

Curriculum Committee Meeting

Wednesday, June 12, 2019 8:15 AM

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

I. Call to order

II. Information on WHS summer 2020 trip to Spain

III. Presentation of proposed textbook adoptions

A. WMS Science

B. AP Music Theory

IV. Update and report on K-12 Homework Practices Study

V. Approval of April and May minutes

VI. Other curricular issues



**WESTON HIGH SCHOOL
OVERNIGHT EXCURSIONS**

Date: 03/13/2019

Trip Proposed By: Mercedes Fernandes

Trip Location: Spain (including Lisbon)

Curricular Connections: Students will participate in an authentic cultural and learning experience by living with Spanish host families, studying during the morning, and participating in field trips in the afternoon. In addition, students will travel to a variety of cities around the country to learn about their history, art, and lifestyles. This immersion trip aligns with our district goal of preparing our students to become global citizens by immersing them in communities where they can communicate in another language and become sensitive and understanding of other cultures.

Target Student Population: 10th-12th graders

Proposed Dates: 06/20/2020 - 07/04/2020

Tour Company Name & Address: Bravo Tours

Tour Contact: Lou Dinella (201) 9607403 / 1-800-2728674

Cost per student (tour only): 4,589

Cancellation Policy: see attached.

Number of students per free chaperone: 6

Transportation: bus to and from airport - airplane

If air transportation, cost for transportation to/from airport (total cost and per student): 55

Proposed Teacher Organizer (\$#/night): 232 x 13 nights

Total Stipend per Organizer: 3,016

All chaperones must be **WPS Staff**. Please list proposed chaperones by number. If chaperone numbers need to be reduced, highest number(s) will be reduced first. All chaperones must be approved by administration.

1. Mercedes Fernandes

2. Sarah Kuczynski

3. Lisa Deorio

4.

5.

Total Stipend per Chaperone x total stipends (\$/night): Mercedes Fernandes - 3,016 / Lisa Deorio - 1,560 / Sarah Kuczynski - 1,508 / Total: 6,084

Cost per student for transportation and stipends: 551 (including trip cancellation/interruption insurance)

Contingency fund per student (for emergency supplies/special circumstances – to be reimbursed at end of trip): 20

Final cost per student: 5,160

Other considerations/Special circumstances: no

Please attach itinerary and supporting documentation and turn in hard copy to building administration.

Approved: YES NO

Administrator Signature: _____

Lisa Deorio

Date: _____

4 / 3 / 19

Home Stay + El Andaluz - 2020

Day 1 – Departure

Evening departure on your regularly scheduled Saturday flight to Madrid, Spain. Dinner and breakfast served on board.

Day 2 – Madrid – Costa del Sol

Upon arrival in Madrid, you transfer to your brief flight to Málaga. There you by and transferred to your school to meet the host families and have a brief orientation. After, you will go home with your host family for dinner and lodging.



Day 3 – Costa del Sol

After breakfast, you will head to school and meet up with the rest of your group. You will have three fifty minute classes every morning but don't worry, they will be very interesting and exciting, and there is very little homework. You will have lunch at the school, and after enjoy an afternoon group activity like going to beach, playing volley ball, maybe visit a local market, visit Mijas and Málaga– cultural activities full of fun. Then, back to your family for dinner and lodging.



Days 4 through 7– Costa del Sol

These days will follow the Day 3 schedule except on Friday, there will be an end of course event with a certificate presentation.

Day 8 – Granada - Sevilla

After breakfast, say good-bye to your host family, return to the school to begin your journey through Andalucía and up to Madrid. You will first go to Granada for a visit to The Alhambra Palace and Generalife Gardens. Then, on to Sevilla for dinner and lodging at the Hotel Don Paco or similar.



Bravo Tours
800-272-8674

201-96807403
lou@bravotours.com

Tours of Culture and Fun

Day 9 – Sevilla

Breakfast. Morning city tour seeing the Cathedral, the Giralda, and María Luisa Park. Free afternoon. Dinner and lodging in your hotel.

