



Important Dates

School Dates

School Council Dates

May 28, 2024

June 11, 2024

Notes from Administration

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

Attendance

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

Ian Bazalgette School

3909 26 Ave SE, Calgary, AB T2B 0C6

t | 403-777-7360 f | 587-933-9718

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

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

Weekly Message | May 6-10

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ADMINISTRATION & STUDENT SERVICES

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

Steven Pike, Principal

smpike@cbe.ab.ca

Sarah Kornelson, Assistant Principal for Grades 6 & 7

sfkornelson@cbe.ab.ca

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

jepeterson@cbe.ab.ca

Tanya Miller, Student Services

talmiller@cbe.ab.ca

Shelagh McCracken, Indigenous Education Support

mmccracken@cbe.ab.ca

ATHLETIC SCHEDULE

Athletic Schedule

Badminton

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

Singles & Mixed Doubles @ Peter Lougheed

B&G Doubles @ Ian Bazalgette

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

Singles & Mixed Doubles @ Ted Harrison

B&G Doubles @ Peter Lougheed

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

Singles & Mixed Doubles @ Peter Lougheed

B&G Doubles @ Ted Harrison

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

Singles & Mixed Doubles @ Ian Bazalgette

B&G Doubles @ Peter Lougheed

Please note that there are 2 locations per night.



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

Practice Times

Monday

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

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

Tuesday

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

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

Jr. & Sr. Flag Football Practice (2:45pm-4:00pm)

Wednesday

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

Thursday

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

Grade 8 Badminton Divisionals @ Peter Lougheed & Ian Bazalgette
(4:00pm-8:00pm)

CELL PHONES & LOCKERS

Cellphones - Away for the Day School

We are an “Away for the Day” school. This means that cell phones and electronic devices will be secured in backpacks (gr. 6) or lockers (Gr. 7-9) before the day begins and left there until lunch time and then secured again for the last periods of the day until the end of the day. Use of cell phones to be permitted in the classroom only when assigned and supervised by teachers.

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

Lockers

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

Again, important reminders about lockers and locker use:

- a) Lockers are on loan from the school, and the school administration will have access to them at any time throughout the year.



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

FAMILY TRIPS AND EXTENDED ABSENCE FORMS

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

- The Calgary Board of Education believes there is a strong positive correlation between attendance and effective education.
- The Education Act excuses students from attending school due to illness or other unavoidable cause, religious holidays, suspension/expulsion, or permission from the Board. An absence outside of these exemptions will be recorded as an unexcused absence.
- Absences may affect a child's academic progress at school.
- **Schools are not mandated to provide schoolwork for extended absence.**
- It is parents/guardians' responsibility to review and support their child's learning.
- The cumulative effect of multiple extended school absences could result in significant gaps in a child's learning and achievement.
- Absences may affect a child's peer relationships at school.



- Make sure to notify the school and the child's teachers of leave of absence by filling in The Leave of Absence Form. This form can be found in the main office.

INDIGENOUS WAYS OF KNOWING, BEING, & DOING



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

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

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

Indigenous Education

Red Dress Day

Red Dress Day was inspired by Metis artist Jamie Black's installation project, which saw red dresses hung in public spaces throughout Canada as visual reminders of the number of Indigenous women who have been killed or are missing. It is a day to solemnly remember missing and murdered Indigenous mothers, daughters, aunties, sisters, grandmothers, nieces, and cousins. It's a day to consider those lost and support the community they've left behind.

Niihiyyat (Complementary Course)



Ms. Pearl visited the Niihiyyat class again this week and shared some of her personal story. She discussed the challenges Indigenous woman still face today. Ms. Pearl played a song on the traditional flute that represented giving and receiving Love. She also taught the students to drum on traditional hand drums and talked about the 4 sacred medicines. Later in the week, Ms. Shelagh discussed the inequities Indigenous women continue to face in Canada. The class discussed the meaning and intention of Red Dress Day. Ms. Shelagh read the powerful and sorrowful poem "*I am 10*" by Astokomii Smith. Students were then able to create a poem, painting or drawing that represented Red Dress Day. Student creations are displayed throughout the school.

Honouring Life

During the Honouring Life smudge this week Brett, Tawney and Ms. Shelagh shared the significance of Red Dress Day to bring awareness to murdered and missing Indigenous women, girls and 2 spirited people. Students were then able to finish their red dress beading activity or painting that represented the significance of Red Dress Day.

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

The next meeting is on May 28, 2024. Closer to the meeting a message will be sent out to indicate whether the meeting will be online or in-person.

New School Council

Chair position: Alok Gupta

Vice Chair position: Nayla Manji
Treasurer position: Kristin Roberts
Secretary position: Kristin Roberts
Key Communicator: Ryan Coley
Casino Chair/ Fundraiser Chair: Nayla Manji

School Council Dates:

May 28, 2024

June 11, 2024

SCHOOL/STUDENT FEES

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

STUDENT SERVICES

The Youth Employment Centre (YEC)

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

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

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

AHS - Owerko Family Walk In Services for Student Mental Health

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

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

This program offers Single Session therapy where clients and their families receive a one hour appointment with a family counsellor. While clients and



their families are free to return for more sessions, they will not be assigned to a specific therapist.

