

WELCOME TO CORPUS CHRISTI CATHOLIC SECONDARY SCHOOL



CORPUS CHRISTI CATHOLIC SECONDARY SCHOOL



CD
SB

HEATON CATHOLIC DISTRICT SCHOOL BOARD

Achieving Believing Belonging



CORPUS CHRISTI CATHOLIC SECONDARY SCHOOL

GRADE 8 PARENT INFORMATION NIGHT

WHERE: **Corpus Christi C.S.S. Theatre**

WHEN: **Thursday October 19, 2023**

6:30 – 8:00 pm

WHY: **TO LEARN MORE ABOUT:**

- WHO WE ARE AND WHAT WE HAVE TO OFFER
- OSSD GRADUATION REQUIREMENTS
- PATHWAYS
- COMPULSORY AND ELECTIVE CREDITS
- REGISTRATION PROCESS

WHO: **PARENTS AND GUARDIANS...ALL ARE WELCOME!**

Corpus Christi Guidance Counsellors will be visiting our associate school Grade 8 classes during the week of October 10th and will share important course selection information.

This year course selections (for associate school students) will be due by December 5, 2023, through the student's myblueprint account. Students from non-associate schools need to register through our on-line registration system (cccass.ca - Students - Student Services - New Student Registration, opens in December). Please visit cccass.ca for important up-to-date information and follow us on twitter @CCCSSnews.



Achieving

Believing

Belonging

Our Values

- Dignity
- Equity
- Respect

Our Mission Statement

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centered individuals enabled to transform society.



GRADE EIGHT INFORMATION NIGHT OUT OF DISTRICT STUDENT SURVEY

Welcome to our Grade Eight Information night!

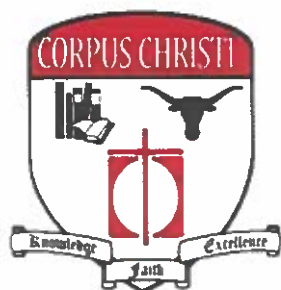
Please complete the Out of District Student Survey by using the QR Code below if your child is currently attending a school **OUTSIDE** of the HCDSB and is interested in attending Corpus for the **2024-25** School year!



SCAN ME

Student Success

Corpus Christi Catholic Secondary School



CELEBRATE SUCCESS FOR ALL

Gr. 8 to Gr. 9 Transition Events / Strategies:

The transition from Gr. 8 to Gr. 9 is a time filled with excitement and anxiety. The transition process does not begin and end with the first week of school. It is a transition that begins well before the students enter Corpus Christi. To assist with this transition, we use a variety of events and strategies which include:

- Gr. 8 Schools visits by Student Services (TBD)
- Information Sessions for Grade 8 teachers (TBD)
- Transition Meetings for Spec. Ed., Multilingual (ML) and Student Success (May / June)
- Grade 9 Orientation Day (Aug)
- Feeder School Visits / Elective Fairs (TBD)

Corpus Christi is a school that continues to meet high standards in academic achievement. With the help of our dedicated teachers, Corpus Christi is known for its high success rates on the Gr. 9 EQAO math test and the Gr. 10 OSSLT. While our data is impressive, more important is the impact that our teachers have on the lives of our students. We are a caring school community that is dedicated to making all students feel like they are a valued member of our Corpus Christi family. We are a school that celebrates success through award ceremonies, graduation awards, many community awards winners and scholarship recipients. While the majority of our students achieve success, some of our students struggle. For those students, supports are in place to help them achieve success. The Student Success Team and the Student Success Teacher (SST) are in the secondary schools to support students that are "in risk". At any point, any student can be considered "in risk". Therefore, there is a wide range of students who are monitored by the Student Success Teacher and Student Success Team. These students may be dealing with social-emotional issues which often result in poor choices, poor attendance/truancy, and behavioural concerns. Others are struggling with academic success because they lack the skills that allow them to be successful.

The Grade 9 referral list is comprised of students who are referred by their Gr. 8 teachers during Student Success Transition Meetings. Our goal is that as students become successful, they can be removed from the list. The classroom teacher, the Student Success Teacher and the Student Success Team all work together to help support students. As a staff, we continuously support those who are in need and celebrate the success for *all* Corpus Christi students.



*"Now you are the body of Christ and
individually members of it."*

1 Cor. 12:27



STUDENT SUCCESS TEAM

CORPUS CHRISTI'S STUDENT SUCCESS TEAM

- Chris Chliszyk—Principal
Mike Silvello, Catherine Serafim—Vice Principals
John Sobiera—Student Success Teacher
Val Kelenc—Guidance Head
Liz Clarke—Guidance Counselor
Dave Papa—Guidance Counselor
TBD—Numeracy Team Member
TBD—Literacy Team Member
Suzanne Miller— Special Education Head
Mike Muszak, Tammy Maxwell—Multilingual Learner Teacher
Jim Hibbert —Credit Recovery Teacher
Chris Hall—Board Itinerant

THE ROLE OF THE STUDENT SUCCESS TEACHER

The Student Success Teacher is the facilitator and provider for direct student advocacy, mentoring and monitoring. The Student Success Teacher will:

- ◆ Monitor the transition from Gr. 8 to Gr. 9 for each student referred to the Student Success Teacher
- ◆ Track the progress of each student at Progress Report, Midterm Report and Final Report
- ◆ Conference with teachers to track student progress
- ◆ Have regular meetings with students to discuss progress
- ◆ Implement strategies and interventions to support the student

The Student Success Teacher works together with Guidance Counsellors, Special Education, Administration, the Student Success Team, and classroom teachers to support the student's individual needs.

