



## Important Dates

### School Dates

January 30, 2026

NID – No Classes

### School Council Dates

February 17, 2026

March 17, 2026

April 21, 2026

May 19, 2026

June 16, 2026

### Notes from Administration

Please continue to monitor your health this fall. Do not come to school if you are ill.

### Attendance

When reporting student attendance issues, including lates, absences and leave early, please call the **Attendance Line at 403-777-7360 and press extension 1**. Remember to spell the last name of the student and leave the reason for the absence, late or leave early.

## Ian Bazalgette School

3909 26 Ave SE, Calgary, AB T2B 0C6 t | 403-777-7360 f | 587-933-9718

e | [IanBazalgette@cbe.ab.ca](mailto:IanBazalgette@cbe.ab.ca) w | <http://school.cbe.ab.ca/school/ianbazalgette/>

MyCBE/PowerSchool Login: <https://sis.cbe.ab.ca/public/home.html>

## Weekly Message | Jan. 26-30

## Contents for the Weekly Message

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## ADMINISTRATION & STUDENT SERVICES

At Ian Bazalgette school, we have many resources to ensure that your student is supported for best success.

Steven Pike, Principal  
[smpike@cbe.ab.ca](mailto:smpike@cbe.ab.ca)

Sarah Kornelson, Assistant Principal (Students A-L)  
[sfkornelson@cbe.ab.ca](mailto:sfkornelson@cbe.ab.ca)

Laura Kristiansen, Assistant Principal (Students M-Z)  
[llkristiansen@cbe.ab.ca](mailto:llkristiansen@cbe.ab.ca)

Tanya Miller, Student Services  
[talmiller@cbe.ab.ca](mailto:talmiller@cbe.ab.ca)

Kirsten Riebot, Indigenous Student Success Learning Leader  
[kiriebot@cbe.ab.ca](mailto:kiriebot@cbe.ab.ca)

## ATHLETIC SCHEDULE

### School Athletics

#### Monday

Jr. Girls Volleyball Home Game

#### Tuesday

Jr. Boys Volleyball Away Game @ Ernest Morrow

#### Wednesday

Sr. Girls Volleyball Home Game

#### Thursday

Sr. Boys Volleyball Away Game @ Ernest Morrow

## School Athletics Expectations

With Volleyball season now in play, we wanted to remind parents and guardians and students about our spectator expectations.

### Spectator Expectations



## HOME GAMES

- Students must leave the school at the regular dismissal time of 2:30 pm (or 12:05 pm on a Friday) and not return until 20 minutes before the scheduled start of a game. Student athletes will be told by their coach when they are to enter the building prior to games, but it is typically 30-45 minutes prior to game start.
- Students are welcome to come to 4:30 pm games by themselves but they must have a parent or guardian present with them for games held 6:30 pm or later.
- Stay on the spectator side of the gymnasium or field of play. Do not go onto the court or field at anytime.
- Only assigned scorekeepers are allowed at the score table.
- When inside the school remain in the designated areas of the school, and only use the designated washrooms.
- Leave immediately at the conclusion of the last game of the evening.
- Be aware that staff are required to remain on site until everyone has left the building or field of play.
- Administration has the right to remove any parties from a school for any reason deemed necessary to keep a Welcoming, Caring, Respectful and Safe Learning and Work Environment.

## AWAY GAMES

- Bazalgette students who wish to attend a game hosted by another school MUST be under the direct supervision of a parent or guardian.
- Remember that you are representing our Learning Community. Behave respectfully. Be supportive (use appropriate language, avoid trash talking opponents and/or referees, etc.) and clean up after yourself.
- Follow all directions provided by the host school.
- Leave immediately at the conclusion of the game.
- Host school staff are also required to remain on site until everyone has left the building.
- Administration has the right to remove any parties from a school for any reason deemed necessary to keep a Welcoming, Caring, Respectful and Safe Learning and Work Environment.