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



Who We Are

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

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

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

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

The Summit:
Marian & Jim Sinneave
Centre for Youth Resilience

Owerko Family Walk In Services

[Program Overview](#)



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

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

Our team consists of your family and:

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



Your Journey with Us

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

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

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

Service Details:

Average Duration of Care:
One hour

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

Cannabis Use and the Adolescent Brain

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

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

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

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



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

What is Cannabis?

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

Cannabis Effects

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

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



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

Adolescents and Cannabis Use: Impact on the Developing Brain

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

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

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

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



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

Cannabis Use and Mental Health

What are the unique risks of cannabis use for youth?

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

Here are a few examples:

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

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

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



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

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

“Self-Medication”

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

ADHD and Cannabis Use

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



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

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

What Can Parents Do?

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

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

Tips for talking about drugs

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

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



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

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

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

Article Sources:

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



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

Distress Centre Calgary (DCC)

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

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

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

Eastside Community Mental Health Services (part of Woods Homes)

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

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

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

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

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

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

MENTAL HEALTH SYSTEM NAVIGATION

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

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

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

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

Mobile Family Crisis Support



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

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

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

Y Mind!

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

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

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

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

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

211

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

Why would I contact 211?

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

VAPING

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

VOLUNTEER POLICE CLEARANCE

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



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

The process is as follows:

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

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

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

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

WHAT'S HAPPENING IN... ?

Students are now exploring the concept of Ihpipotosp.

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



GRADE 6

Oki! Hello Parents and Guardians,

It is with exciting news that we announce that we had a baby chick hatch on Saturday. As I am writing this, we have 3 more that have pips in them which means there will most definitely be multiple chicks Monday when kids come in. If you have not done so already, I posted a few videos and pictures of the chick hatching on Saturday. If I am lucky enough to catch more, we will show students on Monday and then post the update on google classrooms.



This week May 6-12 is Mental Health Week. We will take some time this week to practice and to understand compassion. We are hoping that our chickens will help our students, as they show compassion and understanding about what the chickens need. We hope that by caring for these little living animals that our students will begin to understand that sometimes we make decisions because it is best for someone else. For example: being quiet and using our soft indoor voices will help our chickens to thrive and know they are cared for and that others around us need a quiet voice to thrive in Math or Social or Language Arts or Science. As we cuddle our baby chicks, we hope that students feel calm and love as they take care of these babies for a week.

Lastly, the days are getting longer and it's nice outside which probably means that students are staying up later and playing outside. This means that students may be getting less sleep, which leads to a bit more irritability and students struggling to regulate their emotions. Please remind students that we want and need them to be at school. We have had a few conversations with classes around following the expectations of the school and classroom.

ELAL

Students are continuing to work on their narrative writing skills by developing a short story using a hero's journey. We are having quite a few stories where students are NOT using periods or commas. Please remind your child that when they are writing using commas and period provide a breathing break for the readers. When you read a book with your child this week, point out the times we breath when writing. This will help them to practice their annotation strategies which supports them in comprehending the texts they are reading.

MATH

In math this week, we will finish up our work around algebraic equations. We have posted quite a few activities and slideshows on our google classroom for students to practice. We will be having a summative assessment this week as well on algebraic equations. We will then do some measuring and work with our chicks to practice probability and statistics. We may gather some data about which chick is the fastest or what are the odds the chick will choose this treat or that treat. Our chicks are only with us until the end of this week. We will give them back to their moms just in time for Mother's Day.

<https://www.chilimath.com/lessons/introductory-algebra/order-of-operations-practice-problems/>

Math Grade 6 New

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

Math links:

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

<https://worksheetworks.com/>

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

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

Fractions:

<https://www.youtube.com/watch?v=KEmCZGbd4R8>

<https://www.youtube.com/watch?v=5juto2ze8Lg>

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

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

Here is math websites to practice multiplication:

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

SCIENCE

In science, we will be finishing up our investigation about Flight. We will conclude our conversation about why things fly by closely observing our chickens and their feathers. We will then start to investigate Forests and what makes them important and what their purpose is.



SOCIAL STUDIES

We have finished up our study on Ancient Athens and learning about direct democracy and how it differs from representative democracy. We will investigate historical models of democracy. This week we will begin our study about the Haudenosaunee Confederacy. We will work defining new vocabulary and look for connections of how similar or different direct/representative democracy is from the way the Haudenosaunee made decisions.

GRADE 7

ELA

Students will engage in reading comprehension work for the next week to reinforce and build new strategies of understanding while reading fiction and non – fiction texts. They will complete a pre-assessment on Monday and a post-assessment on Monday of next week. The *Daily Five* activities of reading, writing and word work will continue throughout the week.

MATH

Students this week will continue to explore and compare the relationships between the areas of rectangles, parallelograms, and triangles.

