

6152.1 (R).

Elementary Level

General Organizational Patterns

Elementary schools shall be organized for instruction in self-contained or team formats. Teachers of self-contained classrooms at any elementary grade level may regroup for language arts or other subject areas. Self-contained classes, however, cannot be intermixed with teams. Teams will organize for instruction only among team members.

Instructional Grouping

A. Authority

The instructional grouping of students at the elementary school level shall be the responsibility of the building Principal. The building Principal shall involve classroom teacher(s) in the instructional grouping process according to the standards set forth in Policy HE-R(1) Instructional Decision-Making Roles (K-12). The instructional grouping of students shall adhere to the standards established by the Superintendent, or his or her designee, and approved by the Board.

B. Criteria for Instructional Grouping

Instructional grouping at the elementary school level shall: (1) recognize and respect the various academic achievement levels of students; (2) provide students with opportunities to work with one another regardless of academic achievement level; and (3) promote the Board's mission and goals

At the elementary school level, special emphasis shall be placed on grouping students for instruction without regard to the academic achievement levels of students. It is recognized that instructional grouping of elementary students in language arts and mathematics should, at times, be made in a manner that accounts for differences in academic achievement levels. In language arts, instructional grouping should account for achievement in the area of reading comprehension. Elementary students should be grouped according to common skill needs for phonetic and structural skills instruction in reading. In mathematics, instructional grouping should account for students' individual skill needs. Students should be grouped for science and social studies without regard for academic achievement level whenever possible.

Middle School Level

General Organizational Patterns

Middle schools are organized for instruction on an interdisciplinary team-teaching basis. All academic subjects are provided for students within their assigned teams.

Instructional Grouping

A. Authority

The instructional grouping of students at the middle school level shall be the responsibility of the building Principal. The building Principal shall involve classroom teacher(s) in the instructional grouping process according to the standards set forth in Policy HE-R(1) Instructional Decision-Making Roles (K-12). The instructional grouping of students shall adhere to the standards established by the Superintendent, or his or her designee, and approved by the Board.

B. Criteria for Instructional Grouping

Instructional grouping at the middle school level shall: (1) recognize and respect the various academic achievement levels of students; (2) provide students with opportunities to work with one another regardless of academic achievement level; and (3) promote the Board's mission and goals.

Each team shall be assigned a group of students that is representative of the normal range of learning abilities. Assignments to homerooms and non-academic subjects shall be made without regard for the academic achievement levels of students. Assignments to academic subjects may account for the academic achievement levels of students, within parameters established by the Superintendent or his or her designee.

High School Level

General Organizational Patterns

High schools are organized for instruction on a subject area departmental basis. Interdisciplinary instructional strategies and teaming are encouraged.

Instructional Grouping

A. Authority

The instructional grouping of students at the high school level shall be the responsibility of the building Principal. The building Principal shall involve classroom teacher(s) in the instructional grouping process according to the standards set forth in Policy HE-R(1) Instructional Decision-Making Roles (K-12). The instructional grouping of students shall adhere to the standards established by the Superintendent, or his or her designee, and approved by the Board.

B. Criteria for Instructional Grouping

Instructional grouping at the high school level shall: (1) recognize and respect the various academic achievement levels of students; (2) provide students with opportunities to work with one another regardless of academic achievement level; and (3) promote the Board's mission and goals.

At the high school level, assignments to non-academic subjects shall be made without regard for the academic achievement levels of students. Assignments to academic subjects may account for the academic achievement levels of students, within parameters established by the Superintendent or his or her designee.

Cross Reference:

Policy 6119 (Organization of Instruction)

Policy 6119.1 (School Organization)

Policy 6140.2 (R) (Instructional Decision-Making Roles (K-12))

Policy 6152 (Instructional Arrangements)

Policy 5122 (Assignment of Students to Schools and Classes)