The world needs men and women...

- ◆ Whose word is their bond;
- ◆ Who put character above wealth;
- ◆ Who possess opinions and a will;
- ◆ Who are larger than their vocations;
- ◆ Who do not hesitate to take chances;
- ◆ Who will not lose their individuality in a crowd;
- ◆ Who will be honest in small things as in great things;
 - ◆ Who will make no compromise with wrong;
- ◆ Whose ambitions are not confined to their own selfish desires;
- ◆ Who will not say they do it "because everybody else does it";
- ◆ Who are true to their friends through good report and evil report, in adversity as well as in prosperity;
- ◆ Who do not believe that shrewdness, cunning and hardheadedness are the best qualities for winning success;
 - ◆ Who are not ashamed or afraid to stand for the truth when it is unpopular;

~ Unknown

What do you need to graduate from high school?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits†
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

	Group 1: <ul style="list-style-type: none">• English or French as a second language**• a Native language• a classical or international language• social sciences and the humanities• Canadian and world studies• guidance and career education• cooperative education***
1	Group 2: <ul style="list-style-type: none">• health and physical education• the arts• business studies• French as a second language**• cooperative education***
1	Group 3: <ul style="list-style-type: none">• science (Grade 11 or 12)• technological education• French as a second language**• computer studies• cooperative education***

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.



support every child
reach every student





Corpus Christi Catholic Secondary School
5150 Upper Middle Road -Burlington, Ontario L7L 0E5



Grade 9 Course Selection 2024 - 2025

Please use this option sheet as a guide as you make your selections into myBlueprint. Note: There is a \$65 activity fee (this fee is an annual voluntary fee that is used to offset costs for school initiatives, materials, and activities that enhance the school experience for our students. In accordance with policy II-47, it is our Board's commitment that every student should have equal opportunity to benefit from the school environment, regardless of financial hardships or barriers. Families who are unable to pay school fees are encouraged to contact the school Principal). Changes to elective courses can be made up until June. Please be advised that some course offerings may be canceled due to low student interest. Not all course selections are guaranteed.

Student's Last Name _____

Student's First Name _____

Elementary School _____

PART A:

Please circle the 6 desired courses – one course per subject.

Religion: HRE1O
English: ENL1W ENG1L
Math: MTH1W MAT1L
Science: SNC1W SNC1L
Geography: CGC1D
French: FSF1D

ENGLISH AS A SECOND LANGUAGE

ESL A / B / C / D

PART B: All Students must circle 2 courses from the following elective areas. Exceptions to this will require Special Education Identification. Please see Part C below.

HEALTH & PHYS. ED.

PPL 1OF (Female)
PPL 1OM (Male)
PAL 1OT
(Large Group Activities)
(football, basketball & other territorial activities)

ARTS

AMU 1O (Music)
AVI 1O (Visual Arts)
NAC1O (Expressing
Aboriginal Culture)

BUSINESS

BTT 1O (Info. & Comm. Tech.)

SOCIAL SCIENCE

HFN 1O (Food & Nutrition)

EXPLORING TECHNOLOGY

TIJ 1O Exploring Technology (Woodworking & Automotive)

TXJ 1O Personal Services (Hairstyling & Aesthetics)

GUIDANCE

GLS1O (Learning Strategies)

ALTERNATE SELECTIONS FOR PART B:

All students must select two (2) alternative electives from the courses above in the event that the first two choices cannot be accommodated.

1. _____ 2. _____

PART C: SPECIAL EDUCATION

This student has an IEP: Yes ☐ No ☐ Area of Exceptionality (if applicable): _____
The course listed in this section is to be chosen in consultation with the grade 8 classroom teacher.

GLE1O – Learning Strategies Course

Please Note: A student who is working on modified expectations below grade level in English, Math and/or Science will be directed toward the Locally Developed credit in that particular subject area. These courses are intended to elevate skills so that the student can be successful in further secondary school programs.

PART D: TEACHER RECOMMENDATION

	English	Math	Science	French	Geography
DE-STREAMED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOCALLY DEVELOPED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Grade 8 Teacher Signature _____

Student's Signature _____

Parent/Guardian Signature _____

Elementary School Principal Signature _____

Online course selections close at noon on December 5, 2023 (Only for Associate School students). Student Activity Fee can be made online at <https://hcdsb.schoolcashonline.com>. The purpose of this option sheet is to help guide the parent/guardian and student with their course selection with myblueprint. Please keep this option sheet guide for your reference ONLY. Please note that no paperwork is to be returned to the grade 8 teacher. All student course options are to be approved by parents/guardians online. Students will send an approval email to their parent/guardian that will need to be accepted for courses to be registered.

