



Ian Bazalgette School

3909 26 Ave SE, Calgary, AB T2B 0C6

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

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

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

Weekly Message | Feb. 24 – 28

Contents for the Weekly Message

(Click on information title to be taken to area you wish to read. The links are hyperlinked for your convenience)

[ADMINISTRATION & STUDENT SERVICES](#)

[ALL IN FOR YOUTH](#)

[ATHLECTIC SCHEDULE-NEW INFO.](#)

[BUSING & TRANSPORTATION](#)

[BYLAW OFFICER REQUEST](#)

[CALGARY POLICE CADET CORPS](#)

[MOBILE DEVICES & LOCKERS](#)

[INDIGENOUS WAYS OF KNOWING, BEING, & DOING-NEW INFO.](#)

[SCHOOL CLUBS](#)

[SCHOOL COUNCIL](#)

[SCHOOL FEES-IMPORTANT REMINDER](#)

[STUDENT SERVICES-NEW INFO.](#)

[VAPING](#)

[VOLUNTEER POLICE CLEARANCE](#)

[WHAT'S HAPPENING IN... ? UPDATED EACH WEEK](#)

[ENGLISH LANGUAGE ARTS](#)

[MATHEMATICS](#)

[SCIENCE](#)

[SOCIAL STUDIES](#)

[COMPLIMENTARY COURSES](#)

[PHYSICAL EDUCATION & SCHOOL INTRAMURALS](#)

Important Dates

School Dates

Pink Shirt Day (Anti-Bullying)

Feb. 26

Non-Instructional Day (No School)

February 28

School Council Dates

March 18, 2025

April 22, 2025

May 20, 2025

June 17, 2025

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 (Gr. 7 & Indigenous Community)
sfkornelson@cbe.ab.ca

Laura Kristiansen, Assistant Principal (Gr. 8 & Gr. 9)
llkristiansen@cbe.ab.ca

Tanya Miller, Student Services
talmiller@cbe.ab.ca

Kirsten Riebot, Indigenous Education Support
kiriebot@cbe.ab.ca

ALL IN FOR YOUTH

AIFY Partnership with Nation's Vision

We are excited to announce that **Nation's Vision will be visiting Ian Bazalgette School from April 28th to May 2nd, 2025**, to provide a free in-school eyecare program for our students. This initiative brings a team of dedicated eye care specialists—including optometrists, ophthalmologists, opticians, and technicians—directly to our school, helping to reduce barriers to essential eye care for those in need. Nation's Vision is committed to delivering high-quality, accessible eyecare, ensuring that all students can receive comprehensive eye examinations and, if necessary, affordable new glasses. By partnering with organizations like Nation's Vision, we believe we can make a meaningful impact on the health and well-being of our students. We encourage you to take advantage of this valuable service! Consent forms will be sent home with students closer to the date, so if you'd like your child to participate, please sign and return these forms. For more information, please visit: <https://www.nationsvision.ca/inschool-eyecare-program>.

ATHLETIC SCHEDULE

Fans will not be permitted to attend home or away games for the time being, only athletes, their parents/guardians, and coaches are allowed in the gym. Student athletes must exit the premises promptly once the game is finished and all equipment is put away.



Monday

Jr. Boys Home Game vs Balmoral

Tuesday

Jr. Girls Home Game vs Ernest Morrow

Wednesday

Sr. Boys Away Game @ Bob Edwards

Jr. Girls Away Game @ Dr. Egbert

Thursday

Sr. Girls Away Game @ Sir John Franklin

School Athletics Expectations

We want 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 2:32 pm (or 12:16 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.
- 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

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 routes are posted in [MyCBE](#) when your registration for busing has been processed.

BYLAW OFFICER REQUEST

Students, please ensure you press the crosswalk button properly and checking to see if the vehicles have come to a complete stop before crossing.

