



# ASSOCIATE SCHOOL

## 2023-2024 IMPORTANT DATES

**MacNab Phone:** 905.383.3337

**Student Success** -Nathan Dilks, ndilks@hwdsb.on.ca ext. 3663

**Learning Resource** -Michelle Kennedy, mkennedy@hwdsb.on.ca ext. 3668

**Student Services** - Hugh Dick, hdick@hwdsb.on.ca ext. 3666, Seema Narula, snarula@hwdsb.on.ca ext. 3662

- Jan 22-26**
- School Option Sheet Visits, 1 hr Presentation for all Grade 8s. Students wanting to attend MacNab receive Course Option Packages to complete & get signed by parent/guardian
- Feb. 2**
- Grade 8 Day at MacNab, sample our drama, music, tech, phys ed, and Family Studies classes. Meet our Lion Leaders, pizza lunch
- Feb. 12-16**
- Course Option Entry on Xello & Student Voice Form at Grade 8 Associate School for all those planning on attending MacNab. Completed Course Option Packages signed by parent/guardian is required in order to enter course options.
- Feb 26**
- Hard deadline for Course Option Entry on Xello
  - Hard deadline for Grade 8 LRTs to send student recommendations (in consultation w families) for intervention programming and Locally Developed programming
- May-June**
- Individualized Tours for students, Social Work/LR/grade 8 teacher to arrange with MacNab Student Success
- Early June**
- MacNab ArtSmart Play, matinee associate school viewings
- End of June**
- School Tours: Grade 8 Commencement Ceremonies that take place at MacNab, pair with a short tour of the school for those coming to MacNab
- August 27-28**
- Grade 9 Orientation 9 am -12:30 pm.

\*Other Key Dates: Late Spring -Grade 6+7 Flag football

### **EMPOWER**

- A literacy support program that develops literacy strategies
- For students with gaps in literacy
- Students working at a grade 2,3,4 level in literacy
- For students with significant learning needs who have modifications in their current grade 8 literacy program
- Grade 9: semester 1 Empower, semester 2: Locally Developed or Destreamed English credit

### **Open French**

- For students who have no French language exposure
- For students who have less than 600 hours of French from grades 4-8
- For students with significant learning needs who have modifications in their current grade 8 French program

### **Who should enroll in Locally Developed courses?**

- A student who has significant gaps, learning challenges and needs
- A student who is currently not academically prepared to complete destreamed curriculum.
- A student who has significant modifications to grade-level curriculum expectations and special education interventions

### **Who should enroll in "Building Success in High School –Math Focus"?**

- A student who requires additional time and practice to build foundational math skills to successfully complete the destreamed math courses.
- A student who needs to build strength with their fundamental math skills and build confidence as a learner
- A student who does not fit into a Locally Developed profile but has gaps in grade 6, 7, and 8 math. \*For more info see the poster on the next page. Students can select this course as an elective course on the Course Options Sheet.

### **Next Steps:**

If you are interested in having your student be in the following intervention programming, Empower, Locally Developed, and Open French in grade 9 next year and have not yet talked about it with your student's school, please let your school's Learning Resource Teacher, Homeroom Teacher, or MacNab Student Success Teacher know as soon as possible.

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**MacNab Student Success:**

Mr. Dilks

**EMAIL:**

ndilks@hwdsb.on.ca

**PHONE:**

905-383-3337 ext. 3663

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## ***“BUILDING SUCCESS IN HIGH SCHOOL – MATH FOCUS”***

**Success in Grade 9 Math is an indicator of graduating on time. Taking time in Grade 9 to help students understand the learning process, develop a problem-solving toolkit, and encourage risk taking, we are empowering students with the tools they need to meet with success!**

### **WHAT IS THE “*Building Success in High School – Math Focus*” COURSE?**

- ✓ A full semester course taken in semester 1 of Grade 9
- ✓ Primary focus is to develop strong numeric and algebraic skills
- ✓ Develop mastery of the foundational skills needed to meet with success in all High School Math courses
- ✓ MTH1W (Grade 9 Math) would be taken in semester 2

### **WHO SHOULD TAKE IT?**

This course is designed for students who:

- ✓ Have gaps from the Grade 6/7/8 curriculum
- ✓ Are interested in gaining confidence in Math
- ✓ Want to deepen their understanding of, and ability to make connections between, math concepts
- ✓ Struggle with anxiety when studying math or writing assessments

### **WHY SHOULD I TAKE THIS COURSE?**

- ✓ To develop confidence, build resilience and gain a positive mindset about learning
- ✓ To improve organization, develop self-regulation strategies, increase ability to collaborate, learn to take responsibility for learning, become a better problem solver



### **NEXT STEPS:**

For more information, please talk to your Homeroom teacher and your parents/guardians!

