

Instruction

Concept and Roles in Instruction

Student Achievement

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the District. The Superintendent will ensure development and implementation of a district-wide program for student achievement improvement that engages District stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community. The District's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

1. Self-evaluation of current and prior disaggregate student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, district progress toward development and implementation of improvement programs and community satisfaction.
2. Data-driven goal setting utilizing methods recommended by the State Department of Education.
3. Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts.

The District's program will be consistent with the requirements of the Connecticut Department of Education and reflected in school and district improvement plans.

The Board will, in striving for continuous improvement of student achievement, annually review District and individual school data on student achievement. In addition, the Board will prioritize, allocate and realign resources as necessary.

School Accountability

The primary purpose of schooling is the transmission of knowledge and culture and the development of critical thinking skills. To fulfill that purpose, the State Board of Education prepared Connecticut's Common Core of Learning. The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

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Concept and Roles in Instruction (continued)

Quality Assurance

The Board shall continuously monitor the quality of the District's work. The Superintendent shall supervise the school's process for continuous school improvement. Further, Andover Elementary School shall establish school improvement plans that contain:

1. Student learning objectives;
2. Assessment systems for measuring students' progress in the fundamental learning areas; and
3. Reporting systems for informing the community and the State of assessment results.

The Superintendent shall regularly report the District's progress to the Board and seek Board approval for each School Improvement Plan.

School Choice for Students Enrolled in a School Identified for Improvement Corrective Action, or Restructuring

This section applies to only those students enrolled in a school identified by the State Board of Education for school improvement, corrective action, or restructuring according to federal law. Since there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All notices provided to parents/guardians and transfer requests are governed by federal law.

If the school is identified for improvement, the Superintendent or designee shall identify, develop, or revise a school plan for improvement in accordance with federal law. This school plan shall be presented to the Board for approval.

Students from low-income families shall be provided supplemental educational services as provided in federal law if the school: (1) fails to make adequate yearly progress within a year after being identified for school improvement, or (2) is subject to corrective action or restructuring.

Legal References: No Child Left Behind Act, §1116, 20 U.S.C. §6316.
105 ILCS 5/2-3.63, 5/2-3.64, 5/10-21.3a, and §5/27-1.

Policy adopted: September 8, 2010

ANDOVER PUBLIC SCHOOLS
Andover, Connecticut

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Provisions of Negotiated Agreements/Contracts

All articles included in negotiated agreements/contracts with teachers' and administrators' bargaining representatives shall have the effect of Board of Education policy. In cases of conflict between negotiated agreements/contracts and Board of Education policies or administrative regulations, agreements/contracts take precedence.

Legal Reference: Connecticut General Statutes

10-153a through 10-153j

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