CALGARY POLICE CADET CORPS

The Calgary Police Cadet Corps is a youth program designed for all youth between the ages of 12-18 to experience the life of policing. The Cadets develop a great sense of pride and discipline through their involvement and learn other skills such as leadership, citizenship, and fitness. Working with members of the Calgary Police Service, the Cadets are able to become model citizens while being mentored in an inclusive environment.



How to Join:

NOTE: The application process is open from November 1 to March 31 for the following year's intake.

<https://calgarypolicecadets.com/cadets/is-it-right-for-me/how-to-join/>

To become a member of the Calgary Police Cadet Corps, you must

- Be a youth between 12 yrs old and 18 years old (however, you must be under 17 to apply)
- Be of good moral character
- Complete an Enhanced Security Clearance, have no criminal record (see link below)
- Be a resident of Canada for a minimum of 3 years with government identification (birth certificate or Alberta Health Care card)
- Provide written parental/guardian consent
- Complete an application form (see link below)
- Be attending school full time (including homeschooling) and be able to provide a copy of a recent report card and reference letter from school teacher
- Be a resident of Calgary or a surrounding area (Airdrie, Chestermere, Cochrane, High River, and Okotoks)

Cost

- There is no cost to join the Calgary Police Cadet Corps as it is funded by the Calgary Police Youth Foundation
- Uniforms and kit are provided during the participation in the Program
- Potential credits for school through participation

PERSONAL MOBILE DEVICES & LOCKERS

Personal Mobile Device & Social Media Use in Schools

The implementation of personal mobile devices and social media use in schools is now one month old. We have spent the month educating students about the reasons why this has been implemented in Alberta, and increasingly around the world. It has been mostly good, with students and parents commenting on improved learning and better student behaviour and mental health. In the months going forward, we will now follow the following guidelines:



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 and can retrieve the phone at the end of the school day from the office. 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.

Thank you for helping us to make this transition successful. For further resources, please view [additional information](#) on our website.

Lockers

Locker distribution is complete.

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 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.

Niihiyyat Option

This week, we will continue our discussion of place through the four domains of the Holistic Lifelong Learning Framework. Students will spend time out on the land, practising *kakyosin* (being wisely aware) and will engage with different versions of the Land Acknowledgement to better understand ways to connect to the land and how land contributes to holistic well-being.

Honouring Life Program

Permission letters have been sent home with self-identifying indigenous students for the Honouring Life Program. This is held in the Indigenous Learning Space in Room 205 every other Tuesday morning from 10-11 a.m. and is led by two great facilitators from the Calgary Aboriginal Friendship Centre. There is room for 25 students to join this amazing program. It will continue from September 24th and be bi-weekly until the end of the school year.

Lunch Hour Room

Room 205 is open at lunch time for Self-Identifying Indigenous Students' schoolwork and cultural support on Mondays and Wednesdays.

SCHOOL CLUBS

Update | Dance Team practices will resume this Tuesday, January 14th. Practices run after school on Tuesdays and Thursdays starting at 2:45 PM.

Club Name	Meeting Day	Meeting Location



	<i>(specify time if not meeting at lunch hour)</i>	
Community JEDI (Justice, Equity, Diversity, Inclusion) Club	Thursday	209
GSA (Gender and Sexuality Alliance)	Wednesday	Art Room
Career Choices/ Resume Building	2 nd and 4 th Thursday of the month after school (2:30-3:30)	Portable 2
Boardgames/Chess	Monday or Wednesday	Rm 201
Drawing Club (NOT in Art Room)	Tuesday	105
Music Club	TBD	
Coding Club	Wednesday	Learning Commons
Photography Club	TBD	
Film Studies	Tuesday	Portable 2
Language Club	Tuesday	210
Video Game Club	TBD	

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 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 5:45 pm. Most meetings will occur online, to allow maximum opportunity to attend meetings within everyone's busy schedules. If you are interested in being a member of the school council, please email smpike@cbe.ab.ca. During the Meet the Teacher Evening there will also be a table set-up for the school council for those who might have interest in this valuable work.

