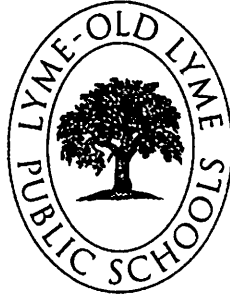


LYME-OLD LYME PUBLIC SCHOOLS

Small Schools, Big Ideas



Challenging * Achieving * Excelling

REGION #18

Regular Board of Education Meeting

Center School

May 3, 2017

Board Present: Michelle Roche, Chairwoman; Beth Jones, Vice Chair; Jean Wilczynski, Treasurer; Diane Linderman; Nancy Lucas Edson; Mary Powell St. Louis; Stacy Winchell

Absent by Previous Arrangement: Erick Cushman; Rick Goulding

Administration Present: Ian Neviaser, Superintendent of Schools; Elizabeth Borden, Director of Curriculum; James Cavalieri, Principal of Lyme School; Michelle Dean, Principal of Lyme-Old Lyme Middle School; Melissa Dougherty, Director of Special Services; Holly McCalla, Business Manager; Jeanne Manfredi, Assistant Principal of Lyme-Old Lyme High School; John Rhodes, Director of Facilities & Technology; James Wygonik, Principal of Lyme-Old Lyme High School

Others Present: Veronica Wilson, AFT Representative; Olivia Hersant, RETA Co-President; Madeline Zrenda and Matthew McCarthy, High School Student Representatives

I. Call to Order

The meeting was called to order at 6:34 p.m. by Chairwoman Roche. The Pledge of Allegiance was recited.

II. Executive Session

MOTION: Mrs. Linderman made a motion, which was seconded by Mrs. Lucas Edson, to move into executive session for the purpose of interviewing the middle school principal candidate.

VOTE: the Board voted unanimously in favor of the motion.

The Board reconvened into open session at 7:14 p.m.

MOTION: Mrs. Winchell made a motion, which was seconded by Mrs. Linderman, to approve the

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appointment of Mark Ambruso as the Lyme-Old Lyme Middle School Principal effective July 1, 2017.

VOTE: the Board voted unanimously in favor of the motion.

III. Approval of Minutes

MOTION: Mrs. Winchell made a motion, which was seconded by Dr. Powell St. Louis, to approve the minutes of District Budget Hearing of April 3, 2017; Regular Meeting of April 5, 2017; and Special Meeting of April 24, 2017.

VOTE: the Board voted unanimously in favor of the motion.

IV. Visitors

1. Public Comment

There was no public comment.

2. Madeline Zrenda and Matthew McCarthy reported on the following activities taking place at the schools:

At LOLHS: Over April break, two very successful student trips to Italy and Cuba took place. The robotics team once again represented the district well at the national competition. On April 28, the LYSB sponsored a mock crash event at the school. On May 1 through May 12, students will be taking AP exams. The Junior Prom will take place on May 13. Later in May, the following events will occur: the annual 8th grade orientation day, the National Honor Society inductions, and the underclassmen and senior awards nights.

At LOLMS: Standardized testing has begun. Visits to all elementary schools to meet the rising 6th graders went well. Representatives of the 6th grade team, office staff, and student volunteers are meeting with parents tonight to discuss the transition to the middle school. Student led conferences, along with end of year field trips and promotion activities for the 8th graders, are being planned.

At Lyme Consolidated School: Lyme School's two inventors, Zack Shaw and Constance Sharp, made it through the regionals and represented Lyme School at UConn last Saturday at the State Invention Convention. The 5th graders have their artwork on display at the Lyme Public Library. The PTO will be holding the second annual golf tournament at Fox Hopyard on May 6. The Scholastic Book Fair will be held the week of May 8. Parent Orientation for new kindergarten parents will be on May 16 from 6:30 to 7:30 p.m. The 5th grade musical performance, "The Best Little Theater in Town," will take place at 2:00 / 7:00 p.m. on May 18.

The "Kids Marathon" event will be at East Lyme High School on May 18 at 5:30 p.m. The new kindergarten students will visit on May 31 from 1:00 to 2:00 p.m.

In the Preschool Program: During the month of May, the preschool will be focusing on the letters W, X Y and Z. Growth cycles will be studied for plants and for butterflies. Literature will include *The Very*

Hungry Caterpillar and *A Seed is Sleepy*. The color of the month is brown, and the shape is an octagon. The preschool students will also be learning about the significance of Memorial Day and will be hosting a “Mother’s Day Tea.”

