

Curriculum Committee Meeting

Wednesday, June 10, 2020 9:00 AM

via Google Meet - Phone in: 1-904-406-7495; Pin: 293 207 149#, 24 School Road, Weston, CT 06883-1623

I. Call to Order

II. Distance Learning Update

A. Teacher Professional Development Survey

B. Challenges, Needs, Next Steps

III. Planning for August 2020

A. Task Force Update

B. Parent Survey

IV. Curricular Implications of Racism and Justice

A. Student Voice

B. Summer Book Clubs

C. Social Studies

D. Potential WHS New Course Proposal

V. Textbook Adoption - WHS AP Human Geography Course

VI. Homework Policy Update

VII. Approval of May Minutes

VIII. Other Curricular Issues



Weston Public Schools Textbook Adoption Form

School: WHS **Date:** 6/3/2020

Subject Area: Social Studies (AP Human Geography)

Grade Level: Secondary **Grades:** 11-12

Committee Members:

Kara Swezey, Teacher
Nick Torres, CIL

Selection criteria or parameters established for this textbook:

- Organizational Structure
 - Thematic chapters, subdivided by “key issues”
 - Chunking of content into digestible 8-10 page sections (by “key issue”)
- Methodology
 - Dual Methodology: Systematic Method and Descriptive Method
- High Rigor
 - Reading Level: Flesch-Kincaid score = 13.9 (text sample from Chapter Nine)
 - Saturated with Tier III (content-specific) terms
- Accessibility
 - Use of signposting (bold text, key terms, guiding questions, explanatory notes)
 - Content presented in multiple ways: maps, text, graphs, charts, infographics
- Engagement
 - Full color text
 - Rich use of photography, in addition to large (1/2 pg. or greater) maps and diagrams

Weston Public Schools Textbook Adoption Form

Textbooks reviewed during the process:

Title: The Cultural Landscape: An Introduction to Human Geography, 13th ed.
Author: James M. Rubenstein
Publisher: Pearson
Publication Date: 2020

Title: Human Geography: People, Place, and Culture, 11th ed.
Author: Fouberg, Murphy, and de Blij
Publisher: Prentice Hall
Publication Date: 2015

Research Conducted: *Feedback from two area high schools that currently offer AP Human Geography. List districts surveyed and text used if course is offered.*

District	Text
Trumbull High School	Rubenstein, The Cultural Landscape 11e
Darien High School	Rubenstein, The Cultural Landscape 11e

Recommendation from APSI Instructor: *Feedback from APSI instructor, who was also the 2019 President of the National Council for Geographic Education.*

Instructor	Year/Location	Text
Kenneth Keller	2018/Taft	Rubenstein, The Cultural Landscape 12e

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.)

This text was not piloted because the course is not currently offered.
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Committee Recommendations:

The Cultural Landscape by Rubenstein is one of the most commonly used textbooks for AP Human Geography. It was recommended by APSI instructor Kenneth Keller during the Summer 2018 training (attended by CIL). It is currently used by Darien High School, and was recommended as a “necessity” by the AP Human Geography instructor at Trumbull High School. The most recent edition of this text was published in 2020, meaning that this version will remain usable for many years. Since there is no single text which covers 100% of the AP Human Geography exam, a secondary/supplemental text is also being recommended. However, The Cultural Landscape is the premier primary textbook used to teach the AP Human Geography curriculum.

Weston Public Schools Textbook Adoption Form

Title: The Cultural Landscape: An Introduction to Human Geography, 13th ed.

Author: James M. Rubenstein

Publisher: Pearson

Publication Date: 2020

Planned date of next edition: unknown **DRP Score:** 70+

Unit Cost: \$159.47

Number of texts being purchased: 40

Total cost (including shipping): \$6,378.80 (+ 7.5% shipping) = \$6,857.21

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

This text is being recommended for purchase because it presents material in a highly organized way, which closely aligns to the AP Human Geography curriculum as designed by College Board. The content is broken into small chunks within chapters, so as to make it more accessible to students. The text uses a dual methodology (Systematic and Descriptive), which provides students with a comprehensive range of geographic study. It is highly rigorous, written at a college level, and incorporates Tier III vocabulary students will need for the AP exam. However, it is also written with a keen awareness of audience, and uses multiple strategies of expressing and organizing content so that it is highly accessible and engaging to a high school population. This package is also particularly engaging for students because it includes six-year access to eText, and Mastering Geography, a GIS-type of mapping interface which enables students to build custom maps using hundreds of data layers.