For more information, please visit our website www.cccss.ca

GRADE 9 ELECTIVE COURSE DESCRIPTIONS

HEALTH AND PHYSICAL EDUCATION

1. PPL10F- Healthy Active Living Female

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

2. PPL10M- Healthy Active Living Male

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

3. PAL10T- Large Group Activities

- a. This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. The emphasis of this course is on the sport of football skill development, leadership, refereeing, personal fitness and coaching strategies

ARTS

1. AMU10- Music

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

2. AVI10- Visual Arts-Comprehensive

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

3. NAC10- Expressions of First Nations, Metis

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

BUSINESS

1. BTT10-Information Communication Technology

- a. This hands-on course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop website design, desktop publishing, spreadsheet, presentation and word processing software skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. Students who take BTT10 are not allowed to take BTT20

SOCIAL SCIENCE

1. HFN10-Food and Nutrition

- a. This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond

EXPLORING TECHNOLOGY

1. TIJ10- Exploring Technologies (woodworking & Automotive)

- a. 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 postsecondary education and training pathways leading to careers in technology-related fields.

2. TXJ10-Personal Services (Hairstyling & Aesthetics)

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

GUIDANCE

1. GLS10 (Learning Strategies)

- a. This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond



Quick Reference

Registering Your Child for School Online

Version 1

Quick Reference
Registering Your Child for School Online

- 1. Go to <https://olr.hcdsb.org/Fusion/>
- 2. At the top right of the web page, click **Sign In**.
- 3. If you have already created an account, proceed to **step 7** in this document. If you have not created an account, under ***Don't have an account?***, click **Create an account**.
- 4. Enter your First Name, Last Name, Email, and Password. Click **Create**.

First Name:

Mahalia

Last Name:

Pendley

Email:

mahalia.pendley@staff.hcdsb.org

Password:

●●●●●●●●●●●●●●●●

Create

TIP: If you have a Cogeco or iCloud email address, please use an alternate email address to create an account instead as the service provider is currently blocking emails from the OLR. Also, HCDSB email addresses cannot be used to create an account.

- 5. A confirmation email is sent to your inbox. Click the link within the email to confirm your email address and access the site.
- 6. In the web page, select **Click here to verify your email address**.

Click here to verify your email address.

- 7. Sign in by entering your email and password. Click **Log On**.

Username/Email:

mahalia.pendley@staff.hcdsb.org

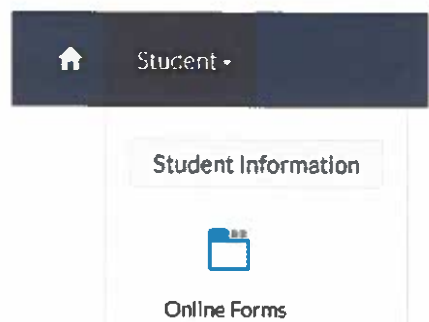
Password:

●●●●●●●●●●●●●●●●

Log On

Quick Reference
Registering Your Child for School Online

8. At the top left corner of the web page, click **Student**. Then click **Online Forms**.



9. Under **Available Forms**, click **Start** beside the registration form you would like to complete.
10. Enter the information into the form. Red asterisks indicate the field is mandatory.

✱ Registering for which school year?

☐ 2018-2019

✱ Registering for which school?

Select

11. When you are finished completing the form, click **Submit** at the bottom right corner of the web page.



An email notification will be sent to you, confirming that you have registered your child. If you would like to register another child, repeat [steps 8 to 11](#).

TIP: To view your submitted form, click **Student** at the top left corner of the web page. Then click **Online Forms**. Under **My Submissions**, you can view a list of forms you submitted. If you would like to view the form information you submitted, click **Continue**.

PARENT CHECKLIST FOR STUDENT REGISTRATION

Proof of legal status in Canada for the child *(only one of the following)*

- ☐ Canadian Birth Certificate
- ☐ Canadian passport
- ☐ Canadian citizenship Card/certificate
- ☐ Permanent Resident Card
- ☐ Confirmation of Permanent Residence
- ☐ Work Permit
- ☐ Visitor Record
- ☐ Refugee claimant permit

Proof of residence (with current date) *(only one of the following)*

- ☐ Government issued forms
- ☐ Utility Bill
- ☐ Bank Statement/Letter from Financial Institution
- ☐ Credit Card Statement
- ☐ Purchase/Rental Agreement *(rental must be one year or more)*

Proof of Guardianship

- ☐ Living with **BOTH** custodial parents *(no documentation required)*
- ☐ Living with **ONLY** one custodial parent *(court order or signed letter from both parents to be provided with details regarding custody arrangements)*

How to Steps to pay the Student Activity Fee

Corpus Christi 2024/2025 Student Activity Fee - \$65

Use the link below to pay your Student Activity Fee (SAF). This link will take you to the School Cash Online website.

If you do not already have a School Cash Online account, please create one now.