At Mile Creek School: Students in Grades 3-5 at Mile Creek were busy with SBAC testing during the last couple weeks of April. Only a few students have some testing to finish or make up at this point and then it will all be wrapped up for the 2016-2017 school year. The month of May is jam packed with activities and field trips. There are too many to list here, but here is a sampling:

- The fourth grade play, “Tweets from the Aviary,” on May 4 and 5.
- The third grade field trips to the State Capitol on May 8 and to Mystic Seaport on May 15.
- The second grade field trip to Rocky Neck State Park on May 10.
- The first grade field trip to Dennison Pequotsepos on May 12.
- The fifth grade band and chorus concert at the Middle School on May 24.
- Multiple grades will be participating in the Audubon Society’s spring program in May.
- The 2017-2018 Kindergarten Parent Orientation will be held on May 16 from 7:00-8:00 p.m.

V. Administrative Reports

1. Superintendent’s Report

Mr. Neviasser reported on the outcome of the budget referendum which passed in both towns.

Mr. Neviasser reviewed the May Personnel Report which reflected the upcoming retirement of Maria Varga, Preschool Teacher, the hiring of a math teacher at the high school beginning in the fall, the hiring of two tutors at the high school, a resignation of a custodian, and several vacancies to fill for the 2017-2018 school year.

Mr. Neviasser reviewed the May enrollment report which reflected a total of 1,309 students enrolled. He noted that the district’s marketing campaign has attracted many visitors, and they are now meeting with potential new students three-four times per week.

Mr. Neviasser reminded the Board about the upcoming staff recognition dinner scheduled for May 25 at Great Neck Country Club in Waterford.

2. Business Manager’s Report

Mrs. McCalla reviewed the Executive Budget Summary as of April 30, 2017. Mrs. McCalla reported that there was nothing new to report for the month of April that hadn’t been covered in previous months.

Mrs. McCalla reviewed the Contingency Maintenance Report. Total available contingency balance has increased slightly from March to a total of \$49,752.64 due to invoices received that were different from encumbrances. There is no new spending in contingency to report.

VI. Educational Presentation

1. Homework Committee Presentation

Dr. Beth Borden reviewed the process and outcomes of the Homework Committees that were formed due to parent concerns. Jim Cavalieri, Principal of Lyme Consolidated School; Michelle Dean, Principal of LOL Middle School; and Jim Wygonik, Principal of LOL High School, also presented homework guidelines for each of the three grade levels (elementary, middle, high) as part of the research done by the committee.

Attached to these minutes is a copy of Dr. Borden's presentation along with Homework Guidelines for grades K through 12 and workload expectations for Advanced Placement and Early College Experience.

Questions were posed by the Board and addressed by the administration, a sampling of which included: how to ensure that the 60 minutes of middle school homework is supported amongst the teams; homework assignments and grading practices at the middle school level; fluctuations of time spent on homework by students; communicating time limits spent on homework by students who are struggling; importance of contemporary data being sought and become part of ongoing process; collaborative student work through the learning management system; possibility of assigning homework ahead of time to alleviate stress on students; time management skills; communicating to parents and students that they don't have to "do it all" to get into college; and parent presentation on advanced placement expectations.

VII. Chairman & Board Report

Mrs. Roche had nothing to report.

VIII. New Business

1. LOLMS Principal Appointment

This appointment was made earlier in the evening.

2. Rescinding of Nonrenewals

Mr. Neviasser explained that since the communities approved the 2017-2018 budget at the referendum the previous day, the Board can rescind the non-renewals of staff members made at the April meeting. Mr. Neviasser further explained that this will allow the administration to make appointments for next year and finalize the scheduling and placements.

MOTION: Dr. Powell St. Louis made a motion, which was seconded by Mrs. Winchell, that pursuant to Connecticut General Statutes Section 10-151, the Region 18 Board of Education rescind the nonrenewal of the teacher contracts of the non-tenured teachers as noted on the document provided by the Superintendent and that the Superintendent of Schools be directed to advise such person(s) in writing of this action.

VOTE: the Board voted unanimously in favor of the motion.

3. Boathouse Agreement

Mr. Neviaser reviewed the agreement with the Town of Old Lyme regarding the district's use of the new boathouse.

MOTION: Mrs. Linderman made a motion, which was seconded by Mrs. Wilczynski, to approve the boathouse agreement with the Town of Old Lyme as presented.

VOTE: the Board voted unanimously in favor of the motion.

