



Ian Bazalgette School

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

Weekly Message | June 9 – 13

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Important Dates

School Dates

June 26 | Last Day of School

Gr. 9 Provincial
Achievement Tests

June 13

Gr. 9 PAT EXAM | Math Part A

9:00-9:30 a.m.

June 16

Gr. 9 PAT EXAM | ELA Part B

9:00-10:15 a.m.

June 17

Gr. 9 PAT EXAM | Math Part B

9:00-10:20 a.m.

June 18

Gr. 9 PAT EXAM | Social Studies

9:00-10:20 a.m.

June 19

Gr. 9 PAT EXAM | Science

9:00-10:15 a.m.

School Council Dates

June 17, 2025

Notes from Administration

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

Attendance

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

ADMINISTRATION & STUDENT SERVICES

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

Steven Pike, Principal

smpike@cbe.ab.ca

Sarah Kornelson, Assistant Principal (Gr. 7 & Indigenous Community)

sfkornelson@cbe.ab.ca

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

llkristiansen@cbe.ab.ca

Tanya Miller, Student Services

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ATHLETIC SCHEDULE

This is our final athletics update for the year! A heartfelt thank you to everyone who supported our athletic programs this year — whether by cheering from the sidelines, volunteering time, or helping behind the scenes. The success of our teams wouldn't have been possible without the incredible dedication of our students, families, and volunteers. We're so grateful for your commitment and spirit!

Monday

Track and Field Meet - Grade 7-9 **Go Bombers!**

School Athletics Expectations

We want to remind parents and guardians and students about our spectator expectations.

[Spectator Expectations](#)

HOME GAMES



- Students must leave the school at the regular dismissal time of 2:32 pm (or 12:16 pm on a Friday) and not return until 20 minutes before the scheduled start of a game. Student athletes will be told by their coach when they are to enter the building prior to games, but it is typically 30-45 minutes prior to game start.
- Students are welcome to come to 4:30 pm games by themselves but they must have a parent or guardian present with them for games held 6:30 pm or later.
- Stay on the spectator side of the gymnasium or field of play. Do not go onto the court or field at anytime.
- Only assigned scorekeepers are allowed at the score table.
- When inside the school remain in the designated areas of the school, and only use the designated washrooms.
- Leave immediately at the conclusion of the last game of the evening.
- Be aware that staff are required to remain on site until everyone has left the building or field of play.
- Administration has the right to remove any parties from a school for any reason deemed necessary to keep a Welcoming, Caring, Respectful and Safe Learning and Work Environment.

AWAY GAMES

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

Reminders from our student athletes:

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



BUSING & TRANSPORTATION

School Walk Zones

2025-26 School Year Walk Zones

For the upcoming school year, the CBE will be expanding yellow bus service and adjusting walk zones. This is in response to Alberta Education's [School Transportation Amendment Regulation](#) for student transportation that comes into effect on Sept. 1, 2025. It is the provincial government's intent to increase the number of students who can access transportation by changing the transportation eligibility distance and how the distance is measured.

[Read More About Walk Zones](#)

Transportation News

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

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

Bus Route and Stops

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

BYLAW OFFICER REQUEST

Students, please ensure you press the crosswalk button properly and check to see if the vehicles have come to a complete stop before crossing.

Calgary Police Service Junior Police Academy

Youth registered in the Junior Police Academy will get an immersive experience into the world of a Calgary police officer, covering various aspects of law enforcement, including:

- HAWCS helicopters
- K9
- Mounted Unit
- Crime Scene Unit
- Tactical Team
- Traffic Unit
- and more.



Youth will also participate in presentations from front line police officers, the Violent Crimes Suppression Team, and have the chance to learn about the history of the Calgary Police Service. The week concludes with participants marching on parade and receiving certificates. Note that there are no costs associated with this program.

For more information and to sign up please follow the link:

<https://www.calgary.ca/cps/youth-programs-and-resources/youth-mentorship/junior-police-academy.html>

PERSONAL MOBILE DEVICES & LOCKERS

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.

