



## Important Dates

### School Dates

February 12 – 13 – Teachers' Convention (No Classes)

February 16 – Family Day (No Classes)

February 26<sup>th</sup> – Pink Shirt Day

February 27 – NID (No Classes)

### School Council Dates

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](mailto: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 | February 9-13

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

Sarah Kornelson, Assistant Principal (Students A-L)  
[sfkornelson@cbe.ab.ca](mailto:sfkornelson@cbe.ab.ca)

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

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

Kirsten Riebot, Indigenous Student Success Learning Leader  
[kiriebot@cbe.ab.ca](mailto:kiriebot@cbe.ab.ca)

## ATHLETIC SCHEDULE

### School Athletics

#### Monday

Jr. Girls Volleyball Home Game

#### Tuesday

Jr. Boys Volleyball Home Game

### 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>



## **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 in our school council. By connecting with our students, schools, and community, we can work together to support and enhance student learning. Meetings occur once a month on a Tuesday evening at 5:15 pm. Moreover, the meetings are most often in person with occasional online meetings if required. If you are interested in being a member of the school council, please email [smpike@cbe.ab.ca](mailto:smpike@cbe.ab.ca).

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

## STUDENT SERVICES

### Stampede Work Experience Program (Trellis Society)

Trellis is celebrating its 53rd year of 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.



For more information:

<https://www.growwithtrellis.ca/stampede>

Stampede@growwithtrellis.ca

For updates, follow on IG @trellisyouthemployment

## **City of Calgary Youth Hiring Fair 2026**

Youth ages 15-24 are invited to attend the Youth Hiring Fair. Hosted by YEC, this free event welcomes 80 employers and over 5000 job seeker.

When: Thursday March 26<sup>th</sup> from 1:30-6pm

The Big Four Building, 1801 Big Four Trail SE Stampede Park

More information: <https://www.calgary.ca/social-services/youth/hiring-fair.html>

## **Family Supports**

Calgary Urban Project Society (CUPS)

phone | 403-221-8780

email | [info@cupscalgary.com](mailto:info@cupscalgary.com)

website | <https://www.cupscalgary.com/programs-services/social-support/family-development-centre>

- Free Parenting Programs/Education for families (mainly with children 0-5 years). Family Resource Centre on premises that can provide resources and referrals.

Children's Link Society

phone | 403-230-9158

email | [info@childrenslink.ca](mailto:info@childrenslink.ca)

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

Closer to Home

phone | 403-543-0550

email | [reception@closerthome.com](mailto:reception@closerthome.com)

- Programs available: Early Intervention and Prevention, In-Home Family Support, Indigenous Services, Foster Care, Group Care





### Families Matter

phone | 403-205-5178

email | [info@familiesmatter.ca](mailto:info@familiesmatter.ca)

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

### Family Resource Networks (FRN)

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

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

### Hull Services

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

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

### McMann Calgary

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

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

### Navigate for Kids

<https://navigateforkids.com/>

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

## **Resources for Newcomers**

### Calgary Bridge Foundation for Youth (CBFY)

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



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



### CBFY - Supporting Immigrant and Refugee Students in Schools

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

cbfy.ca

### Calgary Catholic Immigration Society (CCIS)

phone | 403-262-2006

email | [contact@ccisab.ca](mailto:contact@ccisab.ca)

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

### Calgary Immigrant Women's Association (CIWA)

phone | 403-263-4414

reception@ciwa-online.com

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

### Centre for Newcomers (CFN)

phone | 403-569-3325

email | [info@centrefornewcomers.ca](mailto:info@centrefornewcomers.ca)

- Programs Available: Settlement Services, Youth Programs, English Language Program, Jobs and Career Planning and Assistance, Multicultural Peer Mentorship for Professionals, Canadian Business Essentials for Accounts, Ethnicity Catering Training Program, Childcare, Volunteering Experiences and Opportunities.

### Immigrant Services Calgary

phone | 403-265-1120

email | [info@immigrantservicescalgary.ca](mailto:info@immigrantservicescalgary.ca)

- Programs Available: Settlement and Integration, English Testing/Education, Translation and Interpretation Services,



## Employment Support, Children/Adult and Senior Programs, Family Support and Counselling

### VAPING

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

### VOLUNTEER POLICE CLEARANCE

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

*Pommotsiysinni* | To **transfer** something to others

## ENGLISH LANGUAGE ARTS

### Grade 7

Writing: - Grade seven students will be working on Poetry anthologies this week.

Reading - Grade seven students will continue to work on applying reading comprehension strategies. They will also engage in reading tasks that allow for analysis of historical perspectives and events.

### Grade 8

Writing - Students will continue to work on narrative writing. The focus this week is effectively incorporating dialogue into story writing. Grade eight students will also begin their speaking and listening presentations about their one-pager novel study.

