MILFORD BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
Parsons Board Room
70 West River Street
Milford, CT 06460

September 22, 2025
7:00 - 9:00 p.m.

Live Streamed on YouTube
MGAT Edu Link on YouTube
Available on Optimum and Frontier Government Access Channels

The Public Comment portion of our agenda gives members of the public the opportunity to comment on matters that pertain to the Board of Education. Please keep in mind that the structure of our meeting does not allow for two-way dialogue during public comment or to answer questions, and we ask that you keep your comments limited to 3 minutes. Public comment is limited to agenda items only.

Citizens who only want to watch the meeting have the option to access the YouTube live stream: MGAT Edu Link on YouTube or one of the cable Government Access Channels.

Agenda

I. Call to Order

II. Roll Call

III. Assessment Report: AP/Grad Stats/SBA/SAT - Mr. Steve Autieri

IV. 2026 - 2027 Budget Priorities and Assumptions (First Reading) -
Dr. Anna Cutaia, Mr. Sean Brennan and Mr. Autieri

V. Board of Education Policies for a First Reading - Mr. Brennan and Mr. Autieri
A. 3171.1 Non Lapsing
B. 5125 Student Records/Confidentiality
C. 6146.1 Grading System
D. 6161.14 Library Display & Program

VI. Public Comment

Public Comment
Speakers may offer objective comments about school operations and programs. The Board encourages speakers not to express personal complaints or defamatory comments about the Milford Board of Education personnel or any person associated with the Milford Public School System. Security issues and matters relating to negotiations/grievances will not be permitted. Consistent with the principles of the Federal Education Right to Privacy Act, discussion of students is prohibited absent parental waiver. Public comment does not allow for two-way conversation between speakers and the Board. We welcome and appreciate your comments and opinions and all will be taken into consideration. Please note our meetings are televised and live-streamed on YouTube. We ask that you state your name and address for the record and limit your comments to three minutes.

VII. Adjournment

Any individual with a disability who needs special assistance to participate in the meeting, should contact the Assistant Superintendent of Business & Operations at 783-3405, as soon as possible.

MILFORD BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 22, 2025

Prepared By: Mr. Steve Autieri **Presented By**: Mr. Autieri

Subject: MPS Student Achievement Results

Attachments: N/A

Connection to Milford Public Schools Commitments: #4 - We are committed to consistently engineering, supporting, and celebrating high-quality instruction that engages all learners in cultivating scholarship, personal development, citizenship, creativity, and innovation.

Background: Mr. Autieri will share the results of the Milford Public Schools school year 2024-2025 student achievement. The presentation will include student achievement results as indicated by various important measures. This comprehensive view of student performance through multiple measures will help build local context for how we leverage these data to inform decisions about curriculum and instructional practice, as well as guide the design of professional learning.

While the various measures that will be shared during this presentation are important to consider, a more holistic view of student performance, moving beyond the standardized test score, is the basis for the generation of the Milford Measures system.

Status: The presentation on Monday evening will include student achievement results from school year 2024-2025 through a variety of measures including:

- Smarter Balanced Assessment (SBA) achievement and growth trends in English Language Arts/Literacy for grades 3-8
- Smarter Balanced Assessment (SBA) achievement and growth trends in Mathematics for grades 3-8
- Connecticut Growth Model attainment data
- Next Generation Science Standards (NGSS) results in grades 5, 8 and 11
- College Board Advanced Placement (AP) subject area examination results
- Early College Experience (ECE) course completion
- Honors and Recognitions in the Fine Arts
- Student Leadership and Community Engagement Recognitions
- Graduation Rates
- Post Secondary Plans- College and University Acceptances and Entrances

RECOMMENDATION: For information only.

Recommended by the Superintendent: _____

Agenda Item #: _____

MILFORD BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 22, 2025

Prepared By: Dr. Anna Cutaia **Presented By**: Dr. Cutaia, Mr. Sean Brennan & Mr. Steve Autieri

Subject: Proposed 2026-27 Budget Priorities and Assumptions

Attachments: Proposed 2026-27 Budget Priorities and Assumptions

Connection to Milford Public Schools Commitments:
Commitment #9- We are committed to operational excellence that ensures Milford Public Schools invests in the newest and most advanced practices to ensure relevant and progressive educational opportunities for all students.