Day 10 – Córdoba – Madrid

After breakfast depart by private motor coach to see Cordoba's fantastic mosque/church – la Mezquita, continue to Madrid for dinner and lodging at the Hotel Mayorazgo or similar

Day 11 - Madrid

Breakfast. Then take a walking tour of Madrid followed by a visit to the Prado Museum. A short distance from the Prado is Retiro Park – stroll along the paths and observe how madrileños enjoy their day, you can even rent a row boat. Your afternoon is free. Dinner and lodging at your hotel.

Day 12 – Toledo

Breakfast. Then a full day tour of the city of three cultures – Arab, Jewish, and Christian. Lunch. In the afternoon return to Madrid for dinner and lodging.

Day 13 – Madrid – Flamenco and Tapas

Breakfast. Free day to explore Madrid on your own. In the evening Flamenco Show and Tapas. Lodging.

Day 14 – Departure

Breakfast. Transfer to the airport to begin your journey home.

Your Program Includes:

- Airfare from JFK to Málaga and Madrid and from Madrid to JFK
- Airport/hotel transfers in Spain
- Six nights home stay with a Spanish family in the Costa del Sol
- Two nights in Sevilla at the three- star Hotel Don Paco or similar
- Four nights in Madrid at the four-star Hotel Mayorazgo or similar
- All hotel rooms are based on double room occupancy
- All hotel rooms with private bath
- Buffet Breakfast and dinner daily in hotels
- All meals during home stay
- Panoramic City Tour of Madrid
- Half Day Toledo Tour
- Flamenco Show with Tapas Dinner
- Tour of La Mezquita - Half Day Tour of Sevilla
- Half Day Tour of Granada
- Half Day Tour of Mijas - Half Day Málaga Walking Tour
- Locally licensed bilingual guides – Entrance fees when applicable
- Private motor coach for tours and transportation from the Costa del Sol to Madrid
- All taxes and service charge



The price of this program is \$4,489 per person and it is based on a minimum of 15 participants, the applicable airfare and exchange rates. The program includes one teacher/chaperone for every six paying participants. Single supplement - + \$800 All prices are subject to change and availability. Lisbon Option – stopover in Lisbon, substitute one night in Madrid for one in Lisbon, transfers, half day city tour, Fado Show with dinner = + \$100.

Agreement and Release

I, the undersigned (or my parent or guardian if I am a minor), an applicant for a program of Bravo Tours, Inc. (hereby referred to as BTI) acknowledges that BTI, its employees and agents, my school district, school board, and any chaperone or staff member accompanying any tour in which I participate are not responsible for events outside their control (including and without limitation acts of God, strikes, terrorism, war, sickness, or government restrictions or regulations, or for acts of any person or entity not controlled by BTI (including and without limitation airlines, bus companies, taxi services, hotels, restaurants, guides, escorts, schools, etc.)). I hereby release BTI, its employees and agents, and my local school from all claims of any nature arising out of such events or acts.

I, also grant BTI, its officers or agents, at their discretion, the right to place me, at my own expense, in a hospital, at any point for any services and treatment, or, if no hospital is available, to place me in the hands of a local medical doctor for treatment. BTI, its officers and agents are further authorized to fly me back to the United States at my own expense (or at the expense of my parents or guardians) for medical treatment if this is deemed necessary by BTI in consultation with local medical authorities.

I understand that BTI has full authority to terminate my participation in its program for failure to comply with its rules, standards, and instructions, and that in such case I may be sent home at my expense with no refund of fees, I will indemnify BTI, its employees and agents, from any financial liability or obligation which I personally incur, or injury or damage to the person or property of others which I cause while participating in BTI's program.

BTI is the principal and will make arrangements for services and accommodations for my program. BTI may cancel any program for insufficient enrollment or otherwise, and may alter programs, itineraries, and departure dates, and/or substitute airlines and equipment as required. In addition, I understand that BTI's program prices are based on currently applicable airline tariffs, ground transportation rates, hotel rates, government regulations, and currency exchange rates and are subject to change depending on the tariffs, regulations, and rates in effect at time of departure. Any changes described above do not permit withdrawal from the program without penalties as set forth in the cancellation and refund section of this agreement.

Options: The word option in our programs means that the excursion or meal in question may be taken but at an additional cost.

Occasionally, BTI's publicity may include statements by teachers and students or their photographs, and I consent to such use of my comments or photographic likeness.

