

Curriculum Committee Meeting

Wednesday, January 16, 2019 8:15 AM

Central Office Conference Room, 24 School Road, Weston, CT 06883-1623

I. **Call to Order**

II. **Information on WHS College Bootcamp planned for August 2019**

III. **Update on WHS Honors Physics C: E & M, and Honors Multivariable Calculus**

IV. **Discussion of research on DRG A homework policies**

V. **Approval of December 2018 minutes**

VI. **Other curricular issues**

Camp College 2019



Summer College Application Workshop

WHAT?

Camp College is a 3-day college application workshop to be held August 7-9, 2019.

- These dates were selected because it is a week after the Common Application goes live and the week before WHS summer athletics begin.

WHY?

- Over the last 10 years, the college admissions timeline has accelerated significantly, with most applicants applying to college by November 1.
- 86% of WHS seniors from the class of 2019 applied to at least one college by Nov. 1.
- Waiting until September to provide application support limits counselor availability and can increase student stress.
- The college application process has become increasingly digital and requires more student ownership.
- A summer application workshop will give counselors the ability to help students navigate the often-times confusing electronic components.

PROGRAM OVERVIEW

Goal- reduce college application stress by getting a jumpstart on the college application process.

- The School Counseling Department will provide extensive support, with a counselor-student ratio of no more than 1:10, in the summer when students do not have academic, athletic or extracurricular obligations.
- Camp College will run for 6 hours/day, including an hour lunch.
- This program will afford students the opportunity to make a large dent in their application process while surrounded by their counselors and peers, reinforcing that we are all in this together.

PROGRAM OVERVIEW cont.

- Participating students will:
 - Meet with various college admissions representatives who will provide college essay and interview tips and information on finding the right fit school
 - Receive college essay feedback
 - Create a Common Application account
 - Link their Naviance and Common Application account
 - Fill in all sections of the Common Application with counselor support
 - Complete any outstanding junior questionnaires
 - Complete their activities resume
 - Review WHS processes, procedures, and deadlines.

PROGRAM COST

- Counselors' per diem rate. Number of counselors needed will be contingent upon student enrollment, with a ratio of no more than 1:10.
- Honorarium and lunch for participating admissions representatives.
- Lunch, water and snacks for students.
- Options to consider:
 - Paying English teachers to come in for a ½ session to provide college essay support.
 - Camp College swag
- Based on the above program outline, the proposed cost per student is \$250 for the 3-day program.
- In the event that money is leftover, all funds will be specifically allocated to college-related programming for the upcoming school year.

Cost Breakdown

- Based on the enrollment of 40 students at \$250 per:

Total amount collected = \$10,000

- 4 Certified counselors for 3 days = \$6,000
- College Admissions Reps Honorarium = \$300
- English Teacher per diem = \$1,000
- Lunch/ Snacks for 3 days = \$1,000
- Materials/ Supplies/ Scholarships = \$1,700

Weston High School Science Course Pathway Proposal: 2019-2020

As seen in the *Science Department Program Sequence* below, there are a multitude of course options available to students once they have completed Biology in ninth grade and Chemistry in tenth grade.

9th Grade	Biology	Honors Biology Honors Science Research
10th Grade	Chemistry	Honors Chemistry Honors Science Research
11th & 12th Grade	Physics Environmental Science Science Semester Electives: <i>-Forensics</i> <i>-Human Anatomy & Physiology</i> <i>-Animal Behavior</i>	Honors Physics AP Physics I AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science Honors Science Research Science Semester Electives: <i>-Forensics</i> <i>-Human Anatomy & Physiology</i> <i>-Animal Behavior</i>

A non-traditional course based on the curriculum of **AP Physics- C: Electricity and Magnetism** was formally added to the course sequence for 2018-2019 and had been offered in years prior. However, very low enrollment numbers each year (ranging from zero to two students) as well as contractual and budgetary constraints has made it a severe challenge to continue its implementation. **The elimination of this advanced physics course is not expected to limit students looking for high-level classes in their senior year, as there are a wide variety of options available for them to choose from.**

Regarding the topics specifically addressed in **AP Physics-C: E & M**, the excerpt from the *WHS Program of Studies* for **Honors Physics** shows that the topics of electricity and magnetism are included in this curriculum:

“Honors Physics is a challenging course designed to be an introduction to these fundamental physics concepts. An emphasis will be placed on classical mechanics, the study of the motion of objects that includes kinematics and projectile motion, Newton’s laws of motion and law of universal gravitation, planetary motion, energy and momentum. However, students will also be introduced to waves and sound, electrostatics, DC circuits, magnetism and electromagnetic waves.”

The excerpt from the *AP College Board* course description of **AP Physics 1** demonstrates that electricity is covered in the curriculum, though magnetism is not. However, students taking this course can place out of required college courses assuming they score well enough on the exam.

“AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.”

AP Physics: C – Mechanics is a calculus-based approach to mechanics and provides students who are planning to specialize in the physical sciences or engineering, experience in comprehending physics concepts through applied calculus. For these students, most colleges require an introductory physics sequence that includes courses equivalent to Physics-C (according to the AP College Board). Therefore, students who choose to take this physics course are gaining the valuable experience they need to help them excel and likely follow an accelerated science path in college focusing on physical science or engineering.