4. Technology Network Updates

John Rhodes, Director of Facilities and Technology, provided the following background information on this agenda item: as part of the long term network infrastructure upgrade program, we have budgeted the replacement of the network firewall and one of the central servers. These components have reached their end of life. Both the network firewall replacement central server were bid as part of the Cisco and HP State of Connecticut contracts.

MOTION: Mrs. Lucas Edson made a motion, which was seconded by Dr. Powell St. Louis, to award the supply and installation of the new network firewall and replacement central server to Connecticut Computer Services for \$46,739.

VOTE: the Board voted unanimously in favor of the motion.

IX. Old Business

1. Approval of Mathematics Program

The administration sought Board approval on the new math program (Bridges) that was presented to the Board at their April meeting. Mr. Neviaser explained that since this is a single source item, the Board would have to vote to forgo the bidding practices outlined in Policy 6330.

MOTION: Mrs. Wilczynski made a motion, which was seconded by Mrs. Linderman, to waive the bidding process for the purchase of the Bridges Math Program.

VOTE: the Board voted unanimously in favor of the motion.

MOTION: Mrs. Wilczynski made a motion, which was seconded by Mrs. Linderman, to approve the purchase and implementation of the Bridges Math Program for a total amount of \$29,338.84.

VOTE: the Board voted unanimously in favor of the motion.

2. Closing of LOLHS Project

The district is still waiting for the final change order from the State so there is no action required on this agenda item.

3. Report of Committees

- a. *Facilities*. Mrs. Wilczynski reported that recent meetings have centered on the athletic fields. They met with a turf field consultant which included discussion on safety and health-related concerns.
- b. *Finance*. No report.
- c. *Communications*. No report.
- d. *Policy*. This committee is working on a wellness initiative; they will reconvene in June.
- e. *LEARN*. Mrs. Roche reported that at their last meeting, the topic of discussion was on student expulsion.

X. Correspondence

There was no correspondence to report.

XI. Adjournment

The meeting adjourned at 9:00 p.m. upon a motion by Mrs. Winchell and a second by Mrs. Linderman.

Respectfully submitted,

Jean Wilczynski, Secretary Pro Tem

Lyme-Old Lyme Public Schools



Homework Guidelines
Board of Education
Spring 2017

Tonight's Agenda

Intro and Process

Review of Research

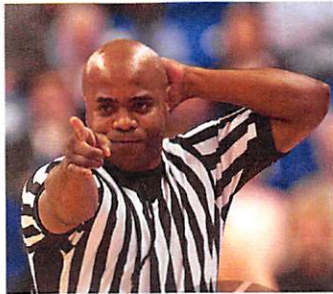
Area Schools

Parent, Teacher, Students

Recommendations

Communication Plan

Lyme-Old Lyme Public Schools Committee Charge



1. Review latest research, community input and area practices
2. Make recommendations regarding current district guidelines

HOMEWORK COMMITTEE

	K-5	MS	HS
Mercy Alger	Bruce Hrozenchik	Paula Gaudet	Courtney Carbone
Grace Bartlett	Nila Kaczor	Olivia Hersant	Karen Duhamel
Mary Bradford	Candice LaConti	Phil Milnarik	Sarah Hylas
Jim Cavalieri	Lisa McDermott	Mary Murray	Emily Kelly
Nicole Chappell	Cheryle Mullaney	Pam Russell	Barbara Leen
Kelly Craddock	Susan Oliver	Heather Saia	Colette Lemarie
Mary Dargie	Karen Pasiuk	Jennifer Skelly	Tracy Lenz
Marianne DeBruyn	Connie Price	Sheri Staranchak	Emily Macione
Melissa Dougherty	Janice Ricketts	Neil Sullivan	Jeanne Manfredi
Patty Downes	Tiffany Sestrom	Marc Vendetti	Lucy Trost
Kelly Guyer	Jenn Whelan		Juan Vazquez-Caballero
Peg Hotchkiss	Susan Whritner		Lucy Walter
			Louis Zubek

Defining the Process

- Clarify committee charge
- Set up series of meetings by level and by district
- Establish committees at each level
- Review progress at each admin meeting
- Conduct review of research
- Gather practices from other districts
- Seek input from students, staff and parents
- Develop recommendations at each level
- Meet as full district to ensure alignment and cohesion
- Finalize Report to the BOE and district documentation

Review of Research

Studies which do NOT support homework

- Little evidence of academic gains for K to 2 – perhaps work study gains. (Cooper and Patall 2006)
- No relation between time spent on homework and academic achievement. (Kohn, Homework Myth, 2006)
- While most parents & educators support homework there are those very much against it. (Gill & Scholssman, 2004)