Background: Annually at the start of the budget process within the school system, proposed Budget Priorities and Assumptions are brought to the Board for consideration. The priorities reflect areas of importance to be used in decision making as we begin the budget process. The assumptions provide some financial forecasting, constraints, and other factors that may impact the budget.

Status:
The 2026-27 Budget Priorities and Assumptions are being brought forward as a first reading.

RECOMMENDATION: For information only.

Recommended by the Superintendent: _____

Agenda Item # _____

DRAFT

Milford Board of Education

2026-2027 Budget Priorities

The purpose of developing budget priorities reflects an intention to go further than a numbers based dialogue through the budgetary process. Instead, it creates the foundation of a dialogue that focuses on our shared commitment to providing the best education for every student in our community. It's our opportunity to align our financial resources with our core educational goals based on student and staff needs. These priorities reflect investments that will build a stronger school district for the long term. This means focusing on areas that have the greatest impact on student success, teacher retention, and overall operational efficiency. The priorities below are in support and advancement of the district's work guided by the Vision of the Learner, the model for High Quality Instruction, the Developmental Relationships Framework, and the Equity Framework. The following are areas of continuous improvement that we hope to address through the development of the 2026-2027 budget.

- Continue to strengthen the core instructional program of literacy, numeracy, science, social studies, world language, the arts, and social emotional learning through the development of curriculum, high quality instructional practices and appropriate assessment tools.
    - Continue to develop and implement PK-12 curriculum and high quality assessment tools aligned to the new Milford Public Schools (MPS) Curriculum Revision Calendar.
    - Continue to develop an elementary literacy curriculum aligned to the adopted, state-approved curricular resources and supported by comprehensive assessments that reflect the tenets of the science of reading.
    - Support the curation of elementary text sets that reflect interdisciplinary learning in science and social studies.
    - Explore opportunities to expand and diversify world language opportunities reflective of student interest and labor market trends.
    - Continue to develop and implement a suite of K-12 mathematics assessments that include progress monitoring of grade-level standards and provide reflection of students' skill development.
    - Continue to expand the use of technological tools such as Artificial Intelligence to support the delivery of high quality instructional experiences.
    - Create additional alignment of the K-12 science curriculum with regard to content, skill, and science and engineering practices.
    - Expand courses in the performing arts that incorporate theater and stage performance.
    - Develop a long-range musical instrument replacement and expansion plan.

- Prioritize investments that sustain and expand the integration of career-focused learning into coursework and programming, ensuring students gain relevant skills and experiences that connect classroom learning to future pathways.
    - Continue to explore and expand middle school course offerings that emphasize career pathways and voice and choice.
    - Further expand dual enrollment coursework.

    - Explore and reimagine learning opportunities that promote career exploration and project-based learning for students attending The Academy.

- Align resources to develop a comprehensive system of support that is responsive to the diverse academic and social-emotional learning needs of all students.
    - Refine practices to build a comprehensive Multi-Tiered Systems of Support (MTSS) model throughout the district.
    - Investigate special education programs to build student's skills in the areas of social emotional, behavioral, and academic outcomes.
    - Strengthen the systems in support of student assessment and educator data analysis.
    - Investigate opportunities for afterschool programming for high school students to remain on track for graduation.
    - Blending of summer learning programming to curate a variety of enrichment experiences with opportunities for academic support.

- Provide all staff ongoing professional learning in best practices and appropriate, high quality instructional resources in support of continued improvement in teaching and learning.
    - Continue to implement the MPS Educator Learning System to support educators sharing best practices and analyzing student work to enact strategies in the classroom to strengthen student learning.
    - Support the acquisition of professional learning to integrate instructional strategies in support of reading, writing, and numeracy.
    - Prioritize professional learning that ensures coherence across all schools to the district's model for high quality instruction.
    - Support continued professional learning opportunities to maximize student-centered instructional coaching.
    - Explore teacher capacity building models at the secondary level.

- Maintain effective class sizes at all levels of instruction utilizing the following guidelines:
    - Kindergarten maximum 18.
    - Grades 1-2 - maximum 20 and grades 3-5 - maximum 23.

- Provide 21st-century physical learning spaces that support high-quality instructional practices, ensure safe and secure environments, while also advancing pathways that create authentic opportunities for students to engage in career- and industry-aligned experiences.
    - Expand district-wide investment in upgrading facilities through long-term planning.

- Support existing student extracurricular activities and athletics.

