

A Message from the MIDDLE

Volume 10, Number 1, September 2019



President's Message



Happy summer everyone! I hope you are enjoying your break and looking forward to an exciting new school year ahead. It is always great to start a fresh new year. Here are

some things to think about as you start your next year:

- Relationships. We keep coming back to this over and over again. Build relationships with the kids.
- Make learning fun with hands-on activities.
- Build a sense of community in school. Make it a great place to be.
- Take care of yourself and your family. Refreshed and rested teachers do great jobs with students.
- Have fun. Going to work shouldn't be a chore. I still love coming to work after teaching middle school for over 25 years. Teaching is much more fun when you are enjoying your day.

We are continually looking for new ways to support middle school teachers and for feedback from you to help us out. We are committed to making sure that you, as members, receive as much as possible from your membership in the Middle Years Council. This year we have added drive-in workshops. We will be starting to set up regional PD in different parts of the province. Please let me know if you have any ideas to make your years in the middle better by contacting me at jeremy.spink@rdpsd.ab.ca. We hope that you love being part of our council and that you will have a great year "in the middle."

Jeremy Spink

In This Issue

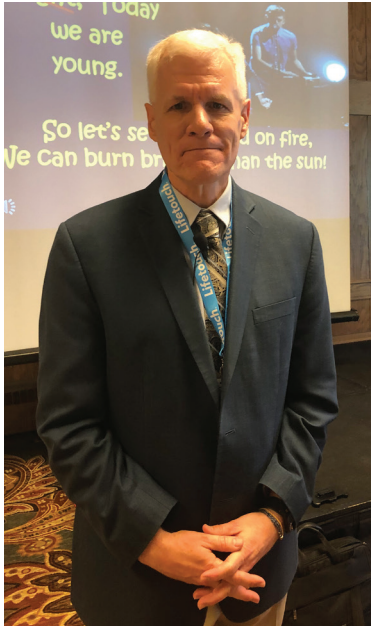
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Conference 2019

“Hit It Out of the Park”

This year’s conference was a huge success based on the conference committee’s observations and the delegates’ survey results.

Rick Wormeli, the conference keynote, is a true conference professional. He works hard at his



Rick Wormeli

profession, and with his vast experience in education is a great fit for any teacher. With confidence, Rick can handle any educational topic with unparalleled expertise. The delegates benefitted greatly from his talks.

Jo(e) Social Media, the dynamic duo from Lacombe, Alberta, proved to be a great resource for teachers. Education, not unlike any other aspect of society, needs to help students deal appropriately with social media. Joe Whitbread and Jo Phillips gave conference delegates a great message on the positive and negative effects social media has on students and schools.

Banff continues to be the favourite location for the annual conference. The Banff Park Lodge is an excellent fit, and the staff treat members and delegates well. The survey results indicate that members enjoy the conference at this location, so we’ll be

returning there April 23–25 for Conference 2020. See the MYC website at www.ata-myc.com for more information.

Conference 2020 will offer delegates from all grades a chance to learn about mental health. The conference committee will move forward with a theme aimed at all teachers in the K–12 sector on mental health. Now, more than ever, mental health issues are affecting teachers, students and schools greatly. Conference 2020 will see Dr Jody Carrington, author of *Kids These Days*, return to the conference and will stay both Friday and Saturday. This means that she will be part of our “conference conversation” the whole time. Teachers will have an excellent keynote delivering learning on Friday and Saturday as well as opportunities to attend other practical sessions. Dr Jody Carrington is a great speaker and author who will definitely keep delegates informed and entertained.

Chris McCullough



Joe Whitbread and Jo Phillips

Conference Committee with Rick Wormeli



L to R: Rick Wormeli, Chris Andrew, Mike Edwards, Tina Chadwick, Jeremy Spink, Shawna Cunha, Patrick Adams, Tom Stones, Kristie McCullough and Chris McCullough

Middle School, Not Junior High

We are a middle school, not a junior version of high school. To be effective in our teaching, we are developmentally appropriate for young adolescents, not for 16- to 18-year-olds nor for 8- and 9-year-olds. There is an expertise to teaching middle level students that is different from that needed to teach elementary or high school students, and our classrooms reflect that specific expertise.

The 16 Characteristics of Successful Middle Level Classrooms

This is a special age group. Who they are as adults has its roots in what they experience right here in middle school. We're building their future, and our own, with every action. Our teaching needs to be informed, responsive and purposeful, not haphazard or indifferent. Thankfully, we know what to do.