**To register, parents are to contact Mr. Dilks via email:**

[ndilks@hwdsb.on.ca](mailto:ndilks@hwdsb.on.ca)



# Sir Allan MacNab Secondary School

## Grade 9 Option Sheet

### 2024-2025

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Grade 8 School: \_\_\_\_\_

**PLEASE NOTE:** Students will have a total of 8 courses for their grade nine year. Please use this Option Sheet to complete your option selections for grade nine and have your parent/guardian sign that they have reviewed your selections, and return it completed to your grade 8 teacher.

### COMPULSORY COURSES

ENGLISH	ENL1W1
MATHEMATICS	MTH1W1
SCIENCE	SNC1W1
GEOGRAPHY OF CANADA	CGC1W1
FRENCH	FSF1D1

### ELECTIVE COURSE OPTIONS

Your remaining **three courses** will be selected from the choices below. Please **number your top five choices**. Every effort will be made during the timetabling process to schedule students' first 3 elective choices, but you will also be able to identify 2 additional choices as alternate selections in case they are needed.

<b>NOTE:</b> An arts course (designated by a +), a tech course (designated by a ^), and a phys-ed course (designated by an *) are not compulsory in Gr. 9, but are compulsory credits for graduation (meaning you will need to earn an arts, tech (TAS1O1, TXJ1O1, TFJ1O1 or TAS2O1) and a phys-ed credit at some point before graduation)	_____ <b>ARTS &amp; CRAFTS+</b>	AWA1O1
	_____ <b>VISUAL ARTS+</b>	AVI1O1
	_____ <b>DANCE+</b>	ATC1O1
	_____ <b>DRAMATIC ARTS+</b>	ADA1O1
	_____ <b>TECHNOLOGY &amp; THE SKILLED TRADES ^</b>	TAS1O1
	_____ <b>EXPLORING HAIRSTYLING &amp; AESTHETICS ^</b>	TXJ1O1
	_____ <b>EXPLORING HOSPITALITY &amp; TOURISM ^</b>	TFJ1O1
	_____ <b>EXPLORING FAMILY STUDIES</b>	HIF1O1
	_____ <b>BUILDING THE ENTREPRENEURIAL MINDSET</b>	BEM1O1
	_____ <b>INSTRUMENTAL MUSIC+</b>	AMU1O1
	_____ <b>MUSIC &amp; COMPUTERS: SOUND PRODUCTION+</b>	AMM1O1
	_____ <b>BUILDING SUCCESS IN HIGH SCHOOL -MATH FOCUS</b>	GLS1O1
	_____ <b>HEALTHY ACTIVE LIVING – students identifying as male*</b>	PPL1O1M
	_____ <b>HEALTHY ACTIVE LIVING – students identifying as female*</b>	PPL1O1F
_____ <b>PERSONAL AND FITNESS ACTIVITIES – all genders*</b>	PAF1O1	
_____ <b>AQUATICS – all genders*</b>	PAQ1O1	
_____ <b>LEISURE SPORTS – all genders*</b>	PAD1O1	

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## ADDITIONAL CREDIT OPPORTUNITY

Students can select AMR101 as an additional course. This is a special program which runs after the regular school day (and is in addition to the other 8 courses).

**MUSIC REPERTOIRE: After-school program (1 additional credit)**

**AMR101**

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## eLEARNING COURSES

**eLearning is best suited for self-motivated students who can be responsible for their coursework with minimal supervision.**

The following **eLearning** options are available for grade nine students.

- |                                  |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> ENL1Wel | <input type="checkbox"/> MTH1Wel | <input type="checkbox"/> AWQ10el |
| <input type="checkbox"/> HIF1Oel | <input type="checkbox"/> CGC1Wel | <input type="checkbox"/> BEM10el |
| <input type="checkbox"/> SNC1Wel | <input type="checkbox"/> PAR10el | <input type="checkbox"/> FSF1Del |
- 

I have reviewed my student's course selections \_\_\_\_\_ Date: \_\_\_\_\_  
(parent/guardian signature)

I give consent for my student's grade 8 school to share information with Sir Allan MacNab Secondary School relevant to their student profile as learners to support with their progression on to high school.

