



Ian Bazalgette School

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Weekly Message | Mar. 11-15

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School Dates

March 21

Parent Teacher Evening
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March 22 – April 1

Spring Break – No School

April 2

Classes Resume

School Council Dates

March 19, 2024

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.

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

School Athletics

With Volleyball underway 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 12:10 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.
- 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

Athletic Schedule

Monday

Sr. Girls Morning Volleyball Practice in Gymnasium (7:00am-8:00am)

Jr. Girls Volleyball Practice in Gymnasium (2:30pm-3:45pm)

Tuesday

Sr. Boys Volleyball Practice in Gymnasium (2:30pm-3:45pm)

Wednesday

Sr. Girls Volleyball Practice in Gymnasium (2:30pm-3:45pm) Jr. Boys Volleyball Game @ Dr. Egbert (4:15pm)

Thursday

Jr./Sr. Athletes' Drop-In Volleyball @ Lunch (12:05pm-12:30pm)

Jr. Boys Volleyball Practice in Gymnasium (2:30pm-3:45pm)

Jr. Girls Volleyball Game @ Ian Bazalgette vs. Dr. Egbert (4:15pm)



Friday

Optional Drop-In Volleyball with Mr. Cayanan (2:15pm-3:45pm)

CHILD AND YOUTH WELL-BEING WEBINAR SERIES

Dear Parents / Guardians,

The Calgary Board of Education invites all parents and guardians to join us in an online series focusing on child and youth well-being. These sessions will be hosted in partnership with experts from Alberta Health Services and will explore topics such as vaping, brain development, mental health, and sexual health.

Click here to learn more:

[Child and Youth Well-Being:
A Webinar Series for Parents and Guardians](#)

Mental Health & Anxiety (Grades 7-12)

March 14, 2024

6:30 to 8:00 PM

Healthy Sexual Development

April 11, 2024

6:30 to 8:00 PM

CELL PHONES & LOCKERS

Cellphones

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 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

Niihiyyat (Complementary Course)



This week in Niihiyyat students started in Circle and shared their name, where they are from how they are doing so far this week. They also answered the questions of the day. The student generated question was “What is your favourite present for future vacation spot?”. Ms. Shelagh’s question was “What have you done to build a relationship with your neighbours?” The students practiced the Blackfoot phrase, Nitsinihka’sim, Hello, my name is _____. Many students and Ms. Shelagh can now remember the pronunciation. Please ask your child how to say itJ. Teachings from “*Be A Good Ancestor*” continued as the Leona Prince shared her Clan is a matriarch clan. Some students knew this vocabulary and some learned it. The Indigenous term “All My Relations” was also shared as the notion of all people and things being interconnected and that all people and all things have a purpose and are worthy of respect, care and kindness. This also led to a discussion about environmental stewardship and how to be a good neighbour and ally. For the last 10 minutes of class, the group ventured outside to experience the crisp cold air and to practice Kakyosin – the Blackfoot teaching of being observant and wisely aware. To end the class, each student shared one word from their time on the land.

Honouring Life

This week in Honouring Life the group started in Circle and as always students had the option to smudge. Brett then passed a feather and each person was asked to share our name, where we are from and how our week is going. We also answered the question of the day – Is a Tomato a fruit or a vegetable. Fruit won by a large margin. This week’s reading from Richard Wagamese’s book “*Embers*” was about smudge and talked about the 3 braids of sweetgrass representing love, kindness, humility. Students were asked what the passage meant to them and specifically what it means for them when they smudge. Students used the rest of the time to finish their medicine bags and rocks from the 7 Sacred Teachings.

Indigenous Student Learning Program

Indigenous Disability Canada is offering support through the “Indigenous Student Learning Program” to Indigenous students across Canada who have limited financial resources, including those living with disabilities. Eligible students, of any age, must demonstrate low-income status, be enrolled in formal education (online, remote, or onsite), and actively attend classes. Successful applicants will receive a laptop and/or related accessories to aid their academic success. The program aims to assist Indigenous students in their educational pursuits and future career paths.

Applications are open until Friday, March 15, 2024, or until resources are exhausted.

For more information please contact Shelagh McCracken
(smccracken@cbe.ab.ca)



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.

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

- Thank you to Ms. Manji for stepping into this role. More information about next Casino date to come.

