

**GROUPING OF STUDENTS FOR REGULAR  
AND SPECIAL PROGRAMS**

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**PREAMBLE**

The Board supports equitable access to learning and the opportunity for all students to pursue their goals in all aspects of their education and to achieve their personal potential with respect to the curriculum. The Board also recognizes the diverse needs, abilities, experiences and personal circumstances of its students and will provide a continuum of learning service, beginning with inclusive classrooms and practices and support for students with designations and unique learning situations including English as a Second Language and Aboriginal students. Consequently the Board is committed to the following principles:

1. The teaching-learning process should reflect the basic assumption that all students can learn.
2. School and classroom organization and teacher-student relationships should be based upon the principle that high expectations can best be met in a supportive environment.
3. The practice of inclusion and integration of students in their neighbourhood schools and regular education classrooms, whenever educationally feasible.
4. That inclusion and integration must consider the needs of all students and the classroom learning environment
5. That consultation with parents and ongoing school and district assessments will assist in determining a student's needs.

**POLICY**

**STUDENTS SHALL BE PLACED IN REGULAR INSTRUCTIONAL PROGRAMS TO THE MAXIMUM DEGREE THAT IS EDUCATIONALLY SOUND. THEY MAY BE PLACED IN APPROVED ALTERNATE EDUCATION PROGRAMS, BUT ONLY WITH PARENTAL KNOWLEDGE, UNDERSTANDING, AND CONSENT.**

**OBJECTIVES:**

1. To maximize the academic, social, emotional and physical potential of each student.
2. To maximize the positive effects of grouping and to develop programs so as to best meet the unique needs of designated students with unique learning situations.
2. To enlist parents as partners with teachers in placing students within the educational system.
3. To recognize the special considerations necessary and to ensure appropriate assessment and placement decisions are in place for designated students and students with unique learning situations.

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Date Adopted: 1979-06  
Date(s) Revised 2010-05

Cross References:

## **REGULATIONS AND PROCEDURES**

POLICY #6.30

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#### **ADMINISTRATIVE REGULATIONS**

1. The use of assessment devices, grouping for instruction, and assignment to classes should be undertaken in the context of communication with and understanding by parents, preferably by direct contact with them. Assessment instruments and administration techniques shall be free from ethnocultural bias or discrimination.
2. The placement of students in alternate education programs shall be made solely on educational grounds, on the diagnosed needs of students and based on the planning and implementation of an individual education plan (IEP) developed in consultation with and agreed to by the student's parents.
3. The placement of students shall be reviewed on an ongoing basis with the goal of facilitating a smooth transition into regular instructional programs. Classes shall be organized to encompass a wide spectrum of student proficiencies and achievements and to ensure equitable access to all areas of curriculum for designated students and students with unique learning situations.