Reading - Grade eight students will continue to work on reading comprehension and vocabulary development activities. They will also focus this week on the issues of race and civil rights during the 1960s as they complete the novel Hidden Figures by Margot Lee Shetterly.

### Grade 9

Writing - Grade 9/2 will continue to focus on narrative writing. The focus this week is effectively incorporating dialogue into story writing.



Reading – The other grade 9 classes will begin novel study this week. The title of the novel is The Night Wanderer by Indigenous author, Drew Hayden Taylor. They will explore/discuss the music, literature, cinematography, medieval and Victorian history of what it means to be Gothic. The novel centers around Gothic culture and characters merged with Indigenous experiences, themes, culture and perspectives.

## MATHEMATICS

### Math 7

Last week, students wrapped up their work on geometric constructions and began learning about integers. This week, they will focus on modeling and understanding how to add and subtract integers.

### Math 8

Last week, students completed their learning on squares and square roots and moved on to the Pythagorean Theorem. This week, they will practice solving word problems involving the Pythagorean Theorem.

### Math 9

Last week, students practiced how to represent and solve inequalities. This week, they will practice solving word problems and write a unit assessment on Wednesday.

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

## SCIENCE

### Science 7

Students have been exploring heat transfer through conduction (heat transferring through direct contact), convection (heat circulated by moving air or water), and radiation (heat travelling as energy waves). This week, students will investigate examples of insulators and conductors before discussing alternative energy sources such as solar, wind, hydropower, and geothermal energy.

### Science 8



Students will explore different systems of the human body and the organs associated with each system. They will analyze the functions and pathways of the digestive, circulatory, and respiratory systems in detail, while investigating how these systems connect and work together to support the human body.

### **Science 9**

Grade 9 students will be building real-life parallel and in-series circuits using light bulbs, wire, switches, and batteries. They will also be exploring the relationship between current, voltage, and resistance using Ohm's Law and will learn to calculate total resistance in parallel and in-series circuits.

**Did you know that lunch time 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 currently learning about the early European presence in North America. They will continue focusing on the different groups involved in the colonization of North America and their impact on Indigenous People. They will begin studying the five phases of the fur trade and the impact it had throughout North America.

### **Grade 8**

Students will continue the unit of studies about Japan. They will then examine the importance of rice in the Japanese society and the role agriculture played in the country's worldview.

### **Grade 9**

Students will continue their studies on collective rights in Canada. They will develop an understanding of key vocabulary, practise effective notetaking and participate in class discussions related to collective rights. They will also explore and research important events in Canadian history and examine how these events have shaped collective rights in Canada today.



## COMPLEMENTARY COURSES

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

Gr. 7-9

Art students dive into the 7 elements of art through taking a closer look at value and shading. Students will continue to explore how light and shadow work together to create depth and detail in artworks.

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

Students have begun their safety unit and are learning about safe working procedures. This often takes a couple of weeks to complete.

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

Over the past week, students in communication technology focused on the history of communication devices and how to be safe online. Students have started to learn about the principles of design. The principles of design are guidelines that people use to organize visual elements for magazines, advertisements, logos, and photographs to design effective and well-organized compositions. Through this, students will explore how to apply these concepts to convey meaning through images, typography, lines, and colour.

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

TBD after assessment of students' current skill sets.

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

This week in Foods, the topic was "**Food Safety**". Before any cooking begins in the course, food safety and safe food handling is addressed. The topics that were discussed were: Handwashing, Food Safety from Farm to Table and Food Safety Tips.

Students completed theory work that made them reflect on personal work habits for school, home and also for their future workplace. Skills that are taught in Foods directly translate to successful habits for a very first job. They were also introduced to some key literacy terms in Foods Safety.

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

We are focusing on community building through Candy Gram sales and starting the yearbook.

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



We are exploring rhythm with djembes and boom whackers.

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

Pronunciation: nee-hee-yee-yah

'Niihiyiyat' derives from the Tsuut'ina language and translates to 'Guide Us' in English. The Tsuut'ina language is a distinct variation of the Dene language family.

Students will be guided by land-based literacies, experiential learning, teacher instruction, online exploration and community partners (Elders, Knowledge Keepers, mentors and other experts in related fields).

Through holistic, student-centered, multimodal and strength-based instruction, students will be invited to demonstrate their learning in a variety of ways, such as storytelling, songs, oral presentations, visual presentations, performance, writing or digital representations, and cultural and expressive arts.

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

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

Students will continue to explore Calgary while looking at different types of accommodation and comparing prices.

## **PHYSICAL EDUCATION & INTRAMURALS**

### **P.E.**

Due to the short week ahead, Physical Education classes will be reviewing some of the activities that we have worked on throughout the year to this point.

### **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