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Milford Board of Education

2026-2027 Budget Assumptions

This year, our budget process is being shaped by a unique and challenging financial landscape. While we will meticulously plan based on current data and known revenue streams, we must also acknowledge the significant uncertainty surrounding future economic conditions. Unpredictable factors such as inflation, potential shifts in state and federal funding, and rising operational costs present difficult-to-predict financial constraints. In consideration of these factors and conditions, we are highlighting the following:

- Next year's budget presents a significant challenge as we anticipate a rise in the cost of goods and services. Schools will likely face increased expenses across the board, including everything from essential classroom materials like textbooks and supplies to the costs associated with salaries for teachers and staff, and even rising energy and utility bills. This will create a difficult financial landscape to navigate.

- The potential of decreases in state and federal funding, including the Education Cost Sharing (ECS) grant, will significantly impact our school system's budget. With less funding from these sources, the district's general fund will be forced to absorb a greater share of the costs to provide the same level of essential programming and staffing levels.

- While overall 2025-2026 enrollment remained consistent with the 2024-2025 school year, it was lower than the projections in our budget book, as we did not experience the anticipated increase in the number of Kindergarten students. However, based on student distribution and course enrollment, we added full-time equivalent (FTE) staff members in some schools to maintain class size guidelines. We anticipate enrollment will remain fairly stable for the 2026-2027 school year.

- Negotiated settlements with bargaining units are expected to impact the upcoming school year's budget due to several expiring contracts, higher-than-usual inflation, and a challenging labor market. While previous settlements ranged from **2.25% to 3.75%**, current bargaining trends are indicating higher increases. This is further compounded by the need to raise hourly pay rates for non-union employees to keep pace with the state's rising minimum wage, which is set to increase to **$16.94 per hour on January 1, 2026**. This confluence of factors creates a fiscal environment where compensation costs are a primary driver of budget increases.

- The Board of Education (BOE) is currently engaging a consultant to develop a comprehensive, district-wide facilities master plan. This process will involve collaborating with the consultant to create a consolidation plan based on extensive data analysis. The final plan will be implemented through a phased approach, with clear communication and continuous monitoring to ensure the goals of the BOE are achieved. It is important to note that this initial study may identify the need for additional costs or further studies to fully realize the proposed plan.

- The current health insurance plans for retirees, as contractually obligated, are projected to increase by 25%. A primary reason is the rising cost of healthcare services and prescription drugs, which are major drivers of insurance premium increases. This rise is also influenced by changes in the healthcare market and inflation, which collectively make it more expensive to provide the same level of benefits, particularly for a vulnerable population that relies heavily on consistent medical coverage.

- Aging furniture in schools should be replaced on a regular cycle to ensure student safety and improve the learning environment. The diminishing condition of desks and chairs are not only a distraction but can also be a safety hazard. Developmentally appropriate furniture can improve student concentration and productivity while also fostering a collaborative learning environment. This proactive approach helps reduce long-term maintenance costs and creates a more positive school atmosphere.

- Special education tuition and transportation costs can increase during the year due to unanticipated costs based on a student's Individualized Educational Plan (IEP). Unanticipated costs can also occur if a current or transfer student requires an education at an out-of-district special education school or requires an in-district specialized and/or behavioral program. With these considerations, as well as the need to continue to develop additional in-district specialized programming, we estimate a **15%–20%** increase in tuition and transportation costs.

- We will continue to explore technological and operational systems and platforms to ensure we have the most effective and efficient tools available. Upgrades may be needed for several reasons, including to enhance security against evolving cyber threats, improve performance and reliability, and integrate new features that support growth and innovation.

- With the age of the current Windows-based teacher laptop fleet and our commitment to evolve and support the modern classroom, we are researching options to ensure the best possible instructional experience for teachers and students. This research is focused on developing an optimal replacement cycle that will equip our educators with the tools needed for mobility and decentralized instruction, thereby enhancing the overall instructional experience.

- In a modern school district, where digital tools are fundamental to both instruction and administration, an Uninterruptible Power Supply (UPS) is a critical investment. A UPS ensures resilience against power disruptions, which can otherwise halt activities and impede administrative functions. By supplying immediate backup power, a UPS keeps vital systems—including servers, telecommunications, and security components—operational. This not only safeguards the safety infrastructure but also protects expensive IT equipment from volatile power fluctuations and surges.