1. Link: <https://hcdsb.schoolcashonline.com/Fee/Details/68172/6/False/True>
2. Who are you purchasing this for? **TYPE YOUR STUDENTS FULL NAME (FIRST/LAST)**
3. **CLICK TO REMOVE THE CHECKMARK – MYSELF – LEAVE BOX UNCHECKED**
4. Once you click Add to Cart.
5. After checking the information is correct, click continue and follow the prompts until you finish the order and have an order confirmation. **PLEASE PRINT/RETAIN YOUR RECEIPT.**

HCDSB Welcome Centre Locations

HALTON SOUTH:

Welcome Centre –
255 Morden Road
Oakville, ON
L6K 2S2
Phone: 905-847-5113

HALTON NORTH:

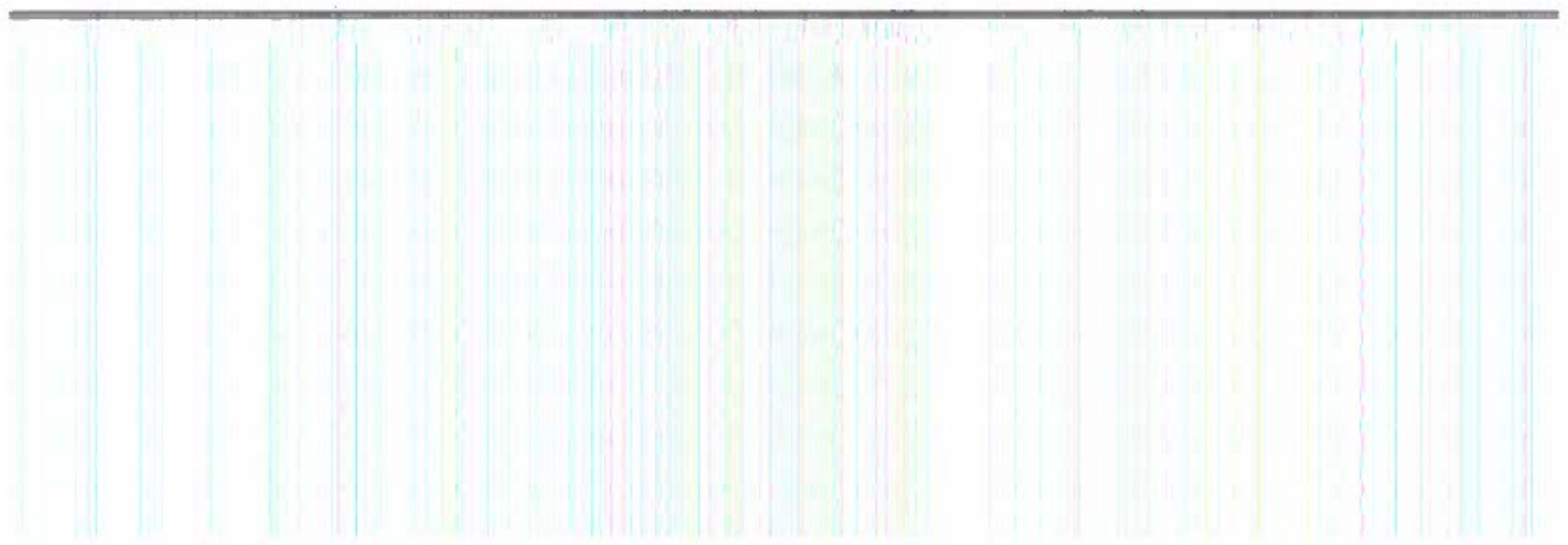
Welcome Centre
2800 High Point Drive
Suite 212
Milton, Ontario, L9T 6P4
Phone: 905-693-0623

Welcome to the **Halton Catholic** District School Board!

Now that you have registered at one of our schools, the next step for newcomer students and their families / guardians is to make an appointment to visit one of our Welcome Centres.

As part of the registration process, all newcomer students must be assessed at a Halton Catholic District School Board Welcome Centre.

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To Book an appointment, please contact:

Welcomecentre@hcdsb.org

**Please let us know
if you will require an
interpreter when booking
your appointment!**

Services provided at the Welcome Centres for elementary students (Grades 1– 8) and parents / guardians:

- Introduction to the Halton Catholic District School Board system
- Math assessment
- Language assessment
- Introduction to community services and available resources for parents / guardians
- Meeting with a Youth Settlement Worker

What you need to bring:

- A copy of your HCDSB registration form
- Proof of immigration status
- Lunch

Elementary appointments take approximately 1– 3 hours. Students receive breaks as required.

Services provided at the Welcome Centres for secondary students (Grades 9–12) and parents / guardians:

- Introduction to the Halton Catholic District School Board system
- Math assessment
- Language assessment
- Introduction to community services and available resources for parents / guardians
- Meeting with a Youth Settlement Worker

What you need to bring:

