



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 | Dec. 2 – 6

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Important Dates

School Dates

Winter Spirit Weeks

Dec. 9-20, 2024

Last Day of Classes

Dec. 20, 2024

Winter Break

Dec. 21, 2024-January 5, 2024

School Council Dates

December 10, 2024

January 21, 2025

February 18, 2025

March 18, 2025

April 22, 2025

May 20, 2025

June 17, 2025

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 (Gr. 7 & Indigenous Community)

sfkornelson@cbe.ab.ca

Laura Kristiansen, Assistant Principal (Gr. 8 & Gr. 9)

llkristiansen@cbe.ab.ca

Tanya Miller, Student Services

talmiller@cbe.ab.ca

Tammy Johnston, Indigenous Education Support

tacjohnston@cbe.ab.ca

ALL IN FOR YOUTH

The All in For Youth program (AIFY) helps students stay engaged in their education and succeed in school. Launched in 2021 at Ian Bazalgette Junior High, AIFY is the only program of its kind in a junior high setting. It supports students in grades 7-9 who face challenges with school engagement or other barriers to success, providing assistance in both one-on-one and group settings. Through AIFY, students enhance their social-emotional skills, build social connections, increase their confidence and ability to engage with school, and develop a positive sense of identity. These improvements support their mental health, reduce isolation, and boost their optimism, both now and as they transition to high school. The AIFY Navigator also involves families and natural supports to better address the students' needs. Participation in All In For Youth is voluntary and requires guardian consent, offering medium- to long-term support for students.

The AIFY Junior High Navigator at Ian Bazalgette is Charlie Libre (he/him). Charlie can be reached by email at clibre@growwithtrellis.ca, or by phone at 403.617.0010. No referral is needed to participate in the AIFY program, please reach out to Charlie if you are interested in having your child participate or have any questions about the program.

Charlie Libre (he/him)

Jr. High Navigator, AIFY



AIFY Partnership with Nation's Vision

We are excited to announce that Nation's Vision will be visiting Ian Bazalgette School from April 28th to May 2nd, 2025, to provide a free in-school eyecare program for our students. This initiative brings a team of dedicated eye care specialists—including optometrists, ophthalmologists, opticians, and technicians—directly to our school, helping to reduce barriers to essential eye care for those in need. Nation's Vision is committed to delivering high-quality, accessible eyecare, ensuring that all students can receive comprehensive eye examinations and, if necessary, affordable new glasses. By partnering with organizations like Nation's Vision, we believe we can make a meaningful impact on the health and well-being of our students. We encourage you to take advantage of this valuable service! Consent forms will be sent home with students closer to the date, so if you'd like your child to participate, please sign and return these forms. For more information, please visit: <https://www.nationsvision.ca/inschool-eyecare-program>.

ATHLETIC SCHEDULE

Wrestling practices will be held on Monday and Wednesday. Wrestlers are getting ready for an upcoming meet on December 11th!

School Athletics Expectations

We want 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 2:32 pm (or 12:16 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

BUSING & TRANSPORTATION

Transportation News

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

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

Bus Route and Stops

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

CALGARY POLICE CADET CORPS

The Calgary Police Cadet Corps is a youth program designed for all youth between the ages of 12-18 to experience the life of policing. The Cadets develop a great sense of pride and discipline through their involvement and



learn other skills such as leadership, citizenship, and fitness. Working with members of the Calgary Police Service, the Cadets are able to become model citizens while being mentored in an inclusive environment.

How to Join:

NOTE: The application process is open from November 1 to March 31 for the following year's intake.

<https://calgarypolicecadets.com/cadets/is-it-right-for-me/how-to-join/>

To become a member of the Calgary Police Cadet Corps, you must

- Be a youth between 12 yrs old and 18 years old (however, you must be under 17 to apply)
- Be of good moral character
- Complete an Enhanced Security Clearance, have no criminal record (see link below)
- Be a resident of Canada for a minimum of 3 years with government identification (birth certificate or Alberta Health Care card)
- Provide written parental/guardian consent
- Complete an application form (see link below)
- Be attending school full time (including homeschooling) and be able to provide a copy of a recent report card and reference letter from school teacher
- Be a resident of Calgary or a surrounding area (Airdrie, Chestermere, Cochrane, High River, and Okotoks)

