



Important Dates

School Dates

School Council Dates

April 30, 2024

May 28, 2024

June 11, 2024

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 w | <http://school.cbe.ab.ca/school/ianbazalgette/>

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

Weekly Message | April 22-26

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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

Sarah Kornelson, Assistant Principal for Grades 6 & 7

sfkornelson@cbe.ab.ca

Jamie-Dee Peterson, Assistant Principal for Grades 8 & 9

jepeterson@cbe.ab.ca

Tanya Miller, Student Services

talmiller@cbe.ab.ca

Shelagh McCracken, Indigenous Education Support

mmccracken@cbe.ab.ca

ATHLETIC SCHEDULE

Athletic Schedule

Badminton

Thursday, May 9th - **Grade 8's**

Singles & Mixed Doubles @ Peter Lougheed

B&G Doubles @ Ian Bazalgette

Wednesday, May 15th - **Grade 6's**

Singles & Mixed Doubles @ Ted Harrison

B&G Doubles @ Peter Lougheed

Thursday, May 16th - **Grade 9's**

Singles & Mixed Doubles @ Peter Lougheed

B&G Doubles @ Ted Harrison

Wednesday, May 22nd - **Grade 7's**

Singles & Mixed Doubles @ Ian Bazalgette

B&G Doubles @ Peter Lougheed

Please note that there are 2 locations per night.



Divisionals will start at 4:30pm. Warm-ups can start after 4pm.

Practice Times

Monday

Grade 6/7 Badminton Intramurals @ Lunch (12:05pm-12:30pm)

Grade 9 Badminton Practice (2:45pm-4:00pm)

Tuesday

Grade 8/9 Badminton Intramurals @ Lunch (12:05pm-12:30pm)

Grade 6 Badminton Practice (2:45pm-4:00pm)

Wednesday

Grade 7 Badminton Practice (2:45pm-4:00pm)

Thursday

Grade 7-9 Badminton Team Drop-In @ Lunch (12:05pm-12:30pm)

Grade 8 Badminton Practice (2:45pm-4:00pm)

CELL PHONES & LOCKERS

Cellphones

Alberta Education Survey

Minister of Education Demetrios Nicolaides is interested in hearing from teachers, parents, and other staff about student cellphone usage in Alberta schools.

You are invited to share your views in an Alberta Education online survey. Feedback will help inform any potential next steps about the future of student cellphone use in schools.

Complete the [online survey](#) by Friday, May 3, 2024.

We encourage all parties to provide their feedback to Alberta Education.

Away for the Day

We are an “Away for the Day” school. This means that cell phones and electronic devices will be secured in backpacks (gr. 6) or lockers (Gr. 7-9) before the day begins and left there until lunch time and then secured again



for the last periods of the day until the end of the day. Use of cell phones to be permitted in the classroom only when assigned and supervised by teachers.

Should you need to contact your child, please call the main office.

Lockers

We completed distribution of school lockers to students Gr.7-9. Students continue to be excited about having lockers.

Again, important reminders about lockers and locker use:

- a) Lockers are on loan from the school, and the school administration will have access to them at any time throughout the year.
- b) Locker combinations must be kept confidential (i.e. do not share a locker combination with others).
- c) The school is not responsible for losses from tote boxes or lockers so keep valuables at home.
- d) Students are expected to keep their belongings in the locker issued to them.
- e) To maintain efficient student movement in the hallways during class changes, locker use is prohibited in between class periods. Only in the morning before classes, at lunchtime, or after school, are students permitted access to their lockers.
- f) Teachers will not grant permission to students to get items from their locker if they forget items in their locker. Prepare for classes before they start.
- g) Students should not spend excessive time at their lockers prior to school or after school.
- h) Should individual students repeatedly violate the above guidelines, locker privileges will be removed.
- i) Only school locks are to be used. If lost, new locks can be purchased in the office (\$10.00)
- j) If you have any questions or concerns regarding the above guidelines, please contact our Principal, Mr. Steven Pike, at smpike@cbe.ab.ca

FAMILY TRIPS AND EXTENDED ABSENCE FORMS

We are receiving more requests for learning support from families wishing to travel. If choosing to travel during the school year when school is in session, please be aware of the following:

- The Calgary Board of Education believes there is a strong positive correlation between attendance and effective education.

- The Education Act excuses students from attending school due to illness or other unavoidable cause, religious holidays, suspension/expulsion, or permission from the Board. An absence outside of these exemptions will be recorded as an unexcused absence.
- Absences may affect a child's academic progress at school.
- Schools are not mandated to provide schoolwork for extended absence.
- It is parents/guardians' responsibility to review and support their child's learning.
- The cumulative effect of multiple extended school absences could result in significant gaps in a child's learning and achievement.
- Absences may affect a child's peer relationships at school.
- Make sure to notify the school and the child's teachers of leave of absence by filling in The Leave of Absence Form. This form can be found in the main office.

