



Important Dates

School Dates

Dec. 3

Photo. Retakes

School Council Dates

December 16, 2025

January 20, 2026

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

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

Weekly Message | Dec. 1-5

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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

Sarah Kornelson, Assistant Principal (Students A-L)

sfkornelson@cbe.ab.ca

Laura Kristiansen, Assistant Principal (Students M-Z)

llkristiansen@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

Wrestling

Practices will be on Tuesdays and Thursdays after school until 4pm on the stage.

Wrestling Divisional Tournament Dec. 10 @ The Genesis Centre

School Athletics Expectations

With many sports about to begin seasons of 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 competed. 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 on 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 5:15 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 PHOTOS/ID

Photo. retakes have been confirmed and scheduled for Dec. 3, 2025.

STUDENT SERVICES

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@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

- 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

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 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, like last year, we will be using *Niitsitapi* values (Blackfoot Nation; Piikani, Kainai, Siksika) as guiding thoughts. These big ideas include being aware of the environment through observation, that our universe often contains balance, and that we should aim to transfer what we know to others. Our concept this year is

*Pommotsiisinni / To **transfer** something to others*

ENGLISH LANGUAGE ARTS

Grade 7

Writing: Students will work on an expository writing unit. They will continue to work on the structure and organization of an essay.

Reading: Grade seven students will continue to participate in activities that contribute to vocabulary development. Two grade seven students will complete studies of the novel, The Barren Grounds by Indigenous author,



David A Robinson. They will work on creating a visual representation of the plot.

Grade 8

Reading: Grade eight students will continue to read their novels for an independent reading project that they will begin in next week's classes. This week's focus, however, will be on characterization, identifying themes, and understanding the narrative points of view. Two grade eight classes will work on completing a series of visual literacy tasks based on the graphic novel, The Arrival by author, Shaun Tan. There will also be a focus on Charles Dickens' novella A Christmas Carol. They will focus on character development and the relationship between character and plot.

Grade 9

Writing: Grade nine students will continue to work on explanatory essays. They will focus on the writing of a thesis statement and begin supporting details/evidence paragraphs. The students, this week, will also participate in a class wide circle to talk about an aspect of a novel or non-fiction text they have read in their 10–15-minute reading sessions in class. Students will be encouraged to speak for 2-3 minutes. This is a risk in learning for a few students, but accommodation will be offered if the activity is overwhelming.

Reading: Students will also continue a special assignment centered around vocabulary development.

MATHEMATICS

Math 7

This week in Grade 7 Math, students completed their Linear Relations test and began learning about measures of central tendency, including mean, median, mode, and range. We explored real-life applications of these concepts and discussed how they help us interpret data. Next week, we will continue practicing these skills and learn about outliers and how they affect data. The test is on December 4th.

Math 8

This week in Grade 8 Math, students continued practicing linear relations and moved on to word problems where they explored real-life contexts of linear relationships. They worked on interpreting situations, identifying patterns, and writing equations that match different scenarios. Next week, we will continue practicing how to move between tables of values, graphs, equations, and word problems to build stronger connections between each representation. The test is on December 4th



Math 9

This week in Math 9, students continued reviewing linear relations and practiced creating equations from tables of values. Next week, we will keep building these skills by interpreting tables and a variety of graphs, helping students become more confident moving between tables, graphs and word problems.

SCIENCE

Tall Ship Sailing April 2026

We are excited to announce a once in a lifetime opportunity to sail the Gulf Islands (east of Vancouver Island) on a tall sail ship April 20-24, 2026 with students flying into and out of Victoria, BC. This trip is designated for all grade 8 and 9 students at Baz. If you are interested in attending, please send an email to marwebster@cbe.ab.ca for further information or to confirm your spot on the trip.

Week at a glance for science at Baz:

The *Acknowledgement of Risk Student Science Safety* form was sent home with your child in the first week of school. Please ensure this form is completed and returned to your child's science teacher as soon as possible. Your child will be unable to participate in science lab activities until this form is completed and returned. Please have your child connect with their science teacher if the form is misplaced; another copy will be provided for your child.

Science 7

Students continued their work with food chains and food webs. This week, students will explore the water and carbon cycles. They will also investigate pollutants and their impact through the food web.

Science 8

Students will continue to examine the properties of fluids and investigate the relationship between density and buoyancy.

