

ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 6020

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CATEGORY: **Students, Equal Education**

EFFECTIVE: **3-12-85**

SUBJECT: **Classroom Grouping Practices and Counseling Procedures**

REVISED: **1-05-04**

A. PURPOSE AND SCOPE

1. To outline administrative procedures governing assignment of elementary school students to regular self-contained classrooms; assignment of secondary school students to course of the same title; guidelines for implementation of board policy with regard to equity in student placement; and outline and implementation of grouping and counseling practices that result in equal access to educational opportunity for all students.
2. **Related Procedures:**

Articulation between schools for fifth-or sixth-grade students	4760
Articulation between middle level schools and senior high schools	4765
Graduation from senior high schools	4770
Instructional programs, general	4000
Preregistration and registration, K-6	6120
Preregistration and registration, 7-12	6123
Promotion and placement, K-6	4755
Standards for programming and evaluating gifted and talented education program	4236

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: A-1000, H-1500, H-1501, H-2100, H-3000, H-7600.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Student Services Division, Office of Instructional Support.
2. **Assignment of Students.** Students shall be assigned to classes or sections of a course in such a manner that each class or section is representative as to gender and ethnicity of the total population of students meeting the criteria for placement in each grade level, class, or course.
Examples:
 - a. **Elementary schools—assignment to regular self-contained classrooms:** If a school has 60 second-grade students (exclusive of students assigned to Gifted and Talented Education [GATE], English Learner [EL], or special education

classes), students will be assigned to classes with the result that each class of 30 students is representative of the group of 60.

- b. **Secondary schools—assignment to sections for courses of the same title.** If a school has 150 tenth-grade students (exclusive of Gifted and Talented Education [GATE], English Learner [EL], and special education students taking Geometry or English 3-4), students will be assigned to five sections with the result that each class of 30 students is representative of the group of 150.

3. **Elementary School Grouping**

a. **Principal**

- (1) Assign students heterogeneously to regular self-contained classrooms in elementary schools, exclusive of students assigned to GATE, EL, or special education classes.
- (2) Assign students to classes representative of the total population of students at each level.

b. **Teacher.** Within each classroom, group students for instruction as follows:

- (1) *Flexible grouping*--varying the membership of groups for different activities.
- (2) *Cooperative grouping*--combining students of varying achievement levels within each cooperative group.

4. **Secondary School Grouping**

a. **Students** shall be provided access into courses designed to prepare them to:

- (1) Meet grade level requirements.
- (2) Attain expected student performance outcomes and course proficiencies for high school graduation, college admission, and career goals.

b. **Principal** shall ensure that:

- (1) Students are assigned heterogeneously to sections of courses of the same title in secondary schools and that students are assigned to sections that

result in classes representative of the total school population (exclusive of GATE, EL, and special education students).

- (2) All students have access to classes for which they meet the admission criteria.
- (3) In all sections of the same title, teachers provide instruction that covers content described in the approved course description.
- (4) Teachers use reteaching techniques, tutorial assistance, enrichment activities and other intervention strategies to help students meet the expectations of the course and reach their full potential.
- (5) Students are placed in course sequences that logically progress to more advanced courses, such as general math to prealgebra to algebra.

Note: Based on multiple criteria for placement, students who are capable because of background and motivation may be able to skip one or more classes in a sequence with approval by the teacher(s), the principal, and the guidance counselor.

- (6) Bridging activities, such as summer school courses, independent learning contracts, tutorial programs, reading and math laboratories, and other strategies, are used to help students acquire skills necessary for successful work in higher level courses.

5. **Goals for Gifted and Talented Education (GATE), English Learner (EL), and Special Education Students.** GATE, EL, and special education students are excluded from provisions of this procedure; however, all schools shall establish goals to ensure that:

- a. GATE classes progress toward enrollments representative of that school's population.
- b. EL students are moved into the regular education program as soon as possible.
- c. Special education students are integrated into the mainstream in accordance with the Master Plan for Special Education.

6. **Responsibilities**

a. **Principals**

- (1) Provide supervision to ensure that all provisions of this procedure are implemented.
- (2) Work to achieve classroom balance with respect to criteria for placement, gender and ethnicity; monitor each class to ensure compliance consistent with board policy.

b. **Enrollment Options Office, Office of the Superintendent**

- (1) Conduct required surveys of classroom ethnic balance.
- (2) Review results of classroom ethnic balance surveys; assist principals in site efforts to comply with board policy.

7. **Counseling Practices (Junior High/Middle School/Senior High)**

a. **Parents/guardians** are requested to:

- (1) Review all advance information received concerning the scheduling of articulation and orientation guidance activities in order to become aware of, and involved in, student placement practices.
- (2) Review the schedule of classes for their student(s) at least once a year.
- (3) Be aware of the possible outcomes of taking such classes.

b. **Counselors** shall:

- (1) Inform parents/guardians and students, upon a student's entry into junior high/middle school, of program choices, of courses required to meet college and career goals, and of the importance of careful course selection during secondary school years.
- (2) Implement guidance and counseling programs and engage in practices that result in equal access to educational opportunities for all students.

- (3) Promote practices that encourage students to aspire to higher-level courses.
- (4) Complete a four-year educational plan for each student during the student's eighth-grade year.
- (5) Consider student assessment criteria, such as the student's aspirations, norm-referenced tests, criterion-referenced tests, diagnostic tests, professional judgment of staff members, career-planning inventory, parent/guardian and student choices, and graduation requirements, when advising students on course selection and when placing students in classes.
- (6) Consider and advise students regarding the appropriateness of regular courses, vocational choices, bridging courses and practices, and advanced courses to ensure that students are scheduled for challenging courses that best meet graduation and college admission requirements, and best achieve fulfillment of student aspirations.
- (7) Provide individual and group counseling and informational sessions on available programs and requirements (including services for special needs students).


D. IMPLEMENTATION (Section C.)

E. REPORTS AND RECORDS

1. Ethnic balance survey and other reports, as required by the Office of Civil Rights, the Court, the Board of Education, or district division offices.

F. REPORTS AND RECORDS

G. APPROVED BY



Chief of Staff, Terrance L. Smith
For the Superintendent of Public Education