Cost

- There is no cost to join the Calgary Police Cadet Corps as it is funded by the Calgary Police Youth Foundation
- Uniforms and kit are provided during the participation in the Program
- Potential credits for school through participation

PERSONAL MOBILE DEVICES & LOCKERS

Personal Mobile Device & Social Media Use in Schools

The implementation of personal mobile devices and social media use in schools is now one month old. We have spent the month educating students about the reasons why this has been implemented in Alberta, and



increasingly around the world. It has been mostly good, with students and parents commenting on improved learning and better student behaviour and mental health. In the months going forward, we will now follow the following guidelines:

Consequences for Inappropriate Use

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

First Incident: Verbal Warning

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

Second Incident: Confiscation and Parent/Guardian Informed

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

Third Incident: Confiscation and Parent/Guardian Involvement

Student will turn in the mobile device directly to the office and can retrieve the phone at the end of the school day from the office. An Administrator will contact the parents/guardians to inform them of the repeated infraction.

Fourth Incident: Loss of Privileges

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

Thank you for helping us to make this transition successful. For further resources, please view [additional information](#) on our website.

Lockers

Locker distribution is complete.

HONOURING INDIGENOUS WAYS OF KNOWING, BEING, & DOING

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

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

- We will 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.

Honouring Life Program

Permission letters have been sent home with self-identifying indigenous students for the Honouring Life Program. This is held in the Indigenous Learning Space in Room 205 every other Tuesday morning from 10-11 a.m. and is led by two great facilitators from the Calgary Aboriginal Friendship Centre. There is room for 25 students to join this amazing program. It will continue from September 24th and be bi-weekly until the end of the school year.

Lunch Hour Room

Room 205 is open every lunch time for Self-Identifying Indigenous Students schoolwork and cultural support

SCHOOL CLUBS

School clubs begin tomorrow and into next week. See below.

Club Name	Meeting Day (specify time if not meeting at lunch hour)	Meeting Location
Community JEDI (Justice, Equity, Diversity, Inclusion) Club	Thursday	209
GSA (Gender and Sexuality Alliance)	Wednesday	Art Room



Career Choices/ Resume Building	2 nd and 4 th Thursday of the month after school (2:30-3:30)	Portable 2
Boardgames/Chess	Monday or Wednesday	Rm 201
Drawing Club (NOT in Art Room)	Tuesday	105
Music Club	TBD	
Coding Club	Wednesday	Learning Commons
Photography Club	TBD	
Film Studies	Tuesday	Portable 2
Language Club	Tuesday	210
Video Game Club	TBD	

SCHOOL COUNCIL

One of the most important ways you can make a meaningful difference in the lives of Ian Bazalgette School students is by participating in our school council. By connecting our students, schools, and community, we can work together to support and enhance student learning. Meetings occur once a month on a Tuesday evening at 5:45 pm. Most meetings will occur online, to allow maximum opportunity to attend meetings within everyone's busy schedules. If you are interested in being a member of the school council, please email smpike@cbe.ab.ca. During the Meet the Teacher Evening there will also be a table set-up for the school council for those who might have interest in this valuable work.

Future Dates:

December 10, 2024 @ 5:00 pm – New Date and time

January 21, 2025

February 18, 2025

March 18, 2025

April 22, 2025

May 20, 2025

June 17, 2025

Casino Call

To raise much needed funds for the school, the Ian Baz Parent Fundraising Society is registered to work a casino at Pure Casino on Dec 16-17. We need volunteers to fill several positions.

Please see the volunteer positions and a brief description for each position



ALBERTA CASINO ADVISORS
I N C O R P O R A T E D

Volunteer Position Descriptions

Each volunteer is an integral member of a Licensed Casino Event. Volunteers must attend when scheduled as the casino may not be permitted to operate if volunteer(s) are late or missing, which affects the charity's revenue, the casino employees, and the Casino Facility Operator. Though your attendance is important, you need not worry about the performance of your duties. Your Casino Advisors will fully train you and within minutes you will be a confident, valuable participant in the Licensed Casino Event. No volunteer may consume alcohol prior to or during your shift. No volunteer may gamble in the casino facility during any period (both days) of the Licensed Casino Event regardless of if they are on a scheduled shift. All volunteer workers should refrain from using cash while on-duty at a Casino Event; volunteer food costs and tips are included, and you cannot loan or borrow money to or from anyone for any reason while on-duty at a casino. Basically, there is no reason for a volunteer to be seen with cash in their hands other than for performing their volunteering duties. This also applies to casino chips. There is no reason to have casino chips in your possession for any reason except to perform volunteer duties. The use of smartphones, tablets and laptops is permitted in the volunteer lounge. Some casinos may allow their use in the cash cage as well; however, the taking of photographs and video of cash, chips or casino operations is prohibited. Some casinos offer Wi-Fi access but there is no guarantee that you can use it.