Each program begins with the take-off of the international flight and ends upon completion of the return international flight to the United States. Therefore, BTI is not responsible for missed connections in conjunction with my international flight(s) or for missed international flights.

Each participant is responsible to obtain the required documentation including passports, visas, and health certificates. Failure to do so will not entitle you to any refund.

PAYMENT POLICY:

A \$200 non-refundable deposit must be submitted with a completed and signed application form. These are to be submitted to your teacher-chaperone who in turn will forward them to BTI.

40 % of the trip price must be paid to BTI 121 days before departure.

Final payments are due BTI 91 days before departure.

Payments made less than 91 days prior to departure will be charged a \$100 late processing fee.

In addition, all payments sent to BTI less than 91 days prior to departure must be made by certified check or money order.

Note: When making payments for these programs, checks should be made to Bravo Tours, Inc.

Checks returned to BTI will be charged a \$75 processing fee and will require replacement by a certified check or money order.

CANCELLATION AND REFUND POLICY:

The tour participant has the right to cancel his/her reservation and receive a refund as set forth in the following schedule:

If your notice is received 121 days or more before departure you will be charged a \$200 processing fee;

120 days to 91 days before departure, you will be charged a \$1,000 cancellation fee;

90 days or less, you will be charged 100% of the total program price. Once the program begins, on day one, you are entitled to no refund. In addition, you will not be reimbursed for penalties applied by airlines, hotels, or other ground services.

All requests for refunds must be made in writing to Bravo Tours, Inc., 3541 SE 4th Street, Homestead, Florida 33033. No refunds are made for unused air or land services for any reason. Refunds will be issued six to eight weeks after receipt of your written cancellation notice. Substitution of participants does not negate the applicable cancellation penalty.

INSURANCE

All Spain programs are covered by A.S.T.E.S. – a medical and surgical program. In addition: Bravo Tours highly recommends that you purchase a travel protection plan to help protect you and your travel investment against the unexpected. Travel protection plans include coverage for Trip Cancellation, Trip Interruption, Emergency Medical and Emergency Evacuation/Repatriation, Trip Delay, Baggage Delay, and more.

BTI does not sell insurance. For your convenience, we have a link from our website to Travelex. However, you may purchase travel insurance from the provider of your choice. Please remember that usually the best insurance coverage is obtained when you purchase travel insurance within 15 days of making a deposit on your trip – please check with your provider for details.

Also, insurance premiums once paid are not refundable under all circumstances – even if BTI cancels the program, and BTI assumes no responsibility or liability for loss of premiums. When purchasing insurance please have the company you choose clearly explain the plan details on benefits, coverages, limitations and exclusions. By declining to purchase travel insurance you are fully responsible for all cancellation fees and expenses.

I understand that this program is not necessarily related to my school, local district, or its employees, and that this agreement may not be modified unless agreed upon in writing by BTI. This agreement shall be governed by the laws and courts of the state of New Jersey.

The sole and exclusive responsibility and liability of Iberia Airlines or any other regularly scheduled airline shall be in accordance with and as limited by the contract of carriage in the passenger's ticket, the applicable tariffs and the provisions of the Warsaw Convention. If applicable, Iberia shall not be responsible or liable for any act, omission, or occurrence during the time passengers are not on board its airplanes. All tour services including but not limited to hotel accommodations, restaurants, guide services, and transportation (other than Iberia) are furnished by contractors that are independent and that do not act for or on behalf of Iberia, are not servants of Iberia and with whom Iberia does not have any business relationship, as joint ventures or otherwise. Further, Iberia shall not be responsible or liable in any way for the accuracy of any representation of the tour operator and its agents on tours or tour services other than those contained in a BTI brochure or website. The service of any I.A.T.A. or A.R.C. or charter carrier may be used in the performance of these tours, and references to Iberia herein shall be equally applicable to such I.A.T.A. or A.R.C. or charter carriers.

Note: All airfares and taxes are subject to government approval and may change without notice.