Multivariable Calculus

Course Overview

For the last two years, WHS has utilized a blended format to teach Multivariable Calculus, making use of MIT's Open Courseware. Students watch lecture videos and discuss concepts with the teacher during the next class. The teacher uses a variety of supplemental materials to prepare problem sets to be completed during the class period. Student grades are determined by teacher-created assessments in addition to selected problems from the MIT course resources.

The students who have taken this course have reflected on the format, and while they appreciate the blended learning experience, they agree that the face-to-face time with a teacher facilitating the course is crucial to their understanding. Both expressed the desire to work through the problem sets in a more collaborative setting, but single-student enrollment has prevented that. One student also expressed an interest in engaging in a project-based learning experience for each unit.

When we first proposed this course offering, we looked into other options and formats. Partnering with a neighboring district proved difficult due to scheduling and transportation. Online options for this course exist, but "true course" offerings run approximately \$4,000-\$5,000 per student, which, for more than one student, does not make budgetary sense if we can offer it in-house.

Proposed Changes

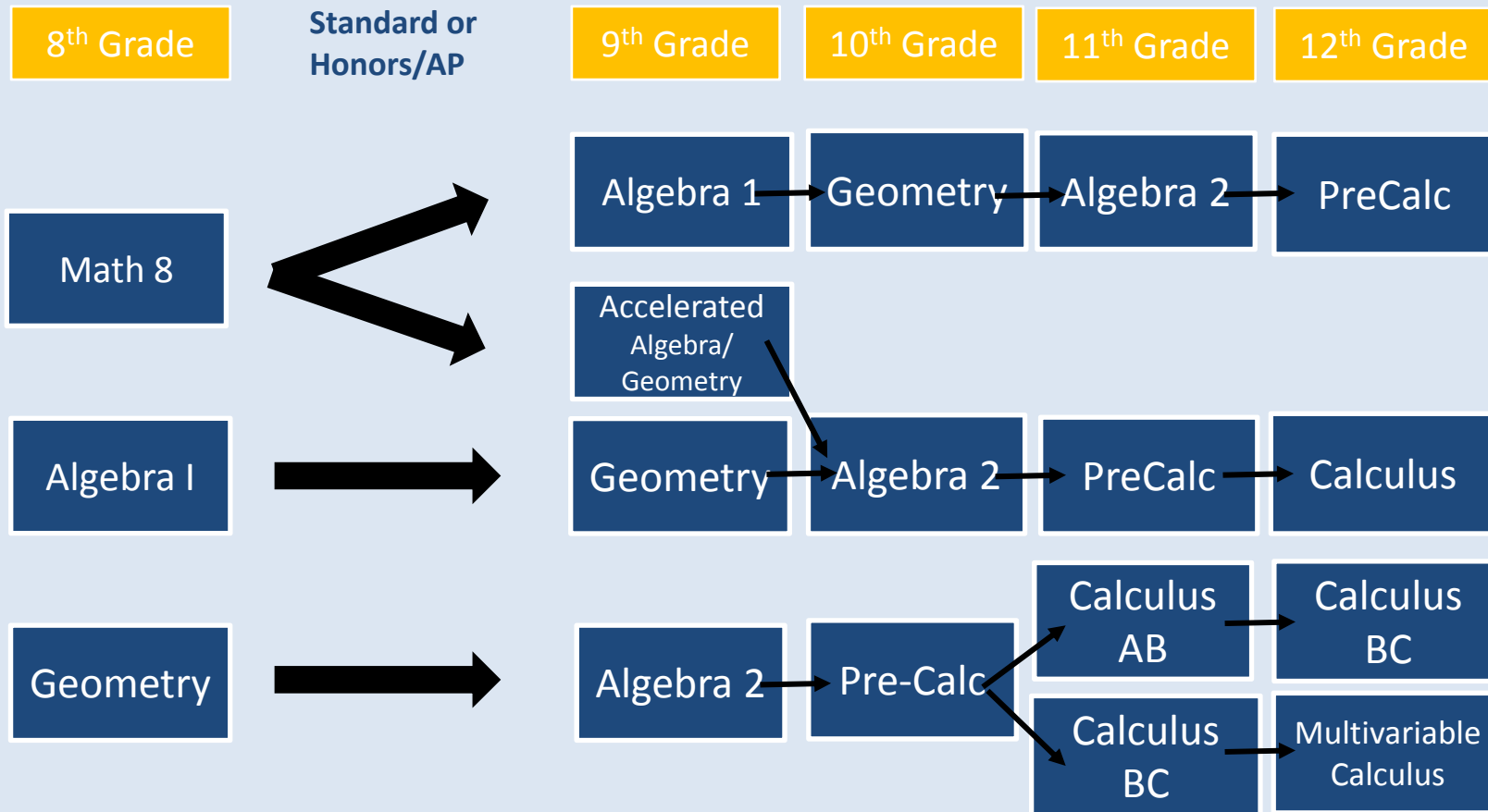
Continue to offer MVC in a blended format, reducing the FTE to 0.1. Look at current Honors Pre-Calculus enrollment and identify students who are academically capable and motivated to move directly into AP Calculus BC, in order to create a larger cohort of students taking MVC for the 2020-2021 school year. The majority of DRG A and other area districts recommend students coming from Honors Pre-Calculus for either AP Calculus AB or BC, they do not offer it in sequence, as we do at WHS.