School Council Dates:

March 19, 2024

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 City of Calgary Youth Employment Centre (YEC) – NEW*

The City of Calgary Youth Employment Centre (YEC) is proud to announce our **25th Annual Youth Hiring Fair**.

The event hosts **80+** employers and attracts over **5000+** job seekers looking for part-time, full-time, permanent, and seasonal jobs.

Where: [The Big Four Building, 1801 Big Four Trail SE, Stampede Park](#)

Day/Time: Thursday, March 28, 2024 from 1:30 p.m. - 6:00 p.m.

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



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.



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](#)

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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.

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 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. *Pommotsiysinni / To transfer something to others*

GRADE 6

Oki, Hello Grade 6 Parents/Guardians,

It is with exciting news that we share that clubs have been restored to grade 6 students. They did a good job attending their clubs this past week and we are looking forward to that good behaviour continuing into this next week.

Thanks for your support,
The Grade 6 Team

ELA

In English Language Arts, we will explore some broad, poignant themes as we wrap up our novel study of *A Rover's Story*. Students have been examining the text as a model for interesting word choice, sentence variety, and sentence formation. We will extend this work into understanding the author's purpose and stylistic choices. Students will explore ways to incorporate style and voice into their own writing.

MATH



In Math, we will use our understanding of fraction to look at ratio's. Students will need to investigate to find out what ratio's are and how to make ratio's equivalent. Students will also continue to complete projects involving the cartesian plane. Throughout this week, teachers will be conferencing with students about their fraction assessment to gather more information of their understanding of the procedural and conceptual understanding of fractions.

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

This week, students will be investigating air and using their understanding to explain natural phenomena. Students will be asked to use their understanding of Bernoulli's Principle to explain how things move in the air. Towards the end of the week, students will have a quiz to show what they know about the principles of air.

SOCIAL STUDIES

In Social Studies, we will be examining the structure of Ancient Athenian society, learning about the roles and responsibilities of members of strictly defined social classes. We will continue to build our understanding of Athenian values, beliefs, and social norms through explorations of mythology and vignettes of daily life in Athens. We will touch on some important features of Athenian democracy.

GRADE 7

ELA

Students will continue reading the novel Ghost Boys by Jewell Parker Rhodes. They will also delve into figurative language and poetry writing. The



Daily Five activities of reading, writing and word work will continue throughout the week.

MATH

Students will be working on percentages. They will be practising applying percentages to real life scenarios such as sales tax, discount, and income tax calculations.

SCIENCE

Students will complete an *egg drop challenge* then review the unit. They will also be quizzed on topics 3-5 of structures and forces.

SOCIAL STUDIES

Students will continue to read the graphic novel Louis Riel by Chester Brown and begin to work on character profiles for chapter 2.

GRADE 8

ELA

Students have completed their final project for the novel study, *Ghost Boys*. This week, they will begin a research essay about a human rights or social justice issue of their choice. The focus of this work will be on the process of developing a strong research topic and finding relevant, reliable sources to support your research. Grade 8 students will also participate in a virtual field trip with The Canadian Museum of Human Rights. The dates and times of this virtual event will vary for each class. Your child's teacher will inform each class of their date and time.

ELA Support - Monday & Wednesday at lunch in Room 109.

SCIENCE

We are wrapping up our design thinking project with a focus on the prototyping phase of the process. Students will complete their investigation into simple machines and energy transfers by demonstrating the working model of their Rube Goldberg devices. This week will also introduce the Light and Optics unit.

MATH

Students will be continuing with their rates and ratios unit, looking closer at unit rates and problem-solving.

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

SOCIAL STUDIES



Students will be completing their Renaissance inventions, and moving on to preparing their study guide for their quiz that will be on Monday, March 18, 2024.

GRADE 9

ELA

Students have completed their final project for the novel study, *Black Brother, Black Brother*. This week, they will begin a research essay about a human rights or social justice issue of their choice. The focus of this work will be on the process of developing a strong research topic and finding relevant, reliable sources to support your research. Grade 9 students will also participate in a virtual field trip with The Canadian Museum of Human Rights. The dates and times of this virtual event will vary for each class. Your child's teacher will inform each class of their date and time.

ELA Support - Monday & Wednesday at lunch in Room 109.

SCIENCE

We will continue to explore concepts around electrical energy. Students will be tasked with a group project that will have them investigate the advantages and disadvantages of alternative energy sources as it applies to electricity generation. We will investigate the various sources of electricity generation in Alberta and across Canada.