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



Please keep lockers clean, so that fruit flies do not accumulate.

HONOURING INDIGENOUS WAYS OF KNOWING, BEING, & DOING



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

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

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

Niihiyyat Option

Upcoming field trips include:

June 4 – Fish Creek

Indigenous Junior Police Academy

Program Objectives

1. **Positive police interactions:** Create positive interactions between police officers and Indigenous youth.
2. **Educate:** Educate Indigenous youth about the role of the police and the Calgary Police Service.
3. **Community building:** Foster a sense of community and collaboration between the police and the Indigenous Community.
4. **Diverse policing aspects:** Expose Indigenous youth to various aspects of policing.



5. **Encouraging further participation:** Motivate participants to engage in other youth mentorship programs, such as the Calgary Police Cadet Corps and PowerPlay.
6. **Reducing barriers:** Reduce barriers to accessing support and programming for Indigenous youth.

It is an opportunity to work alongside members of the Calgary Police Service and experience what it is like be a police officer.

Who can Join

- This program is only open to individuals who are First Nations, Métis, or Inuit peoples of all genders.
- Applicants must be 12-to-16-years-of-age.
- Applicants must live in Treaty 7 Territory and surrounding area including the Siksika, Piikani, Amskaapiikani, and Kainai First Nations; the Îethka Nakoda Wîcastabi First Nations, comprised of the Chiniki, Bearspaw, and Goodstoney First Nations; and the Tsuut'ina First Nation, Nose Hill Métis District 5 or Elbow Métis District 6.

Please follow the link below for more information on how to join:

<https://www.calgary.ca/cps/youth-programs-and-resources/youth-mentorship/indigenous-junior-police-academy.html>

Honouring Life Program

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

Lunch Hour Room

Room 205 is open at lunch time for Self-Identifying Indigenous Students' schoolwork and cultural support on Mondays and Wednesdays.

SCHOOL CLUBS

School clubs will shut down after the May Long Weekend, focusing on supporting students for final assessments and PAT exams. Also, we think students should be outside as the weather gets warmer to take advantage of this easy to do student wellness activity.



SCHOOL COUNCIL

One of the most important ways you can make a meaningful difference in the lives of Ian Bazalgette School students is by participating in our school council. By connecting our students, schools, and community, we can work together to support and enhance student learning. Meetings occur once a month on a Tuesday evening at 5:00 pm. Most meetings will occur online, to allow maximum opportunity to attend meetings within everyone's busy schedules. If you are interested in being a member of the school council, please email smpike@cbe.ab.ca.

Future Dates:

May 20, 2025

June 17, 2025

SCHOOL STUDENT FEES

The fees charged are directly related to the cost of resources and materials to enrich student learning experiences. For the school to continue to offer these option courses, we need your support. Option courses are directly dependent upon these fees being paid by all who enroll.

Payment can be made online through your MyCBE Account, or at the school during office hours using our POS machine (debit/credit) or cash (exact amount only, no change is provided).

To make a payment arrangement please send an email request with details to slditlof@cbe.ab.ca

Note: Fee Waivers do not cover option course fees.

STUDENT SERVICES

Pivot-Ed Day Camps at Bow Valley College

No experience needed—just imagination!

Unleash your kid's creativity this summer

Pivot-Ed Day Camps at Bow Valley College are the perfect place for your kids to build their skills in digital arts and esports. Our programs will inspire young minds and boost their confidence. A combination of fun and education, our camps will keep your kids engaged and excited to learn more.



<https://daycamps.bowvalleycollege.ca/>

NOTE: These camps ARE NOT free. Please review each of the camps content and costs before applying.

