

YCDSB Registration Checklist

A practical preparation sheet for families

Purpose

Use this worksheet to prepare for a YCDSB registration conversation. Requirements can differ by elementary or secondary level and by the family's admission pathway.

1. Confirm the school and admission pathway

- ☐ Use the current YCDSB School Locator for the home address.
- ☐ Contact the designated school before sending documents.
- ☐ Confirm the grade, program and requested start date.
- ☐ For elementary admission, ask which Catholic, Christian Orthodox or discretionary pathway applies.
- ☐ For secondary admission, confirm the current registration requirements; YCDSB states that a baptismal certificate is not required.

2. Prepare documents for the school to review

- ☐ Proof of the child's legal name and age.
- ☐ Proof of Canadian citizenship or immigration status, if requested.
- ☐ Current proof of home address in the parent or guardian's name.
- ☐ Baptismal certificate or related faith documentation, if required for the elementary admission pathway.
- ☐ Previous report card, school records or program information, if requested.
- ☐ Health, medical-condition or accessibility information needed for safe planning - share through the school's approved process.

3. Record the next steps

School and contact

Appointment or deadline

Documents still needed

Transportation question

Follow-up date

Official starting points

<https://www.ycdsb.ca/admissions/>

<https://locator.ycdsb.ca/>

<https://www.ycdsb.ca/programs-services/kindergarten/faqs/>

Kindergarten First-Year Checklist

Routines, questions and a calm school transition

A calm start matters

Kindergarten readiness is not a test. Focus on predictable routines, communication with the school, safe transitions and gradual independence.

Before the first day

- ☐ Complete registration and confirm the designated school.
- ☐ Confirm transportation, walking route and authorized pickup arrangements.
- ☐ Ask about before- and after-school care if required.
- ☐ Follow the school's process for allergies, medication and medical conditions.
- ☐ Label clothing, lunch containers and comfort items permitted by the school.
- ☐ Practise opening lunch containers, using the washroom, dressing and asking an adult for help.

Build a simple home routine

- ☐ Use a consistent bedtime and morning sequence.
- ☐ Read and talk together in the family's strongest language.
- ☐ Practise short separations and a predictable goodbye.
- ☐ Ask open questions: What made you curious? Who helped you? What should we practise?
- ☐ Keep the first weeks light enough for rest and play.

Questions for the teacher

How does my child join routines?

Communication or language

Friendships and belonging

Emerging strengths

One home-school action

Official starting points

<https://www.ycdsb.ca/programs-services/kindergarten/>

<https://www.ycdsb.ca/programs-services/kindergarten/faqs/>

French Immersion Decision Checklist

YCDSB Grade 1 entry, family fit and transportation

Current YCDSB model

YCDSB French Immersion begins in Grade 1. The board currently describes 85% French instruction in Grades 1-3 and 50% in Grades 4-8, with formal English instruction beginning in Grade 4. Confirm the model for the intake year.

Child and family fit

- ☐ My child is curious about language and can tolerate not understanding every word immediately.
- ☐ We can support routines and reading in our strongest home language.
- ☐ We understand that parents do not need to be fluent in French.
- ☐ We have discussed documented learning or accessibility needs with the school.
- ☐ We can manage the transportation and before- or after-school arrangements.
- ☐ We will review progress using confidence, comprehension, well-being and teacher evidence - not one difficult week.

Application and transportation checks

- ☐ Use the current Grade 1 application page and deadline.
- ☐ Find the designated French Immersion school for the home address.
- ☐ Read the current lottery, sibling and late-application rules.
- ☐ Verify transportation separately. Current thresholds are beyond 1.2 km for Grades 1-3 and beyond 1.6 km for Grades 4-8, within the FI transportation boundary.
- ☐ Confirm the actual centralized stop and daily travel time before accepting a place.

Decision notes

Main benefit for my child

Main concern

Question for the school

Transportation plan

Decision date

Official starting points

<https://www.ycdsb.ca/frenchimmersion/>

<https://www.ycdsb.ca/frenchimmersion/application-forms-elementary/>

<https://www.ycdsb.ca/frenchimmersion/find-your-local-fi-school/>

<https://www.ycdsb.ca/frenchimmersion/transportation/>

Parent-Teacher Meeting Notes

Questions, actions and a clear follow-up record

Use the meeting for shared problem-solving

Choose two or three priorities. Bring specific examples, listen to the teacher's observations and end with clear actions and a follow-up date.

Before the meeting

- ☐ Ask your child what feels easy, hard, interesting or worrying.
- ☐ Review recent work, attendance, feedback and prior action items.
- ☐ Write one strength, one concern and one desired outcome.
- ☐ Bring relevant information, but do not email sensitive records unless the school confirms a secure method.

Questions that lead to useful answers

- ☐ What strengths do you see in learning, relationships and classroom routines?
- ☐ What specific evidence shows progress or difficulty?
- ☐ Is the concern consistent across subjects, settings and times of day?
- ☐ Which strategies have been tried, for how long, and with what result?
- ☐ What should the school do next? What can we reinforce at home?
- ☐ How and when will we review whether the plan is working?

Meeting record

Child's strength

Priority concern

School action

Family action

Evidence to review

Follow-up date

After the meeting

Send a brief, respectful summary of the agreed actions. If you misunderstood something, invite correction. Keep the focus on the child and the next measurable step.

IEP and IPRC Meeting Notes

Prepare, record decisions and plan the next review

Know the difference

An IPRC makes formal identification and placement decisions. An IEP describes strengths, needs, accommodations, programming, services and how progress will be reviewed. A student can receive special education support without a formal IPRC identification.