\_\_\_\_\_ Date: \_\_\_\_\_  
(parent/guardian signature)

To support your student as they progress to high school, we would like to gather your input and any important information you'd like to share with Sir Allan MacNab Student Success Team about your student relevant to their successful progression to high school. Please take a few short minutes to complete the following form via the QR scan code or website URL below.



<http://tinyurl.com/Gr8ParentVoice2024>

**WE LOOK FORWARD TO MEETING YOU!**

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# COURSE DESCRIPTIONS

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## Arts & Crafts: AWA101

This course is designed to develop the skills of craftsmanship through a series of projects that focus on problem solving techniques and creative approaches through varying mediums. Students will develop craft techniques, analyse and interpret art forms and develop an awareness of their personal identity and community through a series of works. Students will also study the importance of craft throughout history, and the significance it plays in our culture.

## Visual Arts: AVI101

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

## Dance: ATC101

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices about themselves and others in the dance environment, and identify the function and significance of dance within the global community.

## Dramatic Arts: ADA101

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

## Technology & The Skilled Trades: TAS101

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills

programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

## Exploring Hairstyling & Aesthetics TXJ1O1

This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics, including hair, nail, and skin care applications. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

## Exploring Hospitality & Tourism TFJ1O1

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

## Exploring Family Studies HIF1O1

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

## Building the Entrepreneurial Mindset: BEM1O1

Students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

## Instrumental Music: AMU1O1

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life.

## Music & Computers: Sound Production: AMM1O1

This course emphasizes the creation and performance of Music using computers as the instrument. No previous experience is necessary. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

## Building Success in High School -Math Focus: GLS1O1

This course is a Learning Skills credit with a focus on developing and strengthening foundational math skills so that students can confidently and successfully deepen their understanding of math concepts, lower math anxiety and improve their learning strategies to achieve greater success in grade 9 destreamed math MTH1W1. Students who take GLS1O1 will be timetabled for the class semester 1 and will take MTH1W1 semester 2.

## Healthy Active Living (general description): PPL1O1M/F

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

## Personal and Fitness Activities -all genders: PAF1O1

This course emphasizes regular participation in a variety of personal fitness activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of individual activities that enhance personal fitness. Students will be introduced to a variety of fitness training techniques and fitness planning programs. Students will examine healthy eating for performance; and issues related to positive body image and the media.

## Aquatics -all genders: PAQ1O1

This course emphasizes regular participation in a variety of aquatic activities. Students will focus on stroke development and water safety skills while learning new and exciting games in the pool.

## Leisure Sports -all genders: PAD1O1

This course emphasizes regular participation in recreation and leisure type activities. Students will focus on lifelong participation in low impact, low risk activities like frisbee golf, bocce, tennis, hiking, and other Low Organization Games. It is designed for multiple entry levels and to promote the fun and enjoyment of movement.



## Music Repertoire: After-school program (1 additional credit) AMR101

Earn an extra credit outside of the regular school day! Classes will be organized outside of the regular school day and will concentrate on the rehearsal and performance of band music. Ensembles will perform regularly at evening concerts, music festivals and assemblies.

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# E-LEARNING

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## PAR10e1 (Rhythm & Movement Activities)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

## AWQ10e1 (Photography)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. This course will focus on photography.



# STUDENT REGISTRATION AND INFORMATION FORM

School Name: \_\_\_\_\_

[OFFICE USE]:  
Start Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Home Room: \_\_\_\_\_

OEN: \_\_\_\_\_ Student #: \_\_\_\_\_

**Welcome to Hamilton-Wentworth District School Board [HWDSB]. To register, the legal parent or guardian (or the student if 16-17 years old and self-supporting or 18+ years old) is required to provide information to the school by completing this form. Please ensure that you complete all sections and provide the school with all of the original documentation required.**

## Notice of Collection and Use of Personal Information

Information on this form is collected under the legal authority of the *Education Act* and in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* [MFIPPA] and the *Personal Health Information Protection Act* (PHIPA). It will be used to establish the *Ontario Student Record* [OSR], and for student and education related purposes such as registration, administration, communication, data reporting, contacting student's previous school, and Student Transportation Services. Student Information such as name, date of birth, and contact information is released to the Regional Health Units in accordance with the *Health Protection and Promotions Act* and the *Immunization of School Pupils Act*. Student information is used by the Ontario Ministry of Education and by EQAO [Education Quality and Accountability Office] for education related purposes. To learn more about how HWDSB uses personal information, see the Parent/Guardian Letter on Personal Information on your child's school website. Questions or concerns should be directed to the school principal.