Reminders from our student athletes:

- I am a kid
- It's just a game
- My coach is a teacher who has volunteered to coach or an outside volunteer from the community
- The officials are human
- Be a supportive fan, and not an unreasonable fanatic



## BUSING & TRANSPORTATION

### Fall Transportation News

Schools do not plan or run transportation. It is centralized through our main board office.

<https://www.cbe.ab.ca/schools/busing-and-transportation/Pages/default.aspx>

### Bus Route and Stops

School bus stops and the route are posted in [MyCBE](#) when your registration has been processed.

### 2025-26 Transportation Registration Ongoing

[Register for Transportation in MyCBE](#)

CBE Transportation continues to accept registration after the deadline; however, students are added to the closest existing stop with available space. Processing times could be up to four weeks at the beginning of the school year due to volume. Families are responsible for transportation until their registration is confirmed.

### Eligibility

#### General

General transportation (big yellow school bus) is available to students who:

- Attend their designated school, and
- Live beyond the school walk zone, and
- Are assigned to general transportation as their mode

All high school students and some Grade 6 to 9 students are designated to [Calgary Transit](#).

For the purpose of transportation, only the student's primary address in our student information system will be used to establish eligibility.

#### Specialized

Specialized transportation (small yellow school bus) is available to students who:

- Attend their designated school for their specialized program, system class, or unique setting, and
- Are assigned to specialized transportation as their mode; or
- Students with mobility challenges who have been assigned to specialized transportation

Many students from Grade 7 to 12 who are in specialized programs are designated to [Calgary Transit](#)

## PERSONAL MOBILE DEVICES & LOCKERS

### Personal Mobile Device & Social Media Use in Schools

Alberta Education requires all K-12 schools to limit personal mobile device use during instructional time and restrict social media access on school networks/devices. CBE cares about the mental health and well-being of students. Restricting access to personal mobile devices and social media is expected to improve student achievement and learning outcomes. CBE strongly recommends students simply leave their devices at home, because in most cases, personal mobile devices are not needed to support student learning.

For students in kindergarten to Grade 9, CBE will use 'away for the day' guidelines. Personal mobile devices brought to school including cell phones, tablets, gaming devices, laptops, smart watches, Bluetooth speakers/headphones or any personal electronic device that can be used to communicate with or access the internet must be powered off or set in silent mode and stored out of sight in student lockers or backpacks for the duration of the school day.

If a student is found to be using a personal mobile device in class without permission from the teacher, the CBE will work with the student to ensure the rules are understood. We rely on good communication and other existing processes to ensure students know what is expected. When necessary, schools will use a [progressive student discipline](#) approach in working with students.

These rules apply to all students, with exceptions for students using devices for health and medical needs, to support specialized learning needs and for educational purposes.

For students who require access to a personal mobile device for health and medical needs, it is advised that parents complete and submit a [Student Health Plan](#) as soon as possible or contact Mrs. Tanya Miller in student services.

For students who require access to a personal mobile device to support an identified educational need, families should contact the school to discuss this being included as an accommodation or support in the student's individual program plan (IPP).

For English as an Additional Language Learners who require access to a personal mobile device, a new PMD Exception form will be approved by School Administration in conversation with parents/guardians.

### Consequences for Inappropriate Use



Students are expected to follow Administrative Regulation 6005: Student Code of Conduct. Students who refuse may be subject to Administrative Regulation 6006: Progressive Student Discipline.

### **First Incident: Verbal Warning**

Student is reminded of the expectations regarding responsible use of Personal Mobile Devices and/or social media.

### **Second Incident: Confiscation and Parent/Guardian Informed**

Student will turn in the mobile device to the teacher, who will call an Assistant Principal to come and meet the student to discuss the matter and take then take the device to the office. It will be returned to the student at the end of the school day. Parent/guardian is informed by the teacher.

### **Third Incident: Confiscation and Parent/Guardian Involvement**

Student will turn in the mobile device directly to the office. Phone will only be available for pick-up by parent. An Administrator will contact the parents/guardians to inform them of the repeated infraction.

### **Fourth Incident: Loss of Privileges**

Student will not bring the mobile device to school or will turn it into the office at the beginning of day and retrieve it when they leave for the day.

