



Ian Bazalgette School

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

Weekly Message | June 17-21

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Important Dates

School Dates

Gr. 6 PATS

Social Studies

June 19, 2024

Science

June 20, 2024

Gr. 9 PATS

Mathematics Part B

June 18, 2024

Social Studies

June 19, 2024

Science

June 20, 2024

Gr. 7-8 Final Assessments

Please see schedule.

Gr. 9 Farewell

June 26, 2024

Last Day of School

(Early Dismissal)

June 27, 2024

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 for Grades 6 & 7

sfkornelson@cbe.ab.ca

Jamie-Dee Peterson, Assistant Principal for Grades 8 & 9

jepeterson@cbe.ab.ca

Tanya Miller, Student Services

talmiller@cbe.ab.ca

Shelagh McCracken, Indigenous Education Support

[smmccracken@cbe.ab.ca](mailto:mmccracken@cbe.ab.ca)

ATHLETIC SCHEDULE

Athletic Schedule

Athletic competition is finished for the year. Thank you to all the coaches and of course the student athletes. What a fantastic year Ian Bazalgette had in sports!

CELL PHONES & LOCKERS

Cellphones - Away for the Day School

We are an "Away for the Day" school. This means that cell phones and electronic devices will be secured in backpacks (gr. 6) or lockers (Gr. 7-9) before the day begins and left there until lunch time and then secured again for the last periods of the day until the end of the day. Use of cell phones to be permitted in the classroom only when assigned and supervised by teachers.

Should you need to contact your child, please call the main office.

Lockers

We completed distribution of school lockers to students Gr.7-9. Students continue to be excited about having lockers.



Again, important reminders about lockers and locker use:

- a) Lockers are on loan from the school, and the school administration will have access to them at any time throughout the year.
- b) Locker combinations must be kept confidential (i.e. do not share a locker combination with others).
- c) The school is not responsible for losses from tote boxes or lockers so keep valuables at home.
- d) Students are expected to keep their belongings in the locker issued to them.
- e) To maintain efficient student movement in the hallways during class changes, locker use is prohibited in between class periods. Only in the morning before classes, at lunchtime, or after school, are students permitted access to their lockers.
- f) Teachers will not grant permission to students to get items from their locker if they forget items in their locker. Prepare for classes before they start.
- g) Students should not spend excessive time at their lockers prior to school or after school.
- h) Should individual students repeatedly violate the above guidelines, locker privileges will be removed.
- i) Only school locks are to be used. If lost, new locks can be purchased in the office (\$10.00)
- j) If you have any questions or concerns regarding the above guidelines, please contact our Principal, Mr. Steven Pike, at smpike@cbe.ab.ca

FAMILY TRIPS AND EXTENDED ABSENCE FORMS

We are receiving more requests for learning support from families wishing to travel. If choosing to travel during the school year when school is in session, please be aware of the following:

- The Calgary Board of Education believes there is a strong positive correlation between attendance and effective education.
- The Education Act excuses students from attending school due to illness or other unavoidable cause, religious holidays, suspension/expulsion, or permission from the Board. An absence outside of these exemptions will be recorded as an unexcused absence.
- Absences may affect a child's academic progress at school.
- Schools are not mandated to provide schoolwork for extended absence.



- It is parents/guardians' responsibility to review and support their child's learning.
- The cumulative effect of multiple extended school absences could result in significant gaps in a child's learning and achievement.
- Absences may affect a child's peer relationships at school.
- Make sure to notify the school and the child's teachers of leave of absence by filling in The Leave of Absence Form. This form can be found in the main office.

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.

Indigenous Education

Niihiyyat (Complementary Course)

This course is completed for this school years, and students are now focussing on final assessments in core classes to end the year.

Honouring Life

This week will be the final week for the Honouring Life program.