The Association for Middle Level Education (AMLE) is one of the best organizations to get up-to-date information on what works and what doesn't work in middle level classrooms. To start, let's remind ourselves of its 16 characteristics of successful middle level education, as listed on its website and in its publication, *This We Believe*. As we read them, let's consider what it would look like in our schools if we implemented each one with conviction:



Curriculum, Instruction and Assessment

Educators value young adolescents and are prepared to teach them. Effective middle grades educators make a conscious choice to work with young adolescents and advocate for them. They understand the developmental uniqueness of this age group, the appropriate curriculum, effective learning and assessment strategies, and their importance as models.

Students and teachers are engaged in active, purposeful learning. Instructional practices place students at the centre of the learning process. As they develop the ability to hypothesize, to organize information into useful and meaningful constructs, and to grasp long-term cause-and-effect relationships, students are ready and able to play a major role in their own learning and education.

Curriculum is challenging, exploratory, integrative and relevant. Curriculum embraces every planned aspect of a school's educational program. An effective middle level curriculum is distinguished by learning activities that appeal to young adolescents, is exploratory and challenging, and incorporates student-generated questions and concerns.

Educators use multiple learning and teaching approaches. Teaching and learning approaches should accommodate the diverse skills, abilities and prior knowledge of young adolescents; cultivate multiple intelligences; draw upon students' individual learning styles; and utilize digital tools. When learning experiences capitalize on students' cultural, experiential and personal backgrounds, new concepts are built on knowledge students already possess.

Varied and ongoing assessments advance learning as well as measure it. Continuous, authentic and appropriate assessment measures, including both formative and summative ones, provide evidence about every student's learning progress. Such information helps students, teachers and family members select immediate learning goals and plan further education.

Leadership and Organization

A shared vision developed by all stakeholders guides every decision. When a shared vision and mission statement become operational, middle level educators pursue appropriate practices in developing a challenging academic program; they develop criteria to guide decisions and a process to make changes.

Leaders are committed to and knowledgeable about this age group, educational research and best practices. Courageous, collaborative middle level leaders understand young adolescents, the society in which they live and the theory of middle level education. Such leaders understand the nuances of teaming, student advocacy, exploration and assessment as components of a larger program.

Leaders demonstrate courage and collaboration. Leaders understand that successful schools committed to the long-term implementation of the middle school concept must be collaborative enterprises. The principal, working collaboratively with a leadership team, focuses on building a learning community that places top priority on the education and healthy development of every student, teacher and staff member.

Ongoing professional development reflects best educational practices. Professional development is a continuing activity in middle level schools where

teachers take advantage of every opportunity to work with colleagues to improve the learning experiences for their students.

Organizational structures foster purposeful learning and meaningful relationships. The ways schools organize teachers and group and schedule students has a significant impact on the learning environment. Interdisciplinary teams, common planning time, block scheduling and elimination of tracking are related conditions that contribute to improved achievement.

Culture and Community

The school environment is inviting, safe, inclusive and supportive of all. A successful school for young adolescents is an inviting, supportive and safe place, a joyful community that promotes in-depth learning and enhances students' physical and emotional well-being.

Every student's academic and personal development is guided by an adult advocate. Academic success and personal growth increase markedly when young adolescents' affective needs are met. Each student must have one adult to support that student's academic and personal development.

Comprehensive guidance and support services meet the needs of young adolescents. Both teachers and specialized professionals are readily available to offer the assistance many students need in negotiating their lives in and out of school.

Health and wellness are supported in curricula, schoolwide programs and related policies. Abundant opportunities are available for students to develop and maintain healthy minds and bodies and to

understand their personal growth through health-related programs, policies and curricula.

The school actively involves families in the education of their children. Schools and families must work together to provide the best possible learning for every young adolescent. Schools take the initiative in involving and educating families.

The school includes community and business partners. Genuine community involvement is a fundamental component of successful schools for young adolescents. Such schools seek appropriate partnerships with businesses, social service agencies and other organizations whose purposes are consistent with the school's mission.

Extending Our Effort

The era of treating middle schoolers as older elementary children or early high school students is long over. We've seen repeatedly how success in the middle years yields direct and positive results in high school and life.