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.

Indigenous Education



CBE Grade 9 Transition – Mini Round Dance

 Calgary Board of Education



All CBE students, families, and staff are welcome
Park in the parking lot to the left of the main entrance
Doors Open at 5:00pm to 8:00pm



**CHARLIE
GOFORTH**
PEEPEEKISIS CREE NATION
STICKMAN



HAL EAGLETAIL
TSUUT'INA NATION
EMCEE



**TRISTAN
EAGLETAIL**
TSUUT'INA NATION
WHIPMAN

PROGRAM AGENDA

PIPE CEREMONY - FOR ORGANIZERS
GRAND ENTRY
ELDER BLESSING
SANDWICHES & SNACKS
HONOR SONG
GIVEAWAYS

ARTISAN VENDORS

Honorarium given to the first 15 drummers

SCAN THE QR CODE
TO SIGN UP



SHORTURLAT/WBJOX

Niihiyyat (Complementary Course)



This week students in Niihiyyat learned about body domain of the Medicine Wheel. Students also played “A What” that Brett from the Aboriginal Friendship Center taught Ms. Shelagh. The game was difficult, and many giggles were had while playing. Both classes look forward to attempting to play with the rock AND the stick this week. Students also completed a beading survey for Education Matters who provided Grant money to attend field trips. Students played the traditional game of Long Ball after completing the survey. Ms. Shelagh/Ms. McCracken will be sending an email to parents and guardians with dates and times of upcoming field trips as adult volunteers are needed.

Honouring Life

This week students in Honouring Life started in Circle and had the opportunity to smudge and share where they are from and how they were feeling so far this week. Students then had a choice to play “A What” that Brett learned from AFCC learned from Adrian G. Teachings from Adrian said “A What” is a game used to help with the oral processes of indigenous culture. All Indigenous students attending Baz were invited to complete a Motoyi (Spring in Blackfoot) survey this week. One of the questions was a name for the Indigenous Learning Space and we are looking forward to some of the suggested names in the future.

SCHOOL CLUBS

School Clubs at lunch:

Anime Club	Mr. Shackelton	Thursdays
Board & Card Games Club	Mr. Hawes & Mr. Vlaar	Tuesdays
Book Club	Mr. Bhatti	Tuesdays
Coding Club	Mr. Wojitula	Wednesdays
Gay Straight Alliance	Mr. Hawes & Ms. May	Thursdays
Guitar Club	Mr. Ogle	Tuesdays
Harry Potter Club	Mr. Meeks	Thursdays
K-Pop Club	Ms. Li	Mondays
Photography Club	Ms. Hammond	Mondays
Spanish Club	Ms. Shurvell	Mondays
Speech & Debate Club	Ms. Wallace	Wednesdays
Star Wars Club	Mr. Vlaar	Mondays
Video Game Club	Mr. Polowski	Thursdays

SCHOOL COUNCIL

Meetings occur once a month on a Tuesday evening at 5:45 pm. On March 19th School Council attempted a pilot meeting online with the newly



organized Zoom link. There were some technical glitches, mostly on the principal's end of things, but the meeting was a resounding success. Future meetings will mostly be online with a few key times in the year being held in-person.

New School Council

Chair position: Alok Gupta

Vice Chair position: Nayla Manji

Treasurer position: Kristin Roberts

Secretary position: Kristin Roberts

Key Communicator: Ryan Coley

Casino Chair/ Fundraiser Chair: Nayla Manji

School Council Dates:

April 30, 2024

May 28, 2024

June 11, 2024

SCHOOL/STUDENT FEES

The availability of rich learning opportunities that your child will experience this year depends on the collection of school fees. Parents will be receiving copies of their outstanding fees in the mail. All applicable fees are available to view and pay online through [MyCBE](#) Account. Payments may also be made in cash, debit card, or credit card in person at our Main Office. Families that would like to set up a longer-term fee payment plan are encouraged to contact our Main Office (slditlof@cbe.ab.ca).

STUDENT SERVICES

The Youth Employment Centre (YEC)

Youth between the ages of 15 and 24 access **FREE** career and employment services. Drop-in to the centre to speak to an Employment Counsellor.

Drop-in hours: Monday, Tuesday, Thursday, Friday 8:30 a.m. to 5 p.m.
Wednesday 8:30 a.m. to 6:00 p.m. (closed statutory holidays).

Location: [Alberta Trade Centre](#), 2nd floor, 315 10 Avenue SE, Calgary, Alberta, T2G 0W2.

AHS - Owerko Family Walk In Services for Student Mental Health

The Summit - Owerko Family Walk In Services - Centre for Youth Resilience



The walk in service provides urgent, non-emergent, immediate mental health services for children and adolescents aged 7-17 yrs. Parents and guardians of children 0-17 are welcome to access services at the walk in in connection to supporting their children's mental health.