Future Dates:

February 18, 2025

March 18, 2025

April 22, 2025

May 20, 2025

June 17, 2025



SCHOOL STUDENT FEES

The fees charged are directly related to the cost of resources and materials to enrich student learning experiences. For the school to continue to offer these option courses, we need your support. Option courses are directly dependent upon these fees being paid by all who enroll.

Payment can be made online through your MyCBE Account, or at the school during office hours using our POS machine (debit/credit) or cash (exact amount only, no change is provided).

To make a payment arrangement please send an email request with details to slditlof@cbe.ab.ca

Note: Fee Waivers do not cover option course fees.

Please pay as soon as possible.

STUDENT SERVICES

Gr. 9 | High School Transitions

As we continue to work with the Grade 9s in planning their transition to high school, it's also important for parents to be prepared for the transition. Below are some suggestions in how you can best support your child as they move towards another significant stage in learning and life!!!

Supporting Your Child with Their Transition to High School

Transitioning to high school marks a significant milestone in a young person's life. It is a time filled with excitement, opportunity, and, inevitably, a fair amount of uncertainty and maybe even stress. For many students, high school represents a new arena of academic challenges, a more diverse social environment, and a growing need for personal responsibility. As such, this period can be as daunting as it is thrilling.

For parents, understanding the dynamics of this transition is crucial. Your guidance and encouragement play a critical role in helping your child navigate these formative years successfully. The move from middle to high school brings a host of changes: the academic pressure increases, the



social dynamics shift, and the opportunities to engage in new and varied extracurricular activities expand. Each of these elements can significantly impact your child's stress levels and overall well-being.

Recognizing Opportunities

Transitioning to high school isn't just about facing new challenges; it's also about embracing the numerous opportunities that come with this phase of your child's life. These opportunities can foster significant personal growth and development, setting the stage for future success both academically and personally.

Broadened Horizons

High school offers a wealth of new life experiences. With a variety of subjects that are often more specialized than in middle school, students can explore new academic fields that may not have been available to them previously. This exploration can spark new interests and passions that may influence future educational and career choices. Additionally, high school is a melting pot of cultures and backgrounds, providing students with the chance to meet and learn from diverse groups of people. This exposure is invaluable in developing empathy, cultural awareness, and social skills.

Increased Autonomy

High school students are often given more autonomy than they experienced in earlier school years. This increased independence can help them develop crucial life skills such as time management, self-discipline, and decision-making. Being responsible for their own schedules, homework, and even managing part-time work or extracurricular activities teaches them how to juggle various responsibilities effectively. This doesn't come without mistakes, do-overs and other additional challenges but encourage them to navigate this with an open mind and a willingness to try again. Failure is also an important of learning!!

Career Exploration

Many high schools offer programs and courses specifically designed to prepare students for future careers. These might include vocational training, internships, or advanced placement courses that provide college credit. Participating in these programs can give students a head start in their chosen fields and help them make informed decisions about their career paths.

Potential Negative Outcomes of Stress

The transition to high school often comes with increased stress for students, who may face higher academic expectations, peer pressure, and a busier schedule. It's important for parents to recognize the potential negative outcomes of this stress so they can take proactive steps to mitigate its impact. Here are some common issues that stressed students might encounter:



Academic Burnout

High school students often experience academic burnout due to increased workload and pressure to perform. Signs of burnout include chronic fatigue, decreased interest in schoolwork, and a drop in academic performance. Long-term effects can include a reduced interest in learning and diminished academic aspirations. Parents should watch for these signs and encourage their children to take breaks, emphasize the importance of sleep, and maintain a manageable schedule.

Social Withdrawal or Negative Social Shifts

Stress can lead students to withdraw from their social circles, which can exacerbate feelings of isolation and depression. Alternatively, stress may drive students toward unhealthy peer groups that negatively influence their behavior. Parents should maintain open lines of communication and encourage their children to engage with supportive friends and activities that promote a positive self-image.