Rick Wormeli is a long-time teacher, consultant and author living in Herndon, Virginia. His book, The Collected Writings (So Far) of Rick Wormeli: Crazy, Good Stuff I Learned about Teaching Along the Way, is available from www.amle.org/store. His new book, Fair Isn't Always Equal, (second edition) (Stenhouse), was released in 2018, and his other new book, Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning, (second edition) (ASCD), coauthored with Dedra Stafford, was just released.

E-mail rick@rickwormeli.onmicrosoft.com. Tweet @rickwormeli2. Website www.rickwormeli.com.

Rick Wormeli

Hello All Fellow Middle Years Teachers

Conference 2019 was a success with much food and fun had by all!

The conference began with a fabulous tour of Dr Martha Cohen School, home of the Chimeras, led by Jason Hartl, the principal, in the community of New Brighton. As articulate guides led us around the beautiful school, we were able to see some amazing things this school has to offer, such as large open spaces for students to spread out and engage in learning and gym spaces with interesting contraptions used for new and exciting physical fitness activities. We also witnessed physical education classes going on outside in a beautified green space that features outside learning and gardening spaces. Other features along the way included various classroom set-ups and spaces, projects and art featured up and down many hallways. If you missed it, do not be sorry. You have opportunities every year to see many other schools. If you know of an interesting school or are in a school that many teachers may be interested in seeing, please e-mail me at shawna001@hotmail.com.

Rick Wormeli was the 2019 keynote speaker, and he was a hit! Rick Wormeli brings innovation, energy, validity and high standards to both his presentations and his instructional practice, which includes 39 years teaching math, science, English, physical education, health and history as well as coaching teachers and principals. Though his clothing changes and his time travels, teachers left with many messages about keeping our youth engaged.

If you would like to browse through some of Rick Wormeli's interesting articles, go to www.rickwormeli.com/articles. The topics include "Embracing humor in the

classroom invites creativity, reduces stress and enhances retention" and "Understanding the limitations of education research and accepting responsibility for contributing to moving it forward." Thank you again, Rick, for all that you contributed to our conference!

*Shawna Cunha
Bob Edwards School, Calgary*

Middle Years Council Conference from a Beginning Teacher's Perspective

I attended the MYC conference for the first time this year as a university student at the end of my bachelor of education degree from the University of Alberta. As a newcomer, I found this conference to be incredibly useful for my upcoming career and an opportunity for seasoned teachers to refresh their knowledge.

The two sessions that greatly stood out to me were "Teaching the Holocaust," by Lindsay Anderson, and "Fake News and Conspiracy Theories: Countering Ignorance with Critical Thinking Skills and Classroom Activities," by Douglas Lamb. During these sessions, attendees were provided with tangible resources and specific applications to use when teaching these subject areas.

As I found during my practicums, helping students learn about tragedies can be difficult due to the sheer number of media adaptations of the world wars, leading many students to associate the events of the Holocaust with entertainment and fictional narratives. The memoirs that Lindsay recommended through the Azrieli Foundation as well as other age-appropriate books provide a great opportunity for

students to begin associating traumatic events with real, specific people at a younger age than senior high school students, rather than entertainment or presentations that get them out of class.

The danger of misinformation is highlighted more than it has ever been before with the rise of Internet fake news and its prominence in political rhetoric, but as Douglas Lamb pointed out, it is certainly not new. Misinformation has infiltrated daily discourse for centuries. However, staff and students can utilize several tools to root out facts and encourage students to use critical thinking skills in the wake of technology such as deepfake, including government resources, BBC Teach and simple fact-checking websites such as factcheck.org.

“Start a Social Media Conversation,” by Joe Whitbread and Jo Phillips, was an on-the-fence session for me. As a Millennial, I am still young enough that I was very familiar with the material presented on about social media. However, while I did not find the session very useful, I could see that it was incredibly beneficial for those outside of my demographic or those who seemed unfamiliar with social media. Therefore, I

would suggest that sessions like these are not mandatory for all attendees.

To conclude, this was a fantastic first experience of the MYC conference. I think organizers are doing great work, and it is heartening to see that middle years teachers are sharing their experiences with each other rather than having this knowledge lost between specialty elementary and senior high sessions at regional conferences. As a piece of constructive criticism, what I would have appreciated as a newcomer to the conference was a map of the Banff Park Lodge. As I have never been to the hotel before, I did not know where each room was and found myself wandering the halls ahead of time to figure out where the conference rooms were, finding them in unexpected places such as in the guest room wing to the right of the lobby. However, this inconvenience was truly minor in the wake of having such a useful conference experience.