### **Lockers**

Locker distribution is competed. If student does not have a locker they must approach their homeroom teacher.

## **HONOURING INDIGENOUS WAYS OF KNOWING, BEING, & DOING**



### **Ian Bazalgette Staff acknowledges and supports the Truth and Reconciliation Commission (TRC) Calls to Action**

Our actions will include but are not limited to the following:

- We will offer a locally developed course for all students that focusses on understanding and learning about the cultures and ways of our Indigenous people. Details to come soon.

- We will continue to use authentic resources such as knowledge keepers, Indigenous artefacts and learning from the land to assist in understanding stories that are essential in moving the reconciliation process forward.
- We will continue to offer professional development for staff and involve them in the conversation as we know the work is not only that of teachers, but the entire learning community.
- We will continue to have student voice present in the school, and it will be visible where we can all appreciate the varied and enriching stories, we all bring to learning.
- We commit to making relatives, honouring Indigenous Knowledges, and deepening our connections to land and place through the spirit of the drum.

### On Smudging

Smudge is a traditional practice shared by Indigenous cultures across Na'a (Mother Earth in Blackfoot). Every nation has their own protocols and teachings regarding the practice of smudge. Smudge is a land-based ceremony rooted in the practice of acknowledging all relatives and reinforcing connection with Creator; it is a cleansing practice that sets the space for truth-telling (Alberta Recreation & Parks Association, 2020).

In Treaty 7 territory, smudge typically involves burning a small piece of dried medicine such as sage, sweetgrass or cedar inside a fire-proof container, such as a cast-iron dish or abalone shell. According to Dr. Elder Reg Crowshoe, smudge serves as a “call to order” (Alberta Recreation & Parks Association, 2020). In our learning context, smudge serves in a similar manner to the school bell that heralds classroom teaching. At Ian Bazalgette, smudge is offered every morning before school in the Indigenous Learning Space.

Participation in smudging is optional.

### SCHOOL COUNCIL

One of the most important ways you can make a meaningful difference in the lives of Ian Bazalgette School students is by participating in our school council. By connecting with our students, schools, and community, we can work together to support and enhance student learning. Meetings occur once a month on a Tuesday evening at 5:15 pm. Moreover, the meetings are most often in person with occasional online meetings if required. If you are interested in being a member of the school council, please email [smpike@cbe.ab.ca](mailto:smpike@cbe.ab.ca).

Please see School Council dates on front page of this newsletter.

### STUDENT SERVICES

#### **City of Calgary Youth Hiring Fair 2026**



Youth ages 15-24 are invited to attend the Youth Hiring Fair. Hosted by YEC, this free event welcomes 80 employers and over 5000 job seeker.

When: Thursday March 26<sup>th</sup> from 1:30-6pm

The Big Four Building, 1801 Big Four Trail SE Stampede Park

More information: <https://www.calgary.ca/social-services/youth/hiring-fair.html>

### **Family Supports**

Calgary Urban Project Society (CUPS)

phone | 403-221-8780

email | [info@cupscalegary.com](mailto:info@cupscalegary.com)

website | <https://www.cupscalegary.com/programs-services/social-support/family-development-centre>

- Free Parenting Programs/Education for families (mainly with children 0-5 years). Family Resource Centre on premises that can provide resources and referrals.

Children's Link Society

phone | 403-230-9158

email | [info@childrenslink.ca](mailto:info@childrenslink.ca)

- Provides resources, childcare information, parent-to-parent connections and hope to families and professionals who care for and work with children and youth with special needs from birth to age 21.

Closer to Home

phone | 403-543-0550

email | [reception@closerthome.com](mailto:reception@closerthome.com)

- Programs available: Early Intervention and Prevention, In-Home Family Support, Indigenous Services, Foster Care, Group Care

Families Matter

phone | 403-205-5178

email | [info@familiesmatter.ca](mailto:info@familiesmatter.ca)

- Provides parenting education resulting in healthy child development and confident and competent parents who are connected within their



communities. Programs available: Family Mental Health, Parenting Programs, Professional Development and other services.

