

ELEMENTARY LEVEL GROUPING PHILOSOPHY

A major objective of the Nashua School District is to provide instruction to students at a level that will allow them to reach their full potential.

At the elementary level, classrooms are organized heterogeneously, where the core curriculum is delivered to students through differentiated instruction. Differentiated learning experiences are presented to students through the use of flexible grouping practices*, which allow teachers to use a variety of materials, strategies, and assessments—with varying amounts and types of teacher direction and reinforcement—in order to achieve learning goals for students.

In some circumstances—especially where there is a wide range of prior knowledge and experience among students—students may be flexibly grouped among and between the same grade level and/or different grade-level classrooms for specific purposes.

When flexible grouping is in the best interest of any students—regardless of the number of students—teachers are allowed and encouraged to use flexible grouping within classrooms or across grade levels to accelerate learning.

Alternatively, other grouping strategies—such as grade level acceleration, cluster grouping, curriculum compacting, and/or direct instruction—may be deemed more appropriate for a particular student or group of students.

Principals shall exercise the authority to make decisions based on the needs of students as measured through student assessments and/or achievement indicators.

***Flexible Grouping:** A grouping strategy which allows a teacher(s) to organize instruction and divide students into groups to meet learning and skill needs, student interests, and/or for specific concept or theme development. These groups are usually temporary in nature and based on the students' level of independence as learners or their prior knowledge. They are established for skill instruction, guided practice, or for extension of the instructional plan. Flexible groups may vary to meet individual, social, academic, or linguistic needs. They may also vary to meet individual interests. Flexible grouping may be implemented within a single classroom or among classrooms at a grade level or across grade levels.

Board Approved: 04/16/2001

Board Approved: 06/19/2019 [Replaces POPPS 2231]