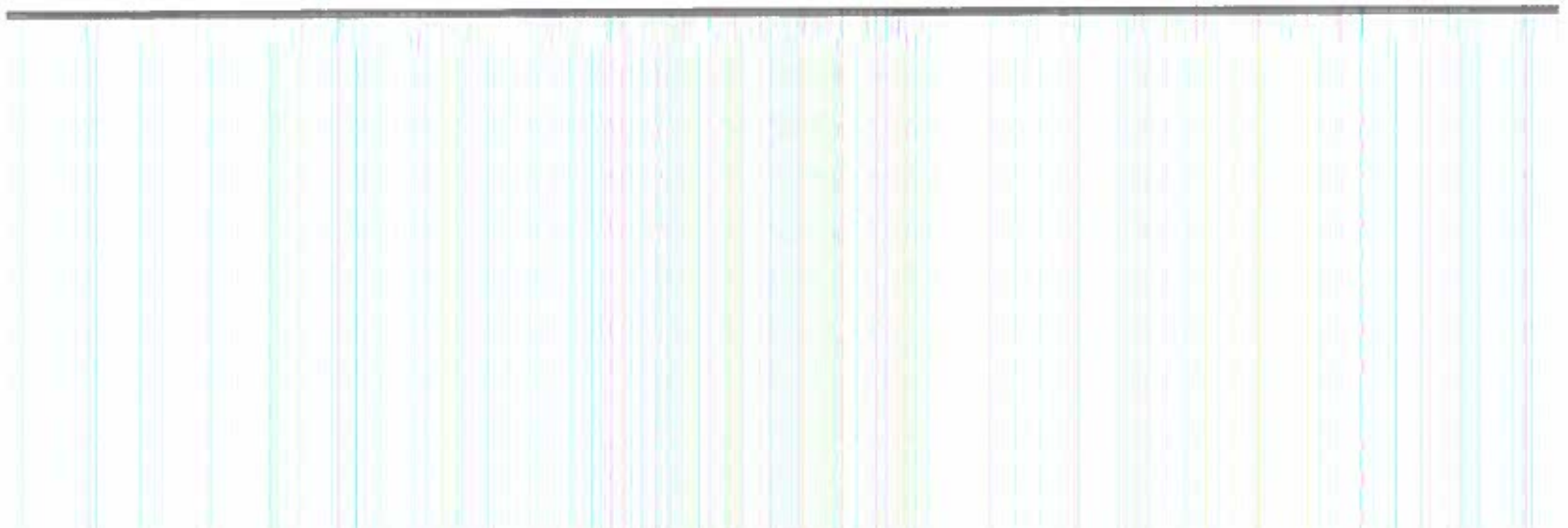
- A copy of your HCDSB registration form
- Proof of immigration status
- Scientific calculator
- Lunch

Secondary appointments take approximately 3—5 hours. Students receive breaks as required.



WELCOME
CENTRE

Achieving Believing Belonging



Suzanne Miller
Acting Department Head Special Education
Corpus Christi Catholic Secondary School
(905) 331-5591, ext. 4018 MillerS@hcdsb.org

Transitioning to High School with an IEP?

<u>From a HCDSB Associate School</u>	<u>From outside HCDSB</u>
<ul style="list-style-type: none">-Elementary SERT will set up a virtual transition meeting with the Department Head of Special Education.-Students will virtually visit the high school individually or with a small group (depending on their need) IEP will be transferred automatically.	<ul style="list-style-type: none">-Make an appointment with Suzie Miller, Dept. Head of Special Ed. to share the following documents:<ul style="list-style-type: none">-Current IEP- Latest report card-Foundational documentation (Psycho-educational assessment, medical note, etc.)-Parents may invite Department Head to Transition meeting at non-HCDSB board.-Foundational documents will be reviewed by Board staff, IEP developed in September based on previous IEP and parent consultation.

CROSS BOUNDARY / NON-RESIDENT STUDENTS
ANNUAL APPLICATION FOR SCHOOL ATTENDANCE

This form is to be completed by parent(s)/guardian(s) of students or by adult students requesting admission into a Catholic School OUTSIDE their designated school attendance area, and/or have their primary residence OUTSIDE of the Region of Halton.

SECTION 1 - TO BE COMPLETED BY PARENT/GUARDIAN OR BY ADULT STUDENT - PLEASE PRINT!

(PLEASE PRESS FIRMLY USING A BALL POINT PEN)

CROSS BOUNDARY STUDENT

☐

NON-RESIDENT STUDENT

☐

TO: PRINCIPAL/SUPERINTENDENT OF EDUCATION

NAME OF HOME SCHOOL: CITY:

I request school admission of the under named student(s) for the school year.

Name of Pupil(s)		Date of Birth DD/MM/YYYY	Grade in which pupil to be enrolled	School requested	New Request to Superintendent (X)	Renewal Request to Principal (X)
Surname	First Name					
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>

Reason for request (must be completed - additional information can be attached):

Parent(s)/Guardian(s) Name: (PLEASE PRINT)

Address: Street (if rural, include Emergency No.) Unit No. City/Town Postal Code

Telephone No's: Residence: Cell: Business:

Email Address:

Have you recently moved: Yes No If Yes, give former address: Street (if rural, include Emergency No.) City/Town Postal Code

School Support Form completed and on file: Yes No

- NOTE: 1. Approval is subject to the receiving school having sufficient space.
2. Placement of all students within a school is subject to the principal's organization of the school.
3. Transportation to and from the school is a parental or adult student responsibility.

Signature of Parent/Guardian or Adult Student

Date of Application

SECTION 2 - OFFICE USE ONLY

On behalf of the Halton Catholic District School Board, I hereby: Approve Not Approve the above named student(s) for admission to: School for the school year.

