

SANBORN REGIONAL SCHOOL DISTRICT

SRSD File: IF

INSTRUCTIONAL PROGRAMS

Statement of Purpose

It is the policy of the Sanborn Regional School Board that instruction will be aligned with the goals and mission of the School District, and the rules of the NH Department of Education.

Statement of Policy

1. Instruction will be focused on meeting the instruction needs of students.

The instruction program will include:

- Procedures for diagnosing learner needs
- Methods and strategies for teaching that incorporate learner needs
- Resource-based learning opportunities
- Techniques for the evaluation of student outcomes
- The provision of remedial instruction as needed

2. The Sanborn Regional School District fosters the continuous progress of students and provides opportunities to increase the learning potential of all individuals. Student grouping patterns shall be consistent with the school's mission and expectations for student learning and shall reflect current educational research. The instructional organization must be flexible and accommodating to both the needs of the learner and the instructional strategies of the teacher. Therefore, the instructional organization allows for challenge, diversity, and extended learning opportunities.

Students will be grouped within the classroom setting so that each student may benefit from an environment of differentiated instruction. Grouping is flexible and allows for movement that best fits the specific learning purpose. Our aim is to create a placement for each student among a group of classmates that is comfortable yet developmentally appropriate whereby all students feel challenged and inspired to work for higher goals within their capacities. Grouping patterns ensure all that students have equal opportunities to the same curriculum and learning expectations.

As changes in grouping practices are made, these changes will be reported to the School Board at a regularly scheduled meeting.

3. The District practice for assigning students to classes will be based upon heterogeneous (mixed ability) grouping. Alternative combinations, such as homogeneous (similar ability) grouping, may be permitted to meet the needs of specific students or programs. Factors to be considered in student placement include:

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- a student's learning style
- the teacher's style of instruction
- class size
- teacher recommendation
- parental input
- student performance data
- other variables that will affect the performance of the student

At the elementary level, the general organizational plan is structured on chronological age-appropriate placement, based upon the factors listed above. School administration and staff will develop groups each spring for the ensuing year. Within each classroom group, it is expected that differentiated instruction will allow for appropriate instruction for each child.

At the middle school, students are placed in grade-level multidisciplinary teams using an integrative approach to curriculum. Within each team, students will be grouped and regrouped depending upon the specific objectives of the lesson and the instructional strategies employed by the teacher. Some programs at this level may be uniquely organized and may offer credit at the high school.

Likewise in the high school, students are placed in grade-level multidisciplinary teams using an integrative approach to curriculum and are placed into groups/courses which best suit their learning styles, educational needs, and post-secondary/career goals. Parents and students themselves play a large part in selecting individual courses and programs, which in many cases provide an opportunity for advanced course work to meet student needs.

Each year, grouping practices will be communicated to parents and students in such documents as course descriptions, handbooks, and the Program of Studies. As grouping practices are changed, they will be reported to the School Board at a regular meeting.

4. The Sanborn Regional School Board believes that a comprehensive school system should provide an opportunity for all students to experience a high quality educational program. The primary focus of a school is to provide a basic core curriculum that meets the requirements of state and local regulation, is comprehensive in its scope, responds to the needs of the community, and is consistent with the district's philosophy.

Although the primary focus of the district is enrichment of curriculum and instruction to meet individual student needs, some students possess unique needs which may require an acceleration of their program to advanced levels within the regular offerings of the district. It is placement in a course or class that is at a more advanced level than that which the student typically would be placed.

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The district will remain flexible in planning programs for these students, but will not incur a direct cost, with the possible exception of intra-district transportation, in support of acceleration of a student(s). Acceleration opportunities might include, but are not limited to such practices as: entrance to first grade (kindergarten), moving at a faster pace through subject area(s), advanced grade placement, obtaining high school credit while in middle school, college credit while still in high school and early graduation.

The following factors will be considered by a team of the student's parents, teachers, and administrators in making any decision about an accelerated program for a student. The decision shall be that of the building principal.

- The sustained achievement level of the student as measured by norm-referenced testing, classroom assessment, grades, and teacher observation.
- The performance of the student in the enrichment program.
- The social, emotional, and physical development of the student.
- The ability of the student to cope with variation in his/her daily schedule.

The evaluation of any accelerated program shall involve all participants in its development. The frequency of such evaluation shall be based on the individual program and desire of participants involved in its creation.

Legal References:

Ed.306.04 (a)(6),(j),(k)(4-6); Ed.306.06; Ed.306.14(h); Ed.306.27(b)(3)

Related Policies: IJO

New: September 6, 2006

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