



### Transportation Inquiries 625-1660

#### Transportation

When attending your zoned secondary school or for approved high school transfers, most requests for transportation will be accommodated. There will be cases when a student's request cannot be granted due to distance, time, scheduling and school hours. Requests will be considered within existing Board resources and scheduling.

#### Parent/Guardian Information

To be completed by the parent/guardian

<b>FIRST CONTACT</b>	Mr Mrs Ms Other _____	<b>SECOND CONTACT</b>	Mr Mrs Ms Other _____
Last Name		Last Name	
Given Name	Relationship to Student	Given Name	Relationship to Student
Address	Same as Student Address <input type="checkbox"/>	Address	Same as Student Address <input type="checkbox"/>
	Postal Code		Postal Code
Home Telephone	Unlisted <input type="checkbox"/> Y Cell/Mobile #	Home Telephone	Unlisted <input type="checkbox"/> Y Cell/Mobile #
Place of Employment	Work Telephone (ext)	Place of Employment	Work Telephone (ext)

The personal information you have provided on this form and any other correspondence relating to your involvement in our program is collected by the Lakehead District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For questions about this collection, contact the school Principal. Updated 2011

#### Freedom of Information and Protection of Privacy

- I give my consent for the name, photograph, and details of achievement of my child to be displayed/and or published for recognition in the school.
- I give my consent with the following restrictions: \_\_\_\_\_

#### Voluntary Student Self-Identification For more information please visit our website at [www.lakeheadschoools.ca](http://www.lakeheadschoools.ca) and select 'Aboriginal Education'

Please select one (1) of the following choices:  
This student is  First Nation (Status, Non-Status)  Métis  Inuit  Non-Aboriginal  I do not wish to participate

Please select all that apply from the following choices:  
Languages Spoken at Home  English  French  Ojibwe  Oji-Cree  Cree  Other (Specify) \_\_\_\_\_

#### Signatures

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

# Hammarskjold HS 2018-2019

#### Student Information

Legal Last Name \_\_\_\_\_

Legal First Name \_\_\_\_\_ Middle Name \_\_\_\_\_

Complete 'Preferred Names' if different from above

Preferred Last Name \_\_\_\_\_

Preferred First Name \_\_\_\_\_ Preferred Middle Name \_\_\_\_\_

M  F Date of Birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Year Month Day

Address \_\_\_\_\_ Apt # \_\_\_\_\_

Postal Code \_\_\_\_\_

Telephone \_\_\_\_\_ Unlisted  Yes Cell \_\_\_\_\_

Elementary School \_\_\_\_\_ OEN # \_\_\_\_\_

Parent/Guardian Email Address \_\_\_\_\_

**Grade 8 Program**  English  French Immersion

After-school Grade 9 \_\_\_\_\_ credit

Students who have successfully completed a Grade 9 credit will discuss their additional course options with a Student Services Counsellor individually.

**Grade 9 Program**  English  French Immersion

**You will take 8 courses in Grade 9 (6 compulsory and 2 elective courses).**

#### Compulsory Courses

These are your 6 compulsory courses. You and your parent(s)/guardian(s) will need to decide which of **Academic, Applied and/or Locally Developed** courses will suit your learning style and provide you with the greatest opportunity for success.

Please indicate (✓)	Parent/Guardian Decision	Parent/Guardian Decision	Parent/Guardian Decision
<b>Mathematics</b>	<input type="checkbox"/> Academic	<input type="checkbox"/> Applied	<input type="checkbox"/> LDCC
<b>English</b>	<input type="checkbox"/> Academic	<input type="checkbox"/> Applied	<input type="checkbox"/> LDCC
<b>Science</b>	<input type="checkbox"/> Academic	<input type="checkbox"/> Applied	<input type="checkbox"/> LDCC
<b>French or FNMI Languages - Ojibwe</b>	<input type="checkbox"/> Academic <input type="checkbox"/> Level 1	<input type="checkbox"/> Applied	<input type="checkbox"/> Exempt
<b>Geography</b>	<input type="checkbox"/> Academic	<input type="checkbox"/> Applied	
<b>Health &amp; Physical Education</b>	<input checked="" type="checkbox"/> Open		

Complete your elective course selections on next page.

Please rank your course requests for Grade 9 Elective Courses in the box beside the title. Rank the courses 1 = 1st Choice, 2 = 2nd Choice, and 3 = 3rd Choice.

**Exploring Technologies** **TIJ101**  
 This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields. Students will participate in units of bridge building, AutoCAD drawing, electrical circuits, sheet metal, Lego Robotics, and design challenges.

**Drama** **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.

**Music (Band)** **AMI101**  
 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. Students will choose their instrument from the standard concert band instrumentation - flute, oboe, clarinet, saxophone, bassoon, French horn, trumpet, baritone, tuba and drums. Students will play as a group and have the opportunity for public performance. **Instruments Provided**

**Music (Guitar)** **AMG101**  
 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. Students will develop guitar skills in a variety of musical styles and will perform as a group. **Students must provide their own acoustic guitar.**

**Every effort will be made to ensure students receive one of their top two choices.**

**Information and Communication Technology in Business** **BTT101**  
 This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. Explore Microsoft Office, Webpage Design, Adobe Photoshop and more. Get practical computer skills you can use everyday.

**Music (Strings)** **AMS101**  
 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. Strings will allow students to develop playing skills as a part of a string orchestra on violin, viola, cello, or double bass and have the opportunity for public performance. **Instruments Provided**

**Expressing Aboriginal Cultures** **NAC101**  
 This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships and sovereignty.

**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.

**Pre-Advanced Placement**  
 Grade 9 and 10 students interested in considering AP subjects at the senior level may begin challenging themselves through preparation and methods of AP skills development in advanced level English, Mathematics, Science and French.

**Advanced Placement at Hammarskjold**  
 Hammarskjold High School is pleased to offer students in Grades 11 and/or 12 Advanced Placement (AP) courses in English, French, Mathematics, Biology, Chemistry, Computer Science and Physics. Students participating in the Advanced Placement (AP) courses and who are successful may be exempt from post-secondary courses or be allowed to replace a first year course with a second year option at university.

To be included with your completed registration form:

**A copy of your most recent Grade 8 Report Card**

**A copy of your birth certificate**

**Student Success and Special Education Information**

Parents, do not hesitate to talk to a Student Services counsellor if you have questions

IPRC  Yes  No  
 IEP  Yes  No  
 Modified Learning Expectations  Yes  No

Accommodations  Yes  No

Student is working significantly below grade level

Student is at risk of being placed, not promoted

Student requires extensive remediation

Student requires literacy support

Student requires numeracy support

Comments/Strategies (if applicable)

Identification

If Yes, in subject(s)

Please include

A copy of the most recent Identification, Placement, Review Committee (IPRC) minutes

A copy of the Individual Education Plan (IEP)

**Student Medical Information**

To be completed by the parent/guardian

Health Card #

Please indicate all serious health issues that teachers should be made aware of:

Anaphylaxis  Requires an Epinephrine Auto Injector (i.e., Epi Pen)

Asthma  Diabetes

Other

**Medical Management/Emergency Action Plan - Permission**

I, \_\_\_\_\_ legal parent/guardian of \_\_\_\_\_ do give the school permission to share information with staff to support the Medical Management/Emergency Action Plan of the above mentioned student.

I, \_\_\_\_\_ legal parent/guardian of \_\_\_\_\_ do not give the school permission to share information with staff to support the Medical Management/Emergency Action Plan of the above mentioned student.

Parent/Guardian Signature

**Student Residency Information**

To be completed by the parent/guardian

Non-resident student

Band Name