Mental Health Issues

Stress can significantly contribute to the development of mental health issues such as anxiety and depression. Symptoms to watch for include prolonged sadness, excessive worrying, changes in eating and sleeping habits, and loss of interest in activities they once enjoyed. Early intervention is crucial, so consider seeking professional help if these symptoms persist.

How Parents Can Support the Transition

Supporting your child as they transition into high school involves more than just academic encouragement. It encompasses fostering open communication, setting realistic expectations, promoting balanced schedules, and providing appropriate resources. Here are some strategies parents can use to guide their children through this significant change:

Open Communication

Encourage regular conversations about school experiences, friends, and any concerns your child might have. Establish a routine where open discussions are the norm, not the exception. This can help your child feel comfortable sharing their feelings and challenges with you. Ask specific, open-ended questions that go beyond “How was school?” to prompt more detailed responses.

Setting Realistic Expectations

Help your child set achievable goals by understanding their strengths and areas where they may need improvement. Discuss what they hope to accomplish during their high school years and what steps they need to take to get there. Emphasize the importance of effort over perfection and reassure them that it’s okay to make mistakes and learn from them.

Encouragement of Balanced Schedules



Assist your child in managing their time effectively by encouraging a healthy balance between academics, extracurricular activities, and social time. Teach them how to prioritize tasks and use planning tools, such as calendars or digital apps, to keep track of their commitments. Stress the importance of downtime and ensure they have time to relax and enjoy hobbies.

Providing (or reminding them of . . .) Resources

Remind your child of the academic support offered at school, such as peer tutoring or study groups, help rooms. If your child is struggling with their coursework it will be really important that you encourage them to self-advocate for their learning needs. Additionally, be aware of mental health resources available in your community or through the school, so you can guide them to professional help if needed. Early intervention can prevent more serious issues from developing. High school guidance counselors are also there to support all aspects of learning and wellness. Your child can see them for everything from guidance with course selections, career guidance, personal wellness/mental health, self advocating, learning supports etc.

If you have questions regarding the transition to high school and how to support your child with this, please contact Tanya Miller in Student Services (talmiller@cbe.ab.ca).

Mental Health Literacy

Families, loved ones, friends and the patient themselves are all impacted by mental illness, whether it is through waiting for a diagnosis, operating day-to-day, or receiving treatment. A strong support network is important for all individuals involved. The stresses and strains will impact your family similar to any other disease or illness and should be treated the same, with love and unconditional support.

The resources and the information provided on our website are designed to help you support the ones you love, while ensuring you take care of yourself while doing so. Education on mental health can help change the conversation and the more we do so, the better we can support those we care for.

<https://mentalhealthliteracy.org/parents/>

Parent Information Series

Parents & Guardians, Addiction & Mental Health

It is not easy being a parent these days—especially if your kids are at the age when they may start to experiment with tobacco, alcohol, other drugs or



gambling. The Parent Information Series is designed to answer frequently asked questions and give parents like you factual information that may help you prevent your children from using drugs, help them make healthy lifestyle choices and support them in making changes in their lives.

<https://www.albertahealthservices.ca/amh/page2434.aspx>

Parental Requests for Medical or Psychological Assessment Forms

Parents' requests for completion of rating scales, assessment forms or other health, learning or psychology related forms must be accompanied by an Obtaining of Dependent Student Information and Releasing of Dependent Student Information forms as well as a Consent to Email form. Please send all requests to Student Services (talmiller@cbe.ab.ca) and once the appropriate forms are received, the documents will be completed by teachers and returned to the appropriate people. If you completed these forms last year you will still need to complete them again this year, as a new form must be signed each year.

Forms can be picked up in the main office or email Tanya Miller (talmiller@cbe.ab.ca) to request them to be sent via email.

CREATING SCHOOL ROUTINE

Why Is a School Routine Important for Teens?

Creating a predictable schedule gives teens and parents a sense of control. It also provides teens with a feeling of safety. Having an established structure to rely on helps the whole family transition into the school year more easily.