Date: Principal/Superintendent

Application for Direction of School Support
under section 16 of the Assessment Act

Instructions: See Page 2

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

Grey-shaded areas are for office use only. All other areas must be completed.

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

Municipality	Address of Property	Unit/Apt.	Residence Tel. No.					
Mailing Address (if different from above)		Street No./P.O. Box	Street Name	City	Province	Country	Postal Code	Email

Please answer ALL questions below:

For School Board Use Only				B. Occupancy Status		C. School Support (See Page 2)		
A. Resident (Please print) Must list <u>all</u> occupants, including ALL children.				1. Owner	This person lives	Roman Catholic?	French Language Education Rights? (Section D, Page 2)	School Board Support (If left blank, you will be considered an English-Public supporter.)
				2. Tenant	1 at above address			
				3. Spouse	2 elsewhere on this property			
				4. Child, boarder, etc.	3 elsewhere in this municipality			
					4 in another municipality			
Last Name				First Name				
				1 <input type="checkbox"/>	1 <input type="checkbox"/>			English-Public <input type="checkbox"/>
				2 <input type="checkbox"/>	2 <input type="checkbox"/>	yes <input type="checkbox"/>	yes <input type="checkbox"/>	English-Separate <input type="checkbox"/>
Male <input type="checkbox"/> Date of Birth year month day Canadian Citizen yes <input type="checkbox"/> no <input type="checkbox"/>				3 <input type="checkbox"/>	3 <input type="checkbox"/>	no <input type="checkbox"/>	no <input type="checkbox"/>	French-Public <input type="checkbox"/>
Female <input type="checkbox"/>				4 <input type="checkbox"/>	4 <input type="checkbox"/>			French-Separate <input type="checkbox"/>
				1 <input type="checkbox"/>	1 <input type="checkbox"/>			English-Public <input type="checkbox"/>
				2 <input type="checkbox"/>	2 <input type="checkbox"/>	yes <input type="checkbox"/>	yes <input type="checkbox"/>	English-Separate <input type="checkbox"/>
Male <input type="checkbox"/> Date of Birth year month day Canadian Citizen yes <input type="checkbox"/> no <input type="checkbox"/>				3 <input type="checkbox"/>	3 <input type="checkbox"/>	no <input type="checkbox"/>	no <input type="checkbox"/>	French-Public <input type="checkbox"/>
Female <input type="checkbox"/>				4 <input type="checkbox"/>	4 <input type="checkbox"/>			French-Separate <input type="checkbox"/>
				1 <input type="checkbox"/>	1 <input type="checkbox"/>			English-Public <input type="checkbox"/>
				2 <input type="checkbox"/>	2 <input type="checkbox"/>	yes <input type="checkbox"/>	yes <input type="checkbox"/>	English-Separate <input type="checkbox"/>
Male <input type="checkbox"/> Date of Birth year month day Canadian Citizen yes <input type="checkbox"/> no <input type="checkbox"/>				3 <input type="checkbox"/>	3 <input type="checkbox"/>	no <input type="checkbox"/>	no <input type="checkbox"/>	French-Public <input type="checkbox"/>
Female <input type="checkbox"/>				4 <input type="checkbox"/>	4 <input type="checkbox"/>			French-Separate <input type="checkbox"/>
				1 <input type="checkbox"/>	1 <input type="checkbox"/>			English-Public <input type="checkbox"/>
				2 <input type="checkbox"/>	2 <input type="checkbox"/>	yes <input type="checkbox"/>	yes <input type="checkbox"/>	English-Separate <input type="checkbox"/>
Male <input type="checkbox"/> Date of Birth year month day Canadian Citizen yes <input type="checkbox"/> no <input type="checkbox"/>				3 <input type="checkbox"/>	3 <input type="checkbox"/>	no <input type="checkbox"/>	no <input type="checkbox"/>	French-Public <input type="checkbox"/>
Female <input type="checkbox"/>				4 <input type="checkbox"/>	4 <input type="checkbox"/>			French-Separate <input type="checkbox"/>

School lease in effect? (C.)		Indicate (✓) area occupied:					Owner or tenant of this property since			
Indicate (✓) <input type="checkbox"/>		Whole House <input type="checkbox"/>	Base. Apt. <input type="checkbox"/>	1 st Floor <input type="checkbox"/>	2 nd Floor <input type="checkbox"/>	3 rd Floor <input type="checkbox"/>	Date	year	month	day
Name of School Board / Agent										
Halton Catholic District School Board 802 Drury Lane, Burlington, ON L7R 2Y2		Is hereby authorized to act as agent in matters of school support designation in respect to the above mentioned property on behalf of the undersigned.								
Signature of Owner or Tenant			Date			Signature of Owner or Tenant			Date	
This Application is: <input type="checkbox"/> Approved or <input type="checkbox"/> Refused			Signature of Assessment Commissioner			Date				
Reason for Refusal:						Date				
Name of Catholic School in which Pupil(s) is / are being enrolled,							New enrollment <input type="checkbox"/> or Change of address <input type="checkbox"/>			

INFORMATION ABOUT THE 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 indicate whether you will be an elector for English-language or French-language school trustees, to prepare voters' list for municipal and school board election, and to help with municipal and school board planning. Note: Tenants have the right to direct school support 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 the form or about school support, please contact the Planning Services department at the Halton Catholic District School Board at (905) 632-6314, ext. 165.

