

<b>Topic:</b>	<b>Self-Contained Classes</b>
<b>Effective:</b>	<b>September 2016</b>
<b>Cross-Reference:</b>	<b>Program and Accommodation Review Policy; Program and Accommodation Review Administrative Procedure; Special Education Plan</b>
<b>Revision Date:</b>	<b>December 2019</b>
<b>Review Date:</b>	<b>January 2025</b>
<b>Responsibility:</b>	<b>Superintendent of Education (Student Services)</b>

**INTENDED PURPOSE:**

The Halton District School Board believes the first, best placement for students with special needs is in a regular class in their home school with appropriate supports and interventions. The Board also recognizes the need for a range of pupil placements to meet the varying degrees of interventions, supports and services that students with different abilities require. The Board provides alternative settings, referred to as Self-Contained Classes, as placement options for identified students with specific exceptionalities, as recommended by the School Resource Team (SRT) and approved by the Identification Placement and Review Committee (IPRC). The location of these classes is determined by a number of factors in an effort to provide access to eligible students within reasonable travel distances, to minimize transitions for students, and to ensure the long term viability of the classes.

The Halton District School Board currently provides a range of self-contained classes. The number of each type of class within the Board is determined by the number of students in need of such a placement across the system as determined by IPRC and the legislated requirements for class size

A new class is considered once the student demand for spaces exceeds the number of available spaces in accordance with the class size limits set out in Ministry regulations and the Board's Special Education Plan. A review of student numbers and the number of existing special education classes is undertaken by Student Services staff each spring in connection with the annual review process and IPRC as families make plans for the following year. This process also occurs throughout the year, as needed, where student numbers change. Where numbers warrant an increase in the number of classes, as determined by the Superintendent of Student Services, a suitable location is determined as described below.

**PROCEDURE:**

The decision to open a new class, and move or close an existing class, is the responsibility of the Superintendent of Education (Student Services).

In determining the location of each class, consideration will be given to the following factors:

- Geographic location of the students' home schools
- Available classroom space within schools
- Opportunities for students to integrate within mainstream classes
- Accessibility features and physical configuration of each school
- Overall population size of each school
- Number of self-contained classes already in the school

- Administrator and Special Education Resource Teacher allocation
- Proximity to other Halton schools and communities
- Languages of instruction within each school
- Other programs offered in each school and in the system
- Number of transitions students will make over time
- School community needs

The process for creating and locating new classes, as well as moving or closing existing classes, will include the following actions:

- Determine the need for changes to the number and/or locations of classes through a regular review process
- Consult with Student Services staff
- Consult with Family of Schools Superintendents
- Consult with Principals of the affected schools
- Communicate with staff, parents and students of the affected classes
- Communicate with staff, parents and students of the affected schools
- Communicate with the Special Education Advisory Committee
- Communicate with various Departments (e.g., HR, Business Services, Planning, Facilities, etc.) to ensure the classes are resourced and supported appropriately

This process will ensure timely and appropriate access for students with special needs to a range of special education placements and to the corresponding resources and supports.