Furthermore, the skills that teenagers develop by adhering to a routine will serve them well when they enter college or the workplace.

Knowing what to expect and when helps teens with mental health conditions feel calmer and less anxious. With clear guidelines, teens can more easily relax and focus on their daily tasks.

Tip #1: Create a Schedule and Share It

For most teenagers, organization isn't a strong suit. That's because their brains [are still developing](#), along with their executive functioning skills. But it's important for teens to understand how to use their time appropriately.

Parents should talk with their teens about their schedule—not just their morning schedule and school schedule, but their after-school schedule, too. How much time will they spend at soccer practice? How long will it take to



get home? How much time do they need for eating dinner, doing chores, and completing homework?

Put each activity in its time slot, and create a way for everyone to easily access the schedule. It could be a colorful chart, calendar, or list noting what needs to happen and when. Post it somewhere visible, like the refrigerator or their bedroom door. Family members might want to consider sharing an online schedule. But remember that teens spend a lot of time on their phones already, so it may not be wise to add anything that increases their screen time.

Time management is a life skill that will serve teens well no matter what they do in the future. But parents should remember that packed schedules are bound to be exhausting. Don't hesitate to suggest that teens drop an activity or two to maintain a healthy balance of work and play.

Tip #2: Wake Up and Go to Bed at Set Times

Generally speaking, teenagers need eight to 10 hours of sleep each night. But [research shows](#) that up to 70 percent of high school students sleep less than seven hours per night. Chronic [sleep deprivation](#) can negatively affect teenagers' mental well-being and hinder their ability to concentrate.

Teenagers with a set bedtime schedule are more likely to get adequate rest. And that means they have more energy to perform at school.

Tip #3: Limit Teens' Screen Time

Another way to ensure that teens get enough sleep is to limit their screen time, especially in the evenings. When teens are on their screens right before bed, they tend to feel less sleepy. Blue light from computer tablets significantly lowers melatonin, the hormone that regulates the sleep-wake cycle. In fact, two hours of exposure to a bright tablet screen at night reduced melatonin levels by about 22 percent, according to one [study](#).

Make device disconnection part of the nightly routine. In the hour before bed, encourage teens to turn off cell phones, computers, laptops, televisions, handheld video game devices, and other electronics that emit blue light. Less time online encourages teens to read, journal, or connect with family. And parents can follow the same guidelines: If you model [healthy device management](#), your kids are more likely to do the same.

Tip #4: Eat Regular Meals as a Family

While it may be challenging to eat together every night, blocking off time to connect as a family around the dinner table is well worth it. Here are some of the benefits:

- In a [recent survey](#), 91 percent of parents reported that their families' stress levels are lower when they eat together regularly.
- According to [one study](#), eating together frequently as a family lowers the risk of [eating disorders](#), [substance abuse](#), violent or [aggressive](#)



[behavior](#), feelings of [depression](#), and thoughts of [suicide](#) in adolescents.

- The study also found that regular family meals increase adolescents' [self-esteem](#) and improve their academic performance.

[To make family meals more enjoyable](#), everyone should turn their phones off to keep the focus on each other.

Tip #5: Work Downtime into the Routine

There's value in productivity. But overscheduled teens can also feel exhausted and overwhelmed. Everyone needs time to unwind and recharge. Downtime is a healthy form of [stress relief](#).

If your teen doesn't have downtime, work with them to schedule it. The amount of downtime a teen needs depends on their temperament. Some high-energy kids thrive with a mostly go-go-go schedule, and others need more unscheduled time each day.

Tip #6: Make Sure There's Time to Move

Scheduling time for movement is important, even more so if teens don't take physical education classes at school. And even if they do, they might still benefit from a block of time set aside to swim, play a sport, ride a bike, jump on a trampoline, or practice [yoga](#).