Investigate adjusting the course structure of Honors Pre-Calculus to accommodate students moving directly into AP Calculus BC. Honors Pre-Calculus courses in other DRG A and area districts include an introductory unit on limits and continuity, which is the first unit in a Calculus course. Some districts also permit students to take Multivariable after *either* AB or BC Calculus.

	2018-2019	2019-2020 (projected)	2020-2021 (projected)
<i>Enrollment</i>	1	2	7-8 (3 in Calc AB in 2018-19 + 4-5 from 2018-19 HPC)
<i>FTE</i>	0.2 (4 periods MVC, 2 periods CASE)	0.1 (3 periods per cycle, full year)	0.1 or 0.2?
<i>Course Format</i>	Blended – lectures from MIT Open Courseware; teacher-created classroom problem sets and assessments	Blended – lectures from MIT Open Courseware; teacher-created classroom problem sets, project-based activities and assessments; collaborative work on MIT Problem Sets	Blended – lectures from MIT Open Courseware with a move toward a more “traditional” course; teacher-created classroom problem sets, project-based activities and assessments; collaborative work on MIT Problem Sets

Weston Public Schools

Secondary Mathematics Pathways



Elective Courses:

Statistics (AP or standard) is available by teacher recommendation to students who have completed Algebra 2.

InstructionHomework

The Weston Board of Education recognizes the value of home study and considers it an integral part of the teaching program.

Home study shall afford an opportunity for increased self-reliance and growth in responsibility. It may be used to improve the child's ability to plan and organize and as an aid in developing good, independent work habits.

It may be assigned to strengthen and expand classroom learning or to provide essential practice in needed skills or to remedy specific weaknesses. Home study shall never be given as a penalty, as a disciplinary measure nor as "busy" work. Homework shall count as part of a final grade.

The faculty shall implement the above policy and shall issue guidelines outlining the responsibility of the teachers, the parents, and the students with respect to home study.

Policy adopted: December 6, 1984

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction

Homework

Definition

Homework is the responsibility of the student and should reflect their work. Homework is any short or long-term assignment for study or preparation done outside the classroom which supports and extends student learning. Its primary purposes include reinforcement, remediation, enrichment, development of study habits and exploration of resources in libraries, on the Internet, at home or in the community.

Philosophy

Homework is a necessary and integral part of the instructional program and learning process that allows students to follow through on their personal commitment to academic work. Through meaningful assignments, students develop constructive attitudes and sharpen useful skills.

The regular practice of homework requires self-discipline and enables students to function as individuals. Assignments offer opportunities for problem solving and increased learning. Students who benefit most from formal education are those who approach it with curiosity, varied interests, and a willingness to work hard.

Homework is an essential part of the individual's learning and development. Yet it is recognized that time must also be allotted for physical and social recreation. Teacher feedback on the quality of homework shall be provided on a regular basis as appropriate to the grade and area. Homework activities, differentiated as needed, are designed to accommodate students with learning and organizational difficulties or those with other special needs.

Parameters

- Activities should be a natural extension of the learning experience to develop initiative and responsibility and to encourage application.
- Activities should supplement and enrich classroom learning, improve research and study skills, and teach students to organize time.
- Long-term project activities are essential, and should clearly be defined. The emphasis of the assignment is to demonstrate a student's level of learning.
- Parents should not be involved in projects, or any other homework, unless specified by teachers. Teachers, in turn, are strongly urged to limit the requests for parental involvement.
- Activities outside the classroom should foster communication and cooperation between home and school.

- Activities should vary in format: long-term, independent, and overnight homework should be assigned.
- Activities should increase in complexity and duration with the maturity and grade level of the student.
- Activities should be designed to help students actively process and construct concepts.
- Students should be encouraged to study new materials daily and to review previously-learned skills and materials regularly.
- An effort should be made to coordinate the student's workload and evenly distribute assignments throughout the week.
- Meaningful feedback to the student on the quality of homework shall be provided on a regular basis.
- Time guidelines for daily homework should be adjusted to recognize the time needed to complete long-term projects.
- Activities should provide opportunities for students to be successful by allowing flexibility in format and presentation.
- Assignments for students with a 504 Plan or an IEP will be consistent with the goals of the student's plan.

Special Circumstances

RELIGIOUS HOLIDAYS: Tests/quizzes should not be given and projects and homework assignments should not be due immediately following religious holidays recognized by the school calendar. In addition, these guidelines should be followed when the school is notified in writing by a parent/guardian of a specific religious observance for his/her child.

SCHOOL CALENDAR VACATIONS: During the school year at the elementary and middle school levels, homework will not be due immediately following the return from a recognized school calendar vacation. This restriction may not apply to students who are in accelerated programs or TAG.