SCHOOL CLUBS

School Clubs at lunch:

Anime Club	Mr. Shackelton	Thursdays
Board & Card Games Club	Mr. Hawes & Mr. Vlaar	Tuesdays
Book Club	Mr. Bhatti	Tuesdays
Coding Club	Mr. Wojitula	Wednesdays
Gay Straight Alliance	Mr. Hawes & Ms. May	Thursdays
Guitar Club	Mr. Ogle	Tuesdays
Harry Potter Club	Mr. Meeks	Thursdays
K-Pop Club	Ms. Li	Mondays
Photography Club	Ms. Hammond	Mondays
Spanish Club	Ms. Shurvell	Mondays
Speech & Debate Club	Ms. Wallace	Wednesdays
Star Wars Club	Mr. Vlaar	Mondays
Video Game Club	Mr. Polowski	Thursdays

SCHOOL COUNCIL

We would like to thank leaving members Alok Gupta and Kristin Roberts for their support of the School Council this year.

The school needs a School Council Chair, Treasurer, and Secretary in September.

New School Council

Chair position: Vacant

Vice Chair position: Vacant

Treasurer position: Vacant

Secretary position: Vacant

Key Communicator: Ryan Coley

Casino Chair/ Fundraiser Chair: Nayla Manji

School Council Dates:

SCHOOL/STUDENT FEES

The availability of rich learning opportunities that your child will experience this year depends on the collection of school fees. Parents will be receiving copies of their outstanding fees in the mail. All applicable fees are available



to view and pay online through [MyCBE](#) Account. Payments may also be made in cash, debit card, or credit card in person at our Main Office. Families that would like to set up a longer-term fee payment plan are encouraged to contact our Main Office (slditlof@cbe.ab.ca).

STUDENT SERVICES

The Youth Employment Centre (YEC)

Youth between the ages of 15 and 24 access **FREE** career and employment services. Drop-in to the centre to speak to an Employment Counsellor.

Drop-in hours: Monday, Tuesday, Thursday, Friday 8:30 a.m. to 5 p.m.
Wednesday 8:30 a.m. to 6:00 p.m. (closed statutory holidays).

Location: [Alberta Trade Centre](#), 2nd floor, 315 10 Avenue SE, Calgary, Alberta, T2G 0W2.

AHS - Owerko Family Walk In Services for Student Mental Health

The Summit - Owerko Family Walk In Services - Centre for Youth Resilience

The walk in service provides urgent, non-emergent, immediate mental health services for children and adolescents aged 7-17 yrs. Parents and guardians of children 0-17 are welcome to access services at the walk in in connection to supporting their children's mental health.

This program offers Single Session therapy where clients and their families receive a one hour appointment with a family counsellor. While clients and their families are free to return for more sessions, they will not be assigned to a specific therapist.

At the end of their walk in appointment, those who may benefit from ongoing mental health services will be supported either through access to local Emergency Departments or calling Access Mental Health for potential referrals/recommendations.





Who We Are

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Phone:
587-534-7250 (Front Desk) or
587-534-7221 (Intake Coordinator)

Location:
The Summit:
Marian & Jim Sinneave
Centre for Youth Resilience
2nd Floor, 1015 17 Street NW
Calgary, AB T2N 2E5

Walk In Services Hours of Operation:
Daily: 10:00am – 10:00pm
Closed Stat Holidays

▶ To learn more about
walk in services
and The Summit, visit:
ahs.ca/thesummit

The Summit:
Marian & Jim Sinneave
Centre for Youth Resilience

Owerko Family Walk In Services

Program Overview



If you are in crisis or require urgent
medical attention, please contact 911.

We have a collaborative team that can best support your family.

Our team consists of your family and:

- Family Counsellors
- Registered Nurses
- Social Workers
- Admin Staff
- Clinical Supervisor
- Program Manager
- Spiritual Care
- Protective Services
- Peer Support



Your Journey with Us

No referral is required. Clients and families may access walk in services on their own or at the recommendation of their family physician, school, Emergency Department, or other community services.