Review of Research

Studies that DO Support Homework

- Studies that looked at time spent on homework, and NOT homework assigned, showed correlation between homework and achievement. (Cooper, 2004)
- Doing homework improves academic achievement, with rare exceptions. (Northwest Educational Technology Consortium, compilation of research studies, 2006)
- 2 hours of homework is linked to higher achievement in study of 3000 students over 15 years, when measuring student time on homework, not school policy. More is not better. (British Dept of Education 2012)
- Britain recommends one hour per week for 5 to 7 yr olds, half hour per night for 7 to 11, and 2.5 hrs per night for age 14 to 16. (British Dept of Education 2012)
- As students age, the positive effect of homework on achievement becomes more pronounced. (Cooper, 2006)
- Minutes of homework completed correlated to GPA at HS level. (Northwest Educational Technology Consortium, 2006)
- Completing homework increases study skills. (Cooper, 2004)

Big Take-away from Research

- Homework increases achievement; it is most effective when:
 - there is a clearly communicated purpose to homework.
 - It is connected to learning objectives and classroom activity.
 - Students receive timely and actionable feedback.
 - Students are interacting with peers, parents or teachers in constructing meaning.

Practices in other area Districts

K
to
12

- Most schools have similar practices to LOLPS.
- 2 area districts have eliminated or greatly reduced homework with mixed reactions from parents and teachers.
- Many districts are modifying grading practices to reduce/eliminate impact of homework on grades.
- Some districts are developing new accountability systems for 6 to 12 homework.

Big Take Away from Area Districts

This conversation is happening in districts throughout the region.

Input from Parents, Teachers and Students

BOE Meeting Comment from parents & students

HS Parent follow up meeting

HS AP Expectation Parent meeting

Parent group meetings at all levels

Department, Team & grade level input

Parent, Teacher and Student Surveys

Big Take Away from Student, Parent and Teacher Input

There are many variables, including course level and individual student differences, that result in differing homework loads and differing perceptions of homework impact.



Specific Input & Recommendations for each Level



K to 5 Input from Parents, Students & Teachers

- ▮ Teachers agree with and adhere to current homework policies.
- ▮ K to 5 parents experiencing same homework load express differing views regarding the amount given and its value.
- ▮ Grade 3 to 5 students have similarly varying views regarding the amount and value of homework.

K to 5 – Revised Homework Guidelines

The following recommendations are based on all data gathered:

- ▶ Adjust # of minutes to simplify and better align across schools/grade levels
- ▶ Redefine reading expectations, purpose and strategies for K to 5
- ▶ Update math support strategies to reflect current math practices
- ▶ Update on-line resources updated for students & parents

Reinforce with teachers the importance of providing:

- ▶ Meaningful opportunities for teacher/student and parent/child engagement
- ▶ Clearly identified purpose for homework with appropriate feedback

MS Input from Parents, Students & Teachers

It is important that homework is meaningful and connected to learning.

- ▶ Assignments should be manageable for students to complete independently or with minimal support.
- ▶ Most parents feel 30 to 60 minutes per night is reasonable for middle school students.
- ▶ Parents and students report time spent on homework varies significantly.
- ▶ Students self reported they regularly procrastinated completing homework and need support in this area.

MS– Revised Homework Guidelines

Staff developed document describing:

- **common statement of purpose**
- **Teacher, parent and student guidelines**
- **Homework amounts per grade level**
- **Homework supports**

HS Input from Parents, Students & Teachers

- Most agree homework needs to be manageable and have purpose.
- There is and should be a correlation between amount of homework and level of class.
- All stakeholders have a role in managing homework.
- There is a need to create a school/life balance.

HS– Revised Homework Guidelines

Staff delineated guidelines for homework by course level:

- ▶ Common purpose of homework
- ▶ Clear roles of all stakeholders
- ▶ Revised homework guidelines to reflect weekly rather than nightly time commitments

Dissemination of Homework Guidelines

- ▶ August Professional Development
- ▶ Publish on District Website
- ▶ Open House Presentations for Parents
- ▶ Follow-up at grade level and department meetings
- ▶ Buildings will establish a review process



Board of Education Homework Policy #3360

Homework assignments are an integral part of student learning in Lyme/Old Lyme Public Schools. Appropriate homework assignments shall be given in quantity and degree of difficulty corresponding to the age, grade level, and ability of students. Assignments requiring the researching of information outside of the classroom and written reports are encouraged.