City of Calgary Youth Employment Centre

*The Youth Employment Centre (YEC) provides free career and employment services to **youth ages 15 - 24**.*

<https://www.calgary.ca/social-services/youth/services.html>

YEC provides youth with free career development opportunities and employment services including:

- *1 to 1 employment counsellor support*
- *Resume and cover letter targeting*
- *Job searching strategies*
- *Interview preparation*
- *Career planning and exploration*
- *Industry training options*
- *Networking opportunities*
- *Volunteering opportunities*
- *Employment opportunities / job postings*
- *Scholarship and bursary opportunities*
- *Employer hiring events*
- *Annual youth hiring fair*
- *Employer connections*
- *Employment workshops*
- *Informational interviews / job shadowing opportunities*
- *Work experience programs*

Important:

Your social insurance number (SIN) is required for registration and to meet with an employment counsellor.

2025 SAIT Summer Camps Bursary Program

- SAIT Youth Programs offer a unique blend of trades, technology, business, and STEAM camps.



- SAIT offers a limited number of camp bursaries to children and youth to attend their [Summer Camps](#). If accepted, a camp bursary will cover the full tuition of a one-week camp. Camps that are over one week are not eligible.
- The Summer Camps Bursary Program will accept bursary applications on an ongoing basis before camps begin on June 30. Bursary applications are assessed in the order they are received. We strongly encourage you to apply early.

Please see the link below for instructions on how to apply:

<https://www.sait.ca/youth-programs/summer-camps/registration/child-and-youth-bursary-program>

Gr. 9 | High School Transitions

As we continue to work with the Grade 9s in planning their transition to high school, it's also important for parents to be prepared for the transition. Below are some suggestions on how you can best support your child as they move towards another significant stage in learning and life!!!

Supporting Your Child with Their Transition to High School

Transitioning to high school marks a significant milestone in a young person's life. It is a time filled with excitement, opportunity, and, inevitably, a fair amount of uncertainty and maybe even stress. For many students, high school represents a new arena of academic challenges, a more diverse social environment, and a growing need for personal responsibility. As such, this period can be as daunting as it is thrilling.

For parents, understanding the dynamics of this transition is crucial. Your guidance and encouragement play a critical role in helping your child navigate these formative years successfully. The move from middle to high school brings a host of changes: the academic pressure increases, the social dynamics shift, and the opportunities to engage in new and varied extracurricular activities expand. Each of these elements can significantly impact your child's stress levels and overall well-being.

Recognizing Opportunities

Transitioning to high school isn't just about facing new challenges; it's also about embracing the numerous opportunities that come with this phase of your child's life. These opportunities can foster significant personal growth



and development, setting the stage for future success both academically and personally.

Broadened Horizons

High school offers a wealth of new life experiences. With a variety of subjects that are often more specialized than in middle school, students can explore new academic fields that may not have been available to them previously. This exploration can spark new interests and passions that may influence future educational and career choices. Additionally, high school is a melting pot of cultures and backgrounds, providing students with the chance to meet and learn from diverse groups of people. This exposure is invaluable in developing empathy, cultural awareness, and social skills.

Increased Autonomy

High school students are often given more autonomy than they experienced in earlier school years. This increased independence can help them develop crucial life skills such as time management, self-discipline, and decision-making. Being responsible for their own schedules, homework, and even managing part-time work or extracurricular activities teaches them how to juggle various responsibilities effectively. This doesn't come without mistakes, do-overs and other additional challenges but encourage them to navigate this with an open mind and a willingness to try again. Failure is also an important of learning!!

Career Exploration

Many high schools offer programs and courses specifically designed to prepare students for future careers. These might include vocational training, internships, or advanced placement courses that provide college credit. Participating in these programs can give students a head start in their chosen fields and help them make informed decisions about their career paths.

Potential Negative Outcomes of Stress

The transition to high school often comes with increased stress for students, who may face higher academic expectations, peer pressure, and a busier schedule. It's important for parents to recognize the potential negative outcomes of this stress so they can take proactive steps to mitigate its impact. Here are some common issues that stressed students might encounter:

Academic Burnout

High school students often experience academic burnout due to increased workload and pressure to perform. Signs of burnout include chronic fatigue, decreased interest in schoolwork, and a drop in academic performance. Long-term effects can include a reduced interest in learning and diminished academic aspirations. Parents should watch for these signs and encourage their children to take breaks, emphasize the importance of sleep, and maintain a manageable schedule.