Science 9

Students will continue to explore the building blocks of matter with an exploration into our understanding of atomic structure by looking at Thomson's Plum Pudding Model, Rutherford's Planetary Model, Bohr's Atomic Model, and the Electron Cloud Model. They will be engaged with learning ionic compounds and molecular compound nomenclature (naming)



once we practice calculating the number of electrons, protons, and neutrons found in charged ions (cations and anions)

SOCIAL STUDIES

Grade 7

This week, some grade seven classes will begin learning about European exploration of North America and the interactions with Indigenous peoples. Other classes will continue to study the municipal system in Calgary and examine how our school system is the way it is.

Grade 8

As grade students complete their studies of medieval Europe, they will be taking a deeper dive into the *Who, What, Where, When* and *Why* of the Bubonic Plague. This research will then help them write a letter from the point of view of someone who experienced that period of history. Students will have time to research, create a rough draft, peer edit and draft the final letter. Two grade eight classes will begin studies on the Silk Road trade, which led to the rise of European city-states.

Grade 9

Students will continue discussions on the Youth Criminal Justice Act (YCJA). They will be examining a few case studies to determine whether the act is fair and equitable for the youth population in Canada. Grade nine students will also compare the YCJA with the Criminal Code of Canada (for adults).

COMPLIMENTARY COURSES

What's happening in Art

Grade 9 art students continued cutting, folding and gluing portions of their "Animal X" design project.

Grade 7/8 art students continued their Alberta insect they will be using as inspiration for their oil pastel project. They will tie together the skills and techniques they have learned, in addition to colour theory and composition to work towards their final piece.

What's happening in Construction

Grade 7s are learning to use the bandsaw and creating decorative animals that are 3D or 2D.



Grade 8s are wrapping up their projects and beginning planning their first design and create projects.

Grade 9s are working on their CNC charcuterie boards; most students now have their boards prepped ready for carving. Once they are carved, they will pour epoxy into the carving to add colours.

What's happening in Communication Tech

Students have delved into photography - focusing on how to use a DSLR camera, and how to apply different techniques to compose various types of photographs.

Students in communication technology continued designing a logo unique to them using Canva. Through this project, students will make connections to the elements they included in their logo to the principles of design (ex: contrast, balance, emphasis, movement, proportion).

What's happening in Computer Science?

Question: Why did the picture go to jail? Answer: Because it was framed.

Computer Science students continued to upload their Animation projects into their e-Portfolio's in their Iris CBE accounts so that parents can have a look at their child's project. They continued working in Adobe Animate perfecting their animation projects.

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

What's happening in Fashion

Fashion Studies continued to look at sustainable and environment fashion. Students will be creating a fashion piece using recycled materials and then presenting it to the class.

What's happening in Foods?

This week in theory:

Students completed theory work on Eggs. Eggs are packed with protein, vitamins and minerals. Eggs are an eggs-cellent choice for growth and development. Eggs rank among the highest quality proteins. We also looked at egg nutrition and farming practices in Canada.

In the kitchen:



Students made Sheet Pan Pancakes. They had the choice to top their pancakes with either: cherry/blueberry/apple pie filling, marshmallows, chocolate chips, or fresh banana. A sheet pan pancake is a time-saver in the kitchen. Everyone did a great job!

What's happening in French

French as a Second Language students 7-8-9 continued to build their vocabulary skills to include things about themselves and will make a presentation. They are working on speaking in complete, simple sentences using verbs and nouns.

Leadership

Leadership: Students will collaborate to plan and implement school wide activities that build community and festive spirit.

What's happening in Music

Music: Students are continuing to practice a series of Christmas songs on Boomwhackers, percussion instruments and guitar. Little Drummer Boy is the most percussive song and the song that students are most successful at so far. Next up on the practice docket are Feliz Navidad, Last Christmas and Carol of the Bells.

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

What's happening in Training for Excellence

Continuing into December, in Training for Excellence in Sport we will continue to go outdoors when possible so please come with cold weather



clothing and appropriate footwear, NOT sandals or open toe footwear of any kind. Remember winter clothing.

On days where the weather is too cold/snowy, we will be doing indoors activities and moving our focus to studying muscle groups and their relationships to movements/ activities.

PHYSICAL EDUCATION & INTRAMURALS

P.E.

Physical Education classes will continue to be held both indoors and outdoors, depending on weather conditions. Classes will focus on long-handled implement games and skills, including lacrosse, ringette, and hockey.

All classes are also wrapping up Health and Life Skills units centred on personal growth and relationships and beginning units on nutrition and healthy choices. Each PE class will spend 2 days in the classroom and 2 days on physical education.

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

