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## **ADMISSIONS CRITERIA**

The following admission guidelines are used in accepting students. Accepted students:

- A. Must have a recent psycho-educational assessment, which indicates specific learning difficulties in attaining the skills of reading, writing, spelling, and / or math commensurate with their intellectual abilities. Parents are financially responsible for updating these reports every four to five years.
- B. Must have an academic delay in relation to his / her intellectual potential, reflected in his/ her daily work samples / testing / latest report card.
- C. Must have had regular school experience prior to the application. Grade one applicants will only be accepted if they have the ability to attend to their academics. Preferably, they will have attended a full-day kindergarten.
- D. Must be between the ages of 6 and 18 years old. (Grades 1-12).
  
- E. Must have English as their first language or be fluent in English so as not to be confused by the phonological expectations of the program.
- F. Must have a primary learning need. The school is not equipped to work with children whose primary need is one of severe psychological, intellectual, physical, or behavioural difficulties that interfere with classroom management and other students' learning.

A one-time, non-refundable application fee of \$50 must accompany a recent psycho-educational assessment, Individual Education Program (IEP), our application form, and the latest report card. Once the documents have been submitted to the school, they are reviewed and a decision is made regarding the applicant's suitability for the program.

Discovery School takes many factors into consideration before making a decision on each applicant. Among the factors influencing your son's / daughter's candidacy are:

- A. Past academic performance
- B. Results of standardized testing
- C. Impressions gathered from the formal interview with parents
- D. The orientation day your child attends
- E. Your son's / daughter's suitability for Discovery School's program
- F. Number of applicants and number of spaces available
- G. Recommendations from qualified psychologists
- H. The number of functioning levels in a classroom

If administration needs more information before determining a student's suitability, permission to contact the student's present school or the psychologist may be requested. Each student is unique and each application for admission is given careful professional consideration.

## **MODERATE INTERVENTION PROGRAM**

Admission of students qualifying for the Moderate Intervention Program is subject to all policies and procedures that apply to all other admissions, and to the additional policies and procedures outlined below. Administration reserves the right to limit the enrollment of students in this category in order to maintain the integrity of the existing programs.



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- A. Copies of all relevant assessment reports need to be submitted with the application.
- B. An interview with the parents will follow the receipt of the application form.
- C. Following the interview, the Principal will determine the levels of service needed, the equipment and facilities available, the impact of the student on the acceptable student to teacher ratio within the classroom, and assess the school's ability to effectively educate the student.
- D. Students qualifying for our moderate intervention program may fall under the designation of:
  - 1. Students with moderate intellectual disabilities who are high functioning in relationship to academics and classroom work habits. These students may require further expansion of their adaptive behavior skills.
  - 2. Students with a chronic health impairment, but not a physically debilitating one, as our building is not equipped.
  - 3. Students with visual impairment, not blind.
  - 4. Students who are hard of hearing, not profoundly deaf.
  - 5. Students with autism who have significant communication skills.
  - 6. Students whose learning disabilities are accompanied by intensive behavioural and /or mental illness, which does not have an adverse effect on our ability to deliver a quality education to all students.

Each application will be assessed on an individual basis regardless of designation. Administration does reserve the right to accept or decline the application based on any of the above criteria.

The Moderate Intervention Program is inclusive. Primarily, their regular classroom teacher teaches the students within their designated classroom. The student may be provided with a number of additional services that take place either within the classroom, in a learning assistance room, or off site. Services may vary year to year, based on the availability of therapists and the needs of the individuals receiving services. The school determines services selected. *These services could include, but are not limited to:*

- A. Individual or small group life skills development by our Educational Consultant
- B. Speech and language therapy
- C. Vision training
- D. Occupational therapy
- E. Assistance from a Student Education Assistant (SEA)
- F. Physical therapy
- G. Social skills therapy
- H. Cognitive therapy
- I. Counseling sessions with certified therapists
- J. Computer tutorials for learning adaptive technology / Set BC technology assistance
- K. Teacher of the hard of hearing or deaf support
- L. Behavioural intervention
- M. Provincial resource support team reviews
- N. Standardized testings
- O. Vision teacher