ILLNESS: Homework requests for multi-day absences for illness will be honored. Homework may be picked up through the main office at the end of the day following the request. For a one-day absence, students should call classmates and rely on other systems designated by the school, i.e. homework hotline, web sites. When absences are extended or chronic, parents should contact the school nurse.

OTHER ABSENCES: Parents should notify teachers of an impending absence using the procedures outlined in the school's student handbook. Depending upon the student and the course, the teacher may feel it essential to give the student assignments to be completed during the absence or upon his/her return. In these instances, the parents are asked to ensure that assigned work is completed and handed in upon return or when

required by the teacher. Such work will count as part of the final grade. After a prolonged absence, however, it may be advisable to seek private tutorial help at the parents' expense. Make-up privileges do not apply when a student cuts class.

Time Guidelines

Of all the activities in which students are engaged after school hours, homework assignments need to be the highest priority. The need to establish time parameters was driven by the realization that Weston maintains high standards for student achievement and high expectations for the quality of instruction and the meaningfulness of homework assignments. The following guidelines represent an average nightly figure rather than a minimum or maximum. It should be understood that these guidelines are based on the time it takes the "average" student to complete his/her work. Students in accelerated programs, AP courses, or TAG will often exceed these guidelines due to the requirements of the course work.

Students should ideally read nightly, in addition to homework assignments. To help establish the reading habit, parents or older brothers or sisters are encouraged to read to children in the primary grades.

GRADE	AVERAGE TIME FOR HOMEWORK	TIME FOR READING
Kindergarten	Occasional, brief activities which meet specific individual needs	Up to 20 minutes
One	Occasional, brief activities which meet specific individual needs	Up to 20 minutes
Two	20 minutes	Up to 20 minutes
Three	30 minutes	Up to 20 minutes
Four	30-40 minutes	Up to 20 minutes
Five	40-60 minutes	Up to 20 minutes
Six	60-75 minutes	Up to 30 minutes
Seven	60-90 minutes	Up to 30 minutes
Eight	60-120 minutes	Up to 30 minutes
Nine - Twelve	35-45 minutes per academic course (averaging 2-3 hours nightly)	Up to 30 minutes

6154(d)

Ref: 6155, Differentiation and Grouping
Parent/Student Handbook

Regulation adopted: December 6, 1984
Regulation revised: June 22, 2000

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction**Homework**

The Ridgefield Board of Education provides engaging, relevant and personalized learning experiences and seeks to develop a lifelong passion for learning in all students through a healthy approach to students living a balanced lifestyle.

When assigned, homework will be directly related to work that has or will take place in the classroom. Educators will consider and align homework to the District's Mission Statement and the Vision of the Graduate as well as to the following:

- objectives of the class
- age of the group
- accommodate the individual abilities and readiness of the students
- time required for completion
- timing of when homework is assigned and to be completed (vacations, school activities, holidays, etc.)
- current research and evidence-based practices

The Board instructs the Superintendent or his/her designee to be responsible for creating and implementing regulations that support this policy. The implementation of these regulations shall be annually reviewed and measured by the Superintendent.

Policy adopted: June 11, 2018

RIDGEFIELD PUBLIC SCHOOLS

Ridgefield, Connecticut

R6154

Instruction**Homework**

The purpose of continued learning beyond the school day aims to:

- Develop the competencies and dispositions of the Vision of the Graduate.
- Rehearse and practice concepts and skills.
- Prepare for new learning and class activities.
- Extend thinking and understanding of presented concepts.
- Promote life skills such as organization, time management, initiation of task, long-term planning and study skills.

The **Ridgefield Public Schools** mission is to provide engaging, relevant and personalized learning experiences so all students can pursue their interests and be prepared for life, learning and work as global citizens.

THE VISION OF THE GRADUATE**COLLABORATIVE**

Graduates who are collaborative contribute cooperatively and responsibly to a team when they are looking for solutions to rigorous and complex problems.

INNOVATIVE

Graduates who are innovative find creative solutions to authentic problems. They think flexibly and critically while gathering information to synthesize and apply what they have learned.

MINDFUL

Graduates who are mindful embrace empathy and advocate respect for themselves and others. Through self-reflection and awareness, they understand diverse cultures and perspectives. They model the conviction that ethics, leadership, and service to others are critical elements of responsible citizenship.

COMMUNICATIVE

Graduates who are communicative strategically navigate, construct, and articulate specific messages. They utilize their communication skills in an effective, clear and precise manner across multiple forms of media literacy.

KNOWLEDGEABLE

Graduates who are knowledgeable are independent learners who draw upon a wide range of skills for different purposes. They seek, gather and critique information from a variety of sources.

RESILIENT

Graduates who are resilient are adaptable and persistent in their journey toward growth on rigorous and complex problems. They embrace failure and are intellectual risk-takers. They are self-motivated, thoughtful and independent decision-makers who value lifelong learning.

ELEMENTARY SCHOOLS

The goal and emphasis of homework at the elementary level is to build fluency and vocabulary, as well as strengthen comprehension and stamina across all content areas through reading on a daily basis. In addition, daily reading supports development of healthy, positive habits and life-long love of learning. Instrument practice for band or orchestra is not included in the times outlined below.