### Family Resource Networks (FRN)

website | <https://www.alberta.ca/family-resource-networks>

- Website will assist locating the community location. FRN offers various types of parenting support, free of charge, can make referrals for Hull Services and Trellis parenting and family support programs.

### Hull Services

website | <https://hullsheets.ca/services/community-parenting-education-program/>

- Community Parent Education program for parents of children ages 5 to 12 to learn new parenting skills and strategies. Typical program runs for 8 to 10 weeks.

### McMann Calgary

website | <https://mcmancalgary.ca/fdp/>

- Family Development Program individualizing in home support to families with up to the age of 18 to enhance parenting skills and improve family relationships

### Navigate for Kids

<https://navigateforkids.com/>

This web application was created to help parents, guardians, educators, and professionals find support specific to the child's needs. Families must have an active FSCD (Family Support for Children with Disabilities) contract to access these resources as the programs presented work directly with FSCD using available funding.

## **Resources for Newcomers**

### Calgary Bridge Foundation for Youth (CBFY)

website | <https://cbfy.ca/>

- Offers supports and programming for immigrant and refugee youth, settlement support and knowledge of cultural norms.





### CBFY - Supporting Immigrant and Refugee Students in Schools

Your donation helps CBFY provide services to immigrant or refugee children and youth. Through in-school placement and settlement programs, afterschool programs, and post-secondary preparations, CBFY makes the transition to life in Calgary easier. We focus on building a community, encouraging leadership and academic success and providing support to families adapting to their new life in

[cbfy.ca](http://cbfy.ca)

### Calgary Catholic Immigration Society (CCIS)

phone | 403-262-2006

email | [contact@ccisab.ca](mailto:contact@ccisab.ca)

- Programs available to immigrants and refugees: Business Employment & Training, Community Development and Integration Services, Family and Children Services, and Resettlement and Integration Services.

### Calgary Immigrant Women's Association (CIWA)

phone | 403-263-4414

[reception@ciwa-online.com](mailto:reception@ciwa-online.com)

- CIWA offers services for immigrant and refugee women, youth, children and families. Programs available: Career Services, Family Services, Language Training and Childcare, Settlement and Integration, Workplace Services

### Centre for Newcomers (CFN)

phone | 403-569-3325

email | [info@centrefornewcomers.ca](mailto:info@centrefornewcomers.ca)

- Programs Available: Settlement Services, Youth Programs, English Language Program, Jobs and Career Planning and Assistance, Multicultural Peer Mentorship for Professionals, Canadian Business Essentials for Accounts, Ethnicity Catering Training Program, Childcare, Volunteering Experiences and Opportunities.

### Immigrant Services Calgary

phone | 403-265-1120

email | [info@immigrantservicescalgary.ca](mailto:info@immigrantservicescalgary.ca)

- Programs Available: Settlement and Integration, English Testing/Education, Translation and Interpretation Services, Employment Support, Children/Adult and Senior Programs, Family Support and Counselling



## VAPING

Smoking, including the use of vape and its paraphernalia is strictly prohibited on public grounds. Any student found to be smoking or vaping on school grounds may be suspended and may potentially receive a bylaw ticket from Calgary Police Services.

## VOLUNTEER POLICE CLEARANCE

To maintain the integrity of the CBE volunteer database and prevent it from becoming overpopulated, applicants are to process their PIC within a 60-day timeframe. Volunteers must apply either online with the Calgary Police Service or in person with a police agency within 60 days of the date of the CBE issued volunteer school letter. Volunteers who do not apply within 60 days will be deleted from the CBE Volunteer Security Clearance Process database and the volunteer will be required to reapply.

### Volunteers

All volunteers require valid CPS Clearance. Once cleared, volunteers are good for 5 years.

