

**WESTPORT BOARD OF EDUCATION**

**\*AGENDA**

(Agenda Subject to Modification in Accordance with Law)

**PUBLIC SESSION/PLEDGE OF ALLEGIANCE:**

7:30 p.m., Staples High School, Cafeteria B (Room 301)

**ELECTION OF OFFICERS OF THE BOARD OF EDUCATION**

Dr. Colleen Palmer

**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**

**PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)**

**MINUTES:** October 23, November 13, and November 14, 2017

**PRESENTATIONS:**

- 1. NESDEC Ten-Year Enrollment Projections, *pages 1-12* (Encl.) Mr. Don Kennedy
- 2. Overview of the Role of Learning Walks in the Westport Public Schools Dr. Colleen Palmer

**DISCUSSION:**

- 1. Revised Homework Guidelines, *pages 13-40* (Encl.) Ms. Julie Droller

**UPDATES:**

- 1. Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account, *page 41* (Encl.) Mr. Elio Longo

**COMMITTEE REPORTS:**

- 1. Policy Committee Ms. Karen Kleine  
Mr. Mike Rizzo
- 2. Teaching and Learning Committee Ms. Elaine Whitney  
Ms. Julie Droller

**ADJOURNMENT**

\*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westportps.org

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.





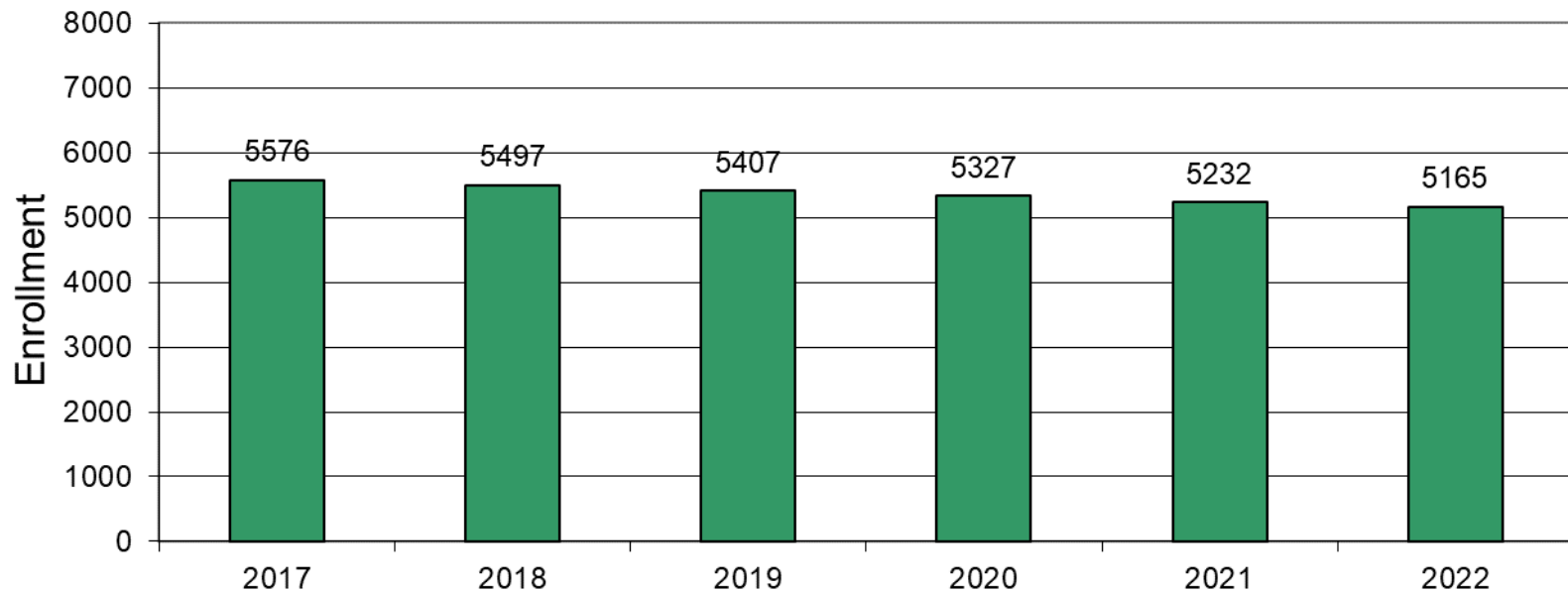
# **WESTPORT, CONNECTICUT Enrollment Projections**