The [benefits of exercise](#) are well-known. First, it's a huge stress reliever. It's also been shown to bolster academic performance, improve sleep, and reduce symptoms of depression in both young children and teenagers. The [World Health Organization guidelines on physical activity](#) recommend that children and adolescents between the ages of 5 and 17 engage at least three times a week in vigorous-intensity aerobic activities and strengthening exercises.

Tip #7: Help Teens Get Organized

Some teenagers are diligent about organizing their assignments and keeping track of their responsibilities. Others may need help establishing regular routines for studying and finding the right methods for organization. There are many tools available, ranging from a simple checklist or spreadsheet to more sophisticated time-management tools.

To figure out what tools a teen needs, start with a discussion. Talk with them about which subjects require more time. Help them decide if they need to rearrange their schedule as a result. They may realize they need to replace some extracurricular activities with academic responsibilities.

Along with organizing their tasks, teens may also need support organizing their personal space. When teens have [messy rooms](#), it's often harder for them to concentrate and it can negatively affect their mood. Living in a cluttered space can also make anxiety and [depression](#) worse.

Tip #8: Practice Gratitude



Many studies have proven that expressing appreciation for what's good in your life boosts happiness and other positive emotions. In addition, the practice of gratitude helps teens build [resilience](#). By consciously practicing gratitude, we train our brains to notice the good things and feel thankful for them.

Read more here: <https://www.clinical-psychology-associates.com/8-evidence-based-tips-to-help-teenagers-get-back-in-the-school-routine/>

Mental Health Resources

The Summit | Owerko Family Walk-In Services

- Walk-In Services provides timely mental health and addiction services for children and adolescents and their families in a compassionate, convenient and purpose-built environment.
- Walk-In Services provides mental health and support in a single session or "one at a time" service model.
- Children and youth aged 7-17 and/ or their families or guardians may come to the Walk-In to meet with a therapist for one hour to discuss concerns regarding the child or youth's mental health and collaborate in creating a support plan for those issues.

More

information: <https://www.albertahealthservices.ca/summit/Page18262.aspx>

Calgary Family Therapy Centre

The Calgary Family Therapy Centre (non-profit) provides support for children and adolescents 18 years of age and younger who are experiencing emotional and behavioral problems. Services are offered Monday - Friday during daytime hours (9-5) and there is precedent for virtual sessions. We are not an urgent or emergency care centre however, please have legal guardians call the Centre at 403-802-1680 to get on the wait list. The current wait list to see a therapist is approximately 4-6 weeks. Please have Valid Alberta Health Care numbers and birthdates of everyone in the household and both legal guardians accessible to you when calling. I am attaching a list of emergency resources for you in the meantime.

More information: <https://www.familytherapy.org/>

Eastside Community Mental Health Services

Eastside Community Mental Health Services (ECMHS) offers immediate, no-cost, mental health support from an integrated, ethnocultural team.



More information: <https://www.woodshomes.ca/eastside-community-mental-health-services/>

Important Information

Cannabis Use and the Adolescent Brain

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 takeaway 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:

- Apple RW, Greydanus DE, Merrick J (2016) Smoking Cannabis is Especially Dangerous for Youth Diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD). *Journal of Community Medicine & Health Education*. 6:451.
- Canadian Psychological Association (2017). [Recommendations for the Legalization of Cannabis in Canada](#).
- Chadwick, B., Miller, M., & Hurd, Y. (2013). Cannabis Use During Adolescent Development: Susceptibility to Psychiatric Illness. *Frontiers in Psychiatry*, Volume 4, Article 129.
- College of Alberta Psychologists. CAP Monitor issue 52, Fall 2017. [The Legalization of Cannabis in Canada](#).
- Garey, J. (2018). Child Mind Institute. [Marijuana and Psychosis](#).
- Hainer, R. (2016). [Adult ADHD and Substance Use: Exploring the Link Between Drugs, Alcohol, and Risky Behaviour](#).
- Kelly, C., et al. (2017). [Distinct effects of childhood ADHD and cannabis use on brain functional architecture in young adults](#). *NeuroImage : Clinical*, 13, 188–200.
- Maucieri, L. (2015, Feb 26). [ADHD and Weed: What's the Draw?](#) *Psychology Today*.
- 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.

