



## Important Dates

### School Dates

Dec. 19, 2025

Last Day of Classes

January 5, 2026

Classes Resume

### School Council Dates

December 16, 2025

January 20, 2026

February 17, 2026

March 17, 2026

April 21, 2026

May 19, 2026

June 16, 2026

### Notes from Administration

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

### Attendance

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

## Ian Bazalgette School

3909 26 Ave SE, Calgary, AB T2B 0C6

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

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

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

## Weekly Message | Dec. 8-12

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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

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[sfkornelson@cbe.ab.ca](mailto:sfkornelson@cbe.ab.ca)

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[llkristiansen@cbe.ab.ca](mailto:llkristiansen@cbe.ab.ca)

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[talmiller@cbe.ab.ca](mailto:talmiller@cbe.ab.ca)

Kirsten Riebot, Indigenous Student Success Learning Leader

[kiriebot@cbe.ab.ca](mailto:kiriebot@cbe.ab.ca)

## ATHLETIC SCHEDULE

### School Athletics

#### Wrestling

Practice Tuesday.

**Wrestling Divisional Tournament Dec. 10 @ The Genesis Centre**

### School Athletics Expectations

With many sports about to begin seasons of play, we wanted to remind parents and guardians and students about our spectator expectations.

#### Spectator Expectations

#### HOME GAMES

- Students must leave the school at the regular dismissal time of 2:30 pm (or 12:05 pm on a Friday) and not return until 20 minutes before the scheduled start of a game. Student athletes will be told by their coach when they are to enter the building prior to games, but it is typically 30-45 minutes prior to game start.



- Students are welcome to come to 4:30 pm games by themselves but they must have a parent or guardian present with them for games held 6:30 pm or later.
- Stay on the spectator side of the gymnasium or field of play. Do not go onto the court or field at anytime.
- Only assigned scorekeepers are allowed at the score table.
- When inside the school remain in the designated areas of the school, and only use the designated washrooms.
- Leave immediately at the conclusion of the last game of the evening.
- Be aware that staff are required to remain on site until everyone has left the building or field of play.
- Administration has the right to remove any parties from a school for any reason deemed necessary to keep a Welcoming, Caring, Respectful and Safe Learning and Work Environment.

### AWAY GAMES

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

### Reminders from our student athletes:

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

## BUSING & TRANSPORTATION

### Fall Transportation News

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

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



## **Bus Route and Stops**

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

## **2025-26 Transportation Registration Ongoing**

[Register for Transportation in MyCBE](#)

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

## **Eligibility**

### **General**

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

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

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

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

### **Specialized**

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

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

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

## **PERSONAL MOBILE DEVICES & LOCKERS**

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



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

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

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

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

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

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

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

## **Consequences for Inappropriate Use**

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

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



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

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

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

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

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

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

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

### **Lockers**

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

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



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

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

- We will offer a locally developed course for all students that focusses on understanding and learning about the cultures and ways of our Indigenous people. Details to come soon.
- We will continue to use authentic resources such as knowledge keepers, Indigenous artefacts and learning from the land to assist in understanding stories that are essential in moving the reconciliation process forward.
- We will continue to offer professional development for staff and involve them in the conversation as we know the work is not only that of teachers, but the entire learning community.

- We will continue to have student voice present in the school, and it will be visible where we can all appreciate the varied and enriching stories, we all bring to learning.
- We commit to making relatives, honouring Indigenous Knowledges, and deepening our connections to land and place through the spirit of the drum.

### On Smudging

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

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

Participation in smudging is optional.

## SCHOOL COUNCIL

One of the most important ways you can make a meaningful difference in the lives of Ian Bazalgette School students is by participating on 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 5:15 pm. Moreover, the meetings are most often in-person with occasional online meetings if required. If you are interested in being a member of the school council, please email [smpike@cbe.ab.ca](mailto:smpike@cbe.ab.ca).

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

## STUDENT PHOTOS/ID

Photo. retakes have been confirmed and scheduled for Dec. 3, 2025.

## STUDENT SERVICES

### Family Supports

Calgary Urban Project Society (CUPS)  
phone | 403-221-8780



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

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

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

Children's Link Society

phone | 403-230-9158

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

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

Closer to Home

phone | 403-543-0550

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

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

Families Matter

phone | 403-205-5178

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

- Provides parenting education resulting in healthy child development and confident and competent parents who are connected within their communities. Programs available: Family Mental Health, Parenting Programs, Professional Development and other services.