### FULL LEGAL NAME of STUDENT TO BE REGISTERED:

LAST:

FIRST:

MIDDLE:

### STUDENT ENROLMENT SUMMARY

PREFERRED NAME (if different from above)		GENDER F-female M-male N-Prefer not to disclose S-Not specified above:		
MAIN PHONE # (the number the school will call first) ( )	Did student attend a school in HWDSB in the past? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>	Is student currently expelled from previous school? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>	BIRTH DATE - MM/DD/YYYY	Student is self-supporting minor (age 16-17) or age 18+? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>
PREVIOUS SCHOOL DETAILS (School and Board Names, Location, Phone Number)		Does student require a religious accommodation? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>	Does student have an IEP (Individual Education Plan)? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>	Does student have a serious medical condition? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>
STUDENT STATUS: Canadian Citizen Permanent Resident Refugee Other Visa (non-fee paying) E-Learning Only Other(specify):		Visa (fee paying)	LANGUAGE OF INSTRUCTION AT PREVIOUS SCHOOL	
NAMES AND GRADES OF SIBLINGS IN THIS BOARD LIVING AT THE SAME ADDRESS			PREVIOUS COUNTRY/PROVINCE OF RESIDENCE (if outside ON)	
ADDRESS Apt/Unit	House or Street Number	Street Name	City/Town	Postal Code
Mailing Address (if different from above)		Check <input type="checkbox"/> if the student has: Safe Intervention Plan? <input type="radio"/> Behaviour Support Plan? <input type="radio"/>	If applicable: When did student enter grade 9? MM/DD/YYYY	
Has student passed the Ontario Literacy Test (Grade 10)? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/> <b>Not applicable</b> <input type="radio"/>		[OFFICE USE] X-Boundary (student lives out of boundary) <input type="radio"/>		
How many hours of Community Service has student completed (High School only)? _____				
<b>PARENTS/GUARDIANS and CUSTODY INFORMATION</b>		<b>CONTACT # 1</b>		
CUSTODY ARRANGEMENTS: (If a court order is in place limiting access to the student, please produce document for copying at the school.) Both Parents Together Joint Sole (one parent) Crown Ward Foster Care (CAS) Other: _____				
If student is in the care of Children's Aid, please provide agency name, caseworker name and contact information as well as a letter of confirmation from CAS				
1. NAME OF LEGAL PARENT / GUARDIAN		RELATIONSHIP TO STUDENT	LIVES WITH STUDENT <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>	
ADDRESS (if different from student)		Is there a court order in place to prevent this parent/guardian from accessing the student? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>		
		E-MAIL ADDRESS (optional) (SafeArrival will email about student absences):		
ALL RELEVANT PHONE NUMBER(S) Specify cell/work/home. (SafeArrival calls cell and home about student absences): 1. _____ 2. _____ 3. _____			LANGUAGE MOSTLY SPOKEN AT HOME:	
If this is a blended family household, please provide the name of step-parent/caregiver. Please also provide relevant phone numbers if applicable: <b>Does this parent/caregiver have your permission to:</b>				
Pick the student up from school? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>				
Receive information about the student from school? <b>Yes</b> <input type="radio"/> <b>No</b> <input type="radio"/>				

PARENTS/GUARDIANS and CUSTODY INFORMATION, continued	CONTACT # 2	
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2. NAME OF LEGAL PARENT / GUARDIAN	RELATIONSHIP TO STUDENT	LIVES WITH STUDENT Yes <input type="radio"/> No <input type="radio"/>
ADDRESS (if different from student)	Is there a court order in place to prevent this parent/guardian from accessing the student? Yes <input type="radio"/> No <input type="radio"/>	
	E-MAIL ADDRESS (optional) ( ): _____	

ALL RELEVANT PHONE NUMBERS if not already listed. Specify cell/work/home. ( ) & ( )	LANGUAGE MOSTLY SPOKEN AT HOME
1. _____ 2. _____ 3. _____	

If this is a blended family household, please provide the name of step-parent/caregiver. Please also provide relevant phone numbers if applicable:  
**Does this parent/caregiver have your permission to:**  
 Pick the student up from school? Yes  No   
 Receive information about the student from school? Yes  No   
 Paper correspondence gets sent home with students or to the home address of the student. If parents live in two different households, do you want the school to also send paper correspondence to the second household? Yes  No