Recommendation approved by:

Nicholas Torres

Date: 6/4/2020

CIL

Lisa Wolak

Date: [Click here to enter a date.](#)

Principal

Dr. Ken Crow

Date: [Click here to enter a date.](#)

Assistant Superintendent



Weston Public Schools Textbook Adoption Form

School: WHS **Date:** 6/3/2020

Subject Area: Social Studies (AP Human Geography)

Grade Level: Secondary **Grades:** 11-12

Committee Members:

Kara Swezey, Teacher
Nick Torres, CIL

Selection criteria or parameters established for this textbook:

- Organizational Structure
 - Seven units based on College Board curriculum outline
 - Subdivided into 20 chapters, each with essential question, geographic perspectives, and review material, and sample question(s)
- Methodology
 - Systematic Methodology
- High Rigor
 - Reading Level: Lexile = 1170 (according to publisher)
 - Aligned to the College Board course-exam description
 - Practice exam questions, including paired-source and free-response
- Accessibility
 - Each unit has a one-page overview of essential knowledge and terms
 - Writing skills activities aligned to essential questions, by chapter
- Engagement
 - Black and white
 - Half-page or larger maps, diagrams, tables, graphs

Weston Public Schools Textbook Adoption Form

Textbooks reviewed during the process:

Title: Advanced Placement Human Geography
Author: David Palmer
Publisher: AMSCO
Publication Date: 2020

No other textbook was reviewed during the process.

Research Conducted: *Feedback from area high schools that currently offer AP Human Geography. List districts surveyed and text used if course is offered.*

District	Text
Trumbull High School	Palmer, Advanced Placement Human Geography

Recommendation from APSI Instructor: *Feedback from APSI instructor, who was also the 2019 President of the National Council for Geographic Education.*

Instructor	Year/Location	Text
Kenneth Keller	2018/Taft	Palmer, Advanced Placement Human Geography

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.)

This text was not piloted because the course is not currently offered.
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Committee Recommendations:

Advanced Placement Human Geography by Palmer is the most commonly used supplemental text for AP Human Geography. APSI instructor Kenneth Keller recommended this text, saying that it should be considered necessary rather than supplementary (Summer 2018 training attended by CIL). It is also highly recommended by the AP Human Geography teacher at Trumbull High School. The most recent edition of this text was published in 2020, meaning that this version will remain usable for many years. This text, in concert with Rubenstein, will provide students with the most comprehensive coverage of the AP Human Geography curriculum. This specific benefit of this text is as an additional resource for the most challenging concepts, skills, and terms they will encounter in this course.

Weston Public Schools Textbook Adoption Form

Title: Advanced Placement Human Geography

Author: David Palmer

Publisher: AMSCO

Publication Date: 2020

Planned date of next edition: unknown **DRP Score:** 67-74

Unit Cost: \$25.95 (Soft Cover + ebook)

Number of texts being purchased: 40

Total cost (including shipping): \$1,038 (+ 12% shipping + \$5.99 handling) = \$1,168.55

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

This text is being recommended for purchase because it supplements and clarifies the most challenging concepts covered in AP Human Geography, and found on the AP exam. The content is divided into seven units, and 20 chapters. Each chapter is subdivided by essential question, geographic perspectives, review material, and sample questions. The text emphasizes the Systematic Method. It is highly rigorous, though slightly more accessible in reading level (1170 Lexile \approx 11th grade) than the primary textbook. It also mirrors the types of questions and skills students will encounter on the exam. Despite being a black and white text, it maintains a high level of engagement through the use of multiple expressions of content (visual and textual), and provides students with a resource that can easily be used to support the most difficult elements of AP Human Geography.

Recommendation approved by:

Nicholas Torres **Date:** 6/4/2020 **CIL**

Lisa Wolak **Date:** [Click here to enter a date.](#) **Principal**

Dr. Ken Crow **Date:** [Click here to enter a date.](#) **Assistant Superintendent**

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

6154

Homework

The Weston Board of Education recognizes the value of homework and considers it an integral part of the educational process.

Homework may be assigned to:

- Strengthen and expand classroom learning;
- Reinforce content and allow the opportunity to practice essential skills;
- Develop good work habits and routines; and,
- Develop organizational, executive functioning and time management skills.

The administration shall issue guidelines outlining the responsibility of teachers, parents and students with respect to homework. Guidelines should be aligned with current research and best practices in education. Further, the guidelines should be developmentally appropriate and align with the district's commitment to promoting healthy learning environments.

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.