Homework Guidelines

Homework is designed to develop student responsibility, independence, and good study routines while reinforcing new knowledge and skills. In addition to these district wide goals, homework also has particular areas of focus at each level as indicated below:

K-2

- Introduce daily routines for managing homework materials
- Support parents in establishing study routines at home
- Foster home and school communication and involvement

3-5

- Increase student independence
- Develop study skills
- Develop research and writing skills
- Foster independent reading

Helpful Homework Habits

- Make homework a priority!
- Have a regularly scheduled time and quiet, supervised place to do homework.
- Have supplies on hand:
 - Pencils
 - Markers
 - Crayons
 - Glue and tape
 - Dictionary and Thesaurus
 - Stapler and staples
 - Paper (lined and unlined)
 - Construction paper
 - Poster board
 - Scissors
 - Rulers (cm & inches)
 - Flashcards
- Encourage your child to:
 - Review list of homework assignments and plan time.
 - Read the directions for each assignment.
 - Check answers and make sure work is legible.
 - Put homework in backpack to bring back to school.

NOTE:

Students should be doing most of their homework on their own. If your child is spending an inordinate amount of time or is struggling with an assignment, please contact your child's teacher.



K-5 Homework Guidelines 2017-18

Homework Overview

At the K-5 level, teachers typically assign 10 minutes per grade level of homework plus an additional daily independent reading time. There may be exceptions from time to time for special assignments or changes in schedule. This time does not include unfinished classwork. Homework is not usually assigned over the weekend, or if assigned, students have option of completing it during the week.

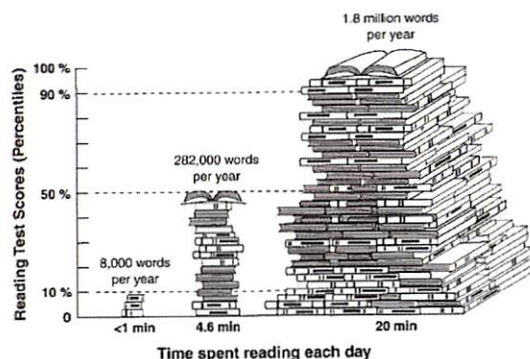
Daily Homework Expectations

Kindergarten: 0-10 min. HW + 10-15 min. reading
Grade 1: ~10 min. HW + 10-15 min. reading
Grade 2: ~20 min. HW + 10-15 min. reading
Grade 3: ~30 min. HW + 15-20 min. reading
Grade 4: ~40 min. HW + 15-20 min. reading
Grade 5: ~50 min. HW + 15-20 min. reading

Supporting ELA at Home

Did you know...?

Vocabulary is integral to comprehension. Books offer almost 3 times as many complex words than the speech of even the most educated speakers. Children's books have "50 percent more rare words in them than does the conversation of college graduates."



Hirsch, E.D., Jr. "Vocabulary: The Key to Upward Mobility." *City Journal* (Winter 2013): n. pag. Web. 28 Mar. 2017.

Shaywitz, Sally E. *Overcoming dyslexia: a new and complete science-based program for reading problems at any level*. New York: A.A. Knopf, 2012. Print.

Fun Games for Language and Literacy (apps and board/book games)

<i>Guess Who?</i>	<i>5-Second Rule</i>	<i>Taboo</i>
Crossword Puzzles	<i>Apples to Apples</i>	<i>Boggle</i>
Word Searches	<i>Bananagrams</i>	<i>Clue</i>
<i>Scattergories</i>	<i>Scrabble</i>	<i>Mad Libs</i>

**For more ideas and resources
for promoting literacy skills and
excitement, check out:**

www.region18.org for Literacy website

Supporting ELA at Home

- Create a peaceful "homework place," free from clutter and distractions, such as at a cleared desk or table in a quiet room
- Develop a routine with your child for completing homework and reading. For example, your child might settle into a habit of doing homework after school with a snack, then reading each night before bed.
- Snuggle with your child and explore the pages of books together, fostering a positive association between reading and cherished time with you. Short on time? Read a book with your older child separately and jot comments to each other on post-its.
- Model for your child the importance of reading. Let him/her see you settle down with a book, magazine, or newsfeed. Show your enthusiasm for your reading by sharing juicy tidbits from a story or discussing the impact of a news article.
- Model purposeful writing too! Let your child see how you communicate through writing with friends, clients, and colleagues; take notes as you perfect a recipe; make to-do lists; or keep a journal of your vacations, hobbies, feelings, or funny/memorable moments with family and friends.