This program offers Single Session therapy where clients and their families receive a one hour appointment with a family counsellor. While clients and their families are free to return for more sessions, they will not be assigned to a specific therapist.

At the end of their walk in appointment, those who may benefit from ongoing mental health services will be supported either through access to local Emergency Departments or calling Access Mental Health for potential referrals/recommendations.



Who We Are

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Phone:
587-534-7250 (Front Desk) or
587-534-7221 (Intake Coordinator)

Location:
The Summit:
Marian & Jim Sinneave
Centre for Youth Resilience
2nd Floor, 1015 17 Street NW
Calgary, AB T2N 2E5

Walk In Services Hours of Operation:
Daily: 10:00am – 10:00pm
Closed Stat Holidays

To learn more about walk in services and The Summit, visit:
ahs.ca/thesummit

The Summit:
Marian & Jim Sinneave
Centre for Youth Resilience

Owerko Family Walk In Services
Program Overview

Alberta Health Services

If you are in crisis or require urgent medical attention, please contact 911.

We have a collaborative team that can best support your family.

Our team consists of your family and:

- Family Counsellors
- Registered Nurses
- Social Workers
- Admin Staff
- Clinical Supervisor
- Program Manager
- Spiritual Care
- Protective Services
- Peer Support



Your Journey with Us

No referral is required. Clients and families may access walk in services on their own or at the recommendation of their family physician, school, Emergency Department, or other community services.

Upon arrival, you/your family will complete a brief questionnaire to identify what has brought you in and how you hope walk in services can help. This information is reviewed by a Family Counsellor before a 35-45 minute meeting with you/your family. The Family Counsellor will normally leave for about 10 minutes following the initial meeting to consult with their team

and gather resources. The Family Counsellor will then return to meet with you/your family to provide recommendations and resources. If you would like a copy of the session recommendations and resources, a printout can be provided.

Service Details:

Average Duration of Care:
One hour

Average Response Time:
Clients will be seen on a "first come, first served" basis. Wait times will vary according to current demand. Please note that if arriving in the evening, there is a possibility that clients might not be seen if capacity for the day has been reached.

Cannabis Use and the Adolescent Brain

The Canadian Psychological Association has a clear position regarding the use of cannabis during adolescence, namely **cannabis use can disrupt normal adolescent brain development**.

The cannabis usage rate amongst youth ages 15 – 24 is two times higher than it is among adults, with 1 in 5 teens between ages 15 to 19 having used cannabis in the past year (Statistics Canada, 2016).

With the legalization of cannabis coming into effect Canada-wide on October 17, 2018, there has been a resurgence of interest in this area and many opposing ideas coming to light. Bill C-45, or the Cannabis Act, is independent of marijuana use for medical purposes, which requires a doctor's prescription to legally use cannabis products to manage a variety of health concerns. With the legalization of Cannabis many are wondering – what does this really mean? What are the implications? And, if you are a parent, how could this impact my child(ren)?

The Cannabis Act allows adults to purchase, possess, consume, grow, share and make cannabis in its various forms with specific restrictions and parameters. It is important to note that the Cannabis Act only applies to



adults over age 18 years (or 19 years dependent on province of residence), and there are protective factors for youth built into the Act. The intent of the Act is to continue to prevent youth from using cannabis. For a more in-depth discussion of the Act and protection of youth, please consult the Government of Canada's website.

What is Cannabis?

Cannabis is the scientific name for the hemp plant, and the wider term used for marijuana, hashish, and hashish oil. Marijuana is the most common form, which is the bi-product of dried leaves, flowers and stems from the hemp plant Cannabis Sativa. While there are hundreds of chemicals found in this plant, the two most notable ones are THC and CBD. THC is the chemical that affects the brain, often referred to as the “psychoactive” component, and is the mind-altering substance that gives people the “high” associated with use. CBD oil is the non-psychoactive ingredient that is being studied further and used mainly for medical purposes. Known medical benefits include reducing spasms associated with Multiple Sclerosis, pain control, anti-inflammatory effects, and improving appetite. Cannabis can be consumed in a variety of forms, the most common being dried leaves rolled into a cigarette (“joint”) or smoked in a pipe with water (“bong”), as well as more concentrated forms such as hash, wax, and oil which are also heated and inhaled, or brewed into teas or mixed into foods as “edibles”. Vaporizing (aka “vaping”) cannabis has become more commonplace over the recent years as well.

Cannabis Effects

According to Alberta Health Services, the effect a person experiences while using cannabis varies and depends on a number of factors. These include things such as the amount used, how the drug is taken, expectations and mood of the user, and the setting it is being used in. Effects can be felt within a few minutes (particularly if smoked) but take around an hour to fully develop, and a person typically feels the effects from 2 – 4 hours, but impairment can last for up to 24 hours.