Upon arrival, you/your family will complete a brief questionnaire to identify what has brought you in and how you hope walk in services can help. This information is reviewed by a Family Counsellor before a 35-45 minute meeting with you/your family. The Family Counsellor will normally leave for about 10 minutes following the initial meeting to consult with their team

and gather resources. The Family Counsellor will then return to meet with you/your family to provide recommendations and resources. If you would like a copy of the session recommendations and resources, a printout can be provided.

Service Details:

Average Duration of Care:
One hour

Average Response Time:
Clients will be seen on a "first come, first served" basis. Wait times will vary according to current demand. Please note that if arriving in the evening, there is a possibility that clients might not be seen if capacity for the day has been reached.

Cannabis Use and the Adolescent Brain



Calgary Board
of Education

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 take away 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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- Psychologists Association of Alberta. Psymposium (Volume 29, Number 2, August 2017). *Psychological Research & Practice in Relation to Cannabis Use*.
- Sibley, M.H., et al. (2014). The role of early childhood ADHD and subsequent CD in the initiation and escalation of adolescent cigarette, alcohol, and marijuana use. *Journal of Abnormal Psychology*, 123(2): 362-374.

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.

Y Mind!

We wanted to share an amazing program with you called Y Mind! Y Mind is a **FREE** 7-week mental wellness program for teenagers (13-18 years old). The program aims to support and provide resources for teenagers experiencing mild to moderate levels of stress and/or anxiety. Y Mind is grounded on Acceptance and Commitment Therapy (ACT) and Mindfulness and allows participants to learn more about different ways of how to manage their stress and anxiety. This program is facilitated by trained mental health professionals and there will always be two facilitators at each session. We have seen proven results nationally of reduced stress and anxiety related symptoms, increased overall wellbeing, and an increased ability to cope with difficult emotions.

Participants will receive a workbook of all the activities done during the program, so they can review and practice at home. We do provide snacks for participants during the program and meet other individuals experiencing similar feelings. Upon completion of the program, participants would receive a Certificate of Program Completion and a free 2-month YMCA gym membership as improving one's physical wellbeing has shown that it improved mental wellbeing.

Y Mind is generously supported by the Public Health Agency of Canada and the Alberta Government and allows us to offer the program at multiple locations throughout the city. The closest location to your school is the Remington Y.

Individuals can learn more about the program on their website (<https://www.ymcacalgary.org/y-mind-mental-wellness-program>) or complete a Formstack request (https://ymcacalgary.formstack.com/forms/ymind_intake_form_ymcacalgary) to sign up for our Information and Intake Sessions. Students 14 and older can self-register for the program without parental consent as well. Interested individuals can contact our general Y Mind email if they have any questions at ymind@calgary.ymca.ca.

211

Call 211 to access an entire network of community, social, health and government services. Your call, text or chat will be answered by a professional 211 Community Resource Specialist who is trained to assess your need and refer you to the most appropriate service or services. 211 is available across Alberta and is offered in over 170 languages over the phone.

Why would I contact 211?

- I need food, shelter and/or transportation
- I need financial support to help pay my utility bill, rent and/or damage deposit
- I need to find mental support
- I need information on Government programs and phone numbers
- I don't know where to go for Legal support
- I want to volunteer for an organization
- I want to make a donation of furniture and/or clothing
- I am concerned about a friend or family member
- I am looking for services for a client
- We have access to thousands of other services

VAPING

A reminder that 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 data base 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... ?

Students are now exploring the concept of Ihpipotosp.

1. *Kakyosin / Be aware of your environment; be observant*
2. *Ihpipototsp / Purpose for being here*
3. *Pommotsiysinni / To transfer something to others*

GRADE 6

Oki Parents/Guardians,

June is here and it is a sprint to get everything done by the end. **Just a reminder that our PAT’s will be on June 19 and June 20.**

This website is good site to use to study for PAT’s <https://gradesix.mrpolsky.com/science.html> as well as using tasks on the Google Classroom. If you go to <https://abed.vretta.com/#/en/login-router-st> and choose practice test, there are some questions students can try. We will be doing these ones at school, but you might want to look to see what the questions might be like.