*Victoria Holota
Father Patrick Mercredi Community High
School, Fort McMurray*

THE MIDDLE YEARS COUNCIL WANTS YOU!!!

EXECUTIVE COUNCIL MEMBERS

We are always looking for volunteers from all over the province who would like to join the executive and promote middle years education. The executive meets five times a year; two meetings are via video conference and one is held at the annual conference in April. Please contact **Jeremy Spink** at jeremy.spink@rdpsd.ab.ca if you are interested in joining the executive.

NEWSLETTER CONTRIBUTORS

Request for Links, Games, Lessons or Cool Activities

Do you have any website links, games, lessons or cool activities that you would like to share with other middle school teachers? Send them to **Emma Holota** at holota.emma@gmail.com. We will include them in upcoming issues of our newsletter.



The MYC website is
WWW.ATA-MYC.COM.
Add it to your favourites.

Conference 2019 Prize Winners

Congratulations to all the winners!



Mike Edwards (l) and Scholastic representative Kim Jemus (r) present the Scholastic prize to Linda Zazula.



Mike Edwards (r) presents Inside Education care package to winner Desiree Warholik.



Mike Edwards (l) presents Inside Education PD package to winner Shawna Cunha.



Morgex representative Ivan Tolentino (l) presents Morgex prize to winner Victoria Holota.



Mike Edwards (r) presents Canola prize to winner Kaely McMurtry.



Chris McCullough (r) presents Trait Crate prize to winner Cheryl Taylor.



Chris McCullough (l) presents Banff Park Lodge package to winner Travis Robertson.

Descriptive Writing

Finding hands-on language arts ideas can be challenging, especially at the middle years level. I just finished this activity with my Grade 8 language arts classes to complement our current novel study, *The Giver*, by Lois Lowry (1993).

The activity is simple. I had a few different types of junk food for students to sample and a graphic organizer with each of the five senses on it. Students were allowed to enjoy their treat first and then were asked to jot down descriptors for each sense. Once they finished individually, they moved into a “food group.” All students who ate cotton candy, for example, met with each other to share and brainstorm more ideas.

The graphic organizer also had a spot for them to write a metaphor. This proved to be an excellent review and led to good discussion about metaphors and how to create them. Students then wrote a

7–10-sentence descriptive paragraph about their treat, using their graphic organizer. A metaphor had to be included in their paragraph.

Prep work: I brainstormed (with the help of a colleague) different foods that would appeal to more than one sense. Using this list, I went to the dollar store and found the following items: Pop Rocks, pop, Rolo chocolates, cotton candy, gummy candies with filling, bubble gum with filling and Munchies Snack Mix. My goal was to find food that would appeal to many senses, appeal to teenagers and have something everyone could enjoy. I also bought small containers to serve the treats in.

I found this to be a fun and effective way to teach descriptive writing, and I think the kiddos did too!

Jodi Park
Eastview Middle School, Red Deer

Hey Drama Teachers!

Are you looking for a way to build or improve your drama program? Check out this link from Matt White: <https://drive.google.com/drive/folders/1p-pmuhm4SVxUy5IdFZ30iOV8zj6iCB0-?usp=sharing>

Matt White is a drama and social studies teacher at Ecole Plamondon School in Plamondon, Alberta. Prior to teaching in Northern Lights School Division No 69, he

spent six years with Elk Island Public Schools. During this time, he built one of the top junior high drama programs in the province from the ground up, coached high school football and was a part of Alberta Education’s curriculum redesign. Matt holds a bachelor of education degree with a social studies major and drama minor and has recently completed his master’s in business and athletics coaching and administration.

Conference 2020

“Mental Health Matters”

April 23–25

We will be heading back to beautiful Banff for our annual conference, which will focus on “Mental Health Matters.” Please sign up to enjoy the beautiful mountains, food and professional learning that will take place.

School tours will take place on Thursday, April 23. The location is yet to be determined. Jody Carrington, the conference keynote, will be presenting on Friday and Saturday, April 24 and 25. Delegates will have opportunities to attend many great sessions. Aimed at all K–12 teachers, our focus will be on the broad topic of mental health.