Social Withdrawal or Negative Social Shifts

Stress can lead students to withdraw from their social circles, which can exacerbate feelings of isolation and depression. Alternatively, stress may drive students toward unhealthy peer groups that negatively influence their behavior. Parents should maintain open lines of communication and encourage their children to engage with supportive friends and activities that promote a positive self-image.

Mental Health Issues

Stress can significantly contribute to the development of mental health issues such as anxiety and depression. Symptoms to watch for include prolonged sadness, excessive worrying, changes in eating and sleeping habits, and loss of interest in activities they once enjoyed. Early intervention is crucial, so consider seeking professional help if these symptoms persist.

How Parents Can Support the Transition

Supporting your child as they transition into high school involves more than just academic encouragement. It encompasses fostering open communication, setting realistic expectations, promoting balanced schedules, and providing appropriate resources. Here are some strategies parents can use to guide their children through this significant change:

Open Communication

Encourage regular conversations about school experiences, friends, and any concerns your child might have. Establish a routine where open discussions are the norm, not the exception. This can help your child feel comfortable sharing their feelings and challenges with you. Ask specific, open-ended questions that go beyond “How was school?” to prompt more detailed responses.

Setting Realistic Expectations

Help your child set achievable goals by understanding their strengths and areas where they may need improvement. Discuss what they hope to accomplish during their high school years and what steps they need to take to get there. Emphasize the importance of effort over perfection and reassure them that it’s okay to make mistakes and learn from them.

Encouragement of Balanced Schedules

Assist your child in managing their time effectively by encouraging a healthy balance between academics, extracurricular activities, and social time. Teach them how to prioritize tasks and use planning tools, such as calendars or digital apps, to keep track of their commitments. Stress the importance of downtime and ensure they have time to relax and enjoy hobbies.

Providing (or reminding them of . . .) Resources

Remind your child of the academic support offered at school, such as peer tutoring or study groups, help rooms. If your child is struggling with their



coursework it will be really important that you encourage them to self-advocate for their learning needs. Additionally, be aware of mental health resources available in your community or through the school, so you can guide them to professional help if needed. Early intervention can prevent more serious issues from developing. High school guidance counselors are also there to support all aspects of learning and wellness. Your child can see them for everything from guidance with course selections, career guidance, personal wellness/mental health, self advocating, learning supports etc.

If you have questions regarding the transition to high school and how to support your child with this, please contact Tanya Miller in Student Services (talmiller@cbe.ab.ca).

Mental Health Literacy

Families, loved ones, friends and the patient themselves are all impacted by mental illness, whether it is through waiting for a diagnosis, operating day-to-day, or receiving treatment. A strong support network is important for all individuals involved. The stresses and strains will impact your family similar to any other disease or illness and should be treated the same, with love and unconditional support.

The resources and the information provided on our website are designed to help you support the ones you love, while ensuring you take care of yourself while doing so. Education on mental health can help change the conversation and the more we do so, the better we can support those we care for.

<https://mentalhealthliteracy.org/parents/>

Parent Information Series

Parents & Guardians, Addiction & Mental Health

It is not easy being a parent these days—especially if your kids are at the age when they may start to experiment with tobacco, alcohol, other drugs or gambling. The Parent Information Series is designed to answer frequently asked questions and give parents like you factual information that may help you prevent your children from using drugs, help them make healthy lifestyle choices and support them in making changes in their lives.

<https://www.albertahealthservices.ca/amh/page2434.aspx>

Parental Requests for Medical or Psychological Assessment Forms



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

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

CREATING SCHOOL ROUTINE

Why Is a School Routine Important for Teens?

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

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

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

Tip #1: Create a Schedule and Share It

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

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

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



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

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

Generally speaking, teenagers need eight to 10 hours of sleep each night. But [research shows](#) that up to 70 percent of high school students sleep less than seven hours per night. Chronic [sleep deprivation](#) can negatively affect teenagers' mental well-being and hinder their ability to concentrate. Teenagers with a set bedtime schedule are more likely to get adequate rest. And that means they have more energy to perform at school.