Weston Public Schools Textbook Adoption Form

Textbooks reviewed during the process:

Title: Interactive Science
Author: unknown
Publisher: Pearson
Publication Date: 2016

Title: Glencoe iScience
Author: unknown
Publisher: McGraw Hill
Publication Date: 2017

Research Conducted: With the changes to the curriculum at the middle school over the past two years in response to the adoption of the Next Generation Science Standards (NGSS), attention has been placed on finding appropriate, effective, and engaging resources to supplement this new curriculum. As textbook suppliers also shift their resources to align to the NGSS, there have not been many high-quality textbooks (or digital resources) available that closely link to the standards and engage the students in the science and engineering practices of the NGSS. After researching some possibilities that had been released, such as Pearson’s “Interactive Science” texts and Glencoe’s “iScience” texts, it seemed that more time was needed for these true shifts to the NGSS to reach the textbook suppliers. As of now, one of the most well-aligned, interactive, and challenging resources to supplement the middle school classes is *Amplify Science* by the Lawrence Hall of Science. These units are designed to provide the content, authentic phenomena, science and engineering practices, and review and application questions associated with a particular middle school unit of study. Curricular units not being addressed by Amplify Science are supported by supplemental resources, especially those that leverage the one-to-one availability of digital resources.

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

These interactive resources were initially piloted for the 2017-2018 school year based on the research and decisions made by Darcy Ronan, the previous Science CIL. Though they required significant preparation and organization, the teachers found most of the units engaging and relevant for teaching and reinforcing their curricula; and as a result had chosen to pilot them for an additional year with appropriate revisions to best fit into the time constraints of the curriculum. As a result, we again piloted the Amplify units throughout this current 2018-2019 school year to implement these modifications and try some new units that aligned more closely to our curriculum and rigor. As districts shift to NGSS-alignment, various resources have been coming onto the market that reinforce the 3-dimensional learning of the NGSS and engage the students in real-world phenomena and investigations. These Amplify units align very well to these expectations.

Weston Public Schools

Textbook/Resource Adoption Form

Committee Recommendations:

We recommend Amplify Science units for use in the middle school science courses to supplement the curricular units in grade 6-8. These align well with the one-to-one digital access of all middle school students in Weston. The appeal of these interactive learning modules include their interactive features (such as hands-on experiments, digital simulations, authentic data and articles), as well as age-appropriate readings, class challenges, and real-world examples of class concepts. The specific titles are as follows:

- 1) *Earth's Changing Climate (6th grade)*
- 2) *Geology on Mars (7th grade)*
- 3) *Phase Changes (7th grade)*
- 4) *Force and Motion (8th grade)*
- 5) *Light Waves (8th grade)*
- 6) *Additional possibility: Traits and Reproduction (8th grade)*

Title: Amplify Science

Author: The Lawrence Hall of Science

Publisher: Amplify Science

Publication Date: 2017

Planned date of next edition: n/a

DRP Score: unknown

Unit Cost: \$5.00/student per unit (or \$3.50/student per add-on units)

Number of texts being purchased: 6th grade: 1 unit x 180 students

7th grade: 2 units x 185 students

8th grade: 2 units x 200 units

Total cost (including shipping): 3-year access: \$11,475.00

Based on criteria established, explain why this textbook is being recommended for purchase.

These Amplify interactive resources combine digital simulations, in-class experiments and manipulatives, real-world data, case studies and article readings, and authentic extension activities that require students to apply their learning and understandings. The units take full advantage of the one-to-one digital access of our middle school students and appropriately and effectively align with the content and expectations of the NGSS and science practices. Their focused content allows for the teachers to integrate these resources into their curriculum when relevant and provide their students with interactive and engaging explorations into the NGSS-aligned curricular units specific to each grade level.

Recommendation approved by:

Jamie Charles

Date: June 12, 2019

CIL

Click here to enter text.

Date: Click here to enter a date.

Principal

Click here to enter text.

Date: Click here to enter a date.

Assistant Superintendent

Weston Public Schools Textbook Adoption Form

Textbooks reviewed during the process:

Title: Amplify Science
Author: Lawrence Hall of Science
Publisher: Amplify Science
Publication Date: 2017

Title: Glencoe iScience
Author: unknown
Publisher: McGraw Hill
Publication Date: 2020

Title: Interactive Science
Author: unknown
Publisher: Pearson
Publication Date: 2016-2017

Research Conducted:

With the changes to the curriculum at the middle school over the past several years in response to the adoption of the Next Generation Science Standards (NGSS), attention has been placed on finding appropriate, effective, and engaging resources to supplement this new curriculum and promote the skills and practices emphasized by the new NGSS. As resource suppliers also shift their products to align to the NGSS content and practices, there have not been many high-quality resources available that closely link to the standards and engage the students effectively in the science and engineering practices of the NGSS. After researching some possibilities that had been released (and in addition to Amplify Science that we wish to adopt), the Gizmos by Explore Learning have shown to be engaging, interactive, and effective tools to help the students explore class content and build higher-level comprehension of curriculum and skills. The Gizmos involve a research-based approach that allow the students to experiment and build their own understanding of the class concepts involved. They are also accompanied by student exploration guides that can be differentiated at three different levels to best match student learning abilities in the classroom.

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

These resources were piloted from January through June 2019. As we continue to shift to be better aligned with the standards and science practices of the NGSS, various resources have been coming onto the market that reinforce the 3-dimensional learning of the NGSS and engage the students in real-world phenomena and stimulating investigations. These Gizmo interactive digital simulations and activities align very well to these expectations.

Weston Public Schools Textbook/Resource Adoption Form

Committee Recommendations:

We recommend *Explore Learning Gizmos* for use in the middle school science courses to supplement the curricular units in grade 6-8. They align well with the one-to-one digital access of all middle school students in Weston. They involve digital simulations that allow the students the opportunity to interactively learn the class content and science skills associated with the new demands of the NGSS in an engaging and stimulating way.

Title: Gizmos

Author: unknown

Publisher: Explore Learning

Publication Date: n/a

Planned date of next edition: n/a

DRP Score: unknown

Unit Cost: \$4.75/student for access to entire library (\$4.00/student with 3-yr option)

Number of texts being purchased: 600 licenses

Total cost (including shipping): 3-year access: \$7,353.00

Based on criteria established, explain why this textbook is being recommended for purchase.

The Gizmos by Explore Learning simulations are very effective at engaging the students in the 3-D nature of the new NGSS expectations. They are digital simulations that engage the students in the science curriculum and practices, such as gathering and analyzing data, creating models, and constructing explanations, while building and demonstrating their comprehension of the class content. In light of the new state science assessment given at the end of eighth grade, the Gizmo simulations are also accompanied by assessment questions that help the students practice for these digital items comparable to what they will see on the NGSS assessment itself. The exploration sheets that accompany each lesson work to activate prior knowledge as well as allow students the opportunity to record their new learning during the activity.

Recommendation approved by:

Jamie Charles

Date: June 12, 2019

CIL

Click here to enter text.

Date: Click here to enter a date.

Principal

Click here to enter text.

Date: Click here to enter a date.

Assistant Superintendent



Weston Public Schools Textbook Adoption Form

School: WHS **Date:** 6/12/19
Subject Area: AP Music Theory
Grade Level: 9- 12 **Grades:** 11 & 12

Committee Members:

Liz Morris	Music CIL
Meghan Stewart	Orchestra

Selection criteria or parameters established for this textbook:

1. Comprehensive text of standard and AP Music Theory Curriculum that is aligned with the AP test and is aligned with Music Theory 1 and Diatonic Harmony collegiate courses.
2. A resource with a physical workbook that progresses congruently with the text.
3. Supplemental materials should include links to sound media files that are introduced in the text.
4. Other online resources to benefit students such as: online text subscription with resources and applications that are accessible at any time and adaptive workbooks that show student progress.

Weston Public Schools

Textbook Adoption Form

Textbooks reviewed during the process:

Title: Tonal Harmony, Eighth edition

Author: Kostka, Payne and Almen

Publisher: McGraw Hill

Publication Date: 2018

Title: Music in Theory and Practice, Ninth Edition

Author: Benward and Saker

Publisher: McGraw Hill

Publication Date: 2015

Research Conducted:

(Survey of DRG, high performing districts in Fairfield County and in the Tri-State Consortium. List districts surveyed and text used if course is offered.)

District	Text
ER9	Tonal Harmony
Darien	Tonal Harmony
Wilton	Tonal Harmony
Westport	Tonal Harmony

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

We don't have a course to pilot this.

Weston Public Schools Textbook Adoption Form

Committee Recommendations:

Title: Tonal Harmony, Eighth edition

Author: Kostka, Payne and Almen

Publisher: McGraw Hill

Publication Date: 2018

Planned date of next edition:

DRP Score: n/a

Unit Cost: \$166.67 with online materials and workbook

Number of texts being purchased: 30

Total cost (including shipping): \$5407.52

Based on criteria established, explain why this textbook is being recommended for purchase.

Tonal Harmony is the standard text used for the AP Music Theory courses in most high schools in our DRG, and across national curriculums. Tonal Harmony is a comprehensive outline for the curriculum that we envision for Weston High School and is often used by collegiate Intro to Music Theory, Music Theory I, and Diatonic Harmony courses both at standard universities and music schools. This textbook comes with a paired physical workbook that provides supplemental exercises and assessments, as well as a six year subscription to their online supplemental material, digital music theory tools, and ear training applications. Tonal Harmony also comes with the Tonal Harmony Smartbook which is an online adaptive assessment tool.

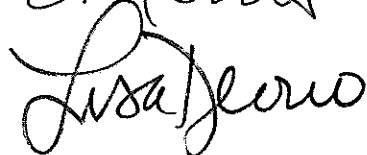
The Benward and Saker text (Music in Theory and Practice) is a supplemental textbook that we like for its comprehensive sequence, and detailed scaffolding of each unit. We envision using this text for supplemental material for students. The main reason for our choice of Tonal Harmony over Music in Theory and Practice is its continuity between high school and collegiate curriculums, and the access to supplemental online resources such as media files, and adaptive assessment tools that Music in Theory and Practice does not provide.

Recommendation approved by:



Date: 6/10/19

CIL



Date: 6/10/19

Principal

Date:

Assistant Superintendent

Weston Public Schools

Report on K-12 Homework Practices

Draft - June 12, 2019

Background

The district is conducting a review of its Homework Policy (6154) and Regulations. The current policy was adopted in 1984, while the regulations were last revised in 2000. Given the district's commitment to enhancing healthy learning environments, it is timely to examine this policy. Several neighboring districts have examined or are conducting similar review processes on their homework policies.

During the 2017-18 school year, the administration documented each school's [homework practices](#) and presented this information to the Board of Education's Curriculum Committee on June 9, 2017. One of the key questions examined in this initial review was whether or not teachers were aligned across their grade level on the amount and type of homework assigned. Where inconsistencies were identified, principals worked with their grade level teams and departments to monitor implementation of the district policy. There was a noted improvement during the 2018-19 school year as a result of these management efforts.

Following this initial ground work, the administration developed an [action plan](#) for conducting a qualitative review of the district's homework practices. The action plan was presented to the BOE's Curriculum Committee on January 16, 2019, and it was refined based on that discussion. In the plan, several steps were listed for obtaining feedback from the various stakeholders—students, teachers and parents.

Data Collection

The primary protocol of data collection to elicit student, parent and teacher feedback was through focus groups using a semi-structured interview protocol. The Assistant Superintendent of Curriculum & Instruction led the student and parent focus groups in collaboration with the school principals. Four parent focus groups (one per school) and a total of six student focus groups ranging from grades 3-12 were held. In addition, school principals met with their leadership teams and respective faculties to garner their feedback regarding current practices.

Focus Group Results

The following section highlights the focus group responses to the interview questions. These are not direct quotes, rather the data is a synthesis of the most common responses and sentiments. The data is organized around several themes that emerged in the responses (e.g. Purpose of HW, Meaningful HW).

Purpose of Homework

- Reinforces content and allows the opportunity to practice the skills learned in class.
- Homework is good training and preparation and teaches students the work ethic that they need.

- At the younger ages, homework gets them into good habits and routines to prepare them for the next level.
- Helps students build the organizational and executive functioning skills that they need—time management.
- It should help the student learn more about the subject; it should not be busy work or too repetitive.
- Students indicated that homework helps them see if they can do the work on their own without the teacher's assistance.
- Homework should not be used as a tool for students to have to teach oneself the content.
- Homework helps students prepare for assessments.

Meaningful Homework

- Consistent with the research on homework, there are benefits to independently reading on a regular basis. This was a common theme particularly in the lower schools.
- When homework reflects what has been done in class, or when it targets student needs, it is more meaningful.
- Homework is more meaningful when there are options and choice for students.
- Use of technology for homework should be balanced.
- Examples of meaningful homework highlighted by the participants:
 - Book talks, Quizlets, online math practice, grammar homework, maintenance math, challenge work, science homework, presentation assignment on the Revolutionary War.
- Students like projects where they need to be creative.