Free ebooks/audiobooks

Need library card – more info on town library websites
Overdrive researchIT CT

Students may log on through *Clever* at region18.org
Tumblebooks *Epic!*
PebbleGo *PebbleGo Next*
Britannica *BrainPOP*

Supporting Math at Home

- Make learning math a positive experience for your child
- Play games using cards, dice, and dominoes
- Involve your child in "real world" math problems that occur in your everyday life
- Expect your child to use multiple strategies to solve math problems
- Encourage the use of mathematical models to support the development of a strong conceptual understanding of the mathematics
- Engage your child in "math talk" and stress the importance of explaining their thinking
- Allow the use of math apps and online math programs. These will reinforce skill development and understanding of concepts

Great Math Sites for Children

- Dreambox www.dreambox.com
- Greg Tang <http://gregtangmath.com/>
- NCTM Illumination <https://illuminations.nctm.org/>
- Thinking Blocks <http://www.mathplayground.com/thinkingblocks.html>
- Math Playground <http://www.mathplayground.com/>
- Bedtime Math <http://bedtimemath.org/>
- Math Learning Center <http://www.mathlearningcenter.org/resources/apps>

Math Apps for the Ipad

- Greg Tang – Kakooma, Ten Frame Mania
- NCTM Illuminations – Sorted by grade spans
- Math Learning Center – Excellent options
- Math Tappers – A collection of great apps
- Thinking Blocks – Using a Bar Diagram
- Motion Math – Hungry Guppy, Hungry Fish
- Key Stage Fun – Squeebles Math
- Todo Math

Go to www.region18.org for
Region18 Math Coach's Website

LOLMS HOMEWORK GUIDLINES

Homework purpose statement:

Homework is any activity or assignment performed outside the classroom that is directly connected to standards being taught in the classroom. Homework is an integral part of learning that supports practice, time management, collaboration, and academic achievement. As a community, we value teaching and learning and therefore value:

- Student independence on homework completion.
- Relevant and meaningful homework.
- Feedback to support teaching/learning.
- Clear and consistent expectations.
- The need for balance.

Student Guidelines

- Complete homework with best effort.
- Use resources to access homework assignments (Planner, Canvas).
- Seek clarification from teachers when unclear about homework/concepts.
- Use class time or study time provided for completing classwork and/or starting homework.
- Use resources to complete homework (LOLMS after school Homework Help, teacher office hours).

Teacher Guidelines

- Provide clear directions/expectations for homework.
- Team communication on assigned work/assessments/projects.
- Provide a consistent means of communicating homework to students.
- Communicate how / what types of feedback students will receive on homework.
- Communicate with parents to inform them about homework expectations, policies, and procedures.
- Ensure homework is meaningful and reinforces standards being taught in classroom.

Parent Guidelines

- Create the conditions for homework completion appropriate for your child.
- Teach techniques develop good personal study habits.
- Help with origination.
- Help to instill advocacy skills/encourage students to self-advocate and communicate directly with teachers.
- Contact teachers if concerns persist.

Administrator Guidelines

- Communicate the school's homework guidelines to parents.
- Monitor the implementation of the homework guidelines.
- Maintain open communication between teacher(s), students, and parents.

Homework Amounts per grade level

Homework is assigned on a regular basis. Assignments are designed so most students can complete all homework, including time for studying and preparing for exams in the average minutes shown. LOLMS recognizes that every learner is different and the need for balance. If you have questions/concerns regarding your child, please contact the teacher or Team Leader.

Grade 6 – 60 minutes

Grade 7 – 70 minutes

Grade 8 – 80 minutes

Students taking an extra class that requires practice, such as band, should expect to exceed the daily minutes in a proportional manner.

For accelerated math, students should expect homework for that class to be consistent with a time expectation for the higher grade level.

In School Homework Supports

LOLMS values student ownership of learning and self-advocacy. We encourage students to work directly with their teacher(s) on strategies for success. Students may assess support using:

DS/ UA Study time	Monday – Friday	Per schedule	Schedule time with teacher
Homework Club	Tuesday– Thursday	2:25– 3:55	Library
Teacher Office Hours	Monday – Thursday	Per posted schedule	Classroom
Before School	By appointment		

**Note: Homework club is a structured after school opportunity to provide a quiet space/time and access to resources for work completion, not subject specific tutoring.*

Sharing of Concerns

Teachers and parents should communicate concerns regarding homework completion. Parents can access Power School grades and the Student Success Attribute Rubric (Progress report) as a means to monitor student progress.

