



## Ian Bazalgette School

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

## Weekly Message | Dec. 15-19

## Contents for the Weekly Message

(Click on information title to be taken to area you wish to read. The links are hyperlinked for your convenience. Sections titles highlighted in yellow indicate new information being shared.)

### ADMINISTRATION & STUDENT SERVICES

### ATHLETIC SCHEDULE-NEW UPDATE

### BUSING & TRANSPORTATION

### MOBILE DEVICES & LOCKERS

### HONOURING INDIGENOUS WAYS

### SCHOOL COUNCIL

### STUDENT SERVICES-NEW UPDATE

### VAPING

### VOLUNTEER POLICE CLEARANCE

### WHAT'S HAPPENING IN EACH GRADE... ? UPDATED EACH WEEK

### ENGLISH LANGUAGE ARTS

### MATHEMATICS

### SCIENCE

### SOCIAL STUDIES

### COMPLIMENTARY COURSES

### PHYSICAL EDUCATION & SCHOOL INTRAMURALS

### 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.

## 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](mailto:smpike@cbe.ab.ca)

Sarah Kornelson, Assistant Principal (Students A-L)

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

Laura Kristiansen, Assistant Principal (Students M-Z))

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

Tanya Miller, Student Services

[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

Here are the results from our Wrestling Divisionals. It was a hard-fought day, with lots of action and lots of learning!

#### Grade 9s:

- Kemper Kenny 1<sup>st</sup> place
- Hailey Diaz 1<sup>st</sup> place
- Lyndon Masson 3<sup>rd</sup> place

#### Grade 8s:

- Elise Hawkins 1<sup>st</sup> place
- Jasmine Kenny 3<sup>rd</sup> place
- Quinton Bearspaw 4<sup>th</sup> place

#### Grade 7s:

- Danzig Red Young Man 2<sup>nd</sup> place
- Orlando Red Young Man 2<sup>nd</sup> place
- Kayden Bobak 4<sup>th</sup> place



- Kaylem Mills 3<sup>rd</sup> place

Congratulations to all our wrestlers!

## **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 competed. 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 in our school council. By connecting with 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@clostertohome.com](mailto:reception@clostertohome.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

### Navigate for Kids

<https://navigateforkids.com/>

This web application was created to help parents, guardians, educators, and professionals find support specific to the child's needs. Families must have an active FSCD (Family Support for Children with Disabilities) contract to access these resources as the programs presented work directly with FSCD using available funding.

### **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](http://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](http://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 may be suspended and may potentially receive a bylaw ticket from Calgary Police Services.

## VOLUNTEER POLICE CLEARANCE

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

### Volunteers

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

The process is as follows:

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

We want to make sure to educate our parents about his process. Many of our new parents are still in various stages of "being processed", having one or more of the steps 3-7 not being attended to or completed. Until your

status indicates “cleared” in the CBE Volunteer Security database, you cannot volunteer at the school.

For your current school to check the CBE volunteer 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 continue to work on a 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. They will also continue to work on their independent reading assignment. They will complete their one-pager task this week. Students will write a summary of the novel they read, discuss the connections they have to the book, determine the theme of the novel, describe the character development throughout the story, and analyze the author’s craft. Each one-pager must have an artistic/visual element included, along with the student’s writing.

### 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. Grade nine students of Mrs. Tymchuk’s



class will continue to work on their independent reading assignment. They will complete their one-pager task this week. Students will write a summary of the novel they read, discuss the connections they have to the book, determine the theme of the novel, describe the character development throughout the story, and analyze the author's craft and use of perspective. Each one-pager must have an artistic/visual element included, along with the student's writing.

## MATHEMATICS

### Math 7

This week, students practiced measures of central tendency and completed their final assessment. Next week, we will be working on plotting points on the Cartesian plane and practicing vocabulary related to Transformations.

### Math 8

This week, students worked on rates, unit rates, and ratio calculations. They practiced different word problems and proportional reasoning. Next week, we will continue to build these skills and students will complete their final assessment.