**Donald G. Kennedy, Ed.D.**

**November 13, 2017**

# Westport, CT Projected Enrollment

PK-12 TO 2022 Based On Data Through School Year 2017-18



# Westport, CT Historical Enrollment

School District: Westport, CT

11/1/2017

Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2002	300	2007-08	55	370	418	461	425	443	440	448	464	430	488	413	433	390	0	5623	5678
2003	306	2008-09	57	408	412	430	465	433	436	452	446	471	438	484	413	430	0	5718	5775
2004	264	2009-10	52	377	430	406	442	464	422	448	443	445	467	436	476	408	0	5664	5716
2005	265	2010-11	53	393	402	441	421	464	446	437	445	443	464	468	434	471	0	5729	5782
2006	230	2011-12	39	356	401	423	442	428	474	460	436	456	467	463	471	428	0	5705	5744
2007	194	2012-13	46	364	386	421	431	451	438	479	462	439	479	468	469	466	0	5753	5799
2008	221	2013-14	41	364	388	398	435	450	461	446	484	461	442	476	465	454	0	5724	5765
2009	168	2014-15	51	343	390	408	412	449	439	468	445	489	472	442	478	463	0	5698	5749
2010	192	2015-16	50	346	346	404	419	423	455	439	468	456	493	480	437	477	0	5643	5693
2011	176	2016-17	55	327	373	361	422	414	428	450	451	469	464	492	467	431	0	5549	5604
2012	190	2017-18	67	331	348	387	370	430	418	433	450	454	475	463	487	463	0	5509	5576

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2007-08	2612	2557	3005	3899	1782	1342	894	2618	1724
2008-09	2641	2584	3036	3953	1805	1369	917	2682	1765
2009-10	2593	2541	2989	3877	1758	1336	888	2675	1787
2010-11	2620	2567	3004	3892	1771	1325	888	2725	1837
2011-12	2563	2524	2984	3876	1826	1352	892	2721	1829
2012-13	2537	2491	2970	3871	1818	1380	901	2783	1882
2013-14	2537	2496	2942	3887	1852	1391	945	2782	1837
2014-15	2492	2441	2909	3843	1841	1402	934	2789	1855
2015-16	2443	2393	2832	3756	1818	1363	924	2811	1887
2016-17	2380	2325	2775	3695	1798	1370	920	2774	1854
2017-18	2351	2284	2717	3621	1755	1337	904	2792	1888

Historical Percentage Changes			
Year	K-12	Diff.	%
2007-08	5623	0	0.0%
2008-09	5718	95	1.7%
2009-10	5664	-54	-0.9%
2010-11	5729	65	1.1%
2011-12	5705	-24	-0.4%
2012-13	5753	48	0.8%
2013-14	5724	-29	-0.5%
2014-15	5698	-26	-0.5%
2015-16	5643	-55	-1.0%
2016-17	5549	-94	-1.7%
2017-18	5509	-40	-0.7%
<b>Change</b>		<b>-114</b>	<b>-2.0%</b>

# Westport, CT Projected Enrollment

School District: Westport, CT

11/1/2017

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2012	190		2017-18	67	331	348	387	370	430	418	433	450	454	475	463	487	463	0	5509	5576
2013	172		2018-19	68	320	349	363	400	376	435	418	437	455	460	477	456	483	0	5429	5497
2014	175		2019-20	69	331	338	364	375	407	380	435	422	442	461	462	469	452	0	5338	5407
2015	154	(prov.)	2020-21	70	310	349	352	376	381	412	380	439	427	448	463	455	465	0	5257	5327
2016	155	(prov.)	2021-22	71	311	327	364	364	382	385	412	383	444	432	450	456	451	0	5161	5232
2017	169	(est.)	2022-23	72	325	328	341	376	370	386	385	416	387	450	434	443	452	0	5093	5165

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, and births.

