



Peterborough Victoria  
Northumberland and Clarington  
Catholic District School Board

# SCHOOL ENTRY

Student: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_ D.O.B. \_\_\_\_\_  
(mm/dd/yyyy)

Home School: \_\_\_\_\_ Principal: \_\_\_\_\_

Parent(s)/Guardian(s): \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Home Phone #: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

Date of Meeting/Conference: \_\_\_\_\_

In Attendance:

- Father / Guardian: \_\_\_\_\_
- Mother / Guardian: \_\_\_\_\_
- Classroom Teacher: \_\_\_\_\_
- School Principal: \_\_\_\_\_
- School Resource Teacher: \_\_\_\_\_
- School's Special Education Consultant: \_\_\_\_\_
- Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Exceptionality: <input type="checkbox"/> No <input type="checkbox"/> Yes	
Diagnosis: <input type="checkbox"/> No <input type="checkbox"/> Yes	
Documentation Provided:	
<p>Note: All documentation should be carefully reviewed at a School Resource Team Meeting with your school's consultant and psychometrist/psychologist before proceeding to an IPRC Meeting.</p>	
Previous School/Board: _____	
Services at former school: _____	
	_____
	_____
	_____
	_____
	_____

Community Services Involved (i.e., name, agency, etc.):

- Occupational Therapy \_\_\_\_\_
- Children's Mental Health \_\_\_\_\_
- Community Living \_\_\_\_\_
- Physio Therapy \_\_\_\_\_
- Healthy Babies/Children \_\_\_\_\_
- Children's Aid Society \_\_\_\_\_
- Speech-Language Therapy \_\_\_\_\_
- Preschool / Resource Teacher \_\_\_\_\_
- Child Care Program \_\_\_\_\_
- Other \_\_\_\_\_

Professionals Assessments:

Vision: Agency \_\_\_\_\_  
 Date \_\_\_\_\_  
 Outcome \_\_\_\_\_

Hearing: Agency \_\_\_\_\_  
 Date \_\_\_\_\_  
 Outcome \_\_\_\_\_

Other: Agency \_\_\_\_\_  
 Date \_\_\_\_\_  
 Outcome \_\_\_\_\_

**Parent/Guardian Perspective**

Strengths:

Needs:

Strategies:

**Communication (i.e., speech, language, alternative communication)**

Strengths:

Needs:

Strategies:

**Physical Growth and Development (i.e., gross and fine motor)**

Strengths:

Needs:

Strategies:

**Medical (i.e., medication, diagnosis)**

Strengths:

Needs:

Strategies:

**Self-Help Skills (i.e., feeding, toileting, dressing, independence skills)**

Strengths:

Needs:

Strategies:

**Social / Emotional / Behaviour (i.e., self-control, interaction with others)**

Strengths:

Needs:

Strategies:

**Learning Skills & Thinking (i.e., literacy, numeracy, readiness, developmental)**

Strengths:

Needs:

Strategies:

**Transition / Behaviour (i.e., when transitioning from one activity to another)**

Strengths:

Needs:

Strategies:

**Other Information (i.e., culture, background, ESL/ELL, etc.)**

Equipment Needs:  No  Yes (i.e., mobility, toileting, feeding, technology, hearing aids, seating, property modifications)

What equipment will accompany the child?

Specialized Equipment Amount (SEA) Required?  No  Yes

Describe:

**Recommended Goals**

1.

2.

3.

## ENTRY PLAN

Initial Visit:

Start Date:

Full Day

Half Day

Modified Day

Outline:

---

---

---

---

---

---

---

Transportation:

Special Transportation Required

Type: \_\_\_\_\_

Details (pick-up/drop-up locations, times, etc.):

---

---

---

---

---

---

---

Follow-up Actions:

---

---

---

---

---

---

---

---

---

---

Transition Form Completed By: \_\_\_\_\_ Date: \_\_\_\_\_

School / Agency: \_\_\_\_\_ Contact Phone Number: \_\_\_\_\_

Information Collection Authorization: This information is collected pursuant to the Board's education responsibilities as set out in the Education Act and its regulations. The information is collected for education purposes and is within guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act, 1989. This information will become part of the Ontario Student Record and Special Education Services file and opportunities will be provided to update this information annually. Any questions with respect to this information should be directed to the Principal of the School to which you are applying/registered. Users: Supervisory Officers, Principals, Teachers and Special Education Services Staff.