- Short term:
 - Feelings of calmness, happiness and relaxation
 - Increased socialization and heightened sensations (colours, sounds, smells)
 - Increase in appetite
 - Problems with memory, learning, attention span, problem-solving
 - Distorted perceptions, judgment, balance and reaction time



- Body tremors, loss of motor coordination, increased heart rate, dry mouth, reddening of eyes, muscle relaxation
- Increase of anxiety or panic attacks and sometimes paranoia
- Long term:
 - Smoking cannabis damages the lungs and contributes to respiratory problems
 - Can lead to anxiety, personality disturbances, and depression
 - Less ability to focus and filter information
 - Verbal learning, memory and attention effects can last after use is discontinued
 - Lack of ambition and motivation, as well as reduced communication and social skills

Adolescents and Cannabis Use: Impact on the Developing Brain

It is now well-known that our brains continue to develop and mature up until our mid-20s. The active component of THC in cannabis is what directly acts on many areas of the brain – therefore the negative impact for teens can be significant. THC affects the prefrontal cortex, which is critical to higher-order cognitive processes including **executive functions** such as impulse control, working memory, planning, problem solving and emotional regulation – all areas that are rapidly developing during the teen years. Structural changes in the brains of youth who regularly use cannabis have been seen via Magnetic Resonance Imaging (MRI). These effects on a developing brain can be temporary or last permanently.

In a recent position statement published by The College of Alberta Psychologists (2017) it is noted that due to significant brain development continuing to occur, “those under age 25 should not use cannabis recreationally due to the many potentially harmful impacts on health, cognition, educational attainment and mental health” (CAP Monitor Issue 52, p. 21)

Drug and alcohol use in general, including cannabis, can lead to negative effects for adolescents. **The most important message is that teen’s bodies and brains are still developing so impact on neurological development can occur.**

- Substance use can interfere with a critical developmental stage of adolescence, that of emerging independence and establishment of identity, as well as emotional maturation.
- During the critical years of learning, cannabis use can weaken a person’s ability to concentrate as well as retain information.



- Heavy or chronic cannabis use negatively affects performance on measures that assess attention, working memory, verbal memory, and executive functioning (for example the Psychologists Association of Alberta reports a decreased IQ of 6 points as a cognitive effect).
- Judgement can be impaired, resulting in poor decision making, which can lead to a higher likelihood of engaging in risky behaviours (such as getting into a car with someone under the influence, driving while high, choices around sexual interactions, and more experimentation with others drugs and alcohol).
- Functional impairments that can result from dependence on cannabis include reduced academic performance, truancy, reductions in involvement in school and extracurricular activities and increased family conflict.

Cannabis Use and Mental Health

What are the unique risks of cannabis use for youth?

Trying cannabis is unlikely to cause serious problems, but even occasional use has harms. Youth who use cannabis early and often for months or years are at risk of long-term health and social problems.

Here are a few examples:

- *Increased risk of harm to the brain – such as problems with memory, concentration, thinking, learning, handling emotions, and decision-making.*
- *Increased risk of mental health problems – such as psychosis or schizophrenia and, possibly, depression, anxiety and suicide, especially if there's a personal or family history of mental illness.*
- *Difficulties with relationships – at home, school or work.*
- *Physical health harms – including lung and respiratory problems from smoking cannabis.*
- *Addiction – cannabis can be addictive, especially for youth.*

SOURCE: [The Centre for Addiction and Mental Health](#) (2018)

Using cannabis, particularly during the adolescent years when there is an active developmental period of brain maturation, can influence mental health. The most well-known link is the risk for development (or worsening) of psychosis or schizophrenia. This is not to say that cannabis use causes schizophrenia, but rather earlier and longer exposure to cannabis, and use that increases over time, has been linked to triggering psychosis. Adolescent cannabis use that is frequent and heavier is a risk



factor for the later development of a psychotic disorder and is also a risk factor for earlier onset. Alternatively, psychosis may have never developed had a person not used cannabis. There is also evidence emerging that frequent cannabis use can have long term effects on anxiety as well as mood disorders such as depression and bipolar disorder. Further, by early adulthood, individuals who used cannabis as teens have higher incidences of suicidal ideation and suicide attempts. It is important to note that there is not one common cause of mental health disorders in general, but rather cannabis use at a young age can increase the risk of developing a mental health disorder, in combination with other factors such as genetics, environment, as well as the time period, duration, and other drug use.

What is considered “regular use”? This can vary, with the most common definition being once a week or more (CAP Monitor, 2018)

“Self-Medication”

Some adolescents may use cannabis as a way to cope with life stressors or relieve symptoms of anxiety, depression or other mental health disorders. It has been reported from cannabis users that they feel like marijuana helps not only relieve stress, but numbs uncomfortable feelings, enhances creativity, helps with sleep, and improves focus. If this “strategy” works for the person, and they believe it helps them cope with their particular circumstances, the chances of the behaviour continuing longer are increased. This leads to underdevelopment of healthier coping skills and can maintain use and therefore increase dependence, in turn potentially leading to addiction.

