

## **INSTRUCTION**

### **Grouping**

Grouping practices in the Berryessa Union School District shall be consistent with belief in the dignity and worth of each individual and should reflect the school's responsibility for meeting each student's intellectual, psychological, physical, and social needs. Heterogeneous grouping is a part of the individual's preparation for living in a democratic society. Grouping practices should be followed in such a way as to make it impossible to identify the level of a student's academic performance by knowing his/her classroom assignment.

Instruction shall be planned at a level appropriate to the needs and readiness of the individual. Individual diagnosis and the appropriate instructional materials are vital to this process and can be enhanced by grouping practices which temporarily, for the accomplishment of given objectives, put students together who have similar skill development needs. These groups, however, should be temporary and modified as soon as the need changes.

Some special programs may require that students be grouped on the basis of achievement or intellectual capacity. Students identified as learning handicapped, communicatively handicapped, bilingual, and mentally gifted may be grouped by class or in cluster groups to facilitate the implementation of the special program. This practice should be closely evaluated to determine the effects of such grouping on all students in the school, and the grouped students should be included in out-of-classroom school activities whenever possible.

Middle schools that operate on five or more periods per day may group students in Reading classes and Mathematics classes on the basis of achievement. Such grouping plans must provide for the transfer of students to a new class when their level of achievement qualifies them for a higher class.

Policy

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Revised Policy

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