Tip #3: Limit Teens' Screen Time

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

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

Tip #4: Eat Regular Meals as a Family

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

- In a [recent survey](#), 91 percent of parents reported that their families' stress levels are lower when they eat together regularly.
- According to [one study](#), eating together frequently as a family lowers the risk of [eating disorders](#), [substance abuse](#), violent or [aggressive behavior](#), feelings of [depression](#), and thoughts of [suicide](#) in adolescents.
- The study also found that regular family meals increase adolescents' [self-esteem](#) and improve their academic performance.

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

Tip #5: Work Downtime into the Routine



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

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

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

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

The [benefits of exercise](#) are well-known. First, it's a huge stress reliever. It's also been shown to bolster academic performance, improve sleep, and reduce symptoms of depression in both young children and teenagers.

The [World Health Organization guidelines on physical activity](#) recommend that children and adolescents between the ages of 5 and 17 engage at least three times a week in vigorous-intensity aerobic activities and strengthening exercises.

Tip #7: Help Teens Get Organized

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

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

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

Tip #8: Practice Gratitude

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

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



Mental Health Resources

The Summit | Owerko Family Walk-In Services

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

More

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

Calgary Family Therapy Centre

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

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

Eastside Community Mental Health Services

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

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

Important Information

Cannabis Use and the Adolescent Brain



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

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

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

The Cannabis Act allows adults to purchase, possess, consume, grow, share and make cannabis in its various forms with specific restrictions and parameters. It is important to note that the Cannabis Act only applies to adults over age 18 years (or 19 years dependent on province of residence), and there are protective factors for youth built into the Act. The intent of the Act is to continue to prevent youth from using cannabis. For a more in-depth discussion of the Act and protection of youth, please consult the Government of Canada's website.

What is Cannabis?

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



(aka “vaping”) cannabis has become more commonplace over the recent years as well.

Cannabis Effects

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

- Short term:
 - Feelings of calmness, happiness and relaxation
 - Increased socialization and heightened sensations (colours, sounds, smells)
 - Increase in appetite
 - Problems with memory, learning, attention span, problem-solving
 - Distorted perceptions, judgment, balance and reaction time
 - Body tremors, loss of motor coordination, increased heart rate, dry mouth, reddening of eyes, muscle relaxation
 - Increase of anxiety or panic attacks and sometimes paranoia
- Long term:
 - Smoking cannabis damages the lungs and contributes to respiratory problems
 - Can lead to anxiety, personality disturbances, and depression
 - Less ability to focus and filter information
 - Verbal learning, memory and attention effects can last after use is discontinued
 - Lack of ambition and motivation, as well as reduced communication and social skills

Adolescents and Cannabis Use: Impact on the Developing Brain

It is now well-known that our brains continue to develop and mature up until our mid-20s. The active component of THC in cannabis is what directly acts on many areas of the brain – therefore the negative impact for teens can be significant. THC affects the prefrontal cortex, which is critical to higher-order cognitive processes including **executive functions** such as impulse control, working memory, planning, problem solving and emotional regulation – all

areas that are rapidly developing during the teen years. Structural changes in the brains of youth who regularly use cannabis have been seen via Magnetic Resonance Imaging (MRI). These effects on a developing brain can be temporary or last permanently.

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

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

- Substance use can interfere with a critical developmental stage of adolescence, that of emerging independence and establishment of identity, as well as emotional maturation.
- During the critical years of learning, cannabis use can weaken a person’s ability to concentrate as well as retain information.
- Heavy or chronic cannabis use negatively affects performance on measures that assess attention, working memory, verbal memory, and executive functioning (for example the Psychologists Association of Alberta reports a decreased IQ of 6 points as a cognitive effect).
- Judgement can be impaired, resulting in poor decision making, which can lead to a higher likelihood of engaging in risky behaviours (such as getting into a car with someone under the influence, driving while high, choices around sexual interactions, and more experimentation with others drugs and alcohol).
- Functional impairments that can result from dependence on cannabis include reduced academic performance, truancy, reductions in involvement in school and extracurricular activities and increased family conflict.