ADHD and Cannabis Use

One of the better known associations of a childhood diagnosis of ADHD is the increased risk for substance use, abuse or dependence in adolescence and adulthood. Self-reports of adults with ADHD show that cannabis use is the most commonly used drug, and often this use started during adolescence. One study found that 34% of adolescents receiving inpatient treatment for problems related to drug dependence (inclusive of cannabis) were diagnosed with ADHD. Research has also found that both the inattentive symptoms as well as the hyperactive-impulsive symptoms in childhood-onset ADHD were associated with a higher chance of marijuana use as a young adult. Some ideas as to why this may include the impulsivity symptoms of ADHD leading to substance use or, on the other hand, the negative effects of ADHD symptoms, such as inattention resulting in school, work, or relationship problems, may entice people towards drinking/drugs to



manage these negative symptoms. This ties into the self-medicating concept of untreated ADHD. People are not drawn to stimulant-like medications but rather to “downers” such as cannabis and alcohol. Furthermore, when people with ADHD use cannabis, related symptoms can actually worsen, such as lack of motivation, slower completion of tasks, slower reaction times and potentially causing problems with short-term memory, concentration, judgment and perception, all of which are also affected with ADHD. A take away message is that although children with ADHD may have a common biological risk for substance use, environmental factors at home, at school, and in peer settings appear to also influence the outcome. Also important to be aware of is evidence coming to light that ADHD medications and behavior therapies may acutely reduce adolescent substance use.

“Even as kids reach adolescence, they need more than ever for us to watch over them. Adolescence is not about letting go. It’s about hanging on during a very bumpy ride.” Ron Taffel (American Author)

What Can Parents Do?

Health Canada recommends starting the conversation with your teen early in order to educate them about drugs. This will allow you as parents to have an open conversation with them so they don’t go elsewhere, such as to friends or social media, and you can ensure the information is accurate. While this may seem a daunting task for some of us, there are resources available to help prepare for the conversation. Knowing your facts and preparing for an open-minded discussion is key.

Drug Free Kids Canada has published an amazing resource, a free downloadable package called “Cannabis Talk Kit: Know How to Talk with Your Teen” (available as a printed version from Health Canada or [online](#)).

Tips for talking about drugs

There is no script for talking with teens, but here are a few tips for talking with them about drugs:

- *plan the main points you want to discuss, rather than speaking on impulse*
- *avoid saying everything you think all at once*
- *look for opportunities to mention drug use, like when you discuss school or current events*
- *offer them control and let them pick the time and place*
- *give them room to participate and ask questions*



- *respect their independence*
- *respect their opinion*
- *avoid being judgmental*
- *listen to them, because if you are a good listener they may be more inclined to trust your input*
- *tell them you are trying to help them make good decisions by giving them information that they may not already know be clear about why you are worried and tell them that your main concern is for their well-being*
- *focus on facts rather than emotions*

As a parent, if your teenager is using drugs you may feel anger, sadness, fear or confusion. Those are natural reactions. But talking about the issue is more productive than talking about your feelings.

Source: [Talking with Teenagers About Drugs](#)

Article Sources:

- Apple RW, Greydanus DE, Merrick J (2016) Smoking Cannabis is Especially Dangerous for Youth Diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD). *Journal of Community Medicine & Health Education*. 6:451.
- Canadian Psychological Association (2017). [Recommendations for the Legalization of Cannabis in Canada](#).
- Chadwick, B., Miller, M., & Hurd, Y. (2013). Cannabis Use During Adolescent Development: Susceptibility to Psychiatric Illness. *Frontiers in Psychiatry*, Volume 4, Article 129.
- College of Alberta Psychologists. CAP Monitor issue 52, Fall 2017. [The Legalization of Cannabis in Canada](#).
- Garey, J. (2018). Child Mind Institute. [Marijuana and Psychosis](#).
- Hainer, R. (2016). [Adult ADHD and Substance Use: Exploring the Link Between Drugs, Alcohol, and Risky Behaviour](#).
- Kelly, C., et al. (2017). [Distinct effects of childhood ADHD and cannabis use on brain functional architecture in young adults](#). *NeuroImage : Clinical*, 13, 188–200.
- Maucieri, L. (2015, Feb 26). [ADHD and Weed: What's the Draw?](#) *Psychology Today*.
- Psychologists Association of Alberta. *Psymposium* (Volume 29, Number 2, August 2017). *Psychological Research & Practice in Relation to Cannabis Use*.
- Sibley, M.H., et al. (2014). The role of early childhood ADHD and subsequent CD in the initiation and escalation of adolescent



cigarette, alcohol, and marijuana use. *Journal of Abnormal Psychology*, 123(2): 362-374.