**CITIZENSHIP** original Citizenship and Immigration documents must be produced if student is new to Canada

COUNTRY OF CITIZENSHIP	COUNTRY/PROVINCE OF BIRTH	FIRST LANGUAGE SPOKEN
DATE OF ENTRY TO CANADA YYYY _____ MM _____	DATE OF ENTRY TO ONTARIO MM _____ DD _____ YYYY _____	Would you like an interpreter to phone you to help you when communicating with the school? Yes <input type="radio"/> No <input type="radio"/> (if "yes" we will give them your phone number)
If you are new to Canada, would you like a Settlement Worker to contact you to help with housing, jobs, health care, and/or education? Yes <input type="radio"/> No <input type="radio"/>		

**MEDICAL INFORMATION**

Does the student have a condition that can lead to anaphylactic shock? Yes  No  If yes, please provide medical information/documentation:  
 What is the condition? \_\_\_\_\_  
 Does the student carry an Epi-Pen? Yes  No

Does student have Asthma? Yes  No  Epilepsy? Yes  No  Diabetes? Yes  No  Is student on medication that they bring to school? Yes  No   
 Does student have other life-threatening medical condition(s)? Yes  No  If yes to any of these, please provide details and documentation if applicable: \_\_\_\_\_

Does the student have non-life-threatening health conditions and/or allergies that the school should be aware of? Yes  No  If yes, please provide details: \_\_\_\_\_

Does the student take medication that the school needs to administer? Yes  No  If yes, please fill out a school medication administration form

If you deem it necessary for the school to have more information on file in the event of an emergency, please provide the following (this information is optional):  
 Doctor's name and contact info: \_\_\_\_\_  
 Student Health Card Number: \_\_\_\_\_

**ALTERNATE and EMERGENCY CONTACTS – who the school will call when they cannot reach a parent/guardian. List in order of priority**

NAME	RELATIONSHIP	LANGUAGE SPOKEN	PHONE(S) specify cell/home/work	can pick up student: Yes <input type="radio"/> No <input type="radio"/>

I have obtained the consent of the person(s) listed above to be named as alternate/emergency contacts: Yes

STUDENT TRANSPORTATION INFORMATION	BEFORE and AFTER SCHOOL ARRANGEMENTS (if applicable)
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Walks <input type="radio"/> Is driven <input type="radio"/> Drives <input type="radio"/> City bus <input type="radio"/> School bus (if eligible) <input type="radio"/>	Before/After School Program <input type="radio"/> Daycare on-site <input type="radio"/> Daycare off-site <input type="radio"/>
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**FIRST NATION, MÉTIS AND INUIT VOLUNTARY SELF-IDENTIFICATION (OPTIONAL)**

Parents/guardians and students who are 18 years and older have the right to voluntarily and confidentially self-identify their Aboriginal ancestry. This information is used to develop and enhance programs and to improve educational outcomes. If the student is considered to be of Aboriginal ancestry and you wish to identify this, please check the appropriate box: **First Nation** (Status or Non-Status)  **Métis**  **Inuit**

**PERMISSION ACKNOWLEDGEMENTS AND RELEASE OF INFORMATION**

**I verify that the information provided on this form is true and correct. I understand that it is my responsibility to inform the school immediately of any changes to the information contained on this form.**

SIGNATURE OF PARENT/GUARDIAN or STUDENT 18+ YRS (or Self-Supporting Minor age 16-17 yrs): \_\_\_\_\_ DATE: \_\_\_\_\_

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PLEASE COMPLETE AND RETURN TO YOUR CHILD'S TEACHER

Name of Student: (please print) \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ School Name: \_\_\_\_\_

Please indicate which device is being issued to your child by the Hamilton-Wentworth District School Board

iPad       Laptop       mini-iPad       Other Device \_\_\_\_\_

**PLEASE READ THE FOLLOWING TWO SECTIONS AND INDICATE YOUR AGREEMENT:**

**HOME USE:**

- The device remains the property of the school board and may need to be returned during the school year for maintenance. This often takes place during the summer months and periodically throughout the year. Special arrangements will need to be made if summer use is required.
- This device is intended to be used both in school and at home, to help support my child's learning. My child will be taking the device home and is responsible for bringing their device to school each day, fully charged.
- I will be responsible for monitoring my child's internet use outside of the classroom, to ensure that the HWDSB 21st Century Learning Agreement on acceptable internet access is followed, and that the equipment is used for educational purposes, to help extend the learning in the classroom.
- I will be responsible for monitoring and guiding my child to properly handle and care for the device.
- In the event of loss, damage or theft, I will notify the main office at the school by phone, email or in person so that my child can receive a temporary replacement device. Situations like this will be dealt with on a case-by-case basis. Repeated instances of damage or loss will result in replacement devices no longer be issued for home use
- I am aware that if the device and/or accessories are lost, damaged or stolen, depending on the circumstances, I may be expected to assume the replacement cost for the device or accessories.
- The device and any additional accessories (case, charging adaptor, etc.) will be returned in perfect working order.