Before the meeting

- ☐ Confirm whether this is an in-school team, IEP review, IPRC or annual review meeting.
- ☐ Ask who will attend and what information will be considered.
- ☐ Write the student's strengths, priority needs and successful strategies.
- ☐ Invite the student to contribute when appropriate.

Questions to record

- ☐ Are strengths and needs specific and supported by current evidence?
- ☐ Which accommodations are needed consistently, and who will implement them?
- ☐ Are expectations modified or alternative? What will success look like?
- ☐ Which services, equipment or transition supports are included?
- ☐ How will progress be measured, reported and reviewed?

Decision and follow-up notes

Strengths

Priority needs

Agreed accommodations

Progress measure

Review date

Timing reminder

Ontario guidance states that an IEP must be completed within 30 school days after placement. After a parent's written IPRC request, the principal must provide the board's parent guide and an approximate meeting date within 15 days.

Official starting points

ontario.ca/page/individual-education-plans

ontario.ca/page/identifying-students-special-education-needs

Catholic School Council Annual Plan

A one-year planning and accountability worksheet

Council role

A Catholic School Council is an advisory body that works with the principal. Build a small, realistic annual plan connected to student and family needs, school priorities and Catholic community life.

Set three annual outcomes

Student or family outcome 1

Outcome 2

Outcome 3

Plan the year

September-October	Welcome, elections, goals, communication	
November-January	Parent learning, first service or community activity	
February-April	Mid-year review, budget and next event	
May-June	Year-end event, evaluation and annual report	

Governance and money checks

- ☐ Principal approval and school-calendar fit confirmed.
- ☐ Council minutes record advice, decisions and assigned actions.
- ☐ Fundraising purpose, expected revenue and intended use are communicated.
- ☐ Revenue and expenses follow school and board procedures.
- ☐ Volunteer, privacy, accessibility and safety requirements are addressed.
- ☐ Families receive a concise year-end report on activities and funds.

Official starting points

<https://www.ycdsb.ca/wp-content/uploads/Policy-606-Catholic-School-Councils.pdf>

<https://www.ycdsb.ca/wp-content/uploads/Policy-603A-School-Fundraising.pdf>

Hot Lunch Vendor Evaluation

Nutrition, safety, service, privacy and value

Scoring

Score each area from 0 (not provided) to 3 (strong evidence). Use the score to organize questions, not to replace principal approval or board procurement and food-safety requirements.

Vendor evaluation

PPM 150 evidence	0 1 2 3	
Allergen and ingredient clarity	0 1 2 3	
Price and value	0 1 2 3	
Ordering and privacy	0 1 2 3	
Refunds and missed lunches	0 1 2 3	
Delivery reliability	0 1 2 3	
Accessibility and family choice	0 1 2 3	
References and insurance	0 1 2 3	

Required discussion

- ☐ Current nutrition and portion information supports the PPM 150 menu calculation.
- ☐ Allergen and cross-contact communication is clear; no unsupported 'allergy safe' claim.
- ☐ Prices, fees, subsidies, cancellations and refunds are understandable.
- ☐ The ordering platform collects only necessary information and explains its privacy practices.
- ☐ Delivery, storage, distribution and volunteer responsibilities are documented.
- ☐ The school has a contingency plan for late, missing or unsafe orders.

Official starting points

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-150>
<https://www.ycdsb.ca/wp-content/uploads/Policy-603A-School-Fundraising.pdf>

School BBQ Planning Checklist

Budget, safety, accessibility and volunteer roles

Start with school approval

A year-end BBQ is a school event, not an independent council event. Confirm the date, purpose, vendors, insurance, facilities, supervision and financial process with the principal before commitments are made.

Planning and safety checklist

- ☐ Purpose, audience, date, rain plan and site capacity confirmed.
- ☐ Food vendor, handling, allergen information and PPM 150 status reviewed.
- ☐ Emergency access, first aid, student supervision and reunification plan confirmed.
- ☐ Accessibility, washrooms, shade, seating and quiet space considered.
- ☐ Municipal, fire, electrical, propane or facility requirements checked where applicable.
- ☐ Volunteer roles, arrival times, sign-in, training and child-safety expectations documented.
- ☐ Cashless payment, receipts, deposits and post-event reporting process approved.
- ☐ Neighbour, parking, waste, cleanup and final site-check responsibilities assigned.

Simple working budget

Food and beverages		
Equipment and rentals		
Activities and supplies		
Permits, insurance or services		
Contingency		

Day-of ownership

Event lead

School contact

Food lead

Safety / first aid

Volunteer lead

Cleanup lead

Email Template for School Questions

A respectful structure for contacting a teacher or principal

Keep the message focused

A useful school email is respectful, factual and specific. Describe the concern, its impact and the action you are requesting. Avoid sending confidential medical or assessment records through ordinary email unless the school confirms a secure method.

Before sending

- [] Use a clear subject line and the staff member's correct name.
- [] Separate observed facts from assumptions or conclusions.
- [] Include only the examples needed to understand the issue.
- [] Ask for one reasonable next step and a follow-up date.
- [] For classroom matters, start with the teacher unless safety, urgency or school procedure requires the principal.
- [] Read the message once for tone, length and privacy.

Adaptable email template

Copy and personalize

Subject: [Child's name/initials] - request to discuss [specific topic]

Dear [Teacher/Principal name],

I am writing about [brief topic]. I have noticed [specific, factual examples and dates]. My main concern is [impact on learning, well-being or access].

Could we please [clear request: speak, review work, clarify a process, or meet]? I would also appreciate understanding [one or two focused questions].

Please let me know a suitable next step and when we can follow up. Thank you for working with us to support [child].

Sincerely,
[Parent/guardian name]

Follow-up record

Date sent

Response received

Agreed action

Next follow-up