Distress Centre Calgary (DCC)

Distress Centre Calgary (DCC) provides 24 hour crisis support, professional counselling, youth peer support and navigation and referrals through 211 and our programs at SORCe – all at no cost. For over 50 years, Distress Centre has served Calgary and Southern Alberta, ensuring everyone has a place to turn in times of crisis.

Support through phone/text: 403 266 HELP (4357)

Live chat: <https://www.distresscentre.com/>

Eastside Community Mental Health Services (part of Woods Homes)

<https://www.woodshomes.ca/programs/eastside-community-mental-health-services/>

Eastside Community Mental Health Services (ECMHS) offers immediate, no-cost, mental health support from an integrated, ethnocultural team.

Call: 403 299 9699 (8am-11pm)

Text: 587 315 5000 (9am-10pm)

Main Location: #255 495 36 Street NE (Northgate Mall)

Walk-in mental health support is available on Tuesdays and Saturdays 11 am to 6 pm.

MENTAL HEALTH SYSTEM NAVIGATION

Staff walk with clients as they navigate the sometimes-complex mental health system. All clients experience immediate support and connections to social and health systems that best fit their needs.

We can help you navigate the mental health system in Alberta.

Finding the help you need can be trying in a complicated mental health system. Especially when you are struggling. We're here to make it easier. Our professional counsellors are ready to connect you and your family to the best service that fits your needs.

<https://www.woodshomes.ca/programs/eastside-community-mental-health-services/mental-health-system-navigation/>

Mobile Family Crisis Support



Family crisis support is available both immediately over the phone and in-person at home. Mediated crisis family visits can be extended with repeat visits with the same counsellor. Support via text or chat is also available.

Extended Services: Our Mobile Family Crisis Support includes repeat visits with the same counsellor.

To access Mobile Family Crisis Support and/or Extended Services, please call 403-299-9699.

Y Mind!

We wanted to share an amazing program with you called Y Mind! Y Mind is a **FREE** 7-week mental wellness program for teenagers (13-18 years old). The program aims to support and provide resources for teenagers experiencing mild to moderate levels of stress and/or anxiety. Y Mind is grounded on Acceptance and Commitment Therapy (ACT) and Mindfulness and allows participants to learn more about different ways of how to manage their stress and anxiety. This program is facilitated by trained mental health professionals and there will always be two facilitators at each session. We have seen proven results nationally of reduced stress and anxiety related symptoms, increased overall wellbeing, and an increased ability to cope with difficult emotions.

Participants will receive a workbook of all the activities done during the program, so they can review and practice at home. We do provide snacks for participants during the program and meet other individuals experiencing similar feelings. Upon completion of the program, participants would receive a Certificate of Program Completion and a free 2-month YMCA gym membership as improving one's physical wellbeing has shown that it improved mental wellbeing.

Y Mind is generously supported by the Public Health Agency of Canada and the Alberta Government and allows us to offer the program at multiple locations throughout the city. The closest location to your school is the Remington Y.

Individuals can learn more about the program on their website (<https://www.ymcacalgary.org/y-mind-mental-wellness-program>) or complete a Formstack request (https://ymcacalgary.formstack.com/forms/ymind_intake_form_ymcacalgary) to sign up for our Information and Intake Sessions. Students 14 and older can self-register for the program without parental consent as well. Interested



individuals can contact our general Y Mind email if they have any questions at ymind@calgary.ymca.ca.

211

Call 211 to access an entire network of community, social, health and government services. Your call, text or chat will be answered by a professional 211 Community Resource Specialist who is trained to assess your need and refer you to the most appropriate service or services. 211 is available across Alberta and is offered in over 170 languages over the phone.

Why would I contact 211?

- I need food, shelter and/or transportation
- I need financial support to help pay my utility bill, rent and/or damage deposit
- I need to find mental support
- I need information on Government programs and phone numbers
- I don't know where to go for Legal support
- I want to volunteer for an organization
- I want to make a donation of furniture and/or clothing
- I am concerned about a friend or family member
- I am looking for services for a client
- We have access to thousands of other services

VAPING

A reminder that 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 will 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 the 60 days will be deleted from the CBE Volunteer Security Clearance Process database and the volunteer will be required to reapply.



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 his 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 data base 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... ?

Students are now exploring the concept of Ihpipotosp.