Grade	Time for Reading Across Content Areas
Kindergarten	Approximately 10 minutes (can be read to)
Grade 1	Approximately 15 minutes (can be read to)
Grade 2	Approximately 20 minutes
Grade 3	Approximately 25 minutes*
Grade 4	Approximately 30 minutes*
Grade 5	Approximately 35 minutes* and approximately 10 minutes of math

** Approximate times in grades 3-5 can be inclusive of an Associated Task up to 10 minutes.*

Associated Tasks are those activities that a student would complete after reading.

Reading for...	Example of Associated Task
Reading	Respond to an open-ended question in writing

Writing	Identify various authors' craft and style to create a written piece using similar literary elements
Mathematics	Identify what a multi-step word problem is asking and solve it
Integrated Studies	Draw and label a picture summarizing essential content

Students will:

- Practice being self-directed and independent.
- Build communication and self-advocacy skills, as well as resiliency.

Teachers will:

- Assign homework that is purposeful and engaging.
- Articulate the purpose of homework when it is assigned.
- Assign homework that will enhance skills and concepts presented in class.

Parents can help by:

- Providing time for homework and assisting in organization and time management.
- Encouraging responsibility and perseverance.
- Empowering students to ask for help and advocate for themselves by communicating with teachers.
- Contacting the teacher if there are ongoing concerns regarding homework.

Elementary Homework Practices

- Homework will not be assigned over weekends, school vacations, or religious holidays (identified on school calendar).
- Homework will not be part of a student's overall grade.
- Make up work following absences: Please refer to policy and regulations for student absences.

MIDDLE SCHOOLS

Homework is meant to be purposeful learning experiences beyond the school day. Teachers are required to collaborate with their teams and other disciplines (music/band, art, health, PE, world language, etc.) to discuss appropriate homework assignments that meet the guidelines for the approximate times listed below. Students are responsible for managing their time in completing these assignments. It is not required that teachers assign homework nightly.

Grade	Time Allotment AND	Time for Reading Across Content Areas
Grade 6	Approximately 40 minutes	20 minutes of reading nightly
Grade 7	Approximately 40 minutes	20 minutes of reading nightly
Grade 8	Approximately 55 minutes	20 minutes of reading nightly

Students will:

- Check Google Classroom on a daily basis for assignments.
- Keep track of their assignments in a systematic way and manage long-term assignments.
- Be aware that time spent taking a break or use of devices not related to school work is not included in time allotments for homework.
- Manage their time in a way that allows for homework completion and healthy sleep habits.
- Advocate for their individual needs by meeting and communicating with teachers to discuss questions or concerns.
- Communicate concerns or questions respectfully and in a timely manner.

Teachers will:

- Assign homework that is purposeful and engaging.
- As assigned, articulate the purpose, directions, expectations and due dates for homework and long-term projects.
- Clarify the type of feedback and when/how feedback will be communicated to the student.
- Aim to post homework in Google Classroom by 2:30 PM. The latest homework can be posted is 3:30 PM. Posted assignments need to be discussed in class the same day.
- Homework will be due at a time determined by the teacher and in accordance with current research on healthy sleep habits for adolescents.
- Monitor the time at which homework assignments are submitted/posted and address concerns as needed.

Parents can help by:

- Providing a supportive environment and time for homework that promotes healthy sleep habits.
- Monitoring the time at which homework assignments are completed.
- Empowering students to ask for help and advocate for themselves by communicating with teachers.
- Contacting the teacher if there are ongoing concerns regarding homework.
- Supporting students with managing make up work after a child's absence.
- Supporting students in adhering to the Academic Integrity Policy as outlined in the Student Handbook.

Middle School Homework Practices

- Homework will NOT be assigned over weekends, school vacations and days off identified on the school calendar. Further, homework cannot be due the day of return from days off identified on the school calendar.
- Homework will NOT be assigned during emergency school closures.
- Homework will NOT be part of a student's overall grade. However, homework WILL receive a separate progression score at the end of each quarter.
- Make up work following absences: Please refer to policy and regulations for student absences.

RIDGEFIELD HIGH SCHOOL

A student's selected course of study will determine the amount of time the student spends on homework each day. Students should consider that enrolling in multiple advanced level courses may considerably increase the overall homework load. Within the RHS Program of Studies, all courses are annotated with a Homework Code indicating the level or degree to which homework is present in the course. Teachers teaching the same courses will employ similar homework practices.

RHS CODES

Code	Time Allotment	Nights per week for most students
H1	Approximately 10-20 minutes of homework required	0-3 nights a week
H2	Approximately 20-35 minutes of homework required	3-5 nights a week
H3	Approximately 35-50 minutes of homework required	4-5 nights a week

The Student will...

- Check Google Classroom on a daily basis for assignments.
- Keep track of their assignments in a systematic way and manage long-term assignments.
- Be aware that time spent taking a break or use of devices not related to school work is not included in time allotments for homework.
- Manage their time in a way that allows for homework completion and healthy sleep habits.
- Advocate for their individual needs by meeting and communicating with teachers to discuss questions or concerns.

The Teacher will...