YES, I AGREE WITH THE ABOVE

NO, I DO NOT AGREE WITH THE ABOVE

**TRACKING OUR PROGRESS:**

- As we describe in our *Parent/Guardian Information Letter on Personal Information* (link on your school website), we continually conduct research to measure the effectiveness of our programs in an effort to keep improving learning for all students. What this means is that your child may take part in tasks to show how well they can use technology as well as their ability across various 21st Century skills. We may also look at their marks and EQAO results.
- Sometimes we work with university partners on our research projects but we never share data that contains student names or other identifying information unless we ask for your consent first.
- Our research findings are often shared publicly in reports and at conference or in scholarly articles.

Name of Parent/Guardian: (please print) \_\_\_\_\_

Signature of Parent/Guardian (or students 18 and over): \_\_\_\_\_

Date: \_\_\_\_\_

## Annual Media Consent Agreement

Hamilton-Wentworth District School Board (HWDSB) is committed to protecting student personal information and helping to positively shape the “digital footprint” that students leave when they post personal information online. Please refer to your school’s website for our *Parent/Guardian Letter on Personal Information* for a full explanation and examples of how we routinely handle student information and protect privacy while meeting legislative requirements.

Classrooms have changed dramatically with the introduction of digital tools and since the Ministerial order to help stop the spread of COVID-19. Students may engage in blended learning, involving both physical and virtual classrooms. In keeping with 21st century learning priorities, the board provides students with access to Microsoft Teams, the HWDSB App Catalogue, email and a calendar, as well as the Ministry of Education Virtual Learning Environment or the “HUB”. Online learning environments include synchronous learning where all participants must be online at the same time, and asynchronous learning where the content is available for students to access when they choose. In addition, students may use online tools or web apps and social media as deemed appropriate by the classroom teacher.

Students receive age appropriate instruction on digital citizenship and the safe use of technology. For more information on our policies and directives governing 21<sup>st</sup> century learning, see *Policy 6.1 21st Century Learning*, along with the *Responsible Use Procedure, Ownership and Authorship Procedure*, and the *Identity, Credibility and Positive Participation Procedure*. These policies and directives are easily found by using the search function on the board website ([www.hwdsb.on.ca](http://www.hwdsb.on.ca)).

Students at HWDSB will use the internet at school and will learn how to make use of the tools that we provide in order to learn, create, share, and collaborate. They will participate in online spaces that are visible within the classroom, and possibly within the school and other sites across the board. Only with your consent on this form will online contributions that are public (i.e., visible *outside* of HWDSB) contain identifying information.

**We are asking for your consent to allow your child to fully participate online in ways deemed age appropriate by classroom teachers and directly related to their learning and accomplishments. Your consent is completely optional. With consent, photos/video/audio recordings of your child, their written and creative work, and/or name may appear online beyond HWDSB schools, (i.e., publicly visible to the community or discoverable on the World Wide Web) involving, for example:**

- school electronic newsletters sent to our parent community
- classroom websites, blogs, and video projects
- classroom/school/board social media accounts (e.g., Twitter, YouTube, etc.)
- school/community media publications or broadcasts
- other educational platforms

(please keep this page for your information)

## Consent to disclose electronic student information

**Yes, I agree** and give my permission for the disclosure of my child's personal information in the forms described (e.g., photos/video/audio recordings of my child, name, written/creative work, social media/website/news media posts) as they participate in a 21<sup>st</sup> century learning environment under the guidance of their classroom teacher, and for sharing and celebrating their creative and academic accomplishments by school/board staff and local news media. I understand that once posted online, the student information may appear in other publications outside of HWDSB's control.

**NO, I do not agree.** I do not consent to the disclosure of my child's identifiable personal information in ways that are publicly visible and/or searchable on the World Wide Web.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature (if 18 years or older): \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Your child's classroom teacher will keep you informed throughout the year about the 21<sup>st</sup> century learning experiences planned for students so that you have opportunities to ask questions about specific technologies and to change your consent if desired.

If you have any concerns related to the safety of your child with respect to use of personal information, please speak with your teacher or school principal where your child attends.