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 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, we will be trisecting the year under three conceptual lenses, 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.

1. *Kakyosin* / *Be aware of your environment; be **observant***
2. *Aoahkannaistokawa* / *Everything comes in pairs (**balance**)*
3. *Pommotsiysinni* / *To **transfer** something to others*

ENGLISH LANGUAGE ARTS

Grade 7

Reading

Grade seven classes will work on writing a “*twisted*” fairy tale, using fairy tale elements they learned in former classes to create an original narrative story. Students will work on connecting character objective and plot. They will also develop the task of describing setting using sensory details and figurative language. Reading comprehension practice will continue one day this week, as students apply strategies such as annotating, predicting, visualizing, and inferring to better understand the texts.

Writing

Grade seven students will begin a narrative writing unit and therefore will be doing an in-class prewriting exercise. This will take place throughout the week in different classes. This will be done under test-like conditions. Students will use conferencing with peers to generate ideas and managing



information in graphic organizers as two main strategies to support their writing as they work on this unit.

Grade 8

Reading

Grade eight classes will work on writing a "*twisted*" fairy tale, using fairy tale elements they learned in former classes to create an original narrative story. Students will work on connecting character objective and plot. They will also develop the task of describing setting using sensory details and figurative language. Reading comprehension practice will continue one day this week, as students apply strategies such as annotating, predicting, visualizing, and inferring to better understand the texts.

Writing

Students will begin a narrative writing unit and therefore will be doing an in-class prewriting exercise. This will take place throughout the week in different classes. The task will be done under test-like conditions. Students will use conferencing with peers to generate ideas and managing information in graphic organizers as two main strategies to support their writing as they work on this unit.

Grade 9

Reading

Students will work on comprehension practice using reading strategies from the *CBE Reading Continuum*. The classes will continue work on literary devices, particularly figurative language. A copy of these tasks can be viewed on Google Classroom.

Writing

Grade nine students will complete work on a literary analysis paper pertaining to the novel. Students will also begin a narrative writing unit and therefore will be doing an in-class prewriting exercise. This will take place throughout the week in the different classes. The task will be done under test-like conditions. Students will use conferencing with peers to generate ideas and managing information in graphic organizers as two main strategies to support their writing.

MATHEMATICS

Math 7

Students will start a project on calculating the area of various shapes, applying their geometry skills. The project is due Thursday.

Math 8

Students will explore the volume of triangular prisms. Please ensure your student brings a calculator to class next week.

Math 9

Students will finalize their study of similarity, congruency, and spatial rotations, using scale to compare and predict transformations. They will also



discuss effective note-taking strategies in math and begin a shape project to wrap up the unit. Please ensure your student has a calculator.

SCIENCE

Science 7

Students will explore the effects of external and internal forces on structures and how these forces impact stability and strength.

Science 8

Students will investigate how mirrors and lenses influence the behavior of light, with a focus on light refraction.

Science 9

Students will begin the Environmental Chemistry unit by studying healthy eating, the Canada Food Guide, and the bioaccumulation and biomagnification of toxins like DDT and mercury in food webs.

SOCIAL STUDIES

Grade 7

Students this week will continue to focus on oral storytelling. They will listen to various Indigenous stories and a podcast on black history month. Students will gather valuable information, and their understanding of the stories and create notes that best suit the individual students. Teachers will guide students in the diverse ways they can take notes from these stories. These examples include sketch noting, Cornell note-taking and mind mapping.

Grade 8

Students this week will continue to focus on oral storytelling. They will listen to various Indigenous stories and a podcast on black history month. Students will gather valuable information, and their understanding of the story and create notes that best suit the individual students. Teachers will guide students in the diverse ways they can take notes from these stories. These examples include sketch noting, Cornell note-taking and mind mapping.