Based on an estimate of births

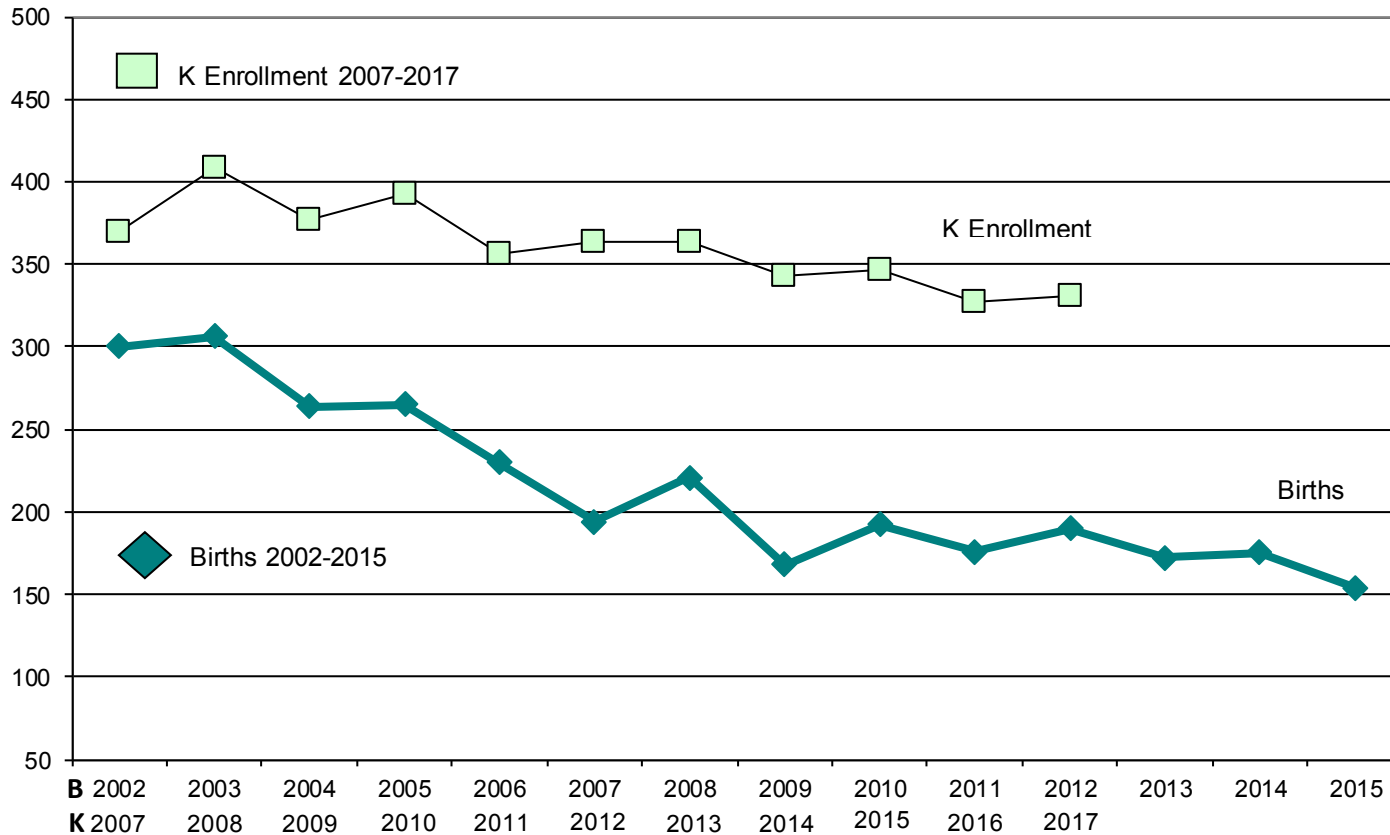
Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2017-18	2351	2284	2717	3621	1755	1337	904	2792	1888
2018-19	2311	2243	2661	3553	1745	1310	892	2768	1876
2019-20	2264	2195	2630	3494	1679	1299	864	2708	1844
2020-21	2250	2180	2560	3426	1658	1246	866	2697	1831
2021-22	2204	2133	2545	3372	1624	1239	827	2616	1789
2022-23	2198	2126	2511	3314	1574	1188	803	2582	1779

Projected Percentage Changes			
Year	K-12	Diff.	%
2017-18	5509	0	0.0%
2018-19	5429	-80	-1.5%
2019-20	5338	-91	-1.7%
2020-21	5257	-81	-1.5%
2021-22	5161	-96	-1.8%
2022-23	5093	-68	-1.3%
Change		-416	-7.6%

# Westport, CT Birth-to-Kindergarten Relationship



### 38 Years of Westport's Birth-to-Kindergarten Experience + 2018-19 Projection

Birth Year	Westport Births	Kind. Year	# in Kind.	Net move-in's	Birth-K Ratio
1975	163	1980-81	169	6	1.04
1976	137	1981-82	169	32	1.23
1977	156	1982-83	138	-18	0.88
1978	148	1983-84	139	-9	0.94
1979	162	1984-85	150	-12	0.93
1980	163	1985-86	191	28	1.17
1981	169	1986-87	180	11	1.07
1982	141	1987-88	167	26	1.18
1983	171	1988-89	205	34	1.2
1984	204	1989-90	254	50	1.25
1985	197	1990-91	241	44	1.22
1986	223	1991-92	293	70	1.31
1987	263	1992-93	309	46	1.17
1988	249	1993-94	318	69	1.28
1989	270	1994-95	350	80	1.3
1990	284	1995-96	391	107	1.38
1991	276	1996-97	402	126	1.46
1992	290	1997-98	390	100	1.34
1993	357	1998-99	431	74	1.21