Family Resource Networks (FRN)

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

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

Hull Services

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

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



## McMann Calgary

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

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

## **Resources for Newcomers**

### Calgary Bridge Foundation for Youth (CBFY)

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

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



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

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

cbfy.ca

### Calgary Catholic Immigration Society (CCIS)

phone | 403-262-2006

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

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

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

phone | 403-263-4414

reception@ciwa-online.com

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

### Centre for Newcomers (CFN)

phone | 403-569-3325

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

- Programs Available: Settlement Services, Youth Programs, English Language Program, Jobs and Career Planning and Assistance,



Multicultural Peer Mentorship for Professionals, Canadian Business Essentials for Accounts, Ethnicity Catering Training Program, Childcare, Volunteering Experiences and Opportunities.

Immigrant Services Calgary

phone | 403-265-1120

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

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

## VAPING

Smoking, including the use of vape and its paraphernalia is strictly prohibited on public grounds. Any student found to be smoking or vaping on school grounds 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, like last year, we will be using *Niitsitapi* values (Blackfoot Nation; Piikani, Kainai, Siksika) as guiding thoughts. These big ideas include being aware of the environment through observation, that our universe often contains balance, and that we should aim to transfer what we know to others. Our concept this year is

*Pommotsiisinni* / To **transfer** something to others

## ENGLISH LANGUAGE ARTS

### Grade 7

Writing: Students will work on an expository writing unit. They will continue to work on the structure and organization of an essay.

Reading: Grade seven students will continue to participate in activities that contribute to vocabulary development and reading comprehension.

### Grade 8

Reading/Writing: Grade eight students will continue to work on an independent reading project that

will begin in last week’s classes. This week’s focus will be on characterization, identifying themes and understanding the narrative



points of view. There will also be a focus on Charles Dickens' novella A Christmas Carol for two grade seven classes. They will focus on character development and the relationship between character and plot.

### **Grade 9**

Writing: Grade nine students will continue to work on explanatory essays. They will focus on the writing of a thesis statement and supporting details/evidence paragraphs.

Reading: Students will also continue a special assignment centered around vocabulary development and there will also be work on reading comprehension. Students of Mrs. Tymchuk's class will continue to work on their independent reading project. The focus this week will be on identifying themes and character development. Students will also continue *Poetry Tuesday* with a project using the poem, 'Dear Basketball' as a mentor text.

## **MATHEMATICS**

### **Math 7**

This week, students practiced calculating mean, median, mode, and range, and explored how outliers can affect data. Next week, we will continue with word problem practice and complete the final assessment for this unit.

### **Math 8:**

This week, students continued working with linear relations and completed their test. Next, we will be moving into our unit on rate and ratio.

### **Math 9:**

This week, we made connections between the slope of a line and the rate of change in a table of values. Next, we will continue to practice how to graph and interpret tables of values to solve questions involving rate of change. We will also write a unit assessment on Wednesday. Reminder that math tutorials are available on Tuesday and Thursdays at lunch in room 202. All grades welcome

## **SCIENCE**

### **Tall Ship Sailing April 2026**

We are excited to announce a once in a lifetime opportunity to sail the Gulf Islands (east of Vancouver Island) on a tall sail ship April 20-24, 2026, with students flying into and out of Victoria, BC. This trip is designated for all grade 8 and 9 students at Baz. If you are interested in attending, please send an email to [marwebster@cbe.ab.ca](mailto:marwebster@cbe.ab.ca) for further information or to confirm your spot on the trip.



### **Week at a glance for science at Baz:**

The *Acknowledgement of Risk Student Science Safety* form was sent home with your child in the first week of school. Please ensure this form is completed and returned to your child's science teacher as soon as possible. Your child will be unable to participate in science lab activities until this form is completed and returned. Please have your child connect with their science teacher if the form was misplaced; another copy will be provided for your child.

### **Science 7**

Grade 7's will begin to wrap up their learning on ecosystems. Students will explore succession and environmental monitoring. Students will complete a final assessment before the winter break.

### **Science 8**

Students will be analyzing the connections of fluid properties to the real world and investigate how the three properties will contribute to the development of technology. The students will wrap up the unit by discussing compressibility, pneumatics and hydraulics.

### **Science 9**

Students will strengthen their understanding of the classification of matter by comparing the properties of metals, non-metals, and metalloids. They will be reviewing their skills on chemical nomenclature and will be completing a lab intended to better understand the law of conservation of mass.

## **SOCIAL STUDIES**

### **Grade 7**

This week, grade seven classes will continue learning about European exploration of North America and the interactions with Indigenous peoples. One grade seven class, 7/5, will attend the *Open Minds* program at City Hall from Monday to Friday of this week to further study the municipal system of Calgary.