1. *Kakyosin* / *Be aware of your environment; be observant*
2. *Ihpipototsp* / *Purpose for being here*
3. *Pommotsiisinni* / *To transfer something to others*



GRADE 6

Oki! Hello Grade 6 Parents/Guardians,

We welcomed 36 eggs to our classrooms on Monday. It has been an exciting week as we have observed them, we have talked to them, we have shared learning with them. On Wednesday, we candled the eggs to see what was happening and if our eggs were viable. It was still a little early to observe much inside the eggs, but we did see some dark spots and some veins. We are keeping track on a clipboard on how each egg is progressing. Right now, we are worried about 2 eggs, and we will keep a close eye on them as they grow a little older. We will have more to report next week as we will probably be able to see some movement. Although the chickens have been our priority we were able to get a little work done this week. 😊

ELAL

In English Language Arts, students will be using the Hero's Journey plot structure to write their own narrative story that takes place in Ancient Athens. Students will examine and implement the different aspects of the Hero's Journey, as well as different narrative strategies, to plan and write their stories. We will also be working on reading comprehension strategies that will help to enhance students' understanding of narrative texts.

MATH

In math, students have demonstrated that they are understanding percents. We have been practicing find the percents of fractions that have the denominator of 2, 5, 10, 20, 25, and 50. Please ask your child to show you what they can do. In the coming week we will be working on finalizing our understanding of ratio, rates, proportions, and percents and will be moving into writing algebraic equations. We also have tasks in our google classroom that students can be doing. It will be important to practice division and multiplication.

<https://www.youtube.com/watch?v=AL0-0f9azNo>

<https://www.k5learning.com/free-math-worksheets/sixth-grade-6/percents>

Math Grade 6 New

Curriculum: <https://curriculum.learnalberta.ca/curriculum/en/c/mat6?s=MAT>

Math links:

<https://toytheater.com/category/teacher-tools/virtual-manipulatives/>

<https://worksheetworks.com/>

<https://math-drills.com/>

<https://www.mathplayground.com/math-games.html>

Fractions:



<https://www.youtube.com/watch?v=KEmCZGbd4R8>
<https://www.youtube.com/watch?v=5juto2ze8Lg>
<https://math-drills.com/fractions.php>

Please continue to work with your child at home around multiplication.

Here is math websites to practice multiplication:

<https://www.timestables.com/multiplication-flash-cards.html>

SCIENCE

In Science this week, some classes are finalizing the Bird Adaptation Project. Students are working on creating an infographic about their bird and how it adapts to its environment.

We will be working on communicating our understanding of Bernoulli's principle as it relates to air and aerodynamics. We are getting to the end of this unit, so we will be looking to have students show us their understanding through an assessment, look for a study sheet coming in their google classrooms to support this learning sometime this week.

SOCIAL STUDIES

In Social Studies this week, the Grade 6 students will be thinking critically about Ancient Athenian government structures and practices to identify similarities and differences between the birthplace of Democracy and our current democratic system in Canada. This exploration will also take place through the lens of assessing the fairness of democracy in Ancient Athens and today. Students will also complete an Ancient Athens quiz to further demonstrate their learning.

GRADE 7

ELA

Grade 7 students will continue working on an Expository Writing unit. This week, students will research culinary histories and stories, preparation, processes of the recipes, as they get ready to write their exposition. They will also complete reading comprehension work this week. The *Daily Five* activities of reading, writing and word work will continue throughout the week.

MATH

Students will be wrapping up the algebra unit by learning to solve more complex algebraic questions and completing a unit assessment. They will begin the Shape and Space unit by investigating the area of various shapes. Students will then review the definition of area and properties of a



parallelogram and calculate the area based on what they learned about this geometric figure.

SCIENCE

Students will examine how structures and forces apply to the biological world by investigating structures within the body system of humans and animals.

SOCIAL STUDIES

Students will continue to research events from the Red River Resistance and the Metis Rebellion to inform their arguments for a classroom debate. They are already working in groups to create speeches and possible counter points prior to presenting their arguments.

GRADE 8

ELA

Students will analyze the symbolism, imagery, and other literary techniques used in the film, *Big Fish*. This will be a model for them to create their own personal narrative in the magical realism style. There will also be a focus on text annotation when reading. Students will use this skill to increase comprehension of mood and tone in short stories.

ELA Support - Wednesday at lunch in Room 109.

SCIENCE

Students will finish their research project on the use of concave / convex mirrors and/or lenses in optical technologies. We will then be reviewing mammalian eyeball structure and function in preparation for our sheep eyeball dissection project this week.

MATH

Students will continue with their linear relations unit, focusing on graphing equations from a table of values.

Math Support - Tuesday & Thursday at lunch in Room 108.

SOCIAL STUDIES

Students will continue their work on the Japan unit, expressing their understanding through a medley for choices. Students will be entering into the Meiji period soon, discussing the involvement of the USA.



GRADE 9

ELA

Students will explore adaptations in their community and identify community assets. Some classes will explore our school community on walking field trips and make their thinking visible through a variety of visual journaling formats. There will also be a focus on text annotation when reading. Students will use this skill to identify how literary techniques communicate meaning and enhance effect in short stories.

ELA Support - Wednesday at lunch in Room 109.