SCIENCE

Grade 7 students will watch part two of the Movie '*The Martian*' and weather permitting will do a walking trip to local natural areas as part of studies in the ecosystem unit.

SOCIAL STUDIES

Students will complete their final speeches for the debate project and will be presenting/debating this week about the role of Metis in the formation of Canada.

GRADE 8

ELA

Students have completed their film study about the genre of magical realism and the film, *Big Fish*. They will write a personal narrative in the magical realism style.

ELA Support - Wednesday at lunch in Room 109.



SCIENCE

Students are researching reptilian, amphibian, fish, and bird eyeball structure and function and comparing them to the mammalian eyeball. We will also be conducting a lab investigating the effect of prisms, lenses, and mirrors on the path of light.

MATH

Students are continuing the squares and square roots unit this week.

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

SOCIAL STUDIES

Students are coming close to the end of their Japan unit. Next week they will be starting a film study on the movie *Spirited Away* to help see how traditional Japanese values impact modern media. Please make sure the check students Power Schools to see the assignments they have completed and what still needs to be done.

GRADE 9

ELA

Students will continue to prepare for their upcoming Part A Writing Provincial Achievement Test.

ELA Support - Wednesday at lunch in Room 109.

Essay Prep - Grade 9 students will write their English Language Arts Part A (writing) PAT on Monday, May 13th.

For any Grade 9 students who would like extra support before their upcoming PAT, Room 109 will be available from 2:30 - 3: 30 on April 29th - May 1st.

SCIENCE

Students are researching the plant or animal of their choice and making a one pager showing ecological niche (generalist vs. specialist roles), variation within the species and among similar species, evolutionary adaptations, and reproductive methods. They will be presenting their one-pager in small groups towards the end of the week.



*Field Trip Reminder

9-3 will be attending Library School this week.

MATH

Students are working on their scale diagrams and congruency unit.

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

SOCIAL STUDIES

Students are discussing taxes and social programs as well as how governments form platforms around these issues. Please make sure the check students Power Schools to see the assignments they have completed and what still needs to be done.

COMPLIMENTARY COURSES

What's happening in Computer Science?

Why did the software coder enjoy pressing the F5 key?

It was refreshing!

The F5 key serves different purposes depending on the context in which it is used. In most web browsers, pressing F5 will refresh or reload the current web page. In some software programs, it can be used to start a slideshow or presentation, or to open a search box.

Students code in Code Combat and then transition into their Independent project designs in Computer Science. Students have been 3D printing some of their projects.

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, we looked at the topic of "Snacks and Appetizers". Students read an article that discussed how to plan a party, how to create a menu for guests and tips for arranging appetizers that are welcoming, communal, and festive.

Students learned how to create an appetizer menu for 10, 20 and 40 guests. They learned about the 6 appetizer families (Garden, Stach, Protein,



Snacks, Dips and Spreads) and they told me about their favourite appetizers that they enjoy.

In the kitchen, students made homemade pizza dough and they had a variety of healthy options to top their pizza. Everyone did a great job.

Lastly, have a look at a program offered through **the alex**.

Free Program – Teens Cook!



What's happening in Leadership / Training for Excellence?

Leadership

In Leadership, students helped create bulletin boards and posters for upcoming CBE Dates of Significance. These important CBE Dates of Significance include: Mental Health Week, Asian History Month, and Missing and Murdered Indigenous Women and Girls. It is important that Leadership brings awareness to these dates to cultivate empathetic and culturally aware students. In addition, students are also learning about the job-finding process by learning the basics of budgeting, resumes, and interviews.

Training for Excellence

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

Business



In Business, students learned about the importance of emergency funds by playing a board game. The board game presented students with varying emergencies such as: car accidents, job loss, and pet sickness. Moreover, students are also learning about the basics of interest rates and the power of

compounding. It is important that students learn about interest rates as we want interest to be working for us instead of against us to build wealth for the long-term.

What's happening in Construction?

Grade 6

The current group of 6s have finished their projects and the next group is about to start their safety orientation to working in the wood shop.

Grade 7, 8, 9

The grade 7, 8, and 9s are working away on their design and create project. Many 8 and 9 students are taking an interest in creating things like bowls, cutting boards, and chess boards. While the grade 7s are making things like bird houses and candy machines.

What's happening in Art?



Grade 7

Grade 7 artists will begin to ideate and draft their perspective structures in one-, two- or three-point perspective and practice with the chosen medium that will be used to create their final point perspective artwork.

Grade 8 & 9



Grade 8 & 9 artists continue to hone skills in their choice projects. Wood burning, beadwork, collage, canvas painting, embroidery, crochet, resin-woodwork, and 3D sculptures are some of the amazing artworks being created. Additionally, some artists will continue to work on several art displays around the school including Red Dress artwork, Mohkinstsis Watercolour Skies display and repairing the Bison mural.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

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

School Intramurals

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

Intramural Schedule

Monday

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

Tuesday

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

Wednesday

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

Thursday

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