General Manager / Alt. General Manager *requires walking or standing 10-25% of the time. Will be working primarily in the Cash Cage during the day shift and the Cash Cage and Count Room during late shift. Some activity takes place on the casino floor. **MUST NOT BE AN EMPLOYEE OF THE ORGANIZATION.**

- Responsibilities include organizations' official representative to supervise volunteers, their attendance, and their conduct at the Licensed Casino Event in the Cash Cage, the Count Room, and on the gaming floor.
- A General Manager or Alternative General Manager must always remain within the Casino Facility during a Licensed Casino Event.

Banker *primarily sitting 90% of the time in Cash Cage – **MUST NOT BE AN EMPLOYEE OF THE ORGANIZATION.**

- Responsibilities include maintaining Cash Cage float of chips and cash.
- Controls safe. Primary activity during opening, closing and shift changes. Must use a computer or handheld computer in the performance of their duties.

Cashier *primarily sitting or standing 90% of the time in Cash Cage (person's preference to stand or sit in cashier position)

- Responsibilities include trading patrons' chips for cash. Ability to count chips accurately in increments of 5 and 25 as well as count back cash a huge asset. Will be handling large amounts of chips and cash.
- Minimal use handheld computer in the performance of their duties.

Count Room Supervisor *primarily sitting 80% of the time while in the Count Room – **MUST NOT BE AN EMPLOYEE OF THE ORGANIZATION**

- Responsibilities include utilize a computer to record counting activities. Supervises count room volunteers.

Other Count Room positions * sitting 90% of the time while in Count Room (one or two positions will be standing 100%)

- Responsibilities include sort, count, verify and amalgamate cash. One person will use a computer.

Chip Runner *sitting 80% of the time waiting. Not permitted in Cash Cage. Must remain on Casino Floor or volunteer lounge.

- Responsibilities include minimal use of handheld computer in the performance of their duties. This position is ideal for someone who would like to do work on their laptop computer, a craft such as knitting, or read books. There are long periods of inactivity at the casino and this person will be alone in their own volunteer lounge.

ant if you

Thank you.

Nayla Manji

nayla.manji@gmail.com

587-998-1843

SCHOOL STUDENT FEES

The availability of rich learning opportunities that your child will experience this year depends on the collection of school fees. All applicable fees are available to view and pay online through [MyCBE](#) Account. Payments may



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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). Term 1/Semester 1 option/complementary course fees have been applied to the students accounts in MyCBE.

Please pay as soon as possible.

STUDENT SERVICES

Parental Requests for Medical or Psychological Assessment Forms

Parents' requests for completion of rating scales, assessment forms or other health, learning or psychology related forms must be accompanied by an Obtaining of Dependent Student Information and Releasing of Dependent Student Information forms as well as a Consent to Email form. Please send all requests to Student Services (talmiller@cbe.ab.ca) and once the appropriate forms are received, the documents will be completed by teachers and returned to the appropriate people. If you completed these forms last year you will still need to complete them again this year, as a new form must be signed each year.

Forms can be picked up in the main office or email Tanya Miller (talmiller@cbe.ab.ca) to request them to be sent via email.

CREATING SCHOOL ROUTINE

Why Is a School Routine Important for Teens?

Creating a predictable schedule gives teens and parents a sense of control. It also provides teens with a feeling of safety. Having an established structure to rely on helps the whole family transition into the school year more easily.

Furthermore, the skills that teenagers develop by adhering to a routine will serve them well when they enter college or the workplace.

Knowing what to expect and when helps teens with mental health conditions feel calmer and less anxious. With clear guidelines, teens can more easily relax and focus on their daily tasks.

Tip #1: Create a Schedule and Share It

For most teenagers, organization isn't a strong suit. That's because their brains [are still developing](#), along with their executive functioning skills. But it's important for teens to understand how to use their time appropriately.



Parents should talk with their teens about their schedule—not just their morning schedule and school schedule, but their after-school schedule, too. How much time will they spend at soccer practice? How long will it take to get home? How much time do they need for eating dinner, doing chores, and completing homework?