High School Homework Guidelines

Philosophy of Homework:

Homework is an essential component for academic success in the rigorous Lyme-Old Lyme High School curriculum. It provides students with an opportunity to gain a deeper understanding of content and allows them to practice skills that they can master consistently and independently. Lyme-Old Lyme High School students, families, faculty and administrators share the responsibility for providing the opportunity to maximize the benefits of assigned homework while still maintaining a **healthy and balanced lifestyle**.

Homework Purpose:

- Reinforce current learning objectives.
- Prepare for future learning objectives.
- Complete long-term projects and papers.
- Prepare for assessment.

Role of the Student:

- Complete assigned homework.
- Develop effective study habits, homework routines, and time management strategies.
- Communicate with teachers and counselors as needed.
- Set challenging yet manageable academic and extracurricular goals.

Role of the Family:

- Support students in developing a challenging academic path that allows for a balanced high school experience.
- Provide a designated place for the student to complete homework.
- Communicate with teachers and counselors as needed.

Role of the Educator:

- Connect homework to learning objectives and classroom activities.
- Provide timely and actionable feedback to students.
- Differentiate homework as needed.
- Manage the *Homework Guidelines*.

- Communicate with students and parents as needed.
- Counselors will assist students in developing a challenging and realistic schedule.

Role of the Administrator

- Support adherence to the homework guidelines by all stakeholders.
- Review current trends and research about homework.
- Seek feedback on the implementation of homework guidelines.

Homework Guidelines:

Teachers will manage the various assignments listed above to fit into the time allotments listed below:

Level 2 coursework: On average 0.5 to 1.5 hours per week per subject

Level 1 coursework: On average 1 to 2 hours per week per subject

Homework may be counted for up to 10% of a quarter grade.

Advanced Placement (AP) and UConn Early College Experience (ECE) courses in general involve a heavier work-load and require an additional time commitment outside of the guidelines in this document. Students who are considering enrolling in an AP or ECE course should consult the AP/ECE Workload Guidelines available in the Counseling office or the school's website to learn more about the rigor of these courses.



LYME-OLD LYME HIGH SCHOOL

Workload Expectations for Advanced Placement (AP) and Early College Experience (ECE)

<p>AP STUDIO ART – DRAWING:</p> <p>Summer work includes:</p> <ul style="list-style-type: none"> • Research the work of two or three artists to organize influences for concentration. • Create one drawing or painting in a similar style. <p>Weekly homework time commitment:</p> <ul style="list-style-type: none"> • Four hours per week outside work on portfolio. 	<p>AP STATISTICS:</p> <p>Summer work includes:</p> <ul style="list-style-type: none"> • Six Canvas assignments which require individual readings and videos on statistical concepts. <p>Weekly homework time commitment:</p> <ul style="list-style-type: none"> • Daily homework assignments 20-40 minutes. • Assignments/readings from the text. • AP free response practice. • AP multiple choice practice. • Video analysis. 	<p>AP MUSIC THEORY:</p> <p>No summer work.</p> <p>Weekly homework time commitment between 3-4 hours per week including:</p> <ul style="list-style-type: none"> • First 4 chapters completed within first 2 weeks of school. • Remaining chapters 1-2 per week. • Sighting and Dictation Lab. • Analysis and Composition.
<p>AP STUDIO ART – 3D DESIGN:</p> <p>Summer work includes:</p> <ul style="list-style-type: none"> • Research the work of two or three artists to organize influences for concentration. • Create 6-12 concept sketches for possible sculptures, keep in mind media/materials. 	<p>AP ENGLISH:</p> <p>Summer work includes:</p> <ul style="list-style-type: none"> • Read <i>The Grapes of Wrath</i> & <i>Oedipus Rex</i> • Make 100 notecards with mythological and Biblical allusions. <p>Weekly homework time commitment:</p> <p>First semester:</p> <ul style="list-style-type: none"> • Read 4 longer works (novels, plays, epic poems) 1-3 weeks per work. • Read 6-8 short stories, 30-60 min. each. • Read various poems. • Write 3 close reading 2-3 page essays, 2 hours to complete. <p>Second semester:</p> <ul style="list-style-type: none"> • Read 5 novels, 2 weeks per novel. • Write 4 close reading 2-3 page essays, 2 hours each to complete. <p>One longer research paper (5-7 pages) during the year, 10-12 hours to complete.</p>	<p>ECE MUSIC THEORY:</p> <p>No summer work.</p> <p>Weekly homework time commitment 2-3 hours per week including:</p> <ul style="list-style-type: none"> • 1-2 chapters per week. • Quiz or test at the end of chapter.
<p>UConn ECE DRAWING:</p> <p>No summer work.</p> <p>Weekly homework time commitment:</p> <ul style="list-style-type: none"> • 30-60 minutes per week creating copies of old master drawings. <p>All portfolio work done in class.</p>		<p>AP PSYCHOLOGY:</p> <p>No summer work.</p> <p>Weekly homework time commitment:</p> <ul style="list-style-type: none"> • Reading and homework each day – average of 30-60 minutes. • Review vocabulary and concepts.
<p>AP CALCULUS:</p> <p>Summer work includes:</p> <ul style="list-style-type: none"> • Packet of review problems covering Pre-Calculus materials, due the first day of class. <p>Weekly homework time commitment:</p> <ul style="list-style-type: none"> • Daily homework assignments approx. 45-60 minutes. • AP free response problems to be completed throughout the course. (1 hour) 	<p>ECE MUSIC APPRECIATION:</p> <p>No summer work.</p> <p>Weekly homework time commitment between 3-4 hours per week including:</p> <ul style="list-style-type: none"> • 1-2 chapters per week. • Quiz or test at the end of chapter. 	<p>AP US HISTORY:</p> <p>Summer work includes:</p> <ul style="list-style-type: none"> • Read a supplemental novel. • View and analyze two historian's webinars. • Read chapters 1-3 of textbook. <p>Weekly homework time commitment:</p> <ul style="list-style-type: none"> • Read 1-2 chapters per week & complete chapter notes forms. • Expectation 35-45 minutes per weeknight of homework (mostly reading). • Essays and tests: 1 every 3-4 weeks.