Net Move-in's of 100 or over in red

Birth Year	Westport Births	Kind. Year	# in Kind.	Net move-in's	Birth-K Ratio
1994	299	1999-00	411	112	1.37
1995	366	2000-01	428	62	1.17
1996	357	2001-02	418	61	1.17
1997	326	2002-03	385	59	1.18
1998	309	2003-04	369	60	1.19
1999	314	2004-05	375	61	1.19
2000	339	2005-06	415	76	1.22
2001	284	2006-07	380	96	1.34
2002	300	2007-08	370	70	1.23
2003	306	2008-09	408	102	1.33
2004	264	2009-10	377	113	1.43
2005	265	2010-11	393	128	1.48
2006	230	2011-12	356	126	1.55
2007	194	2012-13	364	170	1.88
2008	221	2013-14	364	143	1.65
2009	168	2014-15	343	175	2.04
2010	192	2015-16	346	154	1.80
2011	176	2016-17	327	151	1.86
2012	190	2017-18	331	141	1.74
2013	172	2018-19	320	148	1.86



# Westport, CT Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	114	0
2013	103 + 107 demol.	0
2014	109 + 90 demol.	54
2015	78 + 104 demol.	12
2016	66 + 68 demol.	0
2017*	40 + 40 demol.	94 apts*

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	412
2013-14	n/a	n/a
2014-15	n/a	481
2015-16	n/a	n/a
2016-17	n/a	437
2017-18	0	470

Sources: HUD and Building Department  
 \* 2017 to Sep 8 = 94 apts. (58 studio + 36 one-BR)

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	15	13	22	22	38	50	39	54	59	55	36	38	29	470

Note: = 158 Greens Farms Academy; 58 Hopkins; 55 Pierrepont; 55 Fairfield Country Day; 26 St. Luke's; 24 Fairfield College Prep; 16 Unquow a; 14 Eagle Hill-Southport; 14 Bi-Cultural Day; 12 Montessori; 38 in 6 others

K-12 Home-Schooled Students	
2017	4

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2017	0

K-12 Special Education Outplaced Students	
2017	30

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2017	30*

\* tuitioned-in children of WPS staff

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

# **REACTIONS?**

# **QUESTIONS ?**



## WESTPORT, CT ELEMENTARY SCHOOLS: SCHOOL BY SCHOOL PROJECTIONS

SCHOOL: **COLEYTOWN ELEMENTARY SCHOOL**  
 DATE: 11/1/2017  
 HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2006	230		2011-12	55	72	82	90	79	102	480
2007	194		2012-13	59	60	75	83	89	80	446
2008	221		2013-14	58	62	68	82	91	90	451
2009	168		2014-15	51	64	60	66	84	85	410
2010	192		2015-16	61	54	69	65	71	90	410
2011	176		2016-17	49	64	57	71	71	66	378
2012	190		2017-18	60	53	68	59	65	71	376
2013	172		2018-19	54	63	55	68	60	66	366
2014	175		2019-20	56	57	65	57	69	61	366
2015	154	(prov.)	2020-21	52	59	59	67	58	70	367
2016	155	(prov.)	2021-22	53	55	61	61	68	59	358
2017	169	(est.)	2022-23	55	55	58	63	62	69	363

SCHOOL: **GREENS FARMS ELEMENTARY SCHOOL**  
 DATE: 11/1/2017  
 HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2006	230		2011-12	64	75	70	72	83	89	453
2007	194		2012-13	62	76	75	76	76	87	452
2008	221		2013-14	69	67	79	74	85	72	446
2009	168		2014-15	57	77	72	79	82	88	455
2010	192		2015-16	48	57	79	74	77	81	416
2011	176		2016-17	63	57	61	81	80	80	422
2012	190		2017-18	54	70	63	64	86	85	422
2013	172		2018-19	53	57	73	63	65	87	398
2014	175		2019-20	55	56	60	75	64	66	376
2015	154	(prov.)	2020-21	51	58	59	62	76	65	371
2016	155	(prov.)	2021-22	51	54	61	61	63	77	367
2017	169	(est.)	2022-23	54	54	57	63	62	64	354