Essay Prep - For any Grade 9 students who would like extra support prior to their upcoming PAT, Room 109 will be available from 2:30 - 3:30 on April 29th - May 1st and May 6th - 8th. Grade 9 students will write their English Language Arts Part A (writing) PAT on Monday, May 13th.

SCIENCE

Students will complete their Family Portrait projects investigating genotypes and phenotypes across multiple generations. We will then be investigating several biotechnologies including cloning, genetic engineering, CRISPR, and the use of genetically modified organisms in our food chain.

MATH

Students will review for their linear relations unit test, and write their test on Wednesday, April 25th. They will then be starting their scale diagrams unit.

Math Support - Tuesday & Thursday at lunch in Room 108.

SOCIAL STUDIES

Students are currently discussing social programs and taxation, evaluating their places in Canadian society, and comparing that with the USA.

COMPLIMENTARY COURSES

What's happening in Computer Science?

What did the zombie say to the villager?

Nice to eat you!



Another Minecraft joke. A zombie needs a clear line of sight to attack. Obstructions like walls or glass can prevent the zombie from seeing the villager. If any type of zombie kills a villager, there is a chance for the villager to transform into a zombie villager.

Students continue coding in Code Combat and then transition into their level up Calgary build designs in design studies. Students have 2 choices with their designs and downtown park design or designing the new green line train station for Calgary. They have recorded their projects and are submitting them over the next couple days. Let the best project win.

All students log into Code Combat and learn coding by using either Java (7's) and / or Python (8 & 9's), at the start of each class.

What's happening in Foods?

This week in Foods, students made one bite brownies and we also learned about healthy snacks. We also talked about having a balance in life with nutrition and physical activity. The Balanced Approach does not focus on body measurements, but it looks at overall well-being. The Balanced Approach highlights the importance of accepting yourself on your own terms.

We also hosted the grade 3/4's from Valley View School. My students helped the Valley View students make Paska bread. It was a lot of fun and my students did a great job!

What's happening in Leadership / Training for Excellence?

Leadership

In Leadership, students helped decorate the school for Earth Day that is coming up on Monday, Apr 22nd. They constructed Earth Day Crafts, decorated a bulletin board, and organized a slideshow to be presented on the school TV. It is important that Leadership brings awareness to the CBE Dates of Significance, like Earth Day & Sikh Heritage Month, to cultivate global citizenship and cultural awareness. In addition, students also finished presenting their game to the class to practice their communication and organization skills.

Training for Excellence

In Training for Excellence, students came up with fitness SMART goals for them to achieve. These goals could be sport-related as many students are on sports teams. For example, some students constructed a goal of improving their badminton smashes, while others focused on improving their ballhandling in basketball. The fitness SMART goals could also be related to gaining muscle mass, weight loss, or achieving a personal best in weightlifting.

Business



In Business, students continued working on their budgeting assignment to practice mindful spending. Students had to pretend they were living on their own, coming up with various monthly costs. These costs include shelter, groceries, transportation, savings and 'fun money'. Saving is important; however, it is also emphasized that students understand the importance of spending on fun to live a well-balanced lifestyle.

What's happening in Construction?

Grade 6

Grade 6s will be learning about the scroll saw and making some practice cuts before they cut out their magnet project. Following this project, there will be some additional scroll-saw practice for them to do.

Grade 7

Grade 7s will be tasked with designing and creating their own project using the tools they have learned about. Students will be creating things such as birdhouses, small boxes, decorations (like flowers) and more!

Grade 8 & 9

Grade 8 and 9s are starting to work on their design and create projects. Students will have access to all the tools they have learned about to make things such as pens, bowls, cutting boards, chess boards and pieces, and much more!

What's happening in Art?



Grade 7

Artists are learning about human visual perception with the study of lines and angles through point perspective. Artists will begin by learning basic



terminology and techniques before applying their skill by creating a structure, building or city in 2-point perspective.

Grade 8 & 9

Student artists are exploring their personal creativity by designing a “choice project” that challenges them. Artists are beginning to gather their learning resources, supplies and build their knowledge and skill with their chosen medium.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Physical Education classes will be focusing on track and field over the next couple of weeks in preparation for the upcoming season. Students will be heading outdoors if the weather permits, so please dress accordingly.

School Intramurals

Our lunchtime intramural program continues to be a source of great enjoyment for students and staff. The Physical Education team also provides open gym time in the morning starting at 7:30 am and ending at 7:55 am. Students are more than welcome to come and borrow a piece of equipment to play with during this time. We provide many opportunities to get active!

Intramural Schedule

Monday

Grade 6/7 Badminton Intramurals @ Lunch (12:05pm-12:30pm)

Tuesday

Grade 8/9 Badminton Intramurals @ Lunch (12:05pm-12:30pm)

Wednesday

Women's Wednesday @ Lunch (12:05pm-12:30pm)

Thursday

Grade 7-9 Badminton Team Drop-In @ Lunch (12:05pm-12:30pm)

