



Practical Academics HHS

Self-contained classes

Students are working towards their certificate of accomplishment. They have one main life skills special education teacher who focuses on their learning profile as outlined in their IEP. The second teacher concentrates on high interest courses such as physical education, woodworking, art, and music. Students have 4 classes and these may include opportunities for auditing and work experience when they are 16.

Students are usually identified with a developmental delay—intellectual as well as other identifications or diagnosis. That may include anxiety, physical, behavioural, autism spectrum disorder, as well as mental health.

Students are integrated within HHS and complete most activities that are in the school—pancake day, spirit week, assemblies, lunch time activities, etc.

Students are supported with smaller class ratios. Students and families work with the education team to create a transition plan that supports the students strengths, needs and their students/families own interests.

Mainstream classes

Students are partially integrated for 2/3 periods a day and may be working towards finishing their OSSC by age 21.

Students are usually identified with a mild intellectual delay or a developmental delay. Students have average adaptive skills and are fairly independent members of the HHS and Huntsville community.

Students are supported with an education team that works with their families to create a transition plan that supports the students in the world of work, or post-secondary.

Junior Life Skills

Needs: Life Skills, Physical Therapy, Occupational Therapy/Sensory, Life Skills, Communication, Basic Literacy and Numeracy, Social Skills Safety and Self-Regulation.

Students may have the opportunity to integrate into 1/2 classes starting in grade 10 or 11. Students will have the opportunity to have work experience in groups or individually in the school building.

Community Integration Program

Needs: Life Skills, Social Skills, Literacy and Numeracy, Sexual and Mental health, Self-Regulation, Technology, Executive Functioning, and Integration opportunities.

Students may have the opportunity to integrate into classes starting in second semester of grade 9. Students may have the opportunity for work experience starting at age 16.

Students Working Towards OSSC

Needs: Literacy and Numeracy, Executive Functioning, Self-Regulation, Self-esteem, Self-advocacy, Sexual and Mental Health.

Students may have the opportunity to work towards 1/2 work experience classes in or out of the school building by age 16. Students may work towards their OSSC credits or may audit credits to gain skills and work towards success in our community.

Our primary goals are increasing achievement and independence, closing the academic gap, and increasing personal growth and inclusivity for students with Individual Education Plans