Put each activity in its time slot, and create a way for everyone to easily access the schedule. It could be a colorful chart, calendar, or list noting what needs to happen and when. Post it somewhere visible, like the refrigerator or their bedroom door. Family members might want to consider sharing an online schedule. But remember that teens spend a lot of time on their phones already, so it may not be wise to add anything that increases their screen time.

Time management is a life skill that will serve teens well no matter what they do in the future. But parents should remember that packed schedules are bound to be exhausting. Don't hesitate to suggest that teens drop an activity or two to maintain a healthy balance of work and play.

Tip #2: Wake Up and Go to Bed at Set Times

Generally speaking, teenagers need eight to 10 hours of sleep each night. But [research shows](#) that up to 70 percent of high school students sleep less than seven hours per night. Chronic [sleep deprivation](#) can negatively affect teenagers' mental well-being and hinder their ability to concentrate.

Teenagers with a set bedtime schedule are more likely to get adequate rest. And that means they have more energy to perform at school.

Tip #3: Limit Teens' Screen Time

Another way to ensure that teens get enough sleep is to limit their screen time, especially in the evenings. When teens are on their screens right before bed, they tend to feel less sleepy. Blue light from computer tablets significantly lowers melatonin, the hormone that regulates the sleep-wake cycle. In fact, two hours of exposure to a bright tablet screen at night reduced melatonin levels by about 22 percent, according to one [study](#).

Make device disconnection part of the nightly routine. In the hour before bed, encourage teens to turn off cell phones, computers, laptops, televisions, handheld video game devices, and other electronics that emit blue light. Less time online encourages teens to read, journal, or connect with family. And parents can follow the same guidelines: If you model [healthy device management](#), your kids are more likely to do the same.

Tip #4: Eat Regular Meals as a Family

While it may be challenging to eat together every night, blocking off time to connect as a family around the dinner table is well worth it. Here are some of the benefits:

- In a [recent survey](#), 91 percent of parents reported that their families' stress levels are lower when they eat together regularly.



- According to [one study](#), eating together frequently as a family lowers the risk of [eating disorders](#), [substance abuse](#), violent or [aggressive behavior](#), feelings of [depression](#), and thoughts of [suicide](#) in adolescents.
- The study also found that regular family meals increase adolescents' [self-esteem](#) and improve their academic performance.

[To make family meals more enjoyable](#), everyone should turn their phones off to keep the focus on each other.

Tip #5: Work Downtime into the Routine

There's value in productivity. But overscheduled teens can also feel exhausted and overwhelmed. Everyone needs time to unwind and recharge. Downtime is a healthy form of [stress relief](#).

If your teen doesn't have downtime, work with them to schedule it. The amount of downtime a teen needs depends on their temperament. Some high-energy kids thrive with a mostly go-go-go schedule, and others need more unscheduled time each day.

Tip #6: Make Sure There's Time to Move

Scheduling time for movement is important, even more so if teens don't take physical education classes at school. And even if they do, they might still benefit from a block of time set aside to swim, play a sport, ride a bike, jump on a trampoline, or practice [yoga](#).

The [benefits of exercise](#) are well-known. First, it's a huge stress reliever. It's also been shown to bolster academic performance, improve sleep, and reduce symptoms of depression in both young children and teenagers. The [World Health Organization guidelines on physical activity](#) recommend that children and adolescents between the ages of 5 and 17 engage at least three times a week in vigorous-intensity aerobic activities and strengthening exercises.

Tip #7: Help Teens Get Organized

Some teenagers are diligent about organizing their assignments and keeping track of their responsibilities. Others may need help establishing regular routines for studying and finding the right methods for organization. There are many tools available, ranging from a simple checklist or spreadsheet to more sophisticated time-management tools.

To figure out what tools a teen needs, start with a discussion. Talk with them about which subjects require more time. Help them decide if they need to rearrange their schedule as a result. They may realize they need to replace some extracurricular activities with academic responsibilities.

Along with organizing their tasks, teens may also need support organizing their personal space. When teens have [messy rooms](#), it's often harder for them to concentrate and it can negatively affect their mood. Living in a cluttered space can also make anxiety and [depression](#) worse.



Tip #8: Practice Gratitude

Many studies have proven that expressing appreciation for what's good in your life boosts happiness and other positive emotions. In addition, the practice of gratitude helps teens build [resilience](#). By consciously practicing gratitude, we train our brains to notice the good things and feel thankful for them.

