

# Policy No. II-29

<a href="#">Inclusion and Range of Placement Options for Identified Exceptional Students</a>	
<b>Adopted:</b> September 26, 1995	<b>Last Reviewed/Revised:</b> June 18, 2024
<del>Next Scheduled Review:</del> 2026-2027	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-13 Psycho-Education Psychological Assessment of Individual Students</a> <a href="#">II-45 Equity and Inclusive Education</a>	

## Purpose

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

## Application and Scope

This policy applies to all students registered with and attending schools in the Halton Catholic District School Board (HCDSB).

The responsibility for implementation of this policy applies to the HCDSB's senior administration, school administrators, teachers and academic support staff employed by the



**Policy No. II-29** | Inclusion and Range of Placement Options for Identified Exceptional Students

---

PPM 156



students, regardless of identified exceptionality, unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.

The Identification, Placement and Review Committees of the Board (IPRC):

- Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, ~~is the most appropriate placement for the student.~~ [Ont. Reg. 181/98, S.17. (1)]
- Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
- The school and HCDSB bear responsibility for informing parents/guardians and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the HCDSB.

The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

## Requirements

In a spirit of partnership, parents/guardians are encouraged to make the school aware of a student's special needs prior to or at the time of registration.

The Principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.

The extent to which changes in placement involve changes between classes, schools, or non-HCDSB agencies and the HCDSB, transition procedures shall be implemented as part of the ~~entry plan to a new placement as outlined in PPM 156 'Supporting Transitions for Students with Special Education Needs'.~~

~~Transition procedures will comply with the direction provided to boards in PPM 140 'Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)' and PPM 156 'Supporting Transitions for Students with Special Education Needs'.~~

Classroom educators shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular school and/or HCDSB team meetings and parent/guardian consultation.

Support for meeting the needs of identified students and assistance for the staff shall be provided to the placement by centrally deployed Special Education staff and system itinerant staff.



Specialized HCDSB-provided transportation is afforded for those students whose placement and special needs meet HCDSB and Ministry criteria.

Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the Local Health Integration Network (LHIN) in response to applications for service having been received from the principal of the school hosting the student's placement. The HCDSB shall ensure that *PPM 149 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para-Professionals* is regularly reviewed.

The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in the Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education ~~placement will be placed in a Special Education class placement before integration transitions may begin.~~ an IPRC to place the student in a part time Special Education class placement before integration transitions may begin.

Placement ~~will be placed in a Special Education class placement before integration transitions may begin.~~ placement by a properly constituted IPRC.

Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.

Within the established funds received for Special Education from the Ontario Ministry of Education, the HCDSB will provide those placement settings within the range of placements\* ~~as defined by the Ministry and across exceptionalities that are required to fulfil IPRC decisions.~~

\*Ministry of Education's five Placement Options are as follows:

***A regular class with indirect support:***

~~The student is placed in a regular class for the entire day and the teacher receives~~ specialized consultative services.

***A regular class with resource assistance:***

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

***A regular class with withdrawal assistance:***

The student is placed in a regular class and receives instruction outside the classroom, for ~~less than 50 percent of the school day from a qualified Special Education teacher.~~

***A Special Education class with partial integration:***

The student is placed by the IPRC in a special education class in which the student-teacher

## Policy