For more information regarding the 2020 conference, feel free to contact the conference chair, Chris McCullough, at chris.mccullough.teacher@gmail.com. For more information about the council or conference, visit the website at www.ata-myc.com.

Tech Corner

Quizizz

Looking for that tech tool that will interest kids and give you instant feedback? Then check out Quizizz (<https://quizizz.com/>). Quizizz is a free tool, and it works on any device: web browser, iOS, Android and Chrome apps. You can access hundreds of ready-made learning quizzes or create your own. Join as a teacher, pick a quiz and use the code for a virtual room to give to your students. Quizizz can be an activity done as a whole class and assigned as a homework activity. Quizizz is similar to Kahoot, but instead of the students looking at your

Smart Board for the questions, the questions are on their devices, randomized to eliminate the blurring out that occurs.

Screencastify

Looking to try out screen casting? Screencastify is a free user-friendly Chrome extension. Screencastify allows you to record what you are doing on your screen and then later share it with your students. Screencastify works with Google Drive and will automatically save your files in your drive.

Jeremy Clevette

WHAT'S IN YOUR TOOLBOX?

TOOLS FOR A CALM CLASSROOM



Teaching Stress Awareness

Be Kind to Yourself & Others - Mental Health Lesson Kits

www.ahs.ca > information for schools & teachers > elementary & junior high kits

Kids Have Stress Too - Lesson Plans

www.psychologyfoundation.org > programs > kids have stress too > program overview

Mind Up - Curriculum

www.thehawnfoundation.org > mind up for schools

Self-Calming Strategies

How to Breathe Mindfully & The Power of Breathing - Lesson Plans

www.heartmindonline.org > resources > for educators

Safe Place Breathing Icons

www.consciousdiscipline.com > free resources > resources for teachers

Self-Regulation Song

www.childhonouring.org > raffi > take a breath song

Stress Lessons Videos

www.psychologyfoundation.org > programs > stress lessons new

Zen Me - Mindfulness Activity Cards

www.befitforlife.ca > resources > zen me

Mindmasters Program - Audio Activities for Young Students

www.cheo.on.ca > programs & health info > mindmasters

Relaxation Techniques for Older Students

www.youth.anxietybc.com > how to chill

Movement Breaks

Classroom Exercises & Stretches

www.straightenupalberta.com > program > kid's program

As Big as the Sky, as Tall as the Trees & Yoga Techniques for the Classroom

www.befitforlife.ca > resources

Cosmic Kids - Yoga Story Videos

www.cosmickids.com > watch

For more information on building healthy school communities,
visit www.ahs.ca/csh



Please Note: AHS does not endorse or recommend any pharmaceutical company, commercial product, process, or service. The resources in this document are being presented as information only. Your school and school district will determine the programs and services that best meet your needs.

AMLE Update

AMLE Affiliation

Members of the Middle Years Council have found value in having a membership in the Association for Middle Level Education (AMLE), which is the international organization for middle years educators. The AMLE website (www.amle.org) has resources and information related to middle years education. The free membership will allow you to access some materials. However, with a professional membership, you will have full access to all resources, as well as receive discounts on books, resources and conference registration.

AMLE at a Glance

The AMLE is committed to helping middle grades education

- reach every student,
- grow professionally and
- create great schools.

Mission

The AMLE is dedicated to improving the educational experiences of all students ages 10–15 by providing vision, knowledge, and resources to educators and leaders.

Vision

The AMLE is the leading international organization advancing the education of all students ages 10–15, helping them succeed as learners and make positive contributions to their communities and to the world.

Core Values

- *Integrity.* The AMLE practises the ethical, inclusive and courageous behaviours that sustain an open and honest organizational culture.
- *Future thinking.* The AMLE is visionary and prepares for the future.
- *Respect.* The AMLE values human worth, dignity, diverse talents and varied perspectives.
- *Collaboration.* The AMLE seeks active partnerships and shared leadership opportunities at the state, national and international levels.

AMLE Conference 2019

November 7–9

Nashville, Tennessee

The Ultimate Experience for Every Middle School Educator

It's a fact! Everybody learns differently.

