30 hours of Service as Action hours by the end of the grade 10 year



DIPLOMA PROGRAMME (DP)

The IB Diploma Programme is a challenging two-year, university preparatory curriculum that leads to a qualification that is widely recognized by the world's leading universities. Student learning extends beyond a body of knowledge. The DP prepares the students for university and encourages them to

- think critically and ask challenging questions
- learn how to learn, through Approaches to Learning (ATL) skill-development in thinking, research, communication, social and self-management
- develop a strong sense of their own identity and culture, and
- develop the ability to communicate with and understand perspectives of people from other countries and cultures.

The curriculum contains six subject groups together with a common core: Creativity, Activity, Service (CAS), Extended Essay (EE), and Theory of Knowledge (TOK). Both curricular and core aspects of the DP value the world as the broadest context for learning and promote the development of international-mindedness.

CARSON GRAHAM DP CERTIFICATE REQUIREMENTS

Carson Graham will award the DP certificate to each student who has:

For a student to earn the IB Diploma, they can achieve a maximum of 45 points. Each of the six groups of the IB curriculum model is assessed an IB level of 1-7; and the academic subjects are combined to award a final score out of 42.

The final three points are obtained from the core components of the DP. The Extended Essay and the Theory of Knowledge course are jointly graded to a maximum of 3 points.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge or the extended essay.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.