- The District will continue to review and enhance our safety and security measures. This will include our continued participation in the SRO program as will our 50% funding share with the City. We will consider additional layers of prevention in plans moving forward. We are committed to exploring all viable options to maintain a secure learning environment for our community.

- We are anticipating a **15% increase** in our utility costs, which is a significant concern for the school system. This rise isn't due to the cost of the commodity itself, but rather a sharp increase in delivery and transportation fees from the public utility company, United Illuminated. This unexpected hike will have a direct impact on the district's budget, making it more challenging to manage our operational expenses.
- Our budget for contracted maintenance is projected to increase by **20%**. This increase is necessary to cover a wide range of essential services for our facilities, including ongoing service contracts for boilers, variable refrigerant systems, and sprinkler systems, to name a few. This also includes maintenance for HVAC and pest management, all of which are critical for ensuring our buildings remain safe and operational for students and staff.
- Legal fees remain a considerable expense in our budget, driven by the ongoing complexities and challenges within the educational landscape. These costs reflect the district's need to navigate a variety of issues that require expert legal counsel to ensure compliance and proper procedure.
- Digitizing our records is a key priority to improve efficiency and security. By converting paper files, we can easily access and share documents across departments, while also protecting against loss. This phase will focus on digitizing Pupil Personnel records.
- Efforts to find efficiencies within the budget will continue to be sought.

Section:	**Business/Non-Instructional Operations**	
Subject:	**Budget Administration: Non-Lapsing Education Fund**	**P3171.1**

Board Policy
Milford Public Schools
Milford, CT

The Milford Board of Education (BOE) may authorize the ~~request that the city's Board of Finance~~ deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed ~~one~~ two percent of the total budgeted appropriation for education for such prior fiscal year pursuant to Connecticut General Statute Section 10-248a.

Any expenditure from the Non-Lapsing Education Fund ~~established by the Board of Finance~~ shall be authorized solely by the ~~Board~~ BOE.

Any expenditure from the Non-Lapsing Education Fund shall be authorized solely by the BOE. Each expenditure from such account shall be made only for educational purposes and under the following conditions:

1) Such deposited amount does not exceed two percent (2%) of the total budgeted Appropriation for education for such prior fiscal year;
2) each expenditure from such account shall be made only for educational purposes, and
3) each such expenditure shall be authorized by the BOE.

~~The Board may designate these funds for a specific purpose with emphasis on needs as identified in the Five Year Capital Improvement Plan (C.I.P.), but not otherwise funded in the C.I.P. The Board will expend these funds for such previously designated specific purpose except they may also be used for other extra-ordinary or emergency expenditures which may be necessary yet otherwise not budgeted for.~~

~~If the Board wishes to add unexpended funds to the non-lapsing account, it must receive approval from the city's Board of Finance.~~

~~The Director of Finance of the City of Milford~~ The BOE shall direct the Assistant Superintendent for Business and Operations to create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting standards and Generally Accepted Accounting Principles (GAAP). ~~It~~ The account ~~will~~ shall be subject to the annual audit as required by the State statute and the Charter of the City of Milford. ~~The Director of Finance will provide a monthly reporting of the status of the account to the Chief Operations Officer.~~

Each fiscal year, the Assistant Superintendent for Business and Operations shall compile a report regarding the non-lapsing, unexpended funds account, including, but not limited to:

1. The total balance of the account
2. The amount deposited into the account in a fiscal year

3. An accounting of the expenditures

The Assistant Superintendent for Business and Operations shall submit a report to the Connecticut State Department of Education and the city of Milford on an annual basis.

The balance of any non-lapsing fund shall be in the quarterly budget reports shared at BOE meetings.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget

10-248a Unexpended education funds account (as amended by PA 19-117, Section 285)

10-51 (d) (2) Fiscal Year. Budget. Payments by member towns; adjustments to payments. Investment of funds. Temporary borrowing. Reserve funds. (as amended by PA 21-2, JSS, Section 363)

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth (Sections 7-8)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Sections 35-37)

Board of Education Approved: August 13, 2012
Policy Revision Approved: May 13, 2019

Section:	**Students**
Subject:	**Student Records; Confidentiality** **P-5125**

Student Records; Confidentiality

The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations and the Connecticut General Statutes.

~~Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.~~

For the purposes of this policy:

"Parent" means a natural parent, an adopted, or a legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student. A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in C.G.S. 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or (3) such incarcerated parent is prohibited pursuant to a court order.