Cannabis Use and Mental Health

What are the unique risks of cannabis use for youth?

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

Here are a few examples:

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

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

Using cannabis, particularly during the adolescent years when there is an active developmental period of brain maturation, can influence mental health. The most well-known link is the risk for development (or worsening) of psychosis or schizophrenia. This is not to say that cannabis use causes schizophrenia, but rather earlier and longer exposure to cannabis, and use that increases over time, has been linked to triggering psychosis. Adolescent cannabis use that is frequent and heavier is a risk factor for the later development of a psychotic disorder and is also a risk factor for earlier onset. Alternatively, psychosis may have never developed had a person not used cannabis. There is also evidence emerging that frequent cannabis use can have long term effects on anxiety as well as mood disorders such as depression and bipolar disorder. Further, by early adulthood, individuals who used cannabis as teens have higher incidences of suicidal ideation and suicide attempts. It is important to note that there is not one common cause of mental health disorders in general, but rather cannabis use at a young age can increase the risk of developing a mental health disorder, in combination with other factors such as genetics, environment, as well as the time period, duration, and other drug use.

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

“Self-Medication”

Some adolescents may use cannabis as a way to cope with life stressors or relieve symptoms of anxiety, depression or other mental health disorders. It has been reported from cannabis users that they feel like marijuana helps not only relieve stress, but numbs uncomfortable feelings, enhances



creativity, helps with sleep, and improves focus. If this “strategy” works for the person, and they believe it helps them cope with their particular circumstances, the chances of the behaviour continuing longer are increased. This leads to underdevelopment of healthier coping skills and can maintain use and therefore increase dependence, in turn potentially leading to addiction.

ADHD and Cannabis Use

One of the better known associations of a childhood diagnosis of ADHD is the increased risk for substance use, abuse or dependence in adolescence and adulthood. Self-reports of adults with ADHD show that cannabis use is the most commonly used drug, and often this use started during adolescence. One study found that 34% of adolescents receiving inpatient treatment for problems related to drug dependence (inclusive of cannabis) were diagnosed with ADHD. Research has also found that both the inattentive symptoms as well as the hyperactive-impulsive symptoms in childhood-onset ADHD were associated with a higher chance of marijuana use as a young adult. Some ideas as to why this may include the impulsivity symptoms of ADHD leading to substance use or, on the other hand, the negative effects of ADHD symptoms, such as inattention resulting in school, work, or relationship problems, may entice people towards drinking/drugs to manage these negative symptoms. This ties into the self-medicating concept of untreated ADHD. People are not drawn to stimulant-like medications but rather to “downers” such as cannabis and alcohol. Furthermore, when people with ADHD use cannabis, related symptoms can actually worsen, such as lack of motivation, slower completion of tasks, slower reaction times and potentially causing problems with short-term memory, concentration, judgment and perception, all of which are also affected with ADHD. A takeaway message is that although children with ADHD may have a common biological risk for substance use, environmental factors at home, at school, and in peer settings appear to also influence the outcome. Also important to be aware of is evidence coming to light that ADHD medications and behavior therapies may acutely reduce adolescent substance use.

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

What Can Parents Do?



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

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

Tips for talking about drugs

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

- *plan the main points you want to discuss, rather than speaking on impulse*
- *avoid saying everything you think all at once*
- *look for opportunities to mention drug use, like when you discuss school or current events*
- *offer them control and let them pick the time and place*
- *give them room to participate and ask questions*
- *respect their independence*
- *respect their opinion*
- *avoid being judgmental*
- *listen to them, because if you are a good listener they may be more inclined to trust your input*
- *tell them you are trying to help them make good decisions by giving them information that they may not already know be clear about why you are worried and tell them that your main concern is for their well-being*
- *focus on facts rather than emotions*

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

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

Article Sources:



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Distress Centre Calgary (DCC)