### Math 9

This week, students concluded their Patterns unit. Next week, they will begin reviewing shape vocabulary and exploring rotational symmetry, including identifying real-life examples. To finish the week, students will be creating a Mandala or snowflake design to demonstrate rotational symmetry and lines of symmetry.

## 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 contact their science teacher if the form is misplaced; another copy will be provided for your child.

### **Science 7**

Grade 7s 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 apply their understanding of concepts from Mix and Flow of Matter through a final assessment. They will specifically focus on fluid properties - viscosity, density, buoyancy, and pressure. After the winter break, we will begin Cells and Systems.

### **Science 9**

Students will be learning about the four factors affecting the rate of chemical reactions (temperature, concentration, surface area, and the presence of a catalyst) and will be completing a lab investigating temperature and surface area on the speed that Alka Seltzer reacts in water.

## **SOCIAL STUDIES**

### **Grade 7**

This week, grade seven classes will continue learning about European exploration of North America and the interactions with Indigenous peoples. Students will be completing their research on European explorers and making trading cards. Explorer trading cards are due on Tuesday in class. **Students will also be taking a unit test on Thursday.**

### **Grade 8**

Grade eight classes will continue studies on the factors that led to the rise of European city-states. Students are expected to complete the chapter with some notes on guilds from that period of history. A research assignment is due on Monday from students and then they will **end the week writing a test on the chapter.**

### **Grade 9**

This week, students will continue to 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 equitableness.

## COMPLIMENTARY COURSES

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

Grade 7/8 art students will tie together the skills and techniques they have learned, in addition to colour theory and composition to work towards completing their final piece this week.

Grade 9 art students continue working on "Animal X" design project.

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

Grade 7s are continuing to work on their decorative animal project, students have chosen from a variety of animal templates to create 2-D and 3-D decorations.

Grade 8s have wrapped up their small box projects and are now beginning to work on their individual design and creating projects. These range from projects like pens, to bowls, and even chess boards.

Grade 9s are working hard to finish their charcuterie board projects before winter break. Many have finished their epoxy pours and are working on sanding and finishing.

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

Over the past few weeks, students have been exploring how to use a digital single-lens reflex (DSLR) camera and its various functions. They have applied their understanding of technical skills (ex: depth of field, aperture, focus, and orientation) to explore different photographic concepts such as point of view, framing, and composition. They will wrap up their photography unit with a still life project. Still life photography is a genre that focuses on using inanimate objects and arranging them carefully to showcase aesthetics, textures, or a specific composition that evokes a story or mood.

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

Students will 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.

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



Students will be presenting their sustainable environment fashion to the class.

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

This week in Foods, students were shown a cooking video on how to make "Gingerbread Crinkle Cookies". We also talked about the drop cookie method. "Drop cookie" is a term applied to cookie recipes where bakers "drop" cookie dough from a spoon or cookie scoop onto a baking sheet, rather than roll it out or cut it into specific shapes.

#### **This week in the kitchen:**

Students made Gingerbread Crinkle Cookies.

This was the last cooking lab for 2025. Next week, there will be no cooking. Kitchens and fridges are cleaned before the break.

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

French as a Second Language students 7-8-9 will be learning about many of the famous activities associated with Bonhomme Carnaval in Quebec.

### **Leadership**

Leadership: Students will implement school wide activities that build community and festive spirit this week.

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

Music: Students are continuing to practice a series of Christmas songs on Boomwhackers, percussion instruments and guitar. Feliz Navidad, Last Christmas and Carol of the Bells will be our focus pieces this week.

### **What's happening in Niihiyiyat**

Pronunciation: nee-hee-yee-yah

'Niihiyiyat' 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**

Continuation of sports training activities. 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 to wear 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 be reviewing games and activities that have been covered this year. Most Grade 9 students will be walking to Valley View Park on Monday.

There will be no health and wellness classes this week.

### **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