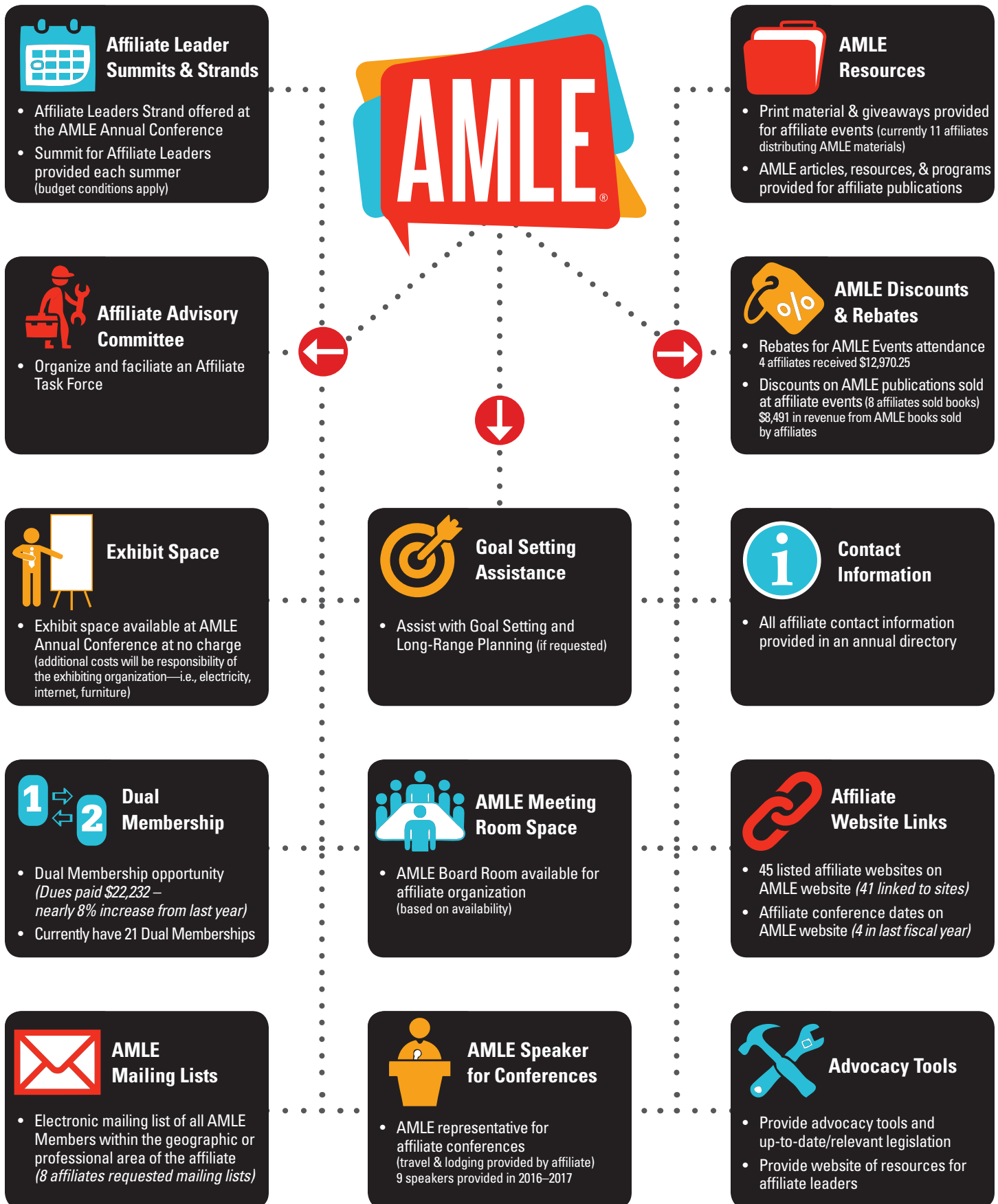
That is why AMLE has created a multifaceted conference to meet the needs of all middle school educators—no matter how they learn. The conference will feature

- various session types and styles,
- one-on-one discussions with education leaders,
- networking opportunities,
- technology explained and explored throughout the conference and so much more!

Please join us in Nashville for three days of innovation, creativity and inspiration at the 46th annual conference for middle level education. With more than 300 sessions addressing issues vital to middle school educators, #AMLE19 offers the best value in middle level professional development!

For more information, go to www.amle.org/annual/Home/tabid/244/Default.aspx.

What does AMLE provide to affiliates?



Teaching Resources

Grade 8 Social Studies Video Resources on the Renaissance

If you are like me, you are regularly searching for excellent resources for your class. Recently, I came across a series of student-friendly videos on the Renaissance with teacher guides and activities.