Read more here: <https://www.clinical-psychology-associates.com/8-evidence-based-tips-to-help-teenagers-get-back-in-the-school-routine/>

Mental Health Resources

The Summit | Owerko Family Walk-In Services

- Walk-In Services provides timely mental health and addiction services for children and adolescents and their families in a compassionate, convenient and purpose-built environment.
- Walk-In Services provides mental health and support in a single session or "one at a time" service model.
- Children and youth aged 7-17 and/ or their families or guardians may come to the Walk-In to meet with a therapist for one hour to discuss concerns regarding the child or youth's mental health and collaborate in creating a support plan for those issues.

More

information: <https://www.albertahealthservices.ca/summit/Page18262.aspx>

Calgary Family Therapy Centre

The Calgary Family Therapy Centre (non-profit) provides support for children and adolescents 18 years of age and younger who are experiencing emotional and behavioral problems. Services are offered Monday - Friday during daytime hours (9-5) and there is precedent for virtual sessions. We are not an urgent or emergency care centre however, please have legal guardians call the Centre at 403-802-1680 to get on the wait list. The current wait list to see a therapist is approximately 4-6 weeks. Please have Valid Alberta Health Care numbers and birthdates of everyone in the household and both legal guardians accessible to you when calling. I am attaching a list of emergency resources for you in the meantime.

More information: <https://www.familytherapy.org/>

Eastside Community Mental Health Services

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



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

Important Information

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:

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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.

UPDATE | MODULAR CLASSROOM AT IAN BAZALGETTE

Dear families,

The modular has been approved for occupancy. Classes will soon begin in the newly established space within the next week.

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

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

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

WHAT’S HAPPENING IN... ?

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

1. *Kakyosin* / *Be aware of your environment; be **observant***
2. *Aoahkannaistokawa* / *Everything comes in pairs (**balance**)*
3. *Pommotsiisinni* / *To **transfer** something to others*

ENGLISH LANGUAGE ARTS

Grade 7

READING – After successfully completing The Baren Grounds, two grade seven classes will turn their attention to film studies to develop visual literacy. The choice of movie for the two classes will be *Frozen 11*. Another set of classes will continue to use the strategy of *observe, reflect* and



questions to analyze still images. Classes still reading The Shape of Lost Thing will continue to focus on completing the novel.

WRITING – Based on the novel, students will complete a character and plot analysis, examining the relationship between a character's traits and how they lead to actions and advance the plot. Those working on visual literacy will begin to structure a visual analysis of the movie or the still images.

Grade 8

READING – Work on the novel Refugee will continue this week, as students complete their contextual research on the novel.

WRITING - Based on the novel, students will work on character and plot analysis, examining the relationship between a character's traits and how they lead to actions and advance the plot.

Grade 9

READING – Grade nine students will continue reading the novel The Night Wanderer by Indigenous author, Drew Hayden Taylor. They will also complete exploring/discussing the music, literature, cinematography, medieval and Victorian history of what it means to be Gothic. They will also discuss Assiniboine experiences, themes, culture and perspectives. The novel centers around both cultures.

WRITING – Students will continue to work on a vocabulary development project. They will complete graphic organizers of words highlighted in former lessons and focus on morphology, word meaning, synonyms and antonyms and structuring sentences to suit the right vocabulary.

MATHEMATICS

Math 7

Students will complete their linear patterns unit with an assessment on Tuesday, December 3. Key skills include identifying pattern rules, creating tables of values, writing algebraic equations, and graphing linear patterns.

Grade 8

Students will finalize their work on solving two-step equations and word problems, emphasizing the distributive property. The unit test on these concepts is scheduled for December 10.

Grade 9

Students will review polynomials and write a unit assessment on Tuesday, December 3. The remainder of the week will focus on reviewing area formulas and practicing surface area calculations for simple shapes.



SCIENCE

Science 7

This week, students will explore heat technologies and study the history of heat. They will estimate temperatures of everyday objects and situations, wrapping up with a comparison between heat and temperature.

Science 8

Students will study the organization of life by investigating the organelles that make up animal and plant cells, comparing their structures and functions. They will use analogies to better understand the roles of these organelles and will conclude the unit with a cell analogy assignment, where they will create their own comparisons to illustrate cell functions. Students in the alternative program (8-1 and 8-2) will attend a field trip to Telus Spark on Tuesday, December 3.

