

# Vernon Christian School

## Admission Policy

### A. Vision Statement

Vernon Christian School welcomes families who want all of their children to be part of our Christian community.

God the Creator of all has made us in His image  
And redeemed us into Jesus Christ,  
To walk faithfully with Him and to work together as a community  
To reflect God's light in the world.  
By God's grace, on the foundation of His Word,  
And in support of the home and church community,

Our task at V.C.S. is:

To educate children in lifelong skills and knowledge  
(academic, spiritual, physical, social, and emotional)

To enable children to respond joyfully and faithfully to God  
And His creation:

- By discovering and developing their unique gifts
- By appreciating and serving others
- By discerning God's will in the issue of life

### B. Guidelines

Having adopted a vision for inclusive Christian education, schools need to develop an admission policy, which expresses that vision in a practical way. The admission policy outlines the school's requirements in regards to eligibility, time lines and necessary documentation.

The special education program will be designed as an inclusive program, endeavoring to create a supportive learning environment in which students with special needs are integrated into age-peer classrooms to the greatest extent possible.

Our school follows the guidelines set by the Society of Christian Schools and the Ministry of Education.

## **C. Admissions Policy**

Admission of students with special needs is subject to all policies and procedures which apply to other admissions and to the additional policies and procedures outlined here.

Applications from families within the school community may need to take precedence over new application, if room in a program is limited. Applications may also need to be considered in order of application, if room is limited. The number of Students enrolled in each class may be affected by such considerations as the amount of meeting and planning time required of the teacher, the addition of support staff to the classroom and the added challenge of dealing with therapists and outside consultants. Each of these applications must be looked at individually.

Acceptance will be based on the availability of all the necessary support services, appropriate level of funding and the school's confidence that it can serve the student adequately.

We require specific information and documentation when considering admissions. The following questions need to be considered.

### **1. What information and documentation needs to be made available to the school?**

Applications from students who have a physical disability or a diagnosed medical condition and for whom application will be made for a special grant funding should be accompanied by documentation from a medical doctor outlining the student's medical status. If the student has cognitive disabilities, emotional disorders or behavioural disorders, a recent psychoeducational assessment done by a registered psychologist should also be requested. An informal assessment made by a teacher experienced in special education should also be done before an application is processed. The assessment should contain information about the student's present social, emotional and cognitive functioning in the school or home setting.

### **2. By what date should special education applications have to be made to the school?**

If an application with supporting documentation is received at the school by February 15, it should allow enough time to process the application, observe the child, schedule meetings and make decisions about support staff hiring and class make-up for the following year. It also allows the school to apply to the BC Ministry of Education for preliminary approval for a special education grant for the following September, where applicable. Preliminary approval for funding is generally received by the school by June for the following September. If government funding is not available, the parents and school need to explore alternative funding sources. Because mid-year applications for Special Needs funding are now available and have a mid-February deadline, our staff needs similar documentation and processing in place by the preceding October 15.

## **D. Procedure for Processing Applications**

Parents will usually make an initial personal inquiry to the administration or special education resource teacher about their child attending the school.

If the child is beginning Kindergarten, the parents will need to supply a birth certificate to the school to verify the child's age and fill out a general application for the school. An additional application form, specific to special needs and other educational support needs should be given to the parents to complete.

The completed form, along with relevant documentation, should be returned to the school by February 15 for September enrollment or by October 15 for the following January enrollment.

The administrator and special education resource teacher will review the application and schedule a meeting with the parents at which time the application is discussed and the parents can share their hopes and aspirations for their child.

The special education resource teacher should make an observation and informal assessment of the child in comfortable surroundings. If the student has been in a child development program or a day care for special needs, a meeting could be scheduled with the caregivers to learn more about the child and his or her needs.

By mid-March, the special education resource teacher and administrator should have an idea about the level of support necessary available and the physical plant changes that may be required for the child with special needs. Application will be made for Special Needs funding for students who meet the criteria by the early April deadline. Most administrators will be required to pass the application on to an admission or education committee for further consideration. The applications should be accompanied by the administrator's recommendation for placement as well as a summary of the physical plant changes that will be needed and projected costs for those changes.

Once approval for the application has been given, possibly in May, a School-Based Team meeting should be scheduled. This meeting should also include the receiving classroom teacher, if possible. Action plans should be drafted and responsibilities assigned.

Note: Taken from pp. 21-28 Special Education Supplement © 1997 Society of Christian Schools in BC  
Implementing a Program Learning Assistance and Special Education Resource