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

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

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

Eastside Community Mental Health Services (part of Woods Homes)

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



Eastside Community Mental Health Services (ECMHS) offers immediate, no-cost, mental health support from an integrated, ethnocultural team.
Call: 403 299 9699 (8am-11pm)
Text: 587 315 5000 (9am-10pm)

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

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

MENTAL HEALTH SYSTEM NAVIGATION

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

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

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

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

Mobile Family Crisis Support

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

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

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

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 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, we will be trisecting the year under three conceptual lenses, using *Niitsitapi* values (Blackfoot Nation; Piikani, Kainai, Siksika) as guiding thoughts. These big ideas include being aware of the environment through observation, that our universe often contains balance, and that we should aim to transfer what we know to others.

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

ENGLISH LANGUAGE ARTS

Grade 7

Grade seven students will be working on their informative/persuasive speeches. They will be writing and editing their speeches in class. They will then have the opportunity to practice their speeches with a partner or in a small group prior to **presenting their speeches to the class on Monday, June 16.**

Reading

The students will continue listening to the read aloud of the novel *Ghost Boys* by Jewell Parker Rhodes Reynolds. In other classes, students will be practicing reading comprehension skills on short story texts. Vocabulary acquisition is also a part of their regular literacy learning routines this week.

Grade 8

Writing

Grade eight students will be returning to working on their informative/persuasive speeches. They will be writing and editing their speeches in class. They will then have the opportunity to practice their speeches with a partner or in a small group prior to presenting their speeches to the class on Monday, June 16.

Reading

The students will continue listening to the read aloud of the novel *Ghost* by Jason Reynolds. In other classes, students will be practicing reading



comprehension skills on short story texts. Vocabulary acquisition is also a part of their regular literacy learning routines this week.

Grade 9

Grade nine students will continue to work on reading comprehension this week with a focus on comic strip comprehension. They will continue to revise elements of poetry and focus especially on poetic devices. Students will also work on reading comprehension practice tests throughout the week. They can work on some of these tests at home as they have been assigned work on the reading website, *Commonlit*.

MATHEMATICS

Math 7

This week, Grade 7 students will complete their unit on constructing and identifying angles. On **Friday June 13th** they will write a **non-calculator math assessment** covering key concepts learned throughout the year, with a focus on **Number** and **Patterns & Relations**.

From **June 16–19**, students will complete a **four-part final assessment** modeled around a summer job at a camp. Each day, they will apply different strands of the math curriculum to real-life tasks related to the job:

- **Monday, June 16:** Number Strand
- **Tuesday, June 17:** Patterns & Relations
- **Wednesday, June 18:** Shape & Space
- **Thursday, June 19:** Statistics

This culminating task allows students to see how math can be used in practical, everyday situations.

Math 8

Grade 8 students will finish their final unit on Statistics and Data Analysis this week. On **Friday June 13th**, they will write a **non-calculator math assessment** that reviews all major concepts learned this year, with an emphasis on **Number** and **Patterns & Relations**.

Next week (June 16–19), students will begin their **Final Math Cube Project**. Each student will create a 3D cube featuring six of their favorite math topics from the year. Each face of the cube will include the topic name, a definition, examples, and visuals (if applicable). The daily focus for assessment will be:

- **Monday, June 16:** Number
- **Tuesday, June 17:** Patterns & Relations
- **Wednesday, June 18:** Shape & Space



• Thursday, June 19: Statistics & Probability

Math 9

Grade 9 students will continue to prepare for their final assessment by using **Vretta's online tools** to practice calculator-based and non-calculator problems. They will review specific topics each day and work through practice questions using their **revision booklets**.

- Students looking for additional practice can access the Alberta Education public practice site here:

<https://abed.vretta.com/#/en/public-practice>

- On **Friday, June 13**, all Grade 9 students will write **Part A of the final exam**, a **20-question, non-calculator assessment** focused on number operations, exponents, rational numbers, and algebraic reasoning.
- On **Tuesday June 17th**, students will write the **Math Part B multiple choice** section of the PAT's
- Extra math tutorials are occurring in room 202 at lunch on Monday, Tuesday, and Thursday this week.