Life in the Middle Ages Social Structure
www.youtube.com/watch?v=HQBnYiZeLs

Life in the Middle Ages The Noble
www.youtube.com/watch?v=utVpNjsRioQ&t=87s

Life in the Middle Ages The Knight
www.youtube.com/watch?v=GA8cbqms03o

Life in the Middle Ages The Monk
www.youtube.com/watch?v=5lN_vNS5z8Y&list=PLPosoEwbBNIVT2gQ_WzMtopBzyxnrGlr&index=6

Life in the Middle Ages The Serf
www.youtube.com/watch?v=jN1GaI8KWHo

Life in the Middle Ages The Doctor
www.youtube.com/watch?v=90zJZuwHnwY

Life in the Middle Ages The Merchant
www.youtube.com/watch?v=n1MNW4TR2zo

The teacher guides can be found at www.libraryvideo.com/productmarketing/guides.asp?mscssid=UHWWMHDAT7QK8LRWGMK9VQDV0CLCDWEE. Scroll down to Life in the Middle Ages.

Grade 7 Social Studies Video Resources—*Canada: The Story of Us*, Created by CBC

Worlds Collide—Canada: The Story of Us, Full Episode 1
www.youtube.com/watch?v=MWdOQE459vg

Hunting Treasure—Canada: The Story of Us, Full Episode 2
www.youtube.com/watch?v=Q8rheibq-nM&t=1774s

War of Independence—Canada: The Story of Us, Full Episode 3
www.youtube.com/watch?v=xTOB5Jmi0A4

Connected—Canada: The Story of Us, Full Episode 4
www.youtube.com/watch?v=n2acEnAD4NE&t=86s

Expansion—Canada: The Story of Us, Full Episode 5
www.youtube.com/watch?v=0XAxrNei0d4&t=776s

Service and Sacrifice—Canada: The Story of Us, Full Episode 6
www.youtube.com/watch?v=b-sTWJkmqpM

Boom/Bust—Canada: The Story of Us, Full Episode 7
www.youtube.com/watch?v=tR528c5QsOM

United at War—Canada: The Story of Us, Full Episode 8
www.youtube.com/watch?v=HDwPMPczwvc&t=1s

A New Identity—Canada: The Story of Us, Full Episode 9
www.youtube.com/watch?v=SOAPmvE3UHK

The Canadian Experiment—Canada: The Story of Us, Full Episode 10
www.youtube.com/watch?v=-ePe1EjxB7o&t=74s

Canada: A Peoples History is another excellent series. Some episodes are available online, but the whole series can be purchased from Amazon.ca.

*Emma Holota, Northeast Representative
Ecole Plamondon School*

Publishing Under the *Personal Information Protection Act*

The Alberta Teachers' Association (ATA) requires consent to publish personal information about an individual. Personal information is defined as anything that identifies an individual in the context of the collection: for example, a photograph and/or captions, an audio or video file, and artwork.

Some schools obtain blanket consent under FOIP, the *Freedom of Information and Protection of Privacy Act*. However, the *Personal Information Protection Act* (PIPA) and FOIP are not interchangeable. They fulfill different legislative goals. PIPA is the private sector act that governs the Association's collection, use and disclosure of personal information.

If you can use the image or information to identify a person in context (for example, a specific school or a specific event), then it is personal information and you need consent to collect, use or disclose (publish) it.

Minors cannot provide consent and must have a parent or guardian sign a consent form. Consent forms must be provided to the Document Production editorial staff at Barnett House together with the personal information to be published.

Refer all questions regarding the ATA's collection, use and disclosure of personal information to the ATA privacy officer.

Notify the ATA privacy officer immediately of any incident that involves the loss of or unauthorized use or disclosure of personal information, by calling Barnett House at 780-447-9400 or 1-800-232-7208.

Maggie Shane, the ATA's privacy officer, is your resource for privacy compliance support.

780-447-9429 (direct)

780-699-9311 (cell, available any time)

Consent for Collection, Use and Disclosure of Personal Information

Name: _____ (Please print)

☐ I am giving consent for myself.

☐ I am giving consent for my child/children or ward(s), identified below:

Name(s): _____ (Please print)

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I understand that copies of digital publications may come to be housed on servers outside Canada.

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Signed: _____

Print name: _____ Today's date: _____

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