



Regiopolis-Notre Dame Catholic High School

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Student Services (613) 545-1907 • Fax (613) 650-5486 • Attendance (613) 545-1906
Email: flhpregi@alcdsb.on.ca • Website: www.reginotredame.ca

Ms. Terri Daniel
Principal

Mr. Nicholas Woolley, Vice-Principal
Mrs. Joanna Besselink, Vice-Principal

January 2020

Dear Parents and Student Applicants from Non-Feeder Schools:

Thank you for considering Regiopolis-Notre Dame Catholic High School as your secondary school destination for the 2020-2021 school year. We are very proud of our staff, facility and the variety and quality of our programs. I am confident that you will have a rewarding and productive experience at RND.

It is important to note that we are a Catholic school with a mission to teach in a Catholic and Christian context and to assist students to develop in their faith. Students of other denominations are welcome; however, it is very important that they appreciate, accept and actively participate in this mission. If you are choosing Regiopolis-Notre Dame you are also choosing to be a part of our faith journey.

RND is a popular destination for students, and as a result, we are not always able to accommodate all students in the program of their choice. In order to consider your application in a timely fashion we need a complete school registration package including:

- A Course Selection Sheet
- School Registration Form
- Freedom of Information Consent Form
- Taxation Form
- Transportation Form

In addition, you must submit the following information prior to your application being considered:

- The most recent Individual Education Plan if the applicant is a student with special needs
- Copy of the applicant's most recent report card
- Baptismal certificate (if Roman Catholic)
- Birth certificate
- Immunization Record

The information that we have requested is vital to us if we are to develop an appropriate timetable for all new students for next year. The sooner that we receive this information, the more likely we can confirm your placement prior to the end of May. The deadline for submission of completed application packages is January 30, 2020. Please accept our best wishes for a successful conclusion to your elementary studies, and once again thank you for considering RND.

Sincerely,

A handwritten signature in cursive script that reads "T. Daniel".

Terri Daniel
Principal



REGIOPOLIS-NOTRE DAME CATHOLIC HIGH SCHOOL
Algonquin & Lakeshore Catholic District School Board



Student Information: **Start Date to RND:** _____

Student OEN # _____ - _____ - _____

Previous School: _____

Student Name <i>Surname</i> _____ <i>First Name</i> _____ <i>Middle Name</i> _____			<input type="checkbox"/> Baptismal Certificate <input type="checkbox"/> Birth Certificate or Passport <input type="checkbox"/> Immunization Record <input type="checkbox"/> Other (e.g. Visa Students) <input type="checkbox"/> Transcript (10 – 12) <input type="checkbox"/> Most Recent Report Card		
Legal Name (if different from above) _____			Student Email: _____		
Current Grade:	Birth Date (Month numerical)	(Day)	(Year)	Male	Female
House No.	Apt. No.	Street	City	Province	Postal Code
R.R.	P.O. Box	Lot	Sub Lot	Concession	Township/Municipality
County	Telephone # _____		Student's First Language _____ Language spoken at home _____	Transportation Required ___ Yes ___ No	

Does the Student Have an Individual Education Plan (IEP)? ___Yes (Please attach IEP) ___No
 Did you pass the Grade 10 Literacy Test? (grade 11 & 12 students only) ___Yes (Please attach hard copy) ___No

Religion

Roman Catholic: Yes (provide baptismal certificate) Other _____ Parish: _____
Roman Catholic includes a member of a Greek, Ukrainian or any Eastern Rite Catholic Church in union with the See of Rome.

Residency

Was the student born a Canadian Citizen? Yes No (if no, please indicate appropriate status below)

Landed Immigrant Visa Student Other Visa Refugee First Nation Reserve

Country of Birth _____ Province of Birth _____ Date of Entry into Canada _____ (Month/Year)

Mother/Guardian Information

Father/Guardian Information

Name: _____			Name: _____		
Address: (if different than student) _____			Address: (if different than student) _____		
Email: _____			Email: _____		
Home Phone: _____	Work Phone: _____	Cell Phone: _____	Home Phone: _____	Work Phone: _____	Cell Phone: _____

Living With: ___Both Parents ___Mother Only ___Father Only ___Parents Alternately ___On own

___Other (e.g. Grandparents, Foster parents, Mother/StepFather, Father/Stepmother)

Custody: Mother Father Joint (please provide court custody order)

___Other (e.g. Grandparents, Mother/StepFather – Father/Stepmother-CAS)

Guardian: Mother Father Joint (please provide court custody order)

___Other (e.g. Grandparents, Mother/StepFather – Father/Stepmother-CAS)

Do you have siblings attending this school? ___Yes ___No Name(s) of Sibling(s)

Other Contact

In case of Emergency, another **Adult** the school may contact if unable to reach parent/guardian.