ELAL

On Friday we were introduced to a new project about creating our own societies. We would need to determine the rules to ensure our communities. We will also be analyzing poems and other short stories to enhance our stories.

MATH



We will continue to review and practice area of parallelograms and triangles. We will also be working on our multiplication, division, addition and subtraction as we look at some functions. As we look at “in” and “out” tables, we will utilize strategies we learned in algebra.

<https://www.chilimath.com/lessons/introductory-algebra/order-of-operations-practice-problems/>

Math Grade 6 New

Curriculum: <https://curriculum.learnalberta.ca/curriculum/en/c/mat6?s=MAT>

Math links:

<https://toytheater.com/category/teacher-tools/virtual-manipulatives/>

<https://worksheetworks.com/>

<https://math-drills.com/>

<https://www.mathplayground.com/math-games.html>

Fractions:

<https://www.youtube.com/watch?v=KEmCZGbd4R8>

<https://www.youtube.com/watch?v=5juto2ze8Lq>

<https://math-drills.com/fractions.php>

Please continue to work with your child at home around multiplication.

Here is math websites to practice multiplication:

<https://www.timestables.com/multiplication-flash-cards.html>

SCIENCE

We are finishing up our trees and forests unit. We will begin to review key concepts and topics taught this year in science. We will also be spending most of our time preparing for our **PAT on June 20th.**

SOCIAL STUDIES

We are reviewing key concepts and topics of democracy. This helps to pull knowledge that we learned earlier in the year so we can remember it for our PAT. This week we will be spending most of our time preparing for our **PAT on June 19th.**

GRADE 7

ELA

he *Daily Five* framework guides students to engage in literacy tasks such as reading to self and reading to others. This week, the grade seven students are encouraged to read to their peers a paragraph to a page from their favorite novel, poem, newspaper or magazine article. Students can read to the whole class, a small group of peers or just the teacher. They will also



complete *Read Theory* (an online interactive reading website) passages throughout the week.

MATH

Students will be reviewing for their Math Part B final assessment consisting of multiple-choice questions and numerical responses. The final assessment will be on Thursday, June 19. Students will have the chance to work through the review booklets before the test and ask any questions.

SCIENCE

Students will be reviewing for their final assessment taking place on Thursday, June 20. They will receive review booklets to complete during class time. Key concepts for each unit will be discussed with the students to prepare them.

SOCIAL STUDIES

Students will engage in tasks as they continue to review different parts of the year's work. The final assessment will be on Tuesday, June 18. Study guide material is available on the google classroom platform.

GRADE 8

ELA

Students will continue viewing a film related to *Pommotsiysinni- to transfer something (knowledge) to others* and complete a reflection activity related to the film exploring the nature of knowledge and the importance of its transmission throughout the community.

SCIENCE

In science this week we will be focusing on completing our culminating project. The project asks students to document their "Journey Through Grade 8 Science". It will involve students connecting the units of study to the scientific method and the Design Thinking process. We will write the science **final exam on Thursday June 21st.**

MATH

Students will be reviewing for their Part B math exam on Tuesday, then working on end of year activities.

SOCIAL STUDIES

The grade 8 students will spend the first two days of this week doing review for the final exam. The grade 8 social studies **exam will take place on Wednesday June 19th.**



GRADE 9

ELA

Students will be drafting farewell speeches and practice performing them in small groups. Some students may choose to perform their speeches in front of the class. They will vote on the best speech/speaker of their class. That student will have the opportunity to represent their class at the farewell ceremony.

