



Ian Bazalgette School

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

Weekly Message | February 23-27

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Important Dates

School Dates

February 26th – Pink Shirt Day
February 27 – NID (No Classes)

School Council Dates

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.

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

Monday

Jr. Girls Volleyball Away Game @ Bob Edwards

Tuesday

Sr. Boys Volleyball Away Game @ Sir Wilfred Laurier

Wednesday

Sr. Girls Volleyball Away Game @ Sir John Franklin

Thursday

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.

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

STUDENT SREVICES

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 26th 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

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

Pommotsiysinni | To **transfer** something to others

ENGLISH LANGUAGE ARTS

Grade 7

Writing: - Grade seven students will continue working on poetry anthologies this week.

Reading- Students will continue to work on narrative writing. Students will be using horror stories to learn about foreshadowing, setting and suspense. Grade seven students will also 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.

Reading - Grade eight students will continue to work on reading comprehension and vocabulary development activities. The science classes 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. Another set of classes will continue studies of novel, Ghost Boys by Jewel Parker Rhodes



Grade 9

Writing - Grade 9/2 will continue to focus on narrative 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 (Anishinaabe) experiences, themes, culture and perspectives. Students will also focus on the overarching question 'To what extent does my culture shape my identity?' while studying the novel. There will also be a special presentation on the Anishinaabe (Ojibwe) people done by Kirsten Riebot (Indigenous Student Success)

MATHEMATICS

Math 7

Last week, students learned how to add and subtract integers using models such as integer tiles and number lines. This week, they will continue practicing these skills and complete the final assessment.

Math 8

Last week, students learned how to solve one-step and two-step linear equations using models like balance beams. Next, they will create and solve word problems in linear relations contexts.

Math 9

Last week, students revisited collecting like terms and power rules. They applied both skills using models to add polynomials. This week, they will model subtracting polynomials and applying their knowledge to solve real world problems including budgeting.

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

SCIENCE

Science 7

Students will complete their final activities and consolidate their learning for Heat and Temperature. Later in the week, students will explore natural structures and those designed and built by humans. Through this, students will identify and classify structures using key vocabulary such as solid, frame, and shell.



Science 8

Students will investigate the effects of diseases and disorders on specific human body systems. Toward the end of the week, students will begin a new science unit, "Mechanical Systems", where they will be introduced to different types of simple machines and how they are used to perform work.

Science 9

Students will be learning about alternative energy sources and researching as stakeholder groups for or against the construction of a nuclear power plant in Alberta. We will also be looking at dry and wet cell batteries (electrochemical cells) and the history of galvanic cells.

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 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 continue studying the five phases of the fur trade and the impact it had throughout North America. Students will continue the mapwork of the main trading posts. Two classes will also engage in writing and performing a play based on the events of how conflict shaped the origins of Canada.

Grade 8

The science classes will continue the unit of studies about Japan. Students will be exploring the social hierarchy of Feudal Japan before Japanese Isolation. They will complete a chart on how the shogun controlled Japan. The other classes will complete studies of the Renaissance this week. Students will also write a unit test in the latter part of the week.

Grade 9

Students will complete their studies on collective rights in Canada. They will develop an understanding of key vocabulary, practice effective notetaking and participate in class

discussions related to collective rights. They will also explore and research notable 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 continue to 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 will be wrapping up their safety activities and wooden whistles. Once these items are completed, students will be writing their safety exams.

Safety contracts are due to me as soon as possible. Additional copies can be found on Google Classroom.

What's happening in Communication Tech?

Students explored the website, Adobe Express. Adobe Express features drag-and-drop tools, templates, and access to many different elements such as shapes, images, fonts, and animations. Over the next couple of weeks, students will be using this tool to design a magazine cover layout. Through this, students will apply their understanding of design principles to create a layout that connects with a specific target audience.

What's happening in Computer Science?

Basic coding at this time.

What's happening in Foods?

This week in Foods, we looked at: baking soda, baking powder and buttermilk in baking. I explained the purpose and use of each ingredient in baking.

In the kitchen, students made ***Cheddar and Herb Biscuits***. I told my students that should they make this recipe at home that they can pair the biscuits with some soup, chili, a salad, a pasta dish or they can make breakfast sandwiches with them. They turned out well.

Please remember to access my Google Classroom page for recipes.



What's happening in Leadership?

We are focusing on promoting kindness for Pink Shirt Day on Wednesday.

What's happening in Music?

We are learning the intro to *Crazy Train* on Boom Whackers, drums and guitars.

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 Tsuut'ina language is a district variation of the Dene language family.

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

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

Learning through the Niihiyyat 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 exploring accommodations around the world with their 'Find Me' assignment; they will be finding a motel, hotel, select service hotel, full-service hotel, luxury hotel, bed and breakfast, boutique hotel, report, and ecotourism resort.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Physical Education classes will be learning indigenous games! They will also be wrapping up racket sports.

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

