



<b>BOARD POLICY MANUAL</b>	
Approval Date	Replacing <b>All previous documents</b>
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Policy Section <b>School</b>	Identification <b>SCH-1062</b>

## **STUDENT ADMISSION – GUIDELINES FOR STUDENTS WITH SPECIAL NEEDS**

Children with special needs bring to our school community a rich diversity, which helps our students, teachers, and parents appreciate the multi-faceted image of God in His people. Even so, this desire can be complicated by the exceptional needs of individual students. Students with exceptionalities in any of the following categories could have needs that we may not be equipped to meet.

- Behaviour (e.g. ADHD, PDD, ODD)<sup>1</sup>
- Communication (e.g. PDD, deaf/hard of hearing, language/speech impairment, learning disability)
- Intellectual (e.g. extreme giftedness, DD)<sup>2</sup>
- Physical (e.g. blind/low vision, requirement of special assistance in learning and personal care or safety)

Meeting the needs of students with such exceptionalities may require the resources of a SERT, EA, or PSW<sup>3</sup>. Any health or medical needs that qualify for funding may be covered by the CCAC<sup>4</sup>, but educational needs <sup>5</sup> may be paid by the Board of Directors, the parents of the child, special donations, or some combination of all three sources.

The principal and resource staff will monitor the number of students with special needs who are receiving SERT/EA assistance or tracking. As new families apply for admission to Trinity, the principal will refer students with exceptionalities to the resource department for assessment. The SERT will report to the principal concerning the extent of the student's needs and give an evaluation of our staff's ability to meet the student's needs. The principal will make the final decision concerning admission.

The OACS suggests that between ten and fifteen percent of a student population will likely require some form of special education resource assistance. Allocation of resource staff will vary depending upon the needs of the student body as a whole and the needs of individual students.

Factors to be considered in evaluating our ability to meet exceptional needs may include

- Class size
- Teacher's experience & special qualifications
- Other special needs in the class
- Existing special needs in the school
- Availability of required facilities
- Availability of alternative institutions which may be more beneficial for the child
- Amount of specialized programming required to meet the student's needs

In general, if a student's need for personal assistance or direct instruction provided by a SERT or EA exceeds one hour per day, the parents will be asked to provide additional financial resources to meet the needs of the

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1 ADHD – attention deficit hyperactivity disorder  
PDD – pervasive development disorder e.g. autism  
ODD - oppositional defiance disorder

2 DD – developmental delay

3 SERT – special education resource teacher  
EA – educational assistant

PSW – personal support worker

4 CCAC – community care access centre

5 TCS – Trinity Christian School

child. The principal will report to the Board of Directors concerning the needs of the child, and the Board will make a final decision concerning cost and funding.

Every effort will be made in the admissions process to ascertain exceptionalities before a child is admitted to TCS. However, we recognize that exceptionalities may change or present themselves at any time during a school year. If it is determined that TCS cannot meet the needs of a student who is presently enrolled, the resource staff and principal will meet with the parents to discuss alternatives. The principal will report the results of the discussion to the Board, and the Board will make a final decision.

Every step of this process will be committed to God in prayer. The needs of the student, the other children in the class and the TCS community will be prayerfully balanced, and every possible alternative will be considered in order to make a decision that will be God-honouring.