Name: _____ Phone No: _____

Medical Information

Doctor's Name: _____ Dr. Telephone No.: _____

Special Medical Needs: (Parent/guardian should complete all appropriate forms from Policy No. 1999-12-2 "Pupils with Special Medical Care Needs and/or Emergency Medical Needs". Forms available from Administration)

VOLUNTARY Aboriginal Self-Identification

Check if applicable: Student is of Aboriginal Ancestry I am a student 18 years of age or older and of Aboriginal Ancestry
Language spoken at home

Optional: Indicate the People(s) related to student's ancestral origin. If of mixed ancestry, check off all that apply: First Nation _____(identify) Métis Inuit

For Students Transferring from Another Secondary School (Interview with Administration Required)

Please provide a copy of student's **School Transcript** **Last Report Card** **Attendance Report for Current Year**

Has the student ever been expelled from a school or is the student current under expulsion? Yes No

Permission for School to Release Personal Information for Specific Purposes

- Yes**, the school is permitted to use this student's personal information (name, photograph, image, description, voice recording) for the uses described below and for no other purpose: **No**, the school is not permitted to use this student's personal information (name, photograph, image, description, voice recording) for uses described below:
- Publications sent to some or all households within the ALCDSB jurisdiction (e.g. yearbook)
 - Communication material (news releases, backgrounders) that may be released to the media (e.g. awards/scholarships, participation in organized events)
 - The school and board website
 - Participation in an event where representatives of the media may be present (e.g. sporting events, community service projects)

Parent/Guardian Signature: X _____

Philosophy of the Catholic System: "The Catholic School System exists for children whose parents have chosen to educate them in a Christian philosophy within the Catholic Tradition." In requesting admission for my child, I recognize the significance of the above and am prepared to support it and the school system objectives.

_____ x _____ x _____
Date Student Signature Parent/Guardian Signature

_____ x _____
DATE: RND Principal/Designate

*The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Algonquin and Lakeshore Catholic 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, speak to the School Principal.*



TRANSPORTATION APPLICATION

81 Dairy Avenue
Napanee, Ontario
K7R 1M5
613-354-1981

NEW STUDENT TO SCHOOL REVISED APPLICATION FOR EXISTING STUDENT

All requested information must be completed and returned to the school where the course will be taken for school authorization. Incomplete forms may delay processing.

Student Information:

Surname _____ First Name _____ Age _____ DOB (MM/DD/YY) _____ Grade _____ Home Phone # _____ Parent Cell # _____

Home Address _____
House # _____ Street/Road Name _____ Town _____ Parent/Guardian Name _____ Relationship _____ Other Phone # _____

AM Only PM Only Full Day Transportation Not Required From Home

****Alternate/Caregiver Information Should Only Be Completed For Long Term Arrangements (i.e. Regular, Caregiver, Shared Custody)
For Occasional or Temporary Transportation Please Contact the School Office****

Caregiver Address _____
House # _____ Street/Road Name _____ Town _____ Name _____ Relationship _____ Phone # 1 _____ Phone # 2 _____

AM Only PM Only Full Day

Alternate Address _____
House # _____ Street/Road Name _____ Town _____ Name _____ Relationship _____ Phone # 1 _____ Phone # 2 _____

AM Only PM Only Full Day

Emergency Information:

Contact Name _____ Relationship _____ Home Phone # _____ Work/Cell # _____

School Information:

School to Attend (Where Course Will Be Taken) _____ Current School _____

Program Information: Regular French Immersion Other Program _____ **Date Transportation is to start:** _____

Parent/Guardian Signature: _____ **Date:** _____ **School Signature:** _____

Out of bounds enrollment must be pre-approved by school admin and the following conditions apply:
Tri-Board Student Transportation Services Inc. is not responsible for transportation; Transportation may be provided on existing bus routes pending space availability; Should the bus route be discontinued or the bus becomes full, transportation will be discontinued; Application for transportation must be completed annually for out of bounds and caregiver addresses.

Information on this application form will be used to provide school bus transportation service for eligible students and may be disclosed to authorized personnel.

Revision Date: April 2015

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD



FREEDOM OF INFORMATION CONSENT FORM

School: _____ **School Year:** _____

We are very proud of our students and their achievements. However, in order for us to release personal information about student achievement and for other administrative purposes, your consent is required to comply with the provisions of the *Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56.*

Please review the following, check off the appropriate responses and return this form to the classroom teacher or school office.

STUDENT NAME: _____ **Class/Grade:** _____

SCHOOL: _____

DO YOU CONSENT TO:	YES	NO
1. The school's release of your child's* work identified by name, such as photographs, artwork, writing or other school work, to the media to report on or publicize school events involving your child?	<input type="checkbox"/>	<input type="checkbox"/>
2. Your child's name, photograph, digital image, school work and activities being copied, used or displayed in: <ul style="list-style-type: none"> a) Schools; b) School/Board public displays and publications such as newsletters, websites or yearbooks; c) All other digital platforms used for educational purpose which include, but are not limited to, Facebook and Twitter? 	<input type="checkbox"/>	<input type="checkbox"/>
3. The Algonquin and Lakeshore Catholic District School Board works in conjunction with the parish priests in the preparation of eligible students for the reception of sacraments. Your child's name, address and telephone number may be released to the parish priest for the purpose of preparation for the sacraments?	<input type="checkbox"/>	<input type="checkbox"/>
4. Your child's name and telephone number being included in the school's telephone calling system for emergency situations?	<input type="checkbox"/>	<input type="checkbox"/>
5. Your name and telephone number being given out for education-related purposes (Catholic School Council coordination and activities)?	<input type="checkbox"/>	<input type="checkbox"/>
6. Your child's name and home address being released as an elementary or secondary school graduate to the area's Member of Parliament (M.P.) or Member of Provincial Parliament (M.P.P.)? (Grade 8 and Grade 12 only)	<input type="checkbox"/>	<input type="checkbox"/>

_____ Date _____ Signature of Parent/Guardian

**(if student is over 18, "your child" becomes "your" or "you")* _____
 Signature of Student (18 years or older)

NOTE: If at any time you wish to remove consent for any of the above, please contact the Principal.



Canadian Anti-Spam Legislation Parent/Guardian Consent Form – SchoolMessenger Automated Call Home System

The Algonquin and Lakeshore Catholic District School Board requests your consent to allow us to send you important school information and announcements via our call home system (SchoolMessenger). Your consent is required to comply with the Anti-Spam Legislation (CASL) for calls not related to student safety.

Please complete the form and check on the “I Consent” button below to be added. You may change your mind and unsubscribe at any time.

Parent/Guardian
Name (print): _____

School: _____

I Consent:

Signature: _____

Please return completed forms to the school’s main office.

For more information on Canada’s anti-spam law, visit the [Government of Canada’s site](#).

Demande d'affectation des taxes scolaires
en vertu de l'article 16 de la Loi sur l'évaluation foncière

An application must be made to the Assessment Commissioner to include or revise school support on the assessment roll.

Pour ajouter ou modifier l'affectation des taxes scolaires sur le rôle d'évaluation, il faut soumettre une demande au commissaire à l'évaluation.

Instructions: see reverse / voir au verso

Property Identifier / Identification de propriété						
NBHD Quarter	County Comté	Mun. Municip.	Map/Div Plan/div.	Map/Sub Plan/sec.	Parcel Parcelle	Prim/Sub Princ./sec.

Please enter or revise my school support designation on the assessment roll in accordance with the following information.

Veillez inscrire ou modifier l'affectation de mes taxes scolaires sur le rôle d'évaluation selon les renseignements ci-après.

Municipality / Municipalité: _____ Address of Property / Adresse de la propriété: _____ Unit/Apt./Logement/App.: _____ Residence Tel. No. / N° de tél. (domicile): _____

Mailing Address - if different from above / Adresse postale - si autre que ci-dessus: _____ Complete for rural areas only / Remplir dans les cas des zones rurales seulement: _____
Street No., Name, P.O. Box, R.R. # / N° et rue, C.P., R.R. City / Ville Province Country / Pays Postal Code / Code postal Lot No. / N° de lot Plan / Conc. No. N° de plan/conc.

Business Address - If self-employed or in partnership in business / Adresse commerciale - commerçant indépendant ou société de personnes: _____ Business Tel. No. / N° de tél. (bureau): _____

List other properties that you own or rent in the Municipality or Region / Indiquez les autres propriétés que vous possédez ou louez dans la municipalité ou la région.

Please Answer All Questions Below / Veuillez répondre à toutes les questions ci-dessous.

School Board Use Only / Réserve au conseil scolaire	B Occupancy Status Statut de l'occupant(e)		C School Support (see instructions) Soutien scolaire (voir les instructions)					
	1. Owner Propriétaire	This person lives: Cette personne demeure:	Roman Catholic? catholique?	French-language Education Rights? Droit à l'enseignement en langue française?	Supporter/Elector for: Contribuable/électeur des écoles:			
A Resident (Please print) / Résident(e) (S.V.P.) List all occupants, including ALL children. Inscrivez le nom de tous les occupants, y compris TOUS les enfants.	1. <input type="checkbox"/>	1. at above address à l'adresse indiquée ci-dessus	<input type="checkbox"/>	<input type="checkbox"/>	1. English-Public Publiques de langue anglaise			
	2. <input type="checkbox"/>	2. elsewhere on this property ailleurs sur cette propriété	<input type="checkbox"/>	<input type="checkbox"/>	2. English-Separate Séparées de langue anglaise			
3. <input type="checkbox"/>	3. elsewhere in this municipality ailleurs dans cette municipalité	<input type="checkbox"/>	<input type="checkbox"/>	3. French-Public Publiques de langue française				
4. <input type="checkbox"/>	4. in another municipality dans une autre municipalité	<input type="checkbox"/>	<input type="checkbox"/>	4. French-Separate Séparées de langue française				
Last Name / Nom de famille _____ First / Prénom(s) _____	1. <input type="checkbox"/>	1. <input type="checkbox"/>	yes oui <input type="checkbox"/>	yes oui <input type="checkbox"/>	1. <input type="checkbox"/>			
male <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen / Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	no non <input type="checkbox"/>	no non <input type="checkbox"/>	2. <input type="checkbox"/>			
female <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. <input type="checkbox"/>			
4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. <input type="checkbox"/>			
1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	yes oui <input type="checkbox"/>	yes oui <input type="checkbox"/>	1. <input type="checkbox"/>			
male <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen / Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	no non <input type="checkbox"/>	no non <input type="checkbox"/>	2. <input type="checkbox"/>			
female <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. <input type="checkbox"/>			
4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. <input type="checkbox"/>			
1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	yes oui <input type="checkbox"/>	yes oui <input type="checkbox"/>	1. <input type="checkbox"/>			
male <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen / Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	no non <input type="checkbox"/>	no non <input type="checkbox"/>	2. <input type="checkbox"/>			
female <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. <input type="checkbox"/>			
4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. <input type="checkbox"/>			
1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	yes oui <input type="checkbox"/>	yes oui <input type="checkbox"/>	1. <input type="checkbox"/>			
male <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen / Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	no non <input type="checkbox"/>	no non <input type="checkbox"/>	2. <input type="checkbox"/>			
female <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. <input type="checkbox"/>			
4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. <input type="checkbox"/>			
School lease in effect? Procuration scolaire signée? Indicate / Cocher <input type="checkbox"/>	Indicate / Cocher <input type="checkbox"/>	Indicate (✓) <input type="checkbox"/>	Whole House Maison entière <input type="checkbox"/>	Base Apt. App. au sous-sol <input type="checkbox"/>	1st Floor 1 ^{er} étage <input type="checkbox"/>	2nd Floor 2 ^e étage <input type="checkbox"/>	3rd Floor 3 ^e étage <input type="checkbox"/>	Owner or tenant of this property since Propriétaire ou locataire de la propriété depuis le Date Day / Jour Month / Mois Year / Année
Name of School Board/Agent / Nom du conseil scolaire/agent _____	I am hereby authorized to act as agent in matters of school support designation in respect to the above mentioned property(ies) on behalf of the undersigned. / Je suis autorisé par la présente à agir en tant qu'agent pour les questions relatives à l'affectation des taxes scolaires en ce qui concerne la (les) propriété(s) mentionnée(s) ci-dessus au nom du (de la) soussigné(e).							
Signature of Owner or Tenant Signature du propriétaire ou du locataire _____	Date Day / Jour Month / Mois Year / Année _____	Signature of Owner or Tenant Signature du propriétaire ou du locataire _____	Date Day / Jour Month / Mois Year / Année _____					
This Application is: Cette demande est: <input type="checkbox"/> Approved Approuvée <input type="checkbox"/> Refused Rejetée	Reason for Refusal: Motif du refus: _____			Signature of Assessment Commissioner Signature du commissaire à l'évaluation _____				
For School Board Use Only / Réserve au conseil scolaire								

Information About This Application

The Application for Direction of School Support form enables any person to apply to have their school support included or revised on the assessment roll by sending the completed form to the Regional Assessment Commissioner. The collection of the information on the form is authorized under the *Assessment Act*, and any personal information is confidential and protected under the *Freedom of Information and Protection of Privacy Act*.

The information will be used to direct your school taxes; to prepare voters' lists for municipal and school board elections; to help with municipal and school board planning. Note: Tenants have the right to direct school taxes even though they may not pay taxes directly.

Included below are instructions to help you complete each section of the form. **If you have any questions about this form or about school support, please contact your local Public or Separate School Board.**

How To Complete This Application

A Resident

Every person in your household should be listed. Put the family name first, followed by given name(s). Owners or tenants are listed first, followed by spouses, all children, and other occupants. If this form is not for your permanent home (for example, if it is for your cottage or your business), only owners, tenants and spouses should be listed - children and other occupants should not be listed.

B Occupancy Status

Is this person an owner, tenant, spouse, child, boarder or other resident? Note: A Roman Catholic who has signed a separate school lease will be shown as a tenant. This does not affect their ownership.

C School Support

Roman Catholic - includes Greek and Ukrainian Catholics

French-language Education Rights

You have French-language education rights if you are a Canadian Citizen and can answer "yes" to any one of the following questions:

1. Is French the language you first learned and still understand?
2. Did you receive your elementary school instruction in Canada in French? (This does not include French immersion or French as a second language.)
3. Have any of your children received, or are they now receiving, elementary or secondary school instruction in Canada in French? (This does not include French immersion or French as a second language.)

School Board

Persons who are **not** Roman Catholic and do **not** have French-language education rights, must be English-Public school supporters/electors.

Persons who are **not** Roman Catholic but do have French-language education rights, must be either English-Public or French-Public school supporters/electors.

Roman Catholics who do **not** have French-language education rights must be either English-Public or English-Separate school supporters/electors.

Roman Catholics who have French-language education rights, may be a supporter/elector for any one of the following school boards: English-Public, English-Separate, French-Public or French-Separate.

If you do **not** indicate which school board you support, it will be assumed that you are an English-Public school supporter/elector.

Renseignements sur la demande

La Demande d'affectation des taxes scolaires, dûment remplie et envoyée au commissaire régional à l'évaluation, permet à quiconque de demander de préciser ou modifier son soutien scolaire sur le rôle d'évaluation. Ces renseignements sont recueillis en vertu de la *Loi sur l'évaluation foncière* et toute information personnelle sera tenue strictement confidentielle et protégée par la *Loi sur l'accès à l'information et la protection de la vie privée*.

Ces renseignements serviront à déterminer la destination de vos taxes scolaires; à préparer les listes électorales aux fins des élections municipales et scolaires; à faciliter la planification scolaire et municipale. Nota : Même s'ils n'acquittent pas directement leurs taxes scolaires, les locataires ont le droit d'en choisir l'affectation.

Voici quelques directives qui vous aideront à remplir chacune des sections du formulaire. **Si vous avez des questions concernant le formulaire ou le soutien scolaire, adressez-vous au conseil d'écoles publiques ou séparées de votre localité.**

Comment remplir la demande

A Résident(e)

Chaque occupant doit être recensé : le nom de famille d'abord, suivi de tous les prénoms; assurez-vous aussi que le sexe, la date de naissance et la citoyenneté de chaque personne sont bien inscrits. Les noms de famille inscrits en premier sur la liste doivent être ceux des propriétaires ou locataires suivis de ceux du conjoint, de tous les enfants et de tout autre occupant de la propriété. Si le formulaire ne concerne pas votre domicile permanent (un chalet ou un bureau par exemple), seuls les noms du propriétaire ou du locataire et du conjoint doivent figurer sur la liste. N'inscrivez pas les enfants et autres occupants.

B Statut de l'occupant(e)

La personne est-elle : propriétaire, locataire, conjoint, enfant, pensionnaire, ou autre? Nota : Un(e) propriétaire catholique qui a signé un «bail d'école séparée», sera classifié(e) comme «locataire». Cela ne modifie aucunement le statut de propriétaire de cette personne.

C Soutien scolaire

Catholique - comprennent aussi les catholiques grecs ou ukrainiens

Droit à l'enseignement en langue française

Vous avez droit à l'enseignement en langue française si vous êtes citoyen(ne) canadien(ne) et que vous pouvez répondre «oui» à n'importe laquelle des questions suivantes :

1. Le français est-il la première langue que vous avez apprise et le comprenez-vous toujours?
2. Avez-vous fait vos études primaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)
3. Avez-vous un ou des enfants qui ont fait ou qui font des études primaires ou secondaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)

Conseil scolaire

Toute personne d'allégeance **non** catholique et qui **ne** jouit **pas** du droit à l'enseignement en français doit élire un(e) conseiller(ère) et doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise.

Toute personne d'allégeance **non** catholique mais qui jouit du droit à l'enseignement en français doit élire un(e) conseiller(ère) et doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise ou française.

Les catholiques qui **ne** jouissent **pas** du droit à l'enseignement en français doivent élire un(e) conseiller(ère) et doivent destiner leurs taxes scolaires soit à un conseil d'écoles publiques de langue anglaise, soit à un conseil d'écoles séparées de langue anglaise.

Les catholiques qui jouissent du droit à l'enseignement en français ont le choix d'élire un(e) conseiller(ère) et ont le choix de destiner leurs taxes scolaires à l'un ou l'autre des conseils scolaires, à savoir écoles publiques de langue anglaise, écoles séparées de langue anglaise, écoles publiques de langue française ou écoles séparées de langue française.

Si vous **ne** confirmez **pas** votre préférence en matière de soutien scolaire, vous devrez élire un(e) conseiller(ère) et vos taxes scolaires seront destinées au conseil d'écoles publiques de langue anglaise.



REGIOPOLIS-NOTRE DAME CHS – GRADE 9 - COURSE DESCRIPTIONS

Streaming Academic, Applied, Locally Developed, Open
Students will choose compulsory courses in grade 9 at either the Academic or Applied Level. Elective courses are offered at the Open level.

Academic Courses:

Emphasize theoretical/abstract applications. Incorporate practical applications.

Applied Courses:

Emphasize practical/concrete applications. Incorporate theoretical applications, as appropriate.

Locally Developed Courses:

Practical and concrete applications leading to the workplace.

Open Courses:

One set of expectations. Appropriate for all students.

International Baccalaureate:

Students wishing to graduate from high school with an IB Diploma begin their preparation IB by taking the following courses in grade 9: English, French, Mathematics, and Science, one of Visual Arts or Music and Healthy Active Living.

Compulsory

English (Academic) ENG 1D1

This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

English (Applied) ENG 1P1

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study novels, plays, short stories and articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

English (Locally Developed) ENG 1L1

This course provides foundational literacy and communication skills to prepare students for success in their daily lives and in the workplace.

French Core (Academic) FSF 1D1

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

French Core (Applied) FSF 1P1

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral and listening skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems and songs and write brief descriptions, letters, dialogues, and invitations.

French Extended (Academic) FEF1D1

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g. poems, articles, brochures) and study at least one novel intended for a French-speaking audience.

French Immersion (Academic) FIF 1D1

This course enables students to expand their language knowledge and skills through the study of twentieth-century North American

Francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study a novel and selected poems, legends, songs, films, and newspaper articles from the French-speaking world in North America.

Geography of Canada (Applied) CGC 1P1

This course draws upon students' everyday experiences and uses a variety of frameworks, including ecozones, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's land forms, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity, and various kinds of interactions.

Geography of Canada /Geographie (Academic) CGC 1D1/E/I

This course uses a variety of frameworks, including ecozones and principles of physical, human, and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones in order to understand Canada's diversity and role in the world.

Principles of Mathematics (Academic) MPM 1D1

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multistep problems.

Foundations of Mathematics (Applied) MFM 1P1

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Mathematics (Locally Developed) MAT1L1

This course emphasizes development of fundamental mathematical knowledge and skills to prepare students for success in their everyday lives in the workplace.

Religious Education (Open) HRE 1O1/E/I

This course is designed to assist students' growth in self-knowledge in order to facilitate better understanding of themselves in relation to God and others. It includes a review of Catholic Doctrine, an overview of the Bible in order to understand better our Judeo-Christian heritage and the teachings of Christ. Elements of the liturgical year are highlighted. The focal point of this course is the person of Jesus. The course also focuses on the impact of Christian teaching on personal and social problems. It establishes and emphasizes scripture and Church teaching as the basis for moral support.

Science (Academic) SNC 1D1

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science knowledge to technological social, and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration, and the principles of static and current electricity.

Science (Applied) SNC 1P1

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics to develop practical skill in scientific investigation and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space explorations, and static and current electricity.

Science (Locally Developed) SNC 2L1

This course reinforces and strengthens science-related knowledge and skills to prepare students for success in everyday life, in the workplace and in the Science Grade 12 Workplace Preparation course.

Electives

Computer Applications (Open) BTT 1O1

This course introduces students to the use of information technology in a business environment. Students will learn how to use information technology in a work environment, perform electronic research, communicate electronically, and use common business software. They will also explore possible future occupations in information technology.

Healthy Active Living Education (Open) PPL1O1F/PPL1O1M

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

Exploring Construction Technologies (Open) TCJ 1O1

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.

Music (Open) AMU 1O1

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

Nutrition and Food (Open) HFN 1O1

This course explores the challenges faced by all people to meet basic needs, to relate to others, to manage resources, and to become responsible members of society. Students will learn about how families work and the diversity of families and societies; and will have opportunities to develop interpersonal skills, decision-making skills, and practical skills related to family and social issues in daily life.

Visual Art (Open) NAC 1O1

This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

IB PREP



English RND IB Preparation ENG 1DB

This is the first course in a program carefully designed to satisfy national and international requirements for academic preparation. Students are offered a sound training in critical thinking and writing skills that will serve as the basis for students in the International Baccalaureate program.

The International focus is reflected in the literature chosen. Students will study a variety of literary forms (e.g. short stories, novels, myth, Shakespearean and modern drama), and will write in a variety of modes. The course will also include a study of the principles of grammar and other aspects of language.

French - Core RND IB Preparation FSF 1DB

The aim of this is to further develop the four basic language skills of listening, speaking, reading, and writing through a thematic approach. Language patterns are reinforced through a variety of intensive and extensive readings that will have an international focus.

French - Extended RND IB Preparation FEF 1DB

This course is the first of a 4 year sequential program designed for high school students who begin to study the French language intensively in Grade 5 (Middle Immersion). This course is designed to further develop oral and written communication skills through the study of more complex language structures. Reading on a variety of topics related to life in French speaking countries enhance writing activities and group discussions. Students are introduced to short stories, novels, and poets that have an international focus.

French - Immersion RND IB Preparation FIF 1DB

This course is the first of a 4 year sequential program, designed for high school students who begin to study the French language in Grade 1 or earlier (Early Immersion). The main emphasis of the course is on effective communication both orally and in written form. Students review grammatical structures taught previously and are introduced to more complex language structures through the study of short stories, novels and poetry that have an international focus.

Mathematics RND IB Preparation MPM 1DB

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multistep problems and transformations.

Science RND IB Preparation SNC 2DB

This science course has been accelerated to meet the needs of highly motivated students with excellent work habits and an aptitude for science, technology and mathematics. The topics will be similar to those of SNC1D and SNC2D; however, the course content will be covered at an accelerated rate to allow concepts to be covered in greater depth. The laboratory work will emphasize and extend the students' research and problem solving skills.

Electives

Arts - one of AMU 1O1 or AVI 1O1
Health & Active living Education PPL1O1F/PPL1O1M

REGIOPOLIS-NOTRE DAME CHS – GRADE 9 OPTION SHEET

NAME: _____ Elementary School: _____

Academic courses:

Emphasize theoretical, abstract applications. Incorporate practical application, as appropriate; University Prep.

Applied Courses:

Emphasize practical, concrete applications. Incorporate theoretical applications, as appropriate; College Prep.

Locally Developed:

Essential skill upgrade.

Open Courses:

One set of expectations. Appropriate for all students.

COMPULSORY CREDITS – Choose ONE from each subject (except IB Prep students)*

1. English:

Academic–ENG1D1 _____ Applied–ENG1P1 _____ Locally Developed–ENG1L1 _____

2. Mathematics:

Academic–MPM1D1 _____ Applied–MFM1P1 _____ Locally Developed–MAT1L1 _____

3. Science:

Academic–SNC1D1 _____ Applied–SNC1P1 _____ Locally Developed–SNC2L1 _____

4. Geography:

Academic–CGC1D1 _____ Applied–CGC1P1 _____ Immersion _____ Extended _____

5. French:

Academic–FSF1D1 _____ Applied–FSF1P1 _____ Immersion _____ Extended _____

6. Religion:

Core–HRE1O1 _____ Immersion _____ Extended _____

ELECTIVE CREDITS – Choose TWO

Phys. Ed.–PPL1O1 Male ___ Female ___ Visual Arts–NAC1O1 _____ Food & Nutrition–HFN 101 _____

Computer Applications–BTT1O1 _____ Music–AMU1O1 _____ Construction–TCJ 1O1 _____

*** IB Preparation: Complete this portion if you are an IB candidate:**

Students wishing to graduate from high school with an IB Diploma begin their preparation by taking the following IB preparation courses in grade 9: English, French, Mathematics and Science. Students must also include 1 of Art or Music and Phys. Ed. in grade 9.

Students choosing IB must have the enclosed recommendation form filled out by their grade 8 teacher and returned.

English–ENG1D1B _____ French– Core ___ Extended ___ Immersion ___

Mathematics–MPM1D1B _____ Geography–Core ___ Extended ___ Immersion ___

Science–SNC2D1B _____ Religion– Core ___ Extended ___ Immersion ___

Art–NAC1O1 ___ or Music–AMU1O1 _____ Phys Ed–PPL1O1 Male ___ Female ___

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McCarthy Uniforms is pleased to be part of your learning journey. We recommend that you have a selection of 7 tops, 4 bottoms, and 3 sweaters to best meet your needs throughout the year.

PRODUCT	GENDER	COLOUR	STYLE	PRICE
TOPS				
BLOUSES				
* Long Sleeve Princess Embroidered Blouse	Female	WHT	H3123E	\$38.99
* Cap Sleeve Embroidered Blouse	Female	WHT	H3125E	\$36.99
GOLF SHIRTS				
* Short Sleeve Pique Embroidered Golf Shirt (SPRING UNIFORM ONLY)	Unisex	MRN	1113E	\$31.49
* Short Sleeve Pique Embroidered Golf Shirt (SPRING UNIFORM ONLY)	Female	MRN	1115E	\$31.49
SHIRTS				
* Long Sleeve Embroidered Oxford Shirt with Button Down Collar	Male	WHT	H3000E	\$38.99
BOTTOMS				
KILTS/X-KILTS/SKIRTS				
* White/Green Plaid Kilt (Tights Mandatory with Kilt)	Female	WHT	6109	\$89.99
PANTS				
* Flat Front Dress Pant - Youth	Female	GRY	1005	\$44.99
* Flat Front Dress Pant	Male	GRY	1011	\$52.99
* Flat Front Dress Pant	Female	GRY	USI1350L	\$52.99
WALKING SHORTS				
* Walking Shorts (SPRING UNIFORM ONLY)	Male	KHA	100M	\$32.99
* Walking Shorts (SPRING UNIFORM ONLY)	Female	KHA	103L	\$32.99
Classic Comfort Twill Short	Unisex	KHA	104B	\$29.99
SWEATERS				
CARDIGANS				
* Embroidered Cardigan	Unisex	NVY	451ME	\$52.49
PULLOVERS				
* V-Neck Embroidered Pullover	Unisex	NVY	454ME	\$44.99
SWEAT TOPS				
* Full Zip Embroidered Sweat Top	Female	NVY	H4306LE	\$52.99
* Full Zip Embroidered Sweat Top	Male	NVY	H4306ME	\$52.99
VESTS				
* V-Neck Embroidered Vest	Unisex	NVY	450ME	\$40.99
ACCESSORIES				
HOSIERY				
* Tights-2 Pack (Tights Mandatory with Kilt)	Female	NVY	7002	\$19.95
Dress Socks-3 Pack	Male	BLK	8103	\$17.95
Dress Socks-3 Pack	Male	HGR	8103	\$17.95
TIES				
* Maroon/Gold Crested School Tie	Unisex	MRN	36246C	\$31.99

Our online store and showrooms have a variety of school accessories including socks, knapsacks and jackets. At select times during the year, promotions, giveaways and coupons will be featured.

COMMENTS

*Mandatory Items.

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No mix and matching of spring uniform- golfshirts can only be worn with walking shorts.