MATH

Students will be writing their polynomials unit test on Monday, and will be moving on to their new unit, Inequalities.

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

SOCIAL STUDIES

Students will be continuing to work on their case study about Worker's Strike. Next up students will be creating a product through the lens of being the producer, distributor, and consumer.

COMPLIMENTARY COURSES

What's happening in Computer Science?

What is software? (According to developers)

It's the part of a computer you can't hit.

Software is a set of instructions, data or programs used to operate computers and execute specific tasks. It is the opposite of hardware, which describes the physical aspects of a computer. Software is a generic term used to refer to applications, scripts and programs that run on a device.

This week students continued coding in Code Combat and then transition into their level up Calgary build designs in design studies.

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, the topic was flour and different types of flour. I showed my students a video on Wheat production in Canada and specifically, production in Saskatchewan. Canada is a global trading partner for wheat. We looked at different flours, such as pastry flour, bread, whole wheat, 0-0, self-rising and hard wheat flours. Each flour serves its own purpose in the world of baking.

Students completed theory work looking at general facts of flour, nutrition, general fats and uses.

I also spoke to my students about the world of opportunities in Agriculture, highlighting careers in the industry.

Student made English Muffin pizzas this week. This introductory cooking lab helped me get to know my students and it helps me observe their existing skills and comfort in the kitchen. Everyone did a great job! I was very impressed.

Help your families at home and ask if you can be a part of the cooking in your home. All you need is ingredients and practice. And don't forget to help clean up. 😊

What's happening in Leadership / Training for Excellence?

Leadership

Leadership students are currently working on making International Women's Day and Ramadan Mubarak visible at Ian Bazalgette. They are building bulletin boards informing students about important Women in Canadian History and about the significance of Ramadan to Muslims. It is important



that Leadership cultivates a school community that is warm, caring and welcoming for all students. Students have also been practicing their public speaking skills to gain comfort when presenting in front of an audience.

Training for Excellence

For this week, students are researching about the various substances or poor habits that negatively impact human health and fitness. These include vaping, social media and a lack of sleep. Students will present their findings through a poster or video which will be shared with the whole school to inform others about these risks. In the gym, students are continuing to learn how to build a basic weightlifting plan, cycling through a circuit training of various exercises to complete their full-body workout.

Business

Students this week continued playing with the stock market to gain familiarity. They are learning about various businesses that they can invest in, like Costco and Apple, and are also learning about the stock market's volatility. The goal is for students to be familiar with the stock market to build wealth in the long-term for a house or retirement. Moreover, we are also reading a personal finance classic, *The Richest Man in Babylon*. This novel holds fundamental money principles (like saving and cutting costs) that these students can apply for their wealth-building journey.

What's happening in Construction?

Grade 6

Are working on part 3 of their magnet project, cutting it out! After this, the next step will be to attach the magnets and then take them home.

Grade 7

Are starting to glue their shelves together before giving them a final sand and taking them home. Next, they will be building their choice of a CO2 powered car, a pencil holder, or a candle holder.

Grade 8

Have finished working on the paddle blades and are now moving onto the handle area. Some students have chosen designs to paint or carve into the paddle, following this we will finish them.

Grade 9

Are starting to glue together their toolbox projects. Once they have the main box glued together, they will turn their handles on the wood lathe before attaching them and adding stain and finish.

What's happening in Art?



Grade 7

Students are working towards combining techniques in watercolor to create different types of skies and clouds.

Grade 8

In grade 8 art, students are choosing reference photos of Alberta skies and examining the image to decide on techniques to use when painting them.

Grade 9

Students are working on combining watercolor techniques to create their Mohkinstsis sky painting.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Physical Education classes will be focusing on badminton, fitness and wellness, bistro games and stage games. Students may also be heading outdoors if the weather permits, so please dress accordingly. Mr. Samson's classes will be in Health this week in Room 104.

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

Men's Monday @ Lunch (12:05pm-12:30pm)

Tuesday

Drop-In Handball Intramurals @ Lunch (12:05pm-12:30pm)

Wednesday

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

Thursday

Jr./Sr. Athletes' Drop-In Volleyball @ Lunch (12:05pm-12:30pm)

Friday

Optional Drop-In Volleyball with Mr. Cayan (2:15pm-3:45pm)