Counterproductive Homework

- The greatest stress reported at the high school regarding homework is with respect to Spanish homework, especially when it is not posted until late at night and it's due the next day.
- When students don't have clear directions regarding homework, it creates stress for students.
- Students feel frustrated when homework is not reviewed or given feedback on it.
- Research indicates that there are diminishing returns after students have spent two hours on homework in the evening.
- Assignments due at midnight encourage kids to procrastinate and stay up late.
- Students indicated that it is stressful having homework due on the same day that a project is due.
- Group projects are stressful when roles are not clearly defined or when group members don't pull their weight.

Quantity and Frequency of Homework

- Responses to this question were child dependent and varied widely from not enough homework to too much.

- Parents expressed concern about there being more than two quizzes/tests on a particular day. The middle school has a team calendar of assignments to guard against this.
- Sometimes there are too many assignments in one night and not enough on other nights; students indicated that homework could be spaced out better.
- Students indicated that their teachers are accommodating and move the date of a test when they know there are assessments in other subjects.
- Students are using the Extended Learning Time (ELT) at WMS to get their homework done.
- Students report there is sometimes too much homework in one night.
- Parents of WMS students reported that there is not enough homework being done at home as a result of students completing it during ELT. Parents expressed concern that this will make the transition to ninth grade more challenging.
- Students indicated that too many assignments are due on the Tuesday or Wednesday following school breaks.

Perceptions of Teacher Responsibilities:

- Set clear and explicit instructions for homework assignments.
- Provide feedback on homework for learning, but not for assigning a grade to the assignment.
- Teachers should post grades on PowerSchool in a timely manner and more frequently.
- Provide fair expectations on the timing of homework.
- Be mindful of student stress.
- Provide more communication on the scheduling of tests, quizzes and projects.
- Teachers need to collaborate with each other to coordinate and spread out the assignments.
- Teachers should provide enough time to complete the assignment; the assignment should be assigned prior to leaving school that day. It's very stressful if a teacher assigns homework in the evening that is due the next day.
- Provide checkpoints for long-term assignments.
- Parents would like to see more feedback provided on the homework/assessments.
- There were concerns raised about tests not being returned to students so parents can see how students are performing.

Perceptions of Student Responsibilities:

- Homework should be the student's own work.
- Students are responsible for getting their work completed and handed in on time.
- Set a daily routine for completing homework to establish good work habits.
- Make homework a priority and budget time around other activities.
- Inform the teacher if the assignment is too difficult or takes too long to complete.

Perceptions of Parent Responsibilities:

- Parent involvement should be minimal unless the student is struggling.
- Parents should give guidance only, if needed.
- Parents should set time aside for homework/reading around activities.
- Guide students in establishing good work habits by having a time and place set aside at home to complete homework.
- Involvement depends on the child. Some students may need more structure and reminders than others.

Where/When Students Complete their Homework

- The answer to this question varied widely based on the student's activity schedule.

WHS Mid-term and Final Exams

- The high school has established two blackout days prior to the first day of exams in order for students to have time dedicated to studying without any new content being delivered on these days.
- However, concerns have been made that assessments (quizzes, projects) are being assigned on these blackout days.
- Some students have requested a blackout week to provide more opportunity to focus on preparing for exams.
- Students would like teachers to spend more time reviewing for finals with them.

Proposed Next Steps

Summer 2019

- Craft the updated Homework Policy and Regulations for review by the Policy Committee.

September 2019

- Bring the updated Policy to the Policy Committee for review.
- Principals to review the drafts with their leadership teams for any additional feedback.
- Begin piloting anticipated changes to the Policy with the start of the school year.
- Communicate these changes to families at Back to School Nights.

October 2019

- Place Homework Policy and Regulations on the BOE agenda for a first read.

November 2019

- Place Homework Policy and Regulations on the BOE agenda for a second read.
- Fully implement the Policy following Board adoption.

Spring 2020

- Provide update on the implementation of the new Homework Policy and Regulations at a Curriculum Committee meeting.