"Student education record" means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual's previous attendance as a student are "education records" under FERPA regardless of when they were created or received within the school system. Student records shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. Records of the law enforcement unit of the District or school are not considered student records.

"School Official" means a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, a person serving on the Board of Education, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

"Authorized Representative" means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

Education records will be kept for each student and safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. He/she will develop procedures (administrative regulations) providing for the following:

1. Annually informing parents/guardians of their rights.

2. Permitting parents/guardians to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent/guardian or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.

3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent/guardian, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.

4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent/guardian to inspect that record.

5. Providing a parent/guardian with an opportunity to seek the correction of the student's education records through a request to amend the records. If the District decides that an amendment ~~if~~ of the records as requested is not warranted, to inform the parent/guardian or eligible student and advise ~~him/her~~ them ~~if~~ of the right to a hearing and permitting the parent/guardian or an eligible student to place a statement in the education records of the student.

6. Guaranteeing access to student records to authorized persons within five days following the date of request.

7. Assuring security of student records.

8. Enumerating and describing the student records maintained by the school system.

9. Annually informing parents/guardians under what conditions that their prior consent is not required to disclose information.

10. Ensuring the orderly retention and disposition, per applicable state statutes, of the district's student records.

11. Notifying parents/guardians of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents/guardians or eligible students may request that the District not release this information, and the District will comply with the request.

12. Notifying parents/guardians annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
7-109 Destruction of documents.
10-15b Access of parent or guardians to student's records. (as amended by PA 17-68, Section 4)
10-154a Professional communications between teacher or nurse & student.
10-209 Records not to be public.
10-221b Boards of education to establish written uniform policy re: treatment of recruiters.
11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V Disposition of Education Records (Revised 1983).
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008)
USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331
P.L. 112-278 "The Uninterrupted Scholars Act"
Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002)

Board of Education Approved: December 13, 1994
Policy Revision Approved: September 11, 2017

Section:	**Instruction**	
Subject:	**Grading System**	**P-6146.1**

Board Policy
Milford Public Schools
Milford, CT

~~Grading System~~

~~The primary purpose of grading is to keep parents and students fully informed of a student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction.~~

~~The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon recommendation of the Superintendent of Schools.~~

~~Report card revisions will be brought to the Board's attention for review.~~

Grading/Assessment Systems/Weighted Grades

It is the philosophy of this district that students have the opportunity to receive feedback that supports learning and continuous growth.. The district seeks through its instructional program, to make achievement both recognizable and possible for all learners. The highest possible level of student success is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed.

Regularly used report cards, combined with scheduled parent-teacher conferences, and other communication vehicles helps promote a process of continuous evaluation of student performance. The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon the recommendation of the Superintendent of Schools.

Weighted Grades

The curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. Grade weighting provides students opportunities to earn enhanced grade points by selecting courses at more challenging levels of difficulty. This encourages students to select courses at more challenging levels of difficulty. (*Reference BOE Policy 6146.11*)

A grade weighting/class ranking system shall be implemented for the high school in accordance with the guidelines set forth and published annually in the high school parent/student handbook.

Section:	Instruction	
Subject:	Grading System	P-6146.1

Parents and students shall be advised annually, via the schools' parent/teacher handbook, of the specifics of the weighted grading program.

Rank In Class

Class rank is based on the Weighted Grade Point Average (WGPA). Class rank is calculated at the end of six semesters and again at the end of the seventh semester. Only courses that are awarded grade points are used in determining rank.

A student's transfer grades from other schools shall be evaluated by the Principal or their designee in accordance with the established criteria.

(cf. 5124 - Reporting to Parents)

(cf. 6141.5 - Advanced College Placement)

Legal Reference: Connecticut General Statutes

10-220g Policy on weighted grading for honors and advanced placement classes

Board Policy Approved: February 14, 1995

Section:	**Instruction**	
Subject:	**Library Display and Program**	**P-6161.14**

Board Policy
Milford Public Schools
Milford, CT

Library Display and Program

Library displays and student programs are critical in serving as resources for voluntary inquiry, the dissemination of information and ideas, and promoting free expression and free access to ideas by students.

The Milford Public Schools (District) recognizes that library displays are provided for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and provide access to content that is relevant to the research, independent interests and educational needs of students.

The District acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Board of Education Approved: TBD