

# Instruction

## Grouping

6152

pg. 1 of 2

The placement of students in instructional groups, classrooms, and programs of study, has a significant impact on their educational and social development. No one grouping or placement practice is best for all students under all circumstances, but some general principles are common to all proper grouping and placement decisions. It is the policy of the Board of Education that grouping and placement decisions be based on educational considerations and that their primary goal is to promote the best educational interests of the students.

In addition to learning from adults, students can learn much from other students whose skills and interests are different from their own, especially in heterogeneous groups. Flexible grouping also attempts to address the fact that students develop at different rates in different areas of learning.

Grouping and placement decisions should also reflect the fact that changes in a student's educational development may require changes in his or her placement. Consequently, grouping and placement decisions should be flexible, and they should be reviewed regularly to test their appropriateness.

Elementary grouping practices used to implement the curriculum will be identified as heterogeneous with the flexibility to regroup based on student need and on the purposes for learning. In flexible grouping, students move in and out of the full group to become members of a variety of temporary organizational structures. Each ad hoc group is formed to accomplish a meaningful task related to the purpose of the whole community of learners. Group memberships are not static, but change with the needs of the group and of the individual students.

In establishing classroom grouping, it is imperative that grouping conferences be held involving all teachers at each grade level. At these conferences, the following should be considered in the development of class groups for the next school year:

Student ability, social development, achievement, number of classes, number of groups per class, number of pupils per class.

# Instruction

## Grouping - continued

**6152**  
pg. 2 of 2

Specific relative to forming classes include:

- Placement according to students who work well together, clique avoidance
- Development of class balance - age, boys, girls; equalization of class sizes
- Avoidance of placing a student with the same teacher in two consecutive years
- Avoidance of classes containing more than three reading groups
- Avoidance of classes containing more than two math groups
- Maximized reduction of pupil movement from room to room
- Special consideration given to repeaters, problem students, and those with special needs
- Special consideration given to achievement as compared to capacity.

Principals will utilize aide help in those classes where the greatest need exists.

The movement of pupils will be limited to one major move for mathematics with the exception of the elective areas of art, music, and physical education.

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