INSTRUCTIONS ON HOW TO COMPLETE THE APPLICATION

- A. IDENTIFICATION**
Every person in your household must be listed. Put the family name (last name) first, followed by given name(s), and make sure the gender, birth date and citizenship are shown for each person. Owners or tenants should be listed first, followed by spouses, all children and other occupants.
- B. OCCUPANTS STATUS**
One box should be filled in for each person showing them as an owner or a tenant or a spouse or a child/boarder/other. As well, make sure that one box is filled in showing where each person lives, either (1) at the address of the property or (2) elsewhere on the property (e.g. another apartment) or (3) elsewhere in the municipality or (4) in another municipality.
- C. SCHOOL SUPPORT**
One box should be filled showing whether or not each person is Roman Catholic and whether each person wishes to be a supporter/elector for the public or separate school board. Owners and tenants have the right to be supporters, which means they can direct their school taxes. Everyone who is eligible to vote can be an elector for school board trustees.
- Note:** Only Roman Catholics, which include Greek and Ukrainian Catholics, may be separate supporters/electors. Roman Catholics also have the option to be supporters/electors for either the separate or public school board. Anyone who is not Roman Catholic must be a public school supporter/elector.
- Note:** If one home owner is Roman Catholic, and the other home owner is not Roman Catholic, a Separate School Assessment Lease is required in order to have the property's school taxes directed to the separate school board. Please contact the Planning Services department at the Halton Catholic District School Board to obtain a Separate School Assessment Lease form.
- D. RIGHT TO ELECT FRENCH-LANGUAGE TRUSTEES**
In communities where a school board operates both French and English schools, trustees will be elected to the school board to represent each language group.
- One box should be filled in showing whether or not each person has the right to be a French-language elector and, if they do, whether they wish to vote for French-language trustees or English-language trustees. Only people who have French-language education rights can vote for French-language trustees.
- You have French-language education rights and therefore, the right to elect French-language trustees, if: (a) your school board has them; (b) you are eligible to vote; and (c) you can answer "yes" to any one of the following questions: (1) *Is French is 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.)*
- If you have these rights, but do not choose to vote for French-language trustees, you will be shown as an elector for English-language trustees. If your board does not have French-language trustees, you will not lose your rights, but you will be shown as an elector for English-language trustees. If you do not have French-language education rights, you will be shown as an elector for English-language trustees.

Parent/Guardian & Student Opt-Out Form of E-Learning Graduation Requirement

Dear Parent/Guardian:

You may be aware that the Ministry of Education, through [PPM 167](#), has mandated that students must earn two (2) e-learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 * school year.

Online learning refers to e-learning courses that do not require students to be physically present with one another or with their teacher in school. Parents/guardians may choose to opt their child out of the mandatory e-learning courses required for graduation.

This opt-out form is included as part of the annual course selection process for all Catholic secondary school students. This opt-out form may be distributed electronically or in print; however, a print copy of all opt-out forms must be returned to the student's school and will be included in the student's OSR (Ontario Student Record). The form does not have to be returned to the school if your child is choosing to fulfill the two-credit e-learning course graduation requirement.

To help you and your child make the best decision, more information about e-Learning can be found on the back side of this sheet. As always, please reach out to your child's teacher and/or guidance counsellor if you have further questions.

Student's Name: _____

For parents/guardians of students under 18 years of age:

☐

I am the parent/guardian of this student and by checking this box, I confirm that I choose to have my child opt-out of the mandatory e-learning graduation requirement.

Signature of Parent/Guardian: _____ Date: _____

OR

For students who are at least 18 years of age, or are 16 or 17 years of age and have withdrawn from parental control:

☐

By checking this box, I confirm that I choose to opt-out of the mandatory e-learning graduation requirement.

Signature of Student: _____ Date: _____

*Up to one secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

About the Online Learning Graduation Requirement

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the [requirements for an Ontario Secondary School Diploma](#) unless they have been opted out or exempted.

For more information visit: <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167>.

What are e-learning courses or credits?

For the purposes of [Policy/Program Memorandum 167](#), *online learning courses* or *online learning credits*, also known as “e-learning” courses or credits, are Grades 9 to 12 credit courses that are **delivered entirely using the internet and do not require students to be physically present** with one another or with their educator in the school, except where they may be needed for examinations and other final evaluations and/or access to internet connectivity, learning devices or other school-based supports.

E-learning courses or credits:

- rely primarily on online communication between students and educators;
- do not generally require students to be physically present with one another or with their educator in the school, except where required for assessments, occasional meetings, etc.;
- may have students learning with other students from different areas of Ontario;
- provide an opportunity for students to learn how e-learning might support their pathway goals, while developing their digital literacy;
- can prepare students for future e-Learning post-Secondary courses;
- can be more flexible in that they do not require students to be in class at the same time every day;
- require more time-management skills and independent work than a traditional face-to-face class.

How do I know if e-learning is a good fit for my child?