### **Grade 8**

As grade eight students complete their studies of medieval Europe, they will complete work on the letter from the point of view of someone who experienced that period of history (students began this task towards the end of last week). They will also be given a study guide on units



one and two to prepare for a quiz on Thursday. Two grade eight classes will continue studies on the Silk Road trade, which led to the rise of European city-states.

### **Grade 9**

This week, students will work on an opinion essay concerning the Youth Criminal Justice Act. Students will have the chance to gather information using their research skills and class notes to question the YCJA in fairness and equitableness. Students will also be given a study guide on units one and two to prepare for a quiz on Thursday.

## **COMPLIMENTARY COURSES**

### **What's happening in Art**

Grade 7/8 art students continued their Alberta insect they will be using as inspiration for their oil pastel project. They will tie together the skills and techniques they have learned, in addition to colour theory and composition to work towards their final piece.

Grade 9 art students continued cutting, folding and gluing portions of their "Animal X" design project

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

Grade 7s are working on their decorative animal projects by cutting out pieces to glue together to make it 3D.

Grade 8s begin work on their first design and create projects. Projects range from pens to chess boards, to bowls, and more!

Grade 9s are putting epoxy on their charcuterie board projects.

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

Students have been exploring how to use a digital single-lens reflex (DSLR) camera and its various functions. Over the next few weeks, students will practice technical skills (depth of field, aperture, exposure, ISO, and focus) while learning about different photographic concepts, to plan and create well composed photographs. Some of the principles they will explore include point of view, lighting, framing, and composition.

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

*Question: What did one wall say to the other wall? Answer: I'll meet you at the corner.*



Computer Science students will begin creating and designing their Minecraft animation theme builds as they also finish uploading their Animation projects into their e-Portfolio's in their Iris CBE accounts so that parents can have a look at their child's project.

Students in Computer Science also begin each class coding in either Java or Python followed by independent work in the following four areas: 3D printing, Coding, Designing and Robotics. Students will be learning how to use Adobe animate and photoshop. Students will experience guided design projects based off the processes that real-world professionals go through every day.

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

Fashion Studies continued to look at sustainable and environment fashion. Students will be creating a fashion piece using recycled materials and then presenting it to the class.

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

This week in Foods, the topic was "Herbs and Spices in Cooking".

We watched a cooking video on how to make Mac N' Cheese and then I discussed the process of making a Roux (A mixture of cooked fat and flour to thicken a sauce/soup) and also how to make a Bechamel sauce (A cooked, thick white sauce). A bechamel sauce is versatile to then develop further to make a soup (Broccoli chowder, Potato Soup etc.). Students were taught on of the "Five Mother Sauces" (Bechamel) this week.

Students made their Mac N' Cheese and they did well with all steps in the process. Some students are still struggling with following steps in a recipe, working together and sharing the duties in the kitchen. We are well into the semester now and everyone should know the duties and expectations for success. Practice at home. Look up recipes and practice reading through steps for understanding.

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

French as a Second Language students 7-8-9 continued to build their vocabulary skills to include things about themselves and will make a presentation. They are working on speaking in complete, simple sentences using verbs and nouns.

### **Leadership**

Leadership: Students will collaborate to plan and implement school wide activities that build community and festive spirit.



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

Music: Students are continuing to practice a series of Christmas songs on Boomwhackers, percussion instruments and guitar. Little Drummer Boy is the most percussive song and the song that students are most successful at so far. Next up on the practice docket are Feliz Navidad, Last Christmas and Carol of the Bells.

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

Pronunciation: nee-hee-yee-yah

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

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

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

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

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

Continuing into December, in Training for Excellence in Sport we will continue to go outdoors when possible, so please come with cold weather clothing and appropriate footwear, NOT sandals or open toe footwear of any kind. Remember winter clothing.

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

## **PHYSICAL EDUCATION & INTRAMURALS**

### **P.E.**

Physical Education classes will continue to be held both indoors and outdoors, depending on weather conditions. Classes will focus on long-handled implement games and skills, including lacrosse, ringette, and hockey.



All classes are also continuing units on healthy choices. Each PE class will spend 2 days in the classroom and 2 days on physical education.

### **Intramurals**

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

##### **Monday:**

Grade 7 Open Gym

##### **Tuesday:**

Grade 8 Open Gym

##### **Wednesday:**

Women's Wednesday

##### **Thursday:**

Grade 9 Open Gym