The process is as follows:

- Submit a completed Annual Volunteer Registration Form to the school.
- The information is then entered into the CBE Volunteer Security Clearance Process database by the school.
- A ePIC CBE issued volunteer school letter\* is generated.
- The volunteer then takes this ePIC CBE issued volunteer school letter and goes online to the CPS Electronic Service's Electronic Police Information Check and completes the online application, making sure to share their clearance with the CBE as part of the process. You have a 60-day timeframe.
- The volunteer will receive an email notice of receipt of their application for clearance from the CPS.
- Several weeks will pass, and the CPS will send a confirmation letter on CPS Letterhead that a Vulnerable Sector Search has been completed and there is no further information to disclose.

We want to make sure to educate our parents about this process. Many of our new parents are still in various stages of "being processed", having one or more of the steps 3-7 not being attended to or completed. Until your status indicates "cleared" in the CBE Volunteer Security database, you cannot volunteer at the school.



For your current school to check the CBE volunteer database to see if you have valid police clearance, or to add you to the school's list of volunteers, we require their **full legal name & birthdate, including year born**.

\*Note: the CBE issued volunteer school letter is not your clearance letter.

## WHAT'S HAPPENING IN... ?

Research on best adolescent learning has shown importance must be given to creating curricular learning tasks that bring independent ideas and facts together under larger unified concepts - showing how what we learn applies to the world. This year, like last year, we will be using *Niitsitapi* values (Blackfoot Nation; Piikani, Kainai, Siksika) as guiding thoughts. These big ideas include being aware of the environment through observation, that our universe often contains balance, and that we should aim to transfer what we know to others. Our concept this year is

*Pommotsiysiinni / To transfer something to others*

## ENGLISH LANGUAGE ARTS

### Grade 7

Writing: This week students will continue to build writing skills through daily sentence expansion activities focusing on sentence structure and vocabulary.

Reading- Grade seven students will continue to work on applying reading comprehension strategies. They will also engage in reading tasks that allow for analysis of historical perspectives and events.

### Grade 8

Writing - Students will discuss a variety of plot styles in narrative writing and explore how writing from different points of view can change the mood of their story. Students will focus on the pacing of their story and begin writing their first draft of a narrative story.

Reading - Grade eight students will continue to work on reading comprehension and vocabulary development activities.

### Grade 9

Writing - Students will focus on writing a three-part conclusion. They will then engage in peer editing sessions of the final draft. One grade nine class will continue to focus on developing themes in their narrative writing.

Reading – Grade nine students will work on reading comprehension tasks such as providing evidence-based responses. They will continue to work on a vocabulary development project. Reading assessments will also be done this week.



## MATHEMATICS

### **Math 7**

Students worked on constructing parallel lines, perpendicular lines, and angle bisectors using a protractor and compass. This week, they will continue to practice these skills by creating a stained-glass window.

### **Math 8:**

Students completed the Percent unit assessment and were introduced to squares and square roots. This week, they will continue working on square roots, focusing on prime factorization, and estimating the square roots of non-perfect squares.

### **Math 9:**

Students wrapped up linear equations and are now beginning to solve and graph inequalities. They'll apply these skills through a simple carnival scenario to show how inequalities represent real-life limits and conditions.

## SCIENCE

### **Science 7**

Students have been learning about temperature scales, devices, and how to measure temperature with thermometers. This week, students will investigate the particle model of matter. They will focus on differences in particle motion, arrangement, and spacing for solids, liquids, and gases. Students will also explore phase changes.

### **Science 8**

Students will continue exploring the organelles of plant and animal cells. They will be introduced to examples of cell analogies to strengthen their understanding of organelle functions. Students will then begin a their own creative analogy project, connecting the functions of cell parts to systems they see in everyday life.

### **Science 9**

Grade 9 science students will be starting their unit on electricity and electrical principals with an overview of the Law of Opposite Charges and a discussion around static electricity. We are looking forward to designing circuits in series and circuits in parallel and learning about loads, resistors, variable resistors, and power sources.



## SOCIAL STUDIES

### Grade 7

Students are currently learning about the early European presence in North America. They will continue focusing on the different groups involved in the colonization of North America and their impact on Indigenous People.

Students will be placed into groups to design a poster describing the role of the French in that period. Two other grade eight classes will focus on fur trade and examine how economic activity affected the natural environment.