- Assign homework that is purposeful and engaging.
- As assigned, articulate the purpose, directions, expectations and due dates for homework and long-term projects.
- Clarify the type of feedback and when/how feedback will be communicated to the student.
- Aim to post homework in Google Classroom by 2:30 PM. The latest homework can be posted is 3:30 PM. Posted assignments need to be discussed in class the same day.
- Homework will be due at a time determined by the teacher and in accordance with current research on healthy sleep habits for adolescents.
- Monitor the time at which homework assignments are submitted/posted and address concerns as needed.

Parents can help by:

- Providing a supportive environment and time for homework that promotes healthy sleep habits.
- Monitoring the time at which homework assignments are completed.

RHS Homework Practices

- For days off identified on the school calendar, any class can assign homework as long as the assignment is given two days prior to the time off or is due two days after the time off.
- Homework will NOT be assigned during emergency school closures.
- No homework will be assigned over school vacations. Advanced Placement (AP) classes can assign work due after break as a long term assignment, provided the work is assigned at least two weeks before the vacation and not due the day of return.
- The percentage that homework counts towards a quarterly grade will be consistent within each course and level and may not exceed 10%. Homework, if it is included as a category for a quarterly grade for a course, cannot be grouped with other grading categories.

REFERENCES

1. Connecticut General Statutes [10-221](#) Boards of Education to prescribe rules, policies and procedures.
2. 6154 Westport General Homework Guidelines (Revised 2017). CABE
3. 6154 Weston Homework Guidelines (Revised 2000). CABE
4. Policy E -003 Academic Mastery and Comprehensive Assessment System/ Procedure E - 003.06 Homework (Revised 2016). Greenwich, CT. CABE
5. Vatterott, C., (2009) Rethinking Homework: Best Practices That Support Diverse Needs. Alexandria, VA: ASCD.
6. Pope, D., Miles, S., Dunlap, M., Kleiman, J., Selby, S. & Franz, P. (2017) Stanford Survey of Adolescent School Experiences Report: RHS, East Ridge, Scotts Ridge Middle School. Challenge Success: Stanford University.

Regulation accepted by the Board: June 26, 2018

RIDGEFIELD PUBLIC SCHOOLS

Ridgefield, Connecticut

Instruction

Homework

The Westport Board of Education considers homework to be a valuable and necessary part of the educational process, appropriate for all subject areas, not just those traditionally considered “academic.” This position is based on the beliefs that:

- Education is a continuous process that takes place out of school as well as in school. Homework promotes a wide range of interests, encourages creativity, fosters increasing independence and supports the development of good work habits.
- Homework can reinforce skills and content taught in school. Through their reading of assigned material, e.g. for social studies or language arts, students may acquire additional knowledge as well as prepare for class discussion.
- Homework can be a time for quiet immersion in intellectual pursuits, for self-discovery, and for the pleasure of independent learning, thus preparing students for further education and future careers.

In support of its position, the Board sets forth the following policies:

1. A broad definition of "homework" includes not only written work or other assignments clearly academic in nature, but also related activities such as viewing a specific TV program, reading the newspapers or periodicals, talking to people about particular topics, news reporting, collecting material for use in class, reading for pleasure and other activities which are related to the classroom work but assigned to be done out of the classroom.
2. The quantity of homework and the nature of the assignments should support the curriculum, be appropriate to the children's ages and reflect teachers' judgment of their students' needs and abilities. Therefore, the amount of homework assigned is to gradually increase as students progress through the grades, reflecting the increasing demands of the program, and facilitating transition to higher levels.
3. Parents as well as teachers have an important role in children's education, and homework can be a vital link between home and school. Therefore, teachers are encouraged to find ways to involve parents in their children's work, referring to the suggested “Role of Parents,” attached.
4. It is the responsibility of each school to communicate to parents the school's expectations with regard to homework, and of teachers to inform students and parents of the homework requirements of specific courses.
5. No matter how carefully teachers may plan homework assignments, they face the issue of individual differences among children in ability, in work habits, and, particularly with younger students, in stamina. Therefore, the Board encourages teachers and parents to communicate with one another freely when children seem to be spending too little time on homework – or too much.
6. Schools are expected to refer to the administrative guidelines, and suggestions for parents and students attached, as they implement this policy.

Policy adopted: 1965

Policy revised: 2000

General Homework Guidelines:

The quality of homework and the nature of the assignments should support the curriculum, be appropriate to the children's ages and reflect teachers' judgment of their students' needs and abilities.

High-quality homework:

- Motivates and engages students
- Promotes agency for students to initiate, strategize, and problem-solve
- Offers real-life authentic transfer of skills and concepts students are learning in school
- Reflects the various abilities, interests, and learning styles
- Provides students with feedback that is immediate, task-based, and results in improvement
- Provides parents with information about learning

The following guidelines have been developed for homework at the elementary, middle, and high school levels.

Homework Guidelines for the Elementary Schools:

All children benefit from time spent reading outside of school to increase comprehension, fluency, and vocabulary acquisition, as well as to grow a self-developed reading life, positive attitudes towards reading, and highly functional reading habits. This is the emphasis of homework at the elementary grades.

