



Ian Bazalgette School

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

Weekly Message | March 30-April 3

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Important Dates

School Dates

March 30

Classes Resume

April 3 Good Friday

No School

April 15

Spring Equinox Family Gathering

April 20-24

West Coast SALTS Trip

April 24 Non-Instructional Day

No Classes

School Council Dates

April 21, 2026

May 19, 2026

June 16, 2026

Notes from Administration

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

Attendance

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

ADMINISTRATION & STUDENT SERVICES

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

Steven Pike, Principal

smpike@cbe.ab.ca

Sarah Kornelson, Assistant Principal (Students A-L)

sfkornelson@cbe.ab.ca

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

lkristiansen@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

Badminton Tryouts begin soon. See information outside of main gymnasium.

School Athletics Expectations

With Volleyball season now in 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>



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.

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>

SCHOOL COUNCIL

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

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

STUDENT SERVICES

Trellis & The Calgary Exhibition and Stampede

Trellis continues its partnership with The Calgary Exhibition and Stampede to host the Work Experience Program. Trellis will hire and train over 250 individuals ages 13+, along with 40 supervisors to help keep the Greatest Outdoor Show on Earth clean for the 11 days of the Stampede.

This is a work experience program for individuals with little to no work experience ages 13+. Follow [@TrellisYouthEmployment](https://www.instagram.com/TrellisYouthEmployment) on Instagram for more updates.

Applications are open from March 16 - April 7.

Any other questions can be emailed to stampede@growwithtrellis.ca

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>

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

Navigate for Kids

<https://navigateforkids.com/>

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

Resources for Newcomers

Calgary Bridge Foundation for Youth (CBFY)

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

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



CBFY - Supporting Immigrant and Refugee Students in Schools

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

cbfy.ca

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 may be suspended and may potentially receive a bylaw ticket from Calgary Police Services.

VOLUNTEER POLICE CLEARANCE

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

Volunteers

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

The process is as follows:

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

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

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

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

WHAT'S HAPPENING IN... ?

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

Pommotsiisinni | To **transfer** something to others

ENGLISH LANGUAGE ARTS

Grade 7

Writing: - Students will continue to work on narrative writing.

Reading- Some grade seven classes will continue with studies on The Hunger Games by Suzanne Collins. Grade eight students will work on reading comprehension and vocabulary development assignments.

Grade 8

Writing - Students will continue to work on narrative writing.

Reading - Grade eight students will work on reading comprehension and vocabulary development activities. Some classes will continue studying their novel, Ghost Boys by Jewel Parker Rhodes.

Grade 9

Reading - After the break, students will work on completing three assignments related to the novel they have been reading (The Night Wanderer by Indigenous author, Drew Hayden Taylor). The first two tasks will be a sketch noting assignment and a figurative language project. They will complete these two tasks in small groups and pairs, respectively.

Writing - Grade nine students will also begin working on functional writing with special emphasis on business emails.

MATHEMATICS

Math 7



Before the break, students practiced solving word problems involving area and circumference and completed their unit assessment. This week, students will review foundational fraction skills, including finding common denominators and using diagrams to deepen their understanding of fractional relationships and portions.

Math 8

Before the break, students reviewed key concepts in probability and completed their final assessment. Moving forward, instruction will spiral previously learned skills as students transition into calculating the surface area of basic shapes using nets and hands-on models.

Math 9

Students will review basic area formulas and begin transitioning into surface area calculations. Learning will be hands-on and exploratory, with students using Unifix cubes to calculate surface area while accounting for overlapping faces. Through these activities, students will identify patterns, develop mathematical relationships, and create rules for calculating surface area with overlap.

Tutorials are available every Tuesday and Thursday at lunch in Room 202. All grades are welcome.

SCIENCE

Science 7

Students will be wrapping up the Structures and Forces unit by exploring different types of bridges. Through this, students will engage in a golf ball tower task where they will design a bridge capable of having a golf ball rolling from one end of the bridge to the other, without falling off.

Science 8

Students will be demonstrating their understanding of mechanical systems through a Rube Goldberg project. Students in 8-1 and 8-2 will be attending the Bow Habitat Station field trip on Wednesday, April 1st.

Science 9

Students will be solidifying their understanding of bioaccumulation and biomagnification of toxins in the environment through a conversation of persistent and non-persistent chemicals. We will also be practicing our concentration conversions between g/100 mL and parts per million / parts per billion.