SCIENCE

Science 7

Students will explore the connections between plate tectonics and the formation of earthquakes, volcanoes, and mountains. This week, they will also examine the theory of continental drift. **On Friday, students will be introduced to their weeklong final science project, which will be anchored by a preview of *The Martian*. The film will serve as the foundation for daily assessment tasks running from June 16–19.** Throughout the week, students will reflect on their learning from the Science 7 curriculum by making meaningful connections between key science concepts and events from the film, with each day emphasizing specific learning outcomes.

Science 8

Students will continue to investigate water treatment processes and explore various ocean-related landscapes. On Friday, they will begin their weeklong final science project. As part of this project, students will create a concept map to synthesize their learning across all units of the Science 8 curriculum. **Daily assessment activities from June 16–19** will focus on different learner outcomes and serve as a comprehensive reflection and final evaluation of their understanding.



Science 9

Students will continue reviewing the entire Science 9 curriculum through a variety of review games and practice PATs. This preparation will help solidify key concepts and build confidence ahead of their final assessment, which will take place on **June 19**.

- Students looking for additional practice can access the Alberta Education public practice site here:

 <https://abed.vretta.com/#/en/public-practice>

SOCIAL STUDIES

Grade 7

This week in Social Studies, grade seven students will examine Canada after the 1812 war and engage specifically on studies of immigration beginning from 1815. Instruction and student inquiry will explore the guiding question; *How did the flow of immigration after 1815 reinforce the British character of Canada?*

Grade 8

Grade eight students will be continuing the Japan unit by working on tasks for a board game. The focus of each task is on the hierarchical structures in feudal Japan.

Grade 9

This week students will continue to work on a marketing project. There will also be a review of former topics in the curriculum to prepare for the Social Studies PAT.

ACADEMIC HELP ROOMS

ELA

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

MATH

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

SCIENCE

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

SOCIAL STUDIES



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

COMPLIMENTARY COURSES

What's happening in Computer Science?

Q; Did you hear about the new Minecraft movie? Answer: It's going to be a blockbuster!

This is a joke about busting blocks in Minecraft Edu. When designing and creating in Minecraft the laying and destroying of blocks is a continuous occurrence.

Students continue to work on their final independent project designs in Computer Science. These include animation, designing 3D builds and Minecraft designs and builds.

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, students weren't required to complete theory work. As the year winds down, I have a couple of more instructional pieces to finish and then the year will be done. The countdown is on!

This week in the kitchen, students made Lemon and White Chocolate Blondies.

Only 3 Monday's to go! Finish strong! ☺☺

What's happening in Drama and Leadership?

Leadership

Students in Leadership and Media Studies are finishing their final projects. Yearbook grade pictures occur this week.

Media Studies

Media 7: Movies

Media 8: Podcasts

Media 9: Yearbook

What's happening in Construction?

Grades 7, 8 and 9



Grade 7, 8, and 9s are working to get their final projects done. Once they have completed their projects, students will reflect on the skills they have learned and used throughout the course.

Remind your construction students to pick up their projects before the end of the school year.

What's happening in Art?

Grade 7 artists continue to put finishing touches on their point perspective artworks this week. Students will use alcohol markers, acrylic paint, watercolor, fine liners, oil pastel or charcoal/shade work to complete and bring their artworks to life.

Grade 8 and 9 artists continue to complete their choice projects and begin to work on artist statements to go along with their artwork.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Physical Education classes will continue to revisit some of our favourite outdoor games and activities, including softball, cricket, ultimate frisbee and cycling! Please come prepared for the weather, including bringing hats, water and sunscreen, as classes will be held outside regardless of conditions.

School Intramurals

Morning Gym: 7:20 am daily

Monday

Open Gym - Basketball

Tuesday

Open Gym - Badminton & Floor Hockey

Wednesday

Women's Wednesday



Thursday
Open Gym - Volleyball

