

**Section: Instruction**

**Subject: Learning**

**P-6120**

**Board Policy  
Milford Public Schools  
Milford, CT**

The Milford Board of Education (Board) firmly believes that all students are capable of achieving at high levels of success. The Board recognizes that student success comes from the active and informed support of teachers, administrators, support staff, and parents/guardians.

In order to promote equity of rigorous learning expectations for all students, district administrators are directed to identify skill and content learning standards in all grades and in all curricula. Support for student learning must be aligned to these identified standards.

The Board recognizes the most powerful impact on high levels of student learning occurs with the teacher in the classroom. The Board promotes and expects excellence in teacher instruction through the implementation of district's instructional model. Professional learning plans and teacher and administration evaluations must have student learning as their primary outcome.

In order for all students to meet the defined learning standards, the Board directs district and school administrators to make explicit teaching and learning expectations, and ensure supports are in place for both teachers and students.

Support procedures for students should include tiered interventions designed to meet the needs of students who are struggling to meet grade level curricular standards. Additionally, interventions should support the needs of our learners who are meeting and exceeding their grade level standards. The charge to all staff is to prevent student failure and actively promote student success.

In addition, the Board requires the district administration to develop and sustain comprehensive grading procedures which reflect student performance towards identified learning standards. Grading procedures must be uniform across schools, grades, and classrooms and reflect the appropriate level of support for students' age and development. Grades will be based, in part, on district developed unit assessments and reflect clearly articulated and transparent expectations of excellence. Consequently, reporting structures to parents/guardians must also be revised to reflect these expected changes.

The Board recognizes that the path to student achievement begins at home and to that end expects parents/guardians and students to be active participants in learning. Parents/guardians are expected to have students attend school, insist on the completion of student work, monitor student performance, and advocate for the needs of their children. In addition, as students mature, parents and the schools must actively teach the skills of self-advocacy, responsibility and independence.

Students, families and staff will work together in partnership to ensure that all learners make progress toward our Milford Public Schools Vision of the Learner (VOL) which recognizes scholarship, personal development, citizenship and creativity/innovation as critical values for learning.

Board Policy Approved:	September 12, 2011
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