Science 9

Students will finish the “What’s in a Name” assignment and begin learning how to name chemical compounds and balance chemical equations.

SOCIAL STUDIES

Grade 7

Students will complete the drafting of short expository essays and focus on writing citations for academic writing. They will also continue to study about European explorers and colonization. The week’s main assessment task will be making *trading cards* like those of the 1700s

Grade 8

Students made the choice to do a research project on Italian City-States. They will have multiple ways to show their understanding of what made a successful city-state in the Renaissance period.

Grade 9

Students will continue discussing the Charter of Rights and Freedoms in Canada. They will be discussing different opinions on the topic and then will choose one aspect to study and share with peers. There are three different complexities around the topics and students are encouraged to make an appropriate choice based on their current research abilities.

ACADEMIC HELP ROOMS



ELA

English language arts support for all grades on Monday and Wednesday, in room 211.

MATH

Math support for all grades on Tuesday and Thursday, in room 202.

SCIENCE

Science support for all grades on Tuesday and Thursday, in room 110.

SOCIAL STUDIES

Social Studies support Mondays at lunch in the portables. Students can use this time to work on completing their work, ask for clarification, catch up on something they may have missed, etc.

COMPLIMENTARY COURSES

What's happening in Computer Science?

Q: *Why did the picture go to jail?* **Answer:** *Because it was framed.*

Computer Science students logged into and worked in Adobe Animate. They worked through their tutorials and will begin their next project building an animation of the “Nightmare Before Christmas” theme scene.

Looking into the first week of December, students in Computer Science will continually complete independent work in the following four areas: Adobe Animate, Coding, Designing. Students will be learning how to 3D print and create their own gadgets. Students will experience guided design projects based off the processes that real-world professionals go through every day.

What's happening in Foods?

This week in Foods, we discussed “How much sugar is in your beverage?”. I asked my students about their water intake in a typical day and if they think that they get enough hydration during their school day. The consensus answer was “no”. I discussed some tips for drinking more water, such as:

- Carry a water bottle with you and refill often
- Choose water over sugary drinks
- Opt for water at the dinner table or when you eat out
- Drink water with meals (breakfast, snack, lunch, snack, dinner)



- Add a wedge of lime or lemon (peppermint, basil or rosemary) to your water to give some taste

I showed my students a nutrition video that looked at Sugar in Beverages and the main message in the video was to increase your water intake in the day and to steer away from sugary beverages to the best of your ability. Students completed an activity called “Rethink Your Drink”. In this activity, students looked at different beverages and how many teaspoons of sugar were in each beverage. They used a resource to find the answers that I created when I worked for the Thunder Bay District Health Unit in Public Health.

What’s the bottom line? Water is best. Water aids in digestion, regulates body temperature, dissolves minerals and nutrients to make them accessible to your body and helps with hydration, among other factors.

In the kitchen:

Last week, I had some leftover toppings from our pizza lab, so we did another round of Pizza.

What’s happening in Drama and Leadership?

Drama

This week in drama students continued work in Theatre Studies. Students began exploring script work through annotations and discussions, as well as analyzing various aspects of theatre.

Leadership

Students in leadership continued their learning on Marketing. Students looked at business basics and discussed the role of leadership in the entrepreneurial world, as well as begin preparing for a creative project that will help them practice their speaking skills.

What’s happening in Construction?

Grade 7s students are wrapping up their second set project.

Grade 8 and 9s students worked away on their design and create projects. Many students are creating chess pieces to match their chess boards and are getting ready to pour their epoxy for the pieces. As we continue through



the semester, I remind students that the self-reflection and the project planning are two important parts of their projects.

What's happening in Art?



Grade 7

This week grade 7 artists will begin to plan their paint colours for their Jason Carter original compositions and will start the painting process in small groups.

Grade 8/9

Art students will continue to paint their group canvas projects using artists from Canada as reference. They will need to make collaborative decisions within their group on colours and techniques to use within their shared artwork.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Grade 9 classes will work on a ringette unit while grade 7s & 8s will be working on volleyball and handball. Mr. Vlaar's classes will be moving to the classroom to begin a unit on diversity & inclusion as well as self-reflection.

School Intramurals

Basketball intramurals will continue as usual this week. See the whiteboard outside of the gym for scheduling.

