

## INSTRUCTION

**Instructional Grouping Practices R 6-40**

The following parameters exist for instructional grouping decisions at the Kindergarten to grade 5 level:

- A. By August 1, each elementary principal will develop a grouping plan for each grade level and share this plan with the deputy superintendent, the assistant superintendent for curriculum and instruction, and the director for elementary education. This grouping plan will be developed with the involvement of all appropriate grade-level teachers within the school and with input from the principal's parent advisory council.
- B. Kindergarten classes will include children from all ability levels. Small and large group instruction will occur within the classroom to meet the needs of all students. Direct pre-reading/reading instruction will be provided for all kindergarten students. As appropriate, students will receive their reading or math instruction within the class, the kindergarten unit, or in another grade.
- C. First through fifth grades will be grouped by ability for math and reading/language arts either within the classroom or within the unit to meet the needs of the students. Students will also be given the opportunity to work above grade level. In science, social studies, and in all other areas, instructional groups will include students of all abilities. Language arts and reading will be taught in a block to provide integrated reading and writing instruction.
- D. Kindergarten to fifth grade students may not be pulled out of the reading/language arts or math blocks for additional instruction in reading.

Instructional grouping decisions for sixth grade students will be based on the recommendation of the fifth grade teachers, fifth grade Standards of Learning test scores, standardized test scores, and parental input. Necessary adjustments in student placement may be made.

Instructional grouping decisions for seventh and eighth grade students will be based on student achievement in the preceding grade; and teacher, administrative and parental input. Necessary adjustments in student placement may be made.

Instructional grouping decisions for high school students will be made by the students' self-selection of courses, a process that typically includes assistance from counselors, and by the students' completion of any course-specific pre-requisites for the courses selected. Necessary adjustments in student placement may be made.

Adopted by School Board: June 26, 2001

Revised by School Board: September 17, 2002