Daily Homework - Monday through Thursday:

Kindergarten & Grade 1	Students are encouraged to read to, with, and by a family member
Grade 2	Approximately 20 minutes per day
Grade 3*	Approximately 30 minutes per day
Grade 4*	Approximately 40 minutes per day
Grade 5*	Approximately 50 minutes per day

The time for homework in each grade represents an average. We must recognize that different children work at different rates of speed and some nights may be more and some may be less. We recognize that some children may adhere to a different pattern of reading that works for them. The goal is to inspire the joy of time spent engaged in a book.

*Students in grades 3 through 5 should practice playing their instruments regularly to reinforce music and note reading skills.

Next day homework assignments are not given on weekends, holidays, or during school vacations.

Parents can help by:

- Providing a supportive environment and time for homework.
- Assisting with organization, planning, and time management.
- Encouraging their children to ask for help when necessary.
- Contacting their child's teacher if they feel their child is spending too much or not enough time on homework.

Homework Guidelines for the Middle Schools:

Daily Homework

NOTE: These time allotments are based on a typical school night; exceptions will occur and individual circumstances may warrant additional time.

Grade 6	Average 60 minutes per day; additional daily reading strongly encouraged
Grade 7	Average 70 minutes per day; additional daily reading strongly encouraged
Grade 8	Average 80 minutes per day, additional daily reading strongly encouraged

Next day homework assignments are not given on holidays or during school vacations.

Students will:

- Keep track of their assignments in a systematic way.
- Manage their time in a way that allows for successful homework completion.
- Advocate for their individual needs and ask for help when necessary.
- Complete homework after absences within a reasonable and agreed upon amount of time as determined by the classroom teacher and student.

Teachers will:

- Clearly communicate directions, expectations, and due dates for homework and post online in a timely manner.
- Articulate the purpose for homework assignments.
- Inform students what kind of feedback will be received and return that feedback within a timeframe communicated with students.
- Provide students with additional support on homework assignments, if students request assistance and additional support can be provided (i.e. conferencing with a student on a writing assignment.)

Parents will:

- Provide a supportive environment and time for homework.
- Encourage their children to ask for help when necessary.
- Encourage students to communicate with their teachers regarding issues of homework.
- Contact their child's teacher if they feel their child is spending too much or not enough time on homework.
- Make sure that homework authentically reflects the work of the student and allows the teacher to assess the student's actual level of skill (knowledge, mastery, progress.)

Homework Guidelines for Staples High School:

In high school, students should expect to spend between 90 minutes to two hours on homework nightly. A student's chosen course of study will determine the amount of time the student spends on homework each day. Students should consider that a course of study consisting of multiple advance level courses could increase their homework load beyond two hours.

Next day homework assignments are not given on holidays or during school vacations.

Students will:

- Keep track of their assignments in a systematic way.
- Manage their time in a way that allows for successful homework completion.
- Advocate for their individual needs and ask for help when necessary.
- Communicate with the teacher proactively and in a timely manner when struggling with material or anticipating an issue with a due date.
- Reach out to teacher, counselor, or other support staff if homework becomes overwhelming.
- Complete homework after absences within a reasonable and agreed upon amount of time as determined by the classroom teacher and student.
- Adhere to the spirit and requirements of the Academic Integrity Policy.

Teachers will:

- Clearly communicate directions, expectations, and due dates for homework and post in a timely manner.
- Articulate the purpose for homework assignments.
- Inform students what kind of feedback will be received and return that feedback within a timeframe communicated with students.
- Provide students with additional support on homework assignments, if students request assistance and additional support can be provided (i.e. conferencing with a student on a writing assignment.)
- Guide students to understand how the Academic Integrity Policy applies to the work in their class.

Parents will:

- Provide a supportive environment and time for homework.
- Encourage their children to ask for help when necessary.
- Empower students to communicate with their teachers directly regarding issues of homework.
- Make sure that homework authentically reflects the work of the student and allows the teacher to assess the student's actual level of skill (knowledge, mastery, progress.)
- Communicate with their child about the make-up plan and timelines, after their child's absence. If necessary, parents can contact teachers directly to follow-up.
- Support students in adhering to the spirit and requirements of the Academic Integrity Policy.

Make-Up Work After Absence

1. When a child's excused absence extends beyond three consecutive days, special homework will be provided if requested or necessary. Parents may arrange for special homework by notifying the child's teacher of the need. When the work is ready, parents may pick it up at the school office or it may be delivered through other means.
2. In accordance with State law, in cases of extended absence due to illness or injury, the school will provide instruction at home according to Board policy.
3. Children with unexcused absences for no more than three consecutive days will usually not be given special homework, but will instead receive help from their teacher upon their return to school either in class or before or after the school day, at the teacher's discretion. They will be given time to make up work (e.g. homework, tests, etc.)
4. Extended unexcused absences for family vacations, etc.

Parents should give teachers timely notice of the need for work. Teachers are not required to devise special assignments or projects; however, children may be given the assignments that the teacher has already scheduled, if possible and appropriate to the situation. Teachers may also make suggestions to parents about appropriate activities for children on vacation. In some instances, children may be given textbooks to take on vacation, and children may check books out of the school library.