Did you know that lunchtime science help is available? Please visit room 110 Tuesdays and Thursdays at lunch if you need some extra assistance with science (open to all grades).

SOCIAL STUDIES

Grade 7

Students are learning about the early European presence in North America. They will continue exploring the various groups involved in the colonization of North America and the impact this had on Indigenous peoples. The science classes will be studying the economic competition between France and Britain in the early development of Canada. The other grade seven classes will focus their studies on the American Revolution.

Grade 8

Students will continue to study Feudal Japan. Three grade eight classes will be exploring worldviews in the areas of geography and belief systems. The science classes will be examining Japan during isolation period, looking at the exclusionary laws and how propaganda was used to control the population.

Grade 9

Grade nine students will begin to work on developing key source analysis skills. They will critically examine a variety of sources which include graphs, political cartoons, and statistical data to interpret meaning, assess reliability and identify multiple perspectives on issues. The main assignment for the week will be students choosing a current event that has personal and societal relevance and analyze differing viewpoints connected to that issue. They will then apply their understanding by creating an original editorial cartoon that communicates a clear position. Students will be expected to incorporate symbolism, visual conventions, and persuasive techniques to convey deeper meaning and effectively engage an intended audience.

COMPLEMENTARY COURSES

What's happening in Art?

Returning from spring break in the art room, students will engage in learning and teaching watercolour techniques in small groups. Student teachers will begin teaching their expertise in ceramics and structured drawing. We also welcome the spring sun visiting us all day long in the art room!

What's happening in Construction?

Students are wrapping up their first projects and getting ready to work on their second projects. The grade 7s will be learning to cut with the scroll saws to make a Baz magnet and a key hanger, the grade 8s will be making a small box, and the grade 9s will be starting their charcuterie board projects.

What's happening in Communication Tech?

Students in Communication Technology continued to wrap up their Canva exploration projects. Over the next couple of weeks, students will create a personalized logo. Through this, students will continue to apply the principles of design.

What's happening in Computer Science?

What are the three most dangerous things in the world?

- 1. A programmer with a soldering iron.*
- 2. A hardware engineer with a software patch.*
- 3. A user with an idea.*

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

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

What's happening in Foods?

In the week prior to Spring Break, 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. In the kitchen, students made Brownies. Everyone did a great job! During your Spring break, rest, relax, cook, bake, and spend time with your family

and friends. After the break, we have 13 weeks of school left until the summer. Finish strong!

What's happening in Leadership?

Students helped the school community by updating the front yard sign and creating displays around the school.

What's happening in Music?

Students have mastered the intro to Crazy Train on ukulele or guitar! We continued working on duets for the song Barbie Girl. Oh Baby!

What's happening in NIIHIYIYAT?

Pronunciation: nee-hee-yee-yah

'Niihiyyat' derives from the Tsuut'ina language and translates to 'Guide Us' in English. The Tsuu'tina 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 Niihiyyat course will be enriched when the four seasonal quarters are applied to explore and engage in learning.

What's happening in Tourism?

Students continued finishing their Amazing Race Canada assignment, and continued looking at international travel and how to book and organize flights.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Physical Education classes will be revisiting some of the games we have learned so far this year. Classes will be held both indoors and outdoors, so please dress appropriately for the weather.

Opt-In | Human Sexuality | Health and Life Skills Grade 9

In accordance with Section 58.11 of the [Education Act](#), Alberta schools must now obtain written consent of parents prior to providing instructions or

materials that deal primarily and explicitly with human sexuality, gender identity or sexual orientation. Students are unable to participate in this portion of the curriculum unless consent is explicitly granted.

As part of the Alberta Program of Studies, **all junior high students** take [Health and Life Skills \(Health and Life Skills\)](#). As a part of this Program of Studies, students will begin learning about human sexuality in an age-appropriate and respectful ways. These specific learning outcomes exist with the “Wellness Choices” unit, and the specific topics are outlined in the links below. These forms have also been sent home as physical copies. Please contact your students Health and Life Skills teacher if you require an additional physical copy.

Your student’s class will start learning about this topic on or after **April 13, 2026**. Please refer to the table in the attached opt-in consent form for a detailed outline of the learning outcomes addressed in this unit. Parents/Guardians may choose to opt-in to all or selected outcomes. Your consent is required by **April 6, 2026**.

[opt-in grade 9.docx](#)

[Opt-in grade 8.docx](#)

[Opt-in grade 7.docx](#)

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