Instruction

6154(a)

Homework

Elementary and Intermediate Schools

The primary focus of homework at the K-5 level is to promote foundational skills in reading and math. Through independent or assigned reading, students will build their decoding, fluency and comprehension skills by establishing a regular routine of reading at home. In addition to their reading, students in grades 2-5 are assigned math homework to reinforce math facts and skills they have learned in class. Occasionally, students are assigned other meaningful homework activities.

Homework is assigned Monday through Thursday at the K-5 level. No homework is assigned over holidays, weekends and school vacations that will be due the day school resumes.

Grade	Time for Reading	Average Daily Time for HW	Total Time
Kindergarten	20 minutes (may be read to)	Optional brief activity or game	20 minutes
Grade 1	20 minutes (may be read to)	Periodic brief activity or game	20 minutes
Grade 2	20 minutes	Weekly math maintenance activity	25 minute
Grade 3	20 minutes	Up to 10 minutes	30 minutes
Grade 4	20 minutes	Up to 20 minutes	40 minutes*
Grade 5	20 minutes	Up to 30 minutes	50 minutes*

*Students in grades 4 and 5 playing an instrument will need to set time aside to practice playing their instrument.

Students will:

- Build greater independence in completing homework as they progress through grades K-5.
- Establish a reading life through a regular routine of reading at home.

Teachers will:

- Assign purposeful and meaningful homework.
- Explain the purpose of homework to their students.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework, understanding that some students take longer than others to complete assignments.

Parents will:

- Establish a time and place for completing homework.
- Encourage students to give their best effort on homework.
- Monitor homework completion.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

Middle School

At the middle school, there is a continued commitment to reading daily through independent or assigned reading. In addition, middle school students are assigned meaningful homework in their classes to extend their learning. The middle school teaming model establishes time for teachers to meet to coordinate homework assignments, projects, tests, and quizzes in order to stay within the total daily time allotment guidelines listed below.

For middle school students, no homework is assigned over holidays and school vacations that will be due the day school resumes.

Grade	Time for Reading	Average Daily Time for HW	Total
Grade 6	20 minutes	Up to 40 minutes	60 minutes*
Grade 7	20 minutes	Up to 50 minutes	70 minutes*
Grade 8	20 minutes	Up to 60 minutes	80 minutes*

*Students in grades 6 through 8 playing an instrument will need to set time aside to practice playing their instrument.

Student will:

- Keep track of their assignments in a systematic way.
- Manage their time effectively to complete short-term and long-term assignments.
- Advocate for their individual needs and ask for help when necessary.
- Complete homework after absences within a reasonable and agreed upon amount of time with the classroom teacher.

Teacher will:

- Assign purposeful and meaningful homework with clear due dates.
- Explain the purpose of homework to their students.
- Clarify the type of feedback and when/how feedback will be communicated to the student.
- Provide students with strategies and guidance for how to study for quizzes and tests.
- Post assignments online with adequate notice for completion.
- Coordinate the timing of assessments (e.g. quizzes, tests) with other teachers on the team and post on the team calendar.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework understanding that some students take longer than others to complete assignments.

Parent will:

- Establish a time and place for completing homework.
- Monitor homework completion
- Encourage students to give their best effort on homework.
- Support students with managing make up work after absences.
- Encourage students to contact their teacher if they are having difficulty.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

High School

High school students should expect to spend an average of two hours doing homework nightly. A student's course of study will determine the amount of time the student spends on homework each day. Students should consider that taking a course of study consisting of multiple advanced level courses could increase their homework beyond two hours.

For high school students, no homework is assigned over holidays and school vacations that will be due the day school resumes.

Student will:

- Keep track of their assignments in a systematic way.
- Manage their time effectively to complete short-term and long-term assignments.
- Advocate for their individual needs and ask for help when necessary.
- Complete homework after absences within a reasonable and agreed upon amount of time with the classroom teacher.

Teacher will:

- Assign purposeful and meaningful homework with clear due dates.
- Explain the purpose of homework to their students.
- Clarify the type of feedback and when/how feedback will be communicated to the student.
- Provide students with strategies and guidance for how to study for quizzes and tests.
- Post assignments online with adequate time for completion.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework understanding that some students take longer than others to complete assignments.

Parent will:

- Provide a supportive environment for completing homework.
- Encourage students to give their best effort on homework.
- Support students with managing make up work after absences.
- Encourage students to contact their teacher if they are having difficulty.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

Regulation adopted: December 6, 1984

Regulation revised: June 22, 2000

Regulation revised: