



Important Dates

School Dates

Nov. 27-28

Parent Teacher Conferences

Thursday night 4:30-7:30 am

Friday day 8:00 am – 1:00 pm

Dec. 3

Photo. Retakes

School Council Dates

November 18, 2025

December 16, 2025

January 20, 2026

February 17, 2026

March 17, 2026

April 21, 2026

May 19, 2026

June 16, 2026

Notes from Administration

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

Attendance

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

Ian Bazalgette School

3909 26 Ave SE, Calgary, AB T2B 0C6

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

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

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

Weekly Message | Nov. 17-21

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ADMINISTRATION & STUDENT SERVICES

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

Steven Pike, Principal

smpike@cbe.ab.ca

Sarah Kornelson, Assistant Principal (Students A-L)

sfkornelson@cbe.ab.ca

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

llkristiansen@cbe.ab.ca

Tanya Miller, Student Services

talmiller@cbe.ab.ca

Kirsten Riebot, Indigenous Student Success Learning Leader

kiriebot@cbe.ab.ca

ATHLETIC SCHEDULE

School Athletics

Wrestling

Practices will be on Tuesdays and Thursdays after school until 4pm on the stage. First practice on Tuesday the 18th.

School Athletics Expectations

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

Spectator Expectations

HOME GAMES

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



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

AWAY GAMES

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

Reminders from our student athletes:

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

BUSING & TRANSPORTATION

Fall Transportation News

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

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



Bus Route and Stops

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

2025-26 Transportation Registration Ongoing

[Register for Transportation in MyCBE](#)

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

Eligibility

General

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

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

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

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

Specialized

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

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

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

PERSONAL MOBILE DEVICES & LOCKERS

Personal Mobile Device & Social Media Use in Schools



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

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

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

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

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

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

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

Consequences for Inappropriate Use

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

First Incident: Verbal Warning



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

Second Incident: Confiscation and Parent/Guardian Informed

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

Third Incident: Confiscation and Parent/Guardian Involvement

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

Fourth Incident: Loss of Privileges

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

Lockers

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

HONOURING INDIGENOUS WAYS OF KNOWING, BEING, & DOING



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

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

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

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

On Smudging

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

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

Participation in smudging is optional.

SCHOOL COUNCIL

One of the most important ways you can make a meaningful difference in the lives of Ian Bazalgette School students is by participating on our school council. By connecting our students, schools, and community, we can work together to support and enhance student learning. Meetings occur once a month on a Tuesday evening at 5:15 pm. Moreover, the meetings are most often in-person with occasional online meetings if required. If you are interested in being a member of the school council, please email smpike@cbe.ab.ca.

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

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

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

Closer to Home

phone | 403-543-0550

email | reception@closerhome.com

- 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

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

Family Resource Networks (FRN)

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

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

Hull Services

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

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



McMann Calgary

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

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

Resources for Newcomers

Calgary Bridge Foundation for Youth (CBFY)

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

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



CBFY - Supporting Immigrant and Refugee Students in Schools

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

cbfy.ca

Calgary Catholic Immigration Society (CCIS)

phone | 403-262-2006

email | contact@ccisab.ca

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

Calgary Immigrant Women's Association (CIWA)

phone | 403-263-4414

reception@ciwa-online.com

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

Centre for Newcomers (CFN)

phone | 403-569-3325

email | info@centrefornewcomers.ca

- 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

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

VAPING

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

VOLUNTEER POLICE CLEARANCE

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

Volunteers

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

The process is as follows:

- Submit a completed Annual Volunteer Registration Form to the school.
- The information is then entered into the CBE Volunteer Security Clearance Process database by the school.
- A ePIC CBE issued volunteer school letter*is generated.
- The volunteer then takes this ePIC CBE issued volunteer school letter and goes online to the CPS Electronic Service's Electronic Police Information Check and completes the online application,



making sure to share their clearance with the CBE as part of the process. You have a 60-day timeframe.

- The volunteer will receive an email notice of receipt of their application for clearance from the CPS.
- Several weeks will pass, and the CPS will send a confirmation letter on CPS Letterhead that a Vulnerable Sector Search has been completed and there is no further information to disclose.

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

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

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

WHAT’S HAPPENING IN... ?

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

Pommotsiisinni / To **transfer** something to others

ENGLISH LANGUAGE ARTS

Grade 7

Writing: Students will work on an expository writing unit. They will continue to work on the paragraph structure using a graphic organizer. There will also be lessons on punctuation and capitalization.

Reading: Students in grade seven will continue to work on reading comprehension, as students explore different strategies that will help them interact with different texts and provide strong evidence-based responses. They will also participate in activities that contribute to vocabulary development. Two grade seven students will continue studies of the novel, The Barren Grounds by Indigenous author, David A Robinson.



Grade 8

Writing: Grade eight students will work on expository essays, specifically reviewing sentence types and learning how to plan and write an explanatory paragraph with a topic sentence, providing evidence detail through supporting sentences and writing a concluding sentence. The goal of the week is that most students will draft a three-paragraph essay.

Reading: Students will continue to work on reading comprehension, as students explore different strategies that will help them make sense of different texts and provide strong evidence-based responses. Some classes will engage in read-aloud sessions of different novels and complete a creative assignment about the book. Two grade seven students will begin a series of visual literacy tasks while reading the graphic novel The Arrival by author, Shaun Tan.

Grade 9

Writing: Grade nine students will continue to work on explanatory essays. Classes will examine and annotate exemplars of explanatory essays as they focus on elements and structure of that form of writing. Students will focus on elements and structure/organization of informative essays.

Reading: Students will continue reading comprehension practice this week. They focus on strategies that will help them make sense of different texts and provide strong evidence-based responses. This week, students will continue to focus on using strategies such as *predicting*, *inferencing* and *visualization*. They will also participate in activities that contribute to vocabulary development.

MATHEMATICS

Math 7

This week in Math 7, students practiced creating graphs from tables of values to further explore linear relations. Next week, we will continue working in the opposite direction as we interpret graphs to create tables and move onto word problems. We will also spend more time practicing how to plot points on the Cartesian plane to strengthen graphing skills.

Math 8

This week in Math 8, students were introduced to linear relations and learned how to find the coefficient (m) and constant (b) to write a linear equation for a given pattern. Next week, we will continue practicing how to write equations in the form $y = mx + b$ and begin working on moving between equations, tables of values, and graphs in linear relations.

Math 9



This week in Math 9, students practiced sorting number sets into rational and irrational categories. Next week, they will continue to use benchmarks to organize rational numbers on a number line and apply the order of operations to solve multilevel questions. As a reminder, math tutorials are available for all grades in room 202 at lunch on Tuesday and Thursdays.

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 9 students and grade 8 science program student only. If you are interested in attending, please send an email to marwebster@cbe.ab.ca for further information or to confirm your spot on the trip.

Week at a glance for science at Baz:

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

Science 7

Students will explore the different roles organisms have within food chains and webs. Through our exploration, they will identify examples of producers, consumers, and decomposers, and describe energy flow through food webs. Students will also further examine habitats and other examples of interdependency within ecosystems.

Science 8

Students will be reinforcing their understanding of different separation methods in science. Students will be introduced to key concepts such as viscosity and density of substances.

Science 9

Students will continue to explore the building blocks of matter in calculating proton, neutron, and electron number of elements found on the periodic table. They will select an element to learn more about through an inquiry project and will be presenting their research in creative ways. A field trip form has gone home with your student for planned excursions to Telus



Spark either November 16 or 18 (depending on homeroom). Kindly return these forms along with payment as soon as possible to ensure your child secure their spot on this trip.

SOCIAL STUDIES

Grade 7

This week, students will continue the learning activity where they build a web of connections by arranging hexagon-shaped cards with keywords or concepts on geography and land that influenced the identity of Indigenous Peoples in Eastern Canada before European contact. Some grade seven classes will also be studying the concept of community and students' potential roles in communities.

Grade 8

Students will continue studies on key components of historical worldviews that shaped medieval Europe. Students will focus on the effects of the Black Death (1346 to 1353) and how this historic occurrence changed the social structure of medieval Europe. They will also examine other challenges that emerged because of the deadly pandemic. A few grade eight classes will read a short story related to the Black Death to support review and others will begin a written assignment on how worldviews were challenged/changed because of the Black Plague.

Grade 9

Students will study the federal government of Canada, discussing how the three branches work together and how politicians are elected. They will continue to work on essays based on the responsibilities of cabinet ministers. One grade nine class will begin studies on Canadian Charter of Rights and Freedoms.

COMPLIMENTARY COURSES

What's happening in Art

This short week in art classes, grade 7 and 8 students continued their journal learning skills and techniques with oil pastels. Blending a mixing while using colour theory to draw the eye, artists continued working towards planning their final oil pastel project using Alberta flora and insects as a provocation.

Grade 9 students continued learning about form and design principles to plan their cross-curricular project with science, building a 3D mask



representation of a “creature” adapted to survive in a created specialized habitat.

What’s happening in Construction

Grade 7s are learning how to use the scroll saw to complete a Baz Bombers magnet as well as a key hanger project.

Grade 8s are creating small boxes and adding decoration with wood burners and paints

Grade 9s start on their charcuterie boards, once completed they will design a pattern to carve on the CNC and then pour epoxy into the carving.

What’s happening in Communication Tech

Students in communication technology continued designing a logo unique to them using Canva. Through this project, students will make connections to the elements they included in their logo to the principles of design (ex: contrast, balance, emphasis, movement, proportion). After fall break, students will delve into photography - focusing on how to use a DSLR camera, and how to apply different techniques to compose various types of photographs.

What’s happening in Computer Science?

Question: What goes up and down but does not move? Answer: Stairs!

With the short week, Computer Science students continued working in Adobe Animate creating their own animation shorts.

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

What’s happening in Fashion

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

What’s happening in Foods?

This week in theory, we discussed the amount of sugar in beverages. We looked at the most common beverages and the amount of sugar in each. We looked at beverages from Tim Hortons, Starbucks and McDonald's. Students read and interpreted a resource that I developed when I worked for



the Thunder Bay District Health Unit. This resource was developed to give information on 8 beverages and their sugar content. Students looked at the number of teaspoons of sugar in water (no sugar), milk, chocolate milk, orange juice, pop, sports beverage and energy drinks.

What's happening in French

Students in French as a Second Language 7-8-9 continued to build their vocabulary skills to include animals, days, time, and nationalities. They are working on speaking in complete, simple sentences using verbs and nouns.

Leadership

We continue to learn about what traits and qualities create strong leadership. We are applying those leadership skills with buddy classes over at Valley View Elementary School.

What's happening in Music

Students are beginning to learn arranged Christmas music on ukulele, guitar, djembe and Boomwhackers.

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 district 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 Niihiyiyat course will be enriched when the four seasonal quarters are applied to explore and engage in learning.

What's happening in Training for Excellence

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

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



PHYSICAL EDUCATION & INTRAMURALS

P.E.

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

All classes are also beginning Health and Life Skills units centred around goal setting. Each PE class will spend 2 days in the classroom and 2 days on physical education.

Intramurals

Morning Gym: 7:20 am daily

Monday:

Grade 7 Open Gym

Tuesday:

Grade 8 Open Gym

Wednesday:

Women's Wednesday

Thursday:

Grade 9 Open Gym

