



Regiopolis-Notre Dame Catholic High School

130 Russell Street, Kingston, ON K7K 2E9 · (613) 545-1902 · Fax (613) 548-4024
Student Services (613) 545-1907 · FAX (613) 650-5486 · Attendance (613) 545-1906
Email: flhpregi@alcdsb.on.ca · Website: www.reginotredame.ca

Mr. Paul Melim
Principal

Mrs. Joanna Besselink, Vice-Principal
Mrs. Wendy Gallant, Vice-Principal

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 2022-2023 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. 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, 2022. 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 black ink that reads "P. Melim" followed by a small flourish.

Paul Melim
Principal



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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 (<i>Month numerical ex. 01</i>)	(<i>Day</i>)	(<i>Year</i>)	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.*

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.

Property Identifier / Identification de propriété

NBHD Quartier	County Comté	Mun. Mun.	Map/Div Plan/div.	Map/Sub Plan/sec.	Parcel Parcelle	Prim/Sub Princ./sec.
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Instructions: see reverse / voir au verso

Please enter or revise my school support designation on the assessment roll in accordance with the following information.
Veuillez 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 Street No., Name, P.O. Box, R.R. # / N° et rue, C.P., R.R. City / Ville Province Country / Pays Postal Code / Code postal			Complete for rural areas only / Remplir dans les cas des zones rurales seulement 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. Last Name / Nom de famille First / Prénom(s)	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. at above address à l'adresse indiquée ci-dessus 2. elsewhere on this property ailleurs sur cette propriété 3. elsewhere in this municipality ailleurs dans cette municipalité 4. in another municipality dans une autre municipalité	yes <input type="checkbox"/> no <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	1. English-Public Publiques de langue anglaise 2. English-Separate Séparées de langue anglaise 3. French-Public Publiques de langue française 4. French-Separate Séparées de langue française
	male <input type="checkbox"/> female <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>
male <input type="checkbox"/> female <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male <input type="checkbox"/> female <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male <input type="checkbox"/> female <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male <input type="checkbox"/> female <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male <input type="checkbox"/> female <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male <input type="checkbox"/> female <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
School lease in effect? Procuracion scolaire signée? Indicate Cocher <input checked="" type="checkbox"/>	Indicate (✓) area occupied: Cocher les parties occupées : 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 Month Year Jour Mois Année			
Name of School Board/Agent / Nom du conseil scolaire/agent		Is 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. / est 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 Month Year Jour Mois Année	Signature of Owner or Tenant Signature du propriétaire ou du locataire	Date Day Month Year Jour Mois 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

Students take de-streamed courses for English, math, science, geography, and French unless locally developed is chosen in consultation with classroom teacher.



COMPULSORY COURSES

English

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.

ENG 1D1 Geography of Canada/Geographie

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.

CGC1D1/E/I

English (Locally Developed)

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

Mathematics **MTH1W1**
 This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy.

French Core

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.

FSF1D1 Mathematics (Locally Developed) **MAT1L1**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy.

French Extended

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.

FEF1D1 Science **SNC1W1**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

French Immersion

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.

FIF1D1 Science **SNC2L1**

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.

Religious Education

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.

HRE1O1/E/I



ELECTIVE COURSES

<p>Computer Applications</p> <p>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.</p>	<p>BTT101 Nutrition and Food</p> <p>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.</p>
<p>Healthy Active Living Education</p> <p>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.</p>	<p>PPL101F/PPL101M Visual Art</p> <p>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.</p>
<p>Exploring Construction</p> <p>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.</p>	<p>TCJ101 Music</p> <p>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.</p>

Student Name: _____

My Grade 9 Electives

Option #1 _____

Option #2 _____

Extended French Pathway

Immersion French Pathway

I would like to know more about the International Baccalaureate (IB) program at RND.



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2



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PRODUCT	GRADES	COLOUR	STYLE	PRICE
TOPS				
BLOUSES				
* Long Sleeve Princess Embroidered Blouse - Female	9-12	WHT	H3123E	\$36.99
* Cap Sleeve Embroidered Blouse - Female	9-12	WHT	H3125E	\$36.99
GOLF SHIRTS				
* Short Sleeve Pique Embroidered Golf Shirt - Unisex (SPRING UNIFORM ONLY)	9-12	MRN	1113E	\$26.99 - \$29.49
* Short Sleeve Pique Embroidered Golf Shirt - Female (SPRING UNIFORM ONLY)	9-12	MRN	1115E	\$29.49
SHIRTS				
* Long Sleeve Embroidered Oxford Shirt with Button Down Collar - Male (Must be worn w/ Tie for BOYS)	9-12	WHT	H3000E	\$36.99
BOTTOMS				
KILTS/X-KILTS/SKIRTS				
* White/Green Plaid Kilt - Female (Tights Mandatory with Kilt)	9-12	WHT	6109	\$87.99
PANTS				
* Flat Front Dress Pant - Youth - Female	9-12	GRY	1005	\$44.99
* Flat Front Youth Dress Pant - Female (New Add For SEPT 2022)	9-12	GRY	1005G	\$44.99
* Flat Front Dress Pant - Boys/Mens - Male	9-12	GRY	1011	\$50.99
* Flat Front Dress Pant - Ladies - Female	9-12	GRY	US11350L	\$50.99
WALKING SHORTS				
* Walking Shorts - Mens - Male (SPRING UNIFORM ONLY)	9-12	KHA	100M	\$30.99
* Walking Shorts - Female (SPRING UNIFORM ONLY)	9-12	KHA	103L	\$30.99
Classic Comfort Twill Short - Youth - Unisex	9-12	KHA	104B	\$27.99
SWEATERS				
CARDIGANS				
* Embroidered Cardigan - Unisex	9-12	NVY	451ME	\$47.99 - \$50.49
PULLOVERS				
* V-Neck Embroidered Pullover - Unisex	9-12	NVY	454ME	\$42.99
SWEAT TOPS				
* Full Zip Embroidered Sweat Top - Female	9-12	NVY	H4306LE	\$50.99
* Full Zip Embroidered Sweat Top - Male	9-12	NVY	H4306ME	\$50.99
VESTS				
* V-Neck Embroidered Vest - Unisex	9-12	NVY	450ME	\$38.99
ACCESSORIES				
BELTS				
Belt - Unisex	9-12	BLK	BELT12	\$22.95
BRANDED ACCESSORIES				
Kilt Pin - Female	9-12	SIL	KILTPIN	\$4.25
HOSIERY				
* Tights-2 Pack - Female (Tights Mandatory with Kilt)	9-12	BLK	7002	\$21.99 - \$23.99
Dress Socks-3 Pack - Male	9-12	BLK	8103	\$18.99 - \$20.99
TIES				
* Maroon/Gold Striped School Tie - Unisex (Mandatory w/ Dress Shirt- Boys)	9-12	MRN	36246C	\$25.99

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.

Prices Subject to Change and do not include any applicable taxes.

Walking Shorts & Golfshirts - SPRING UNIFORM ONLY and may only be worn in MAY and JUNE.

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

BLACK Tights are a mandatory requirement with the kilt. Sept 2021

Tie is a mandatory requirement for boys with the white dress shirts.

Shoe Policy - Solid Black Shoe