SCIENCE

This week we will wrap up the final concepts related to chemical reactions. We will focus on PAT review and will have a Science PAT tutorial on Wednesday afternoon. The grade 9s will **write their Science PAT at 9:00am on Thursday, June 20th.**

MATH

Students will be reviewing for their **Part B math exam on Tuesday, June 18th**, then working on end of year activities.

SOCIAL STUDIES

The grade 9 students will spend the first two days of this week doing PAT prep. There will be a Social Studies tutorial on Tuesday afternoon in the Bistro. The grade **9 social studies PAT will take place on Wednesday June 19th at 9:00 am.**

COMPLIMENTARY COURSES

What's happening in Computer Science?

Why do Java developers wear glasses?

Because they can't C#.

This joke is a play on words with two programming languages: Java and C#. Java is a popular object-oriented programming language used for developing desktop and mobile applications. C# is a similar programming language developed by Microsoft. The joke suggests that Java developers are near-sighted or have poor vision because they cannot see the sharpness symbol in C#(C-Sharp).



Students continue coding in Code Combat and then transition into their Independent project designs in Computer Science. Sunee and Kathrine in the CBE for the Minecraft Level Up Calgary Challenge finished as Runners-up with their Green Line design. Congratulations on a fine design and build.

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?

In foods this week, some students made Chocolate Chip Oatmeal Cookies. With the exam schedule in place for the week, some students were able to participate in cooking. They did a great job!

What's happening in Leadership / Training for Excellence?

Leadership

In Leadership, students have continued organizing school's events and CBE Dates of Significance. They decorated bulletin boards relating to National Indigenous History Month and Pride Month; and volunteered for various school events like Baz Got Talent, Celebration of Learning, Track & Field. Leadership students will also volunteer as face painters for the Year-end BBQ at Valleyview Elementary. In the classroom, students have been continuing to practice their public speaking skills by preparing speeches and presenting in front of the class.

Training for Excellence

This week, students continued learning about the basics of nutrition. They learned about the main food groups, macronutrients, micronutrients and calories. It is important that students have a working knowledge of nutrition to use food as a source of fuel for healthy living. In the gym, students are now comfortable constructing their own workout plan with minimal teacher guidance. They have the knowledge to execute various exercises such as: shoulder press, bench press, and rows; and how to do them safely with proper technique and weight.

Business

In Business, students completed a final review exam of the various economics and personal finance concepts learned throughout the semester. They reviewed supply & demand, interest rates, the stock market, utility, and saving for a rainy day. After taking this course, students hopefully have a foundational base of money principles and concepts that they can use to build wealth and stay out of debt.

What's happening in Construction?

Grade 6



Grade 6s will be finishing their magnets and then moving on to building some smaller projects using templates.

Grade 7, 8, & 9

Grade 7, 8, and 9s are wrapping up their final projects before giving the shop a good thorough clean and review their skills.

Please remind your construction students to take home their projects before the end of the school year.

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

What's happening in Art?

Grade 7, 8, & 9

Grade 7, 8, and 9, artists continue to complete their choice projects and continue to put finishing touches on their point perspective artworks this week. Students will use alcohol marker, acrylic paint, watercolor, fine liners, oil pastel or charcoal/shade work to complete and bring their artworks to life.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Physical Education classes will be focusing on sports such as basketball, soccer, football and softball over the course of the next couple weeks. Students will be heading outdoors if the weather permits, so please dress accordingly.

School Intramurals

Our lunchtime intramural program continues to be a source of great enjoyment for students and staff. The Physical Education team also provides open gym time in the morning starting at 7:30 am and ending at 7:55 am. Students are more than welcome to come and borrow a piece of equipment to play with during this time. We provide many opportunities to get active!

Intramural Schedule

Monday

Morning Open Gym (7:30am-7:55am)

Tuesday

Morning Open Gym (7:30am-7:55am)

Wednesday



Morning Open Gym (7:30am-7:55am)

Thursday

Morning Open Gym (7:30am-7:55am)

Friday

Morning Open Gym (7:30am-7:55am)