Children are not penalized by the school for absences due to family vacations. That is, they are not given zeros for work missed. Depending upon the teacher's judgment of the value of make-up, either they are not required to make up specific tests or projects, or, they are given time to complete the projects and are permitted to make up the tests after an appropriate time. If, as a result of such absences, a child needs extra help, teachers are not required to provide it on their own time. If special tutoring is needed as a result of elective absence, any cost incurred is the responsibility of the parents, not the school.

Homework and Tests

Students involved in religious observance or family celebrations on some holidays may not have the time to do schoolwork assigned specifically over the holiday period, or to study for a test scheduled for the very next day. Tests should never be scheduled on, or the day after, any date listed on the "Holidays to Avoid" list (distributed each school year.) When assignments are unavoidable, students observing the holidays are to be given the opportunity to make up homework. If there are individual circumstances related to homework or tests and religious observances or other legitimate absences, students or families should contact the teacher(s) to develop a plan for these instances. All students should be required to do all assigned work, but no student should be penalized for religious observances.

Note: The homework caveat need not apply to assignments given many weeks in advance. During any lengthy period, many students encounter diversions due to family obligations, temporary illness, extra-curricular activities, and after school jobs, as well as religious observances. It is appropriate to expect students to plan ahead, so that they can complete their work on time despite those other demands.

Regulation approved: 2000

Regulation revised: 2017

6154 Appendix A

Homework/Make-up Work

Role of Parents - Suggested Guidelines

The attitude of parents toward their children's school work and assignments is extremely important. Parents who are interested in their child's school work and who have taught the child a respect for education and the value of education in our society, do much to develop a child's positive attitude toward school and study. Parents can help children see that education is a continuous process and that learning is not limited to the classroom. Parents and schools should be partners in educating children and each should communicate with the other with regard to homework as with other educational issues.

- Education should have a very high priority in a child's life. Therefore, when planning after-school activities, parents should be sure that the child is not so tightly scheduled that there is not sufficient time left for study and homework.
- In monitoring homework, parents should encourage children to write down their assignments in a notebook or on a sheet specifically kept for that purpose.
- Parents should provide children with a proper place to study, one where they can be free from interruption.
- They should arrange a schedule for study and help the child stick to it by not making conflicting demands on the youngster's time.
- They should show an interest in what their child is doing and treat the child's efforts with respect.
- Parents may help with homework. One important role for parents is helping their children with organization, planning and time management. This should help to avoid situations where children have an excessive amount of work to do in a short period of time. Parents should think of this as a transitional role and become less involved with the child's time management etc., as the child grows older and becomes increasingly independent.

Parents may also discuss ideas with students, talk to them about what they are reading and the skills they are learning, help them with the selection of topics and in other ways be intellectually involved with the child. However, the parent should never do the work for the child, and should be certain that no one else does, either. In this way, parents can help their children develop pride in their own work and confidence in their own abilities.

- Individual differences in students' ability, motivation and stamina may affect the amount of time children spend on homework. Parents should consult with the teacher if the child does not understand the process or assignments, or if the child seems to be spending either too much time on homework or too little.

6154 Appendix B

Homework/Make-up Work

Role of the Student

Homework is an integral part of the school program; it can reinforce student skills and provide an opportunity for individual creative endeavor.

- Students should make school their first priority. They should organize their after-school activities so as to leave time for their homework and for regular study each week.
- Students should keep track of assignments in a systematic way. Having a special notebook or pad can be very helpful.
- Students should develop a timeline when working on a long-term project or paper and stick to it. They should not do assignments at the last minute.
- Students should not hesitate to get help with an assignment if there is something they don't understand, but they should not let anyone do the work for them.
- They should not wait until just before a long-term project is due, if they need help from the teacher.
- Students should take pride in their own work. They should complete all assignments neatly and hand them in on time.

DRG A Homework Policies - Average time for homework						
Grade Level	Darien	New Canaan	Ridgefield	Weston	Westport	Wilton
Kindergarten	Reading	By readiness	10 minutes	Up to 20 minutes	Reading encouraged	Reading
Grade 1	Reading and math	By readiness	15 minutes	Up to 20 minutes	Reading encouraged	15 minutes
Grade 2	Reading and math	10-12 minutes	20 minutes	20 min + 20 reading	20 minutes	15-30 minutes
Grade 3	Reading and math	15 minutes	25 minutes	30 min + 20 reading	30 minutes	30 minutes
Grade 4	Reading and math	20-25 minutes	30 minutes	30-40 min + 20 reading	40 minutes	45 minutes
Grade 5	Reading and math	30 minutes	45 minutes	40-60 min + 20 reading	50 minutes	45-60 minutes
Grade 6	60 min + 20 reading	45 minutes	40 min + 20 reading	60-75 min + 30 reading	80 minutes	75-90 min + 30 reading
Grade 7	70 min + 20 reading	60-80 minutes	40 min + 20 reading	60-90 min + 30 reading	90-100 minutes	90-120 min + 30 reading
Grade 8	90 min + 20 reading	60-80 minutes	55 min + 20 reading	60-120 min + 30 reading	100-120 minutes	120-150 min + 30 reading

Easton/Redding did not have time allotment information available

Note: Musical instrument practice not included on chart