SCHOOL: **KING'S HIGHWAY ELEMENTARY SCHOOL**  
 DATE: 11/1/2017  
 HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2006	230		2011-12	71	66	86	83	86	76	468
2007	194		2012-13	72	76	73	85	91	89	486
2008	221		2013-14	75	77	83	81	85	97	498
2009	168		2014-15	79	80	85	92	83	79	498
2010	192		2015-16	85	81	74	85	91	75	491
2011	176		2016-17	76	83	89	78	75	94	495
2012	190		2017-18	61	80	96	83	82	72	474
2013	172		2018-19	71	65	83	97	84	83	483
2014	175		2019-20	73	74	68	86	98	85	485
2015	154	(prov.)	2020-21	69	77	77	70	87	99	479
2016	155	(prov.)	2021-22	69	72	80	80	72	88	460
2017	169	(est.)	2022-23	72	72	75	82	81	72	455

SCHOOL: **LONG LOTS ELEMENTARY SCHOOL**  
 DATE: 11/1/2017  
 HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2006	230		2011-12	85	99	101	100	93	123	601
2007	194		2012-13	82	93	107	104	99	98	583
2008	221		2013-14	86	87	85	110	107	103	578
2009	168		2014-15	70	93	94	89	110	104	560
2010	192		2015-16	86	68	98	96	97	115	560
2011	176		2016-17	72	99	72	104	98	102	547
2012	190		2017-18	85	76	95	77	106	101	540
2013	172		2018-19	77	89	80	96	78	107	528
2014	175		2019-20	80	82	93	82	98	79	514
2015	154	(prov.)	2020-21	75	84	85	96	84	99	522
2016	155	(prov.)	2021-22	75	79	88	88	97	85	511
2017	169	(est.)	2022-23	79	79	82	91	89	98	518

SCHOOL:

**SAUGATUCK ELEMENTARY SCHOOL**

DATE:

11/1/2017

**HISTORICAL AND PROJECTED ENROLLMENTS**

BIRTH YEAR	BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2006	230		2011-12	81	89	84	97	87	84	522
2007	194		2012-13	89	81	91	83	96	84	524
2008	221		2013-14	76	95	83	88	82	99	523
2009	168		2014-15	86	76	97	86	90	83	518
2010	192		2015-16	66	86	84	99	87	94	516
2011	176		2016-17	67	70	82	88	90	86	483
2012	190		2017-18	71	69	75	87	91	89	482
2013	172		2018-19	65	75	72	76	88	92	468
2014	175		2019-20	67	69	78	75	77	89	455
2015	154	(prov.)	2020-21	63	71	72	81	76	79	441
2016	155	(prov.)	2021-22	63	67	74	74	82	77	437
2017	169	(est.)	2022-23	66	67	70	77	76	83	437

Due to the larger totals, District projections tend to be more reliable than school-by-school forecasts. School-by-school projections assume that school attendance boundaries will remain unchanged. District totals, by grade, may differ slightly from school-by-school totals due to rounding of numbers.

## WESTPORT MIDDLE SCHOOLS: SCHOOL BY SCHOOL PROJECTIONS

SCHOOL: **BEDFORD MIDDLE SCHOOL**  
 DATE: 11/1/2017 (Feeder Schools: Green's Farm, Long Lots, Saugatuck)  
 HISTORICAL AND PROJECTED ENROLLMENTS


BIRTH YEAR	BIRTHS		SCHOOL YEAR	6	7	8	GR. 6-8 TOTAL
2006	230		2011-12	286	282	284	852
2007	194		2012-13	298	287	283	868
2008	221		2013-14	273	295	290	858
2009	168		2014-15	282	275	297	854
2010	192		2015-16	269	283	283	835
2011	176		2016-17	285	283	289	857
2012	190		2017-18	281	288	287	856
2013	172		2018-19	275	283	291	849
2014	175		2019-20	286	277	286	850
2015	154	(prov.)	2020-21	234	289	281	804
2016	155	(prov.)	2021-22	243	236	292	770
2017	169	(est.)	2022-23	238	245	239	722