### Grade 8

Grade eight students will continue studies about the Renaissance and will work on completing letters about education, based on what they learned about humanism. Two other grade eight classes will focus on the art styles that were evident throughout Europe at the time of the Renaissance.

### Grade 9

Students will continue to study areas of the Canadian Charter of Rights and Freedoms document. They are expected to explore one aspect of the charter and present it to their classroom peers. Grade nine students will be looking into democratic, equality, legal, and mobility rights as well as fundamental freedoms. The presentations will have a focus on how the charter affects Canadians today and this include examples of past limitations. Students will have a choice on how they would like to convey the information they have learned to their classmates, which may include a slideshow, game, poster, skit, or podcast.

## COMPLEMENTARY COURSES

### What's happening in Art

Gr. 7-9

Students will continue with their ceramics journey, building and painting and bringing their ideas to life.





### **What's happening in Construction**

Current students have wrapped up their projects and are helping with clean up and small repair jobs around the construction room, in preparation for the next semester's students.

Next semester students will begin the safety unit. Where we will explore safe working procedures in the construction room.

### **What's happening in Communication Tech**

On Wednesday, students will shift to new second semester complementary courses.

Welcome to a new semester! In communication technology, students will explore how different technologies are used to create, share, and manage information. As students progress through this course, they will develop skills for relaying messages effectively to different target audiences using various forms of media, including visual and print design, photography, audio, video, and animation.

### **What's happening in Computer Science?**

Students have completed their Minecraft building / Adobe animation projects that started late November. Grades have been handed out; any students who have been absent the last few days still have Monday and Tues to show their final creations for marks.

### **What's happening in Fashion**

Students will be working on their final project. Students have been assigned a time period and are researching the fashion trends of that time and creating a presentation.

### **What's happening in Foods?**



This week in Foods, we took some time to reflect on the recipes that we made over the course of the semester. I am compiling recipes to make a "Baz Family Cookbook" with all the favourites. The cookbooks will be handed out next week to my fabulous students. Should you need a recipe for this weekend, don't forget that all of the recipes are accessible on my Google Classroom page.

### **What's happening in French**

In French 7 and 9, students are learning about French-speaking countries and cultures around the world. Using short, simple sentences, students will research and describe features of one Francophone country of their choice. Information may include:

- the flag
- location
- population
- typical foods
- activities

### **Leadership**

Students wrapped up the semester by reflecting on how we could work together to improve our school community.

### **What's happening in Music**

Students wrapped up the semester in a mini talent show and they did amazing.

### **What's happening in NIIHIYIYAT**

Pronunciation: nee-hee-yee-yah

'Niihiyat' derives from the Tsuut'ina language and translates to 'Guide Us' in English. The Tsuu'tina language is a distinct variation of the Dene language family.

Students will be guided by land-based literacies, experiential learning, teacher instruction, online exploration and community partners (Elders, Knowledge Keepers, mentors and other experts in related fields).

Through holistic, student-centered, multimodal and strength-based instruction, students will be invited to demonstrate their learning in a variety of ways, such as storytelling, songs, oral presentations, visual presentations, performance, writing or digital representations, and cultural and expressive arts.

Learning through the Niihiyat course will be enriched when the four seasonal quarters are applied to explore and engage in learning.



### **What's happening in Training for Excellence**

Continuation of sports training activities. We will continue to go outdoors when possible, so please come with cold weather clothing and appropriate footwear, NOT sandals or open toe footwear of any kind. Remember to wear winter clothing.

On days when the weather is too cold/snowy, we will be doing indoors activities and moving our focus to studying muscle groups and their relationships to movements/ activities.

## **PHYSICAL EDUCATION & INTRAMURALS**

### **P.E.**

Physical Education classes will be indoors. Classes will focus on racquet sports such as badminton, ping pong, pickleball and tennis.

### **Intramurals**

#### **Morning Gym: 7:20 am daily**

##### **Monday:**

Grade 7 Open Gym

##### **Tuesday:**

Grade 8 Open Gym

##### **Wednesday:**

Women's Wednesday

##### **Thursday:**

Grade 9 Open Gym