Grade 9

Students will begin the unit on Canadian immigration and citizenship. Students will assess critically how legislative processes attempt to address emerging issues of immigration. This first week they will be introduced to



new vocabulary terms and begin taking written notes as directed by their teacher. Class discussions this week will focus on the following questions:

Why might immigration matter to me?

Why might it matter to people around me (family, friends, city, nation)?

Why might it matter to the world?

ACADEMIC HELP ROOMS

ELA

English language arts support for all grades on Monday and Wednesday, in room 211.

MATH

Math support for all grades on Tuesday and Thursday, in room 202.

SCIENCE

Science support for all grades on Tuesday and Thursday, in room 110.

SOCIAL STUDIES

Social Studies support Mondays at lunch in the portables. Students can use this time to work on completing their work, ask for clarification, catch up on something they may have missed, etc.

COMPLIMENTARY COURSES

What's happening in Computer Science?

Q: Why was the broom late? Answer: It over swept!

Students in Computer Science had a shortened week due to the family day holiday. They continued to create their theme-based project builds and design. Students are also working on researching their projects builds and then designing them. The Basic Bot has been introduced to a few classes and students are building their Bots.

Students in Computer Science will complete independent work in the following four areas: 3D printing, Coding, Designing and Robotics. Students will be learning how to 3D print, and create their own gadgets. Students will experience guided design projects based off of the processes that real-world professionals go through every day.

All students will continue to learn Java and Python coding within our Code Combat program.



What's happening in Foods?

This week in Foods, we looked at Canadian crops and agriculture. I highlighted foods that are grown in Canada. We looked at Bison (Alberta), Arctic Char (Yukon) and Cherries (BC). Canada has a lot to be proud of! Again, I discussed the numerous jobs and opportunities in Agriculture that are forecasted for the very near future.

In the kitchen this week, students made an individual Naan Pizza. I was very impressed that students were following my food and safety standards well. Everyone worked well and I could see the "Foods Family" functioning positively together. Great job everyone!

Now that you know of my expectations and now that I've seen you master the standard that I require in the kitchen, keep doing your best. Take some of these principles that I showed you this week in regard to safe cooking, cleaning and working as a team and transfer these good habits to home.

What's happening in Drama and Leadership?

Leadership

Leadership 7: We will be continuing to work on learning about how brains work. We will also be going to Valley View to help with setting up the Resource Fair on Thursday.

Leadership 8: We will be working with the SWAT team to honour Pink Shirt Week! Don't forget to wear your PINK on Wed Feb 26!

Leadership 9: We will be starting our book study of 7 Habits of Highly Effective Teens and launching promotions for the Texas Donut fundraiser for Grade 9 Farewell in March!

Media Studies

Media Studies: We will be playing with bubbles to explore texture, colour and lighting in our photos!

What's happening in Construction?

Grades 7, 8 and 9

Students are wrapping up their safety unit and beginning their first projects. Grade 7s start with either a shelf, key hanger, a mirror and frame, or a CO2 car. Grade 8s start with either a paddle, key hanger, mirror and frame, or a bandsaw box.

Grade 9s start with either a toolbox, jewelry box, or a bird house.

Reminder that students must return their shop safety contract before beginning their first project.

What's happening in Art?

Grades 7, 8 and 9

This week in the art room, students will embark in learning tasks gearing up to their first projects.

Paper folding, watercolor skills, colour theory and zentangle patterns creating different values will be explored and expanded on.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Physical Education classes will work on Tchoukball, KinBall and Handball throughout the week. Mr. Opdahl's grade 9 classes will begin with their sexual health unit.

School Intramurals

MORNING OPEN GYM WILL BE CANCELED THIS WEEK

Monday

Athlete Monday - Volleyball Players Welcome

Tuesday

Open Gym - Grade 7/8

Wednesday

Women's Wednesday

Thursday

Open Gym - Grade 9