SCHOOL: **COLEYTOWN MIDDLE SCHOOL**  
 DATE: 11/1/2017 (Feeder schools: Coleytown Elementary, King's Highway)  
 HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	BIRTHS		SCHOOL YEAR	6	7	8	GR. 6-8 TOTAL
2006	230		2011-12	174	154	172	500
2007	194		2012-13	181	175	156	512
2008	221		2013-14	173	189	171	533
2009	168		2014-15	186	170	192	548
2010	192		2015-16	170	185	173	528
2011	176		2016-17	165	168	180	513
2012	190		2017-18	152	162	167	481
2013	172		2018-19	143	154	164	460
2014	175		2019-20	149	145	155	449
2015	154	(prov.)	2020-21	146	150	146	443
2016	155	(prov.)	2021-22	169	147	152	469
2017	169	(est.)	2022-23	147	171	148	466



*Julie Droller*  
Director, Elementary Education  
Telephone: 203-341-1213  
Email: [jdroller@westportps.org](mailto:jdroller@westportps.org)

To: Dr. Colleen Palmer, Superintendent  
From: Julie Droller, Director of Elementary Education   
Subject: Homework Guidelines  
Date: November 21, 2017

Based on feedback from the Board of Education at the October 9, 2017 meeting, two sections of the Homework Guidelines, Make-Up Work After Absence and Homework and Tests, have been revised. Attached please find a final copy of the Homework Policy 6154 and Guidelines, and a marked up copy to view the changes.

Administrators in all schools have discussed these guidelines with teachers, and will continue to reinforce these practices throughout the year.

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### 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

## **Final Proposed Regulation Changes**

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

# Final Proposed Regulation Changes

6154 R

## 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.

## Final Proposed Regulation Changes

\*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

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.

## Final Proposed Regulation Changes

- 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.

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.

## **Final Proposed Regulation Changes**

### **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.
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. Teachers may find it least complicated not to assign homework to be due on or directly after those days. Tests should never be scheduled on any date listed on the "Holidays to Avoid" list (distributed each school year.) To the extent possible, tests should not be scheduled on the day after any holiday. If assignments are unavoidable, students observing the holidays are to be given the opportunity to make up homework. All students should be required to do all assigned work, but no student should be penalized for religious observances.

## **Final Proposed Regulation Changes**

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**

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**Final Revised Regulation with Redline Changes  
Since Board Discussion on October 9, 2017**

**6154**

**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~~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

**Final Revised Regulation with Redline Changes  
Since Board Discussion on October 9, 2017**

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

## Final Revised Regulation with Redline Changes Since Board Discussion on October 9, 2017

6154 [R](#)

### 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.

## Final Revised Regulation with Redline Changes Since Board Discussion on October 9, 2017

\*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

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.

## **Final Revised Regulation with Redline Changes Since Board Discussion on October 9, 2017**

- 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.

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.

**Final Revised Regulation with Redline Changes  
Since Board Discussion on October 9, 2017**

**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.
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.)~~
- ~~2.1. 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.~~
- ~~3.1. 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.~~
- ~~4. Teachers are not required to give homework to make up for work missed because of unexcused absence.~~
- 5.4. Extended ~~absences~~ 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.

## Final Revised Regulation with Redline Changes Since Board Discussion on October 9, 2017

### Homework and Tests

Students ~~who are~~ involved in religious observance ~~and/or~~ family celebrations on some ~~special~~ holidays may not have the time to do school-work ~~that is~~ assigned specifically over the holiday period, or to study for a test scheduled for the very next day. Teachers may find it least complicated not to assign homework to be due on ~~or directly after, or schedule tests for~~ those days. Tests should never be scheduled on any date listed on the “Holidays to Avoid” list (distributed each school year.) To the extent possible, tests should not be scheduled on the day after any holiday. If assignments are unavoidable, ~~however,~~ students observing the holidays are to be given the opportunity to make ~~up tests or~~ homework ~~due~~. 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.

### **New Material**

~~In the same spirit, teachers should avoid introducing new material, or work that would be difficult to repeat or make up, on days when some students may be absent for religious observance, even though school is in session.~~

**Regulation approved: 2000**

**Regulation revised: 2017**

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**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

## **Final Proposed Regulation with All Redline Changes**

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

**Instruction**

**~~Homework/Make-Up Work~~**

**~~Homework in the Elementary Schools~~**

~~The following guidelines have been developed for homework in the elementary schools, with the understanding they are not rigid requirements, but provide a general time framework for assigning student work.~~

**~~Homework for elementary school students needs to meet two basic criteria.~~**

~~Work completed by students outside of school must be meaningful. Homework needs to reinforce or extend learning activities that occur in school.~~