When considering whether e-Learning is a good fit for your child, consider:

- How might these e-Learning courses support your child’s pathway goals, and provide them with the skills needed once they enter apprenticeship, college, university, or the workplace?
- How might your child’s pathway destination (apprenticeship, college, or university) support e-learning courses for admissions?
- How might e-learning help your child with the way they learn (e.g., does your child prefer asynchronous and/or synchronous learning?)
- How well does your child independently manage time? Schedule work assignments? Work independently?

Your responses to the questions above will help you decide if e-learning is a good fit for your child. If you have more questions or aren’t sure, please speak to your child’s teacher or guidance counsellor.

Please note that should you choose to opt your child out of e-Learning, you can always opt back in at a later time.

Achieving Believing Belonging

Community Involvement Activity

Part A: Proposed Activity

Student _____

Name of Community Sponsor _____

Community Sponsor full name _____

Community Sponsor email address _____

Community Sponsor contact number _____

Location/Address _____

Estimated hours _____

Proposed activities _____

Part B: Activity Completed

Completion Date _____ Total Hours _____

Student Signature

Parent Signature

Sponsor Signature

OFFICE USE ONLY:

School Official initials (confirming hours have been recorded) _____ Date _____

Ineligible Activities

The Ministry of Education has developed a list of activities that may **not** be chosen as community involvement activities and that are therefore **ineligible activities**. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience).
- Takes place during school hours, except during the student's lunch break or spare periods.
- Takes place in a logging or mining environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.
- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding (eg. snowblower, power mower, hedge trimmers, etc.)
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act (eg. asbestos, lead, dangerous chemicals, toxic materials, etc).
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

Additional Ineligible Activities

The Halton District School Board and the Halton Catholic District Board have determined that the following are also ineligible activities, in addition to those that the Ministry of Education has listed:

1. Any activity that provides direct financial benefit or gain to the students or to the student's immediate family.
2. Any association with an organization or an organizational activity that does not comply with the ethical standards, policies, procedures and regulations of the Ministry of Education, the Halton District School Board, and the Halton Catholic District School Board.
3. Simple membership in a school or community club.
4. Part of a Community Service Day or Activity during regularly-scheduled class time (i.e. Terry Fox Walk).

Specific Areas of Involvement may include:

- ✓ **Fundraising** – includes canvassing, walk-a-thons, celebrity games, gift wrapping, gala events, bingo, and sales for charitable purposes;
- ✓ **Sports/Recreation** – includes coaching, helping to organize winter carnivals, parades and summer fairs;
- ✓ **Community Events** – includes helping to organize special meets and games, and volunteering as a leisure buddy or pool assistant;
- ✓ **Community Projects** – includes participating in organized food drives, or support services for community groups;
- ✓ **Environmental Projects** – includes participating in community clean-ups, flower/tree planting, recycling and general beautification projects and activities;
- ✓ **Volunteer Work with Seniors** – includes assisting at seniors' residences (e.g. serving snacks, helping with activities or portering, or participating in visiting and reading programs);
- ✓ **Committee Work** – includes participation on advisory boards, neighbourhood associations and regional associations;
- ✓ **Religious Activities** – includes participation as a volunteer in programs for children, child minding, Sunday School assistance, special events and clerical tasks;
- ✓ **Youth Programs** – includes volunteer assistance with the operation of youth programs such as 4H, Scouts, Guides, drop-in centres, breakfast programs, March Break programs, Leaders in Training, summer playground activities and camps;
- ✓ **Office/Clerical Work** – includes volunteer activity in reception, computer work and mailings for individuals or groups providing charitable or general community benefit;
- ✓ **Work with Animals** – includes volunteer involvement with animal care, horseback riding programs, or volunteer assistance at a local zoo or petting farm;
- ✓ **Arts and Culture** – includes volunteer assistance at a gallery, performing arts production or program, or in a community library program;
- ✓ **Activities for Individuals** – includes any volunteer activity that assists someone who requires assistance for shopping, tutoring, light snow removal (no use of snowblower), housekeeping, writing letters or transcribing, or involves hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy;
- ✓ **School Community Service** – may include service within the school community that provides benefit to others that takes place outside the regular school day. The school Principal must approve these activities in advance of the commencement of the activity.

For further information about Community Involvement Activities please consult with your Guidance Counselor or the Halton Catholic District School Board website at www.hcdsb.org



WELCOME TO YOUR SCHOOL UNIFORM PROGRAM

McCarthy Uniforms is your official Back-to-School headquarters! Shopping with McCarthy Uniforms will get you great deals on a number of back-to-school materials. Follow these two simple and fast steps to get school uniform ready:

1



REGISTER

Create your student profile by visiting:
www.mccarthyuniforms.ca/profile

Your student profile will give you:

- Access to sales and promotions
- A detailed overview of your school's uniform
- Details about where and how you can shop for your school uniform
- A detailed summary of your buying history

2



SHOP

Online store:
www.mccarthyuniforms.ca/shop

Call center:
GTA: 416-593-6900
Outside of the GTA: 1-800-668-8261

Your Showroom:
Oakville Store, 2501 Beryl Road
Please check our website for updated store hours.

We believe in the power of uniforms to
create community.

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