~~Over the course of time, homework helps children assume responsibility and gain a sense of independence for their learning. In the early grades, some young children may need direct support and supervision from parents with work completed outside of school. As children grow and mature, they can be given more responsibility for their actions and develop greater independence in this area.~~

**~~Grade Level Expectations:~~**

**~~Students in Kindergarten and Grade 1:~~**

~~We believe that children will benefit from time spent outside of school in the area of reading. For kindergarten and grade 1 students, we strongly recommend that parents read to their children using a wide variety of interesting children's books. As the child grows and begins to read and enjoy reading, the emphasis can shift to having the youngster read stories to parents. The eventual goal, which usually is achieved in second grade, is to have children read good literature independently on a regular basis. It is, therefore, important for parents to provide a quiet time for reading each night. Research strongly supports parents reading to children, children reading to parents, and regular nightly independent reading as important ways to help youngsters to read more effectively.~~

**~~Students in Grades 2~~**

~~Grade 2:—No more than 20 minutes of homework per night~~

**~~Students in Grades 3 and 4~~**

~~Grade 3:—30 to 45 minutes of homework per night~~

~~Grade 4:—45 to 60 minutes of homework per night~~

## Final Proposed Regulation with All Redline Changes

~~Children will continue to read both independent and assigned reading materials. Spelling assignments occur on a weekly basis. Students are required to learn the meaning and spellings of specific lists of words. Writing and other language arts skills work are assigned as needed. Mathematics homework is given on a daily basis. This work includes skills reinforcement, applications and problem-solving activities.~~

~~In the third and fourth grades, music and note reading skills should be reinforced by regular practice on the recorder.~~

~~Students in the 4th grade string program should practice regularly.~~

### **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[1].

### **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:

<u>Kindergarten &amp; Grade 1</u>	<u>Students are encouraged to read to, with, and by a family member</u>
<u>Grade 2</u>	<u>Approximately 20 minutes per day</u>

## Final Proposed Regulation with All Redline Changes

<u>Grade 3*</u>	<u>Approximately 30 minutes per day</u>
<u>Grade 4*</u>	<u>Approximately 40 minutes per day</u>
<u>Grade 5*</u>	<u>Approximately 50 minutes per day</u>

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.

~~The time for homework in each grade represents an average. We must recognize that different children work at different rates of speed.~~

~~Homework is never used as punishment.~~

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.

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

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.

## **Final Proposed Regulation with All Redline Changes**

- 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.

### 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.

## Final Proposed Regulation with All Redline Changes

- 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. Teachers are not required to give homework to make up for work missed because of illegal absence.~~
- ~~2. Children absent because of illness or other legitimate reasons for no more than two 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.) missed on account of illness.~~
- ~~3.~~1. When a child's excused absence ~~on account of illness, injury or other legitimate reasons~~ extends beyond ~~two~~ 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, ~~through the school office.~~ When the work is ready, parents may pick it up at the school office.
- ~~4.~~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.
5. 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

## Final Proposed Regulation with All Redline Changes

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~~could be the responsibility of the parents, not the school.

~~6. Staples High School procedures for make-up work appear in the Staples Handbook which is distributed to all students at the beginning of each school year, and to new students who enter during the school year.~~

### Homework and Tests

Students ~~who are~~ involved in religious observance ~~and/or~~ family celebrations on some ~~special~~ holidays may not have the time to do school ~~work~~ that is assigned specifically over the holiday period, or to study for a test scheduled for the very next day. Teachers may find it least complicated not to assign homework to be due on, ~~or schedule tests for~~ those days. Tests should never be scheduled on any date listed on the "Holidays to Avoid" list (distributed each school year.) To the extent possible, tests should not be scheduled on the day after any holiday. If assignments are unavoidable, ~~however,~~ students observing the holidays are to be given the opportunity to make ~~up tests or~~ homework ~~due~~. 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.

### New Material

~~In the same spirit, teachers should avoid introducing new material, or work that would be difficult to repeat or make-up, on days when some students may be absent for religious observance, even though school is in session.~~

**Regulation approved: 2000**

**Regulation revised: 2017**



### ~~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.~~

### ~~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.~~

**Medical Health Insurance Fund  
FY 17-18 Projections  
with Claims Cash Draw Data as of October 31, 2017**

	<u>FY 18 Projection</u> <u>Mar-17</u>	<u>FY 18 Projection</u> <u>Oct-17</u>	<u>variance</u>		
<b>Cash receipts</b>					
General Fund Budget from line 210	13,447,595	13,447,595	-		
Other Fund Contributions	100,000	100,000	-		
Employee Contributions (Active)	3,058,383	3,055,442	(2,941)	U	
Flex Spending Accounts	-	-	-		
Cobra Participants	49,397	62,736	13,339	F	
Retirees Self Insured	479,272	400,000	(79,272)	U	
State Teachers Retirement (TRB)	115,000	115,000	-		
Life Insurance Premiums	25,000	25,000	-		
Retirees Medicare Surround	492,000	554,277	62,277	F	
Other Contributions (FMLA, Retiree Life, etc.)	64,500	64,500	-		
Prescription Guarantee Adjustment	98,789	98,789	-		
Pharmacy Rebate	326,209	326,209	-		
<b>Total cash receipts</b>	<b>18,256,145</b>	<b>18,249,548</b>	<b>(6,597)</b>	<b>U</b>	
<b>Cash disbursements</b>					
Medical	12,060,244	13,375,009	1,314,765	U	
Prescription	2,649,308	2,424,488	(224,820)	F	
Dental	1,145,136	1,076,334	(68,802)	F	
Flex Spending Accounts	-	-	-		
Contribution to HSA	1,188,000	1,234,000	46,000	U	
Medical Administrative	388,214	397,153	8,939	U	
Network Access Fee	158,676	159,085	409	U	
Individual Stop-Loss	1,047,898	895,976	(151,922)	F	
Dental Administrative	55,236	55,758	522	U	
FSA Administrative	2,000	2,000	-		
Consulting Fee	50,000	50,000	-		
ACA Related Fees	-	-	-		
PCORI Fee	4,279	4,279	-		
Retirees Medicare Surround	810,747	846,024	35,277	U	
<b>Total cash disbursements</b>	<b>19,559,738</b>	<b>20,520,106</b>	<b>960,368</b>	<b>U</b>	
<b>Change in cash balance</b>	<b>(1,303,593)</b>	<b>(2,270,558)</b>	<b>966,965</b>	<b>U</b>	
<b>Beginning cash balance</b>	<b>2,034,188</b>	<b>2,034,188</b>			
Insurance Fund Draw Down (budget)	(1,509,994)	(1,509,994)			
Insurance Fund Draw Down (YTD delta)	206,401	(760,564)	966,965		
<b>Ending cash balance(deficit)-projection</b>	<b>730,595</b>	<b>(236,370)</b>	<b>-1.4%</b>	<b>\$ 843,792</b>	<b>\$ (1,080,162)</b>
Less: Incurred but not reported claims	(968,308)	(1,053,598)	-6.2%		
<b>Net Position(Deficit) end of year-projection</b>	<b>(237,713)</b>	<b>(1,289,968)</b>	<b>-7.6%</b>		

**Claims Cash Draw Against Insurance Fund Account**

	Medical/Rx	Dental	Flex	Other	Total	Avg. Monthly Claims (Med/Rx/Dental)	Variance	Avg. Monthly Claims-FY 17	
								(Med/Rx/Dental)	Variance
Jul 2017	\$ 1,385,628	\$ 101,584	\$ 875	\$ -	\$ 1,488,087	\$ 1,487,212	\$	\$ 1,103,161	\$
Aug 2017	\$ 1,972,668	\$ 94,032	\$ 4,400	\$ -	\$ 2,071,100	\$ 1,776,956	\$ 289,744	\$ 1,426,306	\$ 323,145
Sept 2017	\$ 1,278,736	\$ 86,461	\$ 5,256	\$ -	\$ 1,370,454	\$ 1,639,703	\$ (137,253)	\$ 1,410,030	\$ (16,276)
Oct 2017	\$ 1,415,081	\$ 84,978	\$ 9,694	\$ -	\$ 1,509,753	\$ 1,604,792	\$ (34,911)	\$ 1,375,645	\$ (34,385)
	\$ 6,052,113	\$ 367,055	20,225	\$ -	\$ 6,439,393				
YTD/Estimate	41.1%	32.1%	n/a	n/a					
Theoretical YTD Spend Rate	33.3%	33.3%	n/a	n/a					
variance %	<b>7.8%</b>	<b>-1.3%</b>							
variance \$	\$ 1,234,062	\$ (13,776)							
FY18 Projection (Oct-17):	\$ 15,799,497	1,076,334							
YTD Expense:	\$ (6,052,113)	\$ (367,055)							
Balance available to June 30:	\$ 9,747,384	\$ 709,279							
Average remaining monthly allowance:	\$ 1,218,423	+ \$ 88,660	=	1,307,083					