LYME-OLD LYME HIGH SCHOOL

AP EUROPEAN HISTORY:

Summer work includes:

- Read a supplemental novel.
- Complete European Map Activity.
- Read chapters 1-2 of textbook and complete notetaking outline.

Weekly homework time commitment:

- Read 1-2 chapters per week (approximately 60 pages) & note-take.
- Expectation 250 minutes per week of homework (reading & notes).
- Chapter tests every 4-5 days; Practice writing tests every 3 weeks.

Individual and group projects may replace weekly homework in some units.

AP PHYSICS 1:

Summer work includes:

- 3 hours of applied right angle trigonometry homework with a test the first week of school.

Weekly homework time commitment:

- Biweekly lab experiments and reports.
- Chapter problems and reading should take approx. 3-5 hours per week.

AP PHYSICS 2:

Summer work includes:

- 3 hours of applied right angle trigonometry homework with a test the first week of school.

Weekly homework time commitment:

- Biweekly lab experiments and reports.
- Chapter problems and reading should take approx. 3-5 hours per week.

ECE CONVERSATION & CULTURAL TOPICS IN SPANISH:

No summer work.

Weekly homework time commitment:

- Between 30-60 minutes of work including:
- Reading articles, viewing newscasts and answering questions.
- Grammar activities.
- Preparing presentations or compositions.
- Cultural movies in each unit for socioeconomic and political analysis.

AP BIOLOGY and ECE BIOLOGY:

Summer work includes:

- Online science skills review work and assessments.
- Readings and online assessments to cover review work from L1 Chemistry and Level 1 Biology.

Weekly homework time commitment:

- Class is a double period during Sem 1.
- Readings, notes, & problem sets from a college level textbook on 1-3 chapters per week.
- Weekly data analysis reports based on lab experiments completed during class.
- Weekly time commitment outside of school will be 6-10 hours per week.

AP CHEMISTRY:

Summer work includes:

- Problems and reading from Chapters 1-3.

Weekly homework time commitment:

- First four chapters completed within first 2 weeks of school.
- Remaining chapters 1-2 weeks/ chapter.
- Weekly lab experiments & data analysis reports.
- Chapter problems and reading take approx. 5-7 hours per week.

ECE PHYSICS:

No summer work

Weekly homework time commitment:

- Biweekly lab experiments and reports.
- Chapter problems and reading should take approx. 3-5 hours per week.

FRENCH 4/ECE FRENCH GRAMMAR & COMPOSITION:

No summer work.

Weekly homework time commitment:

- Between 30-60 minutes of work including:
- Watching movies, writing reviews, recording oral presentations.
- Grammar embedded in a 10 page composition.
- Preparing Round table debates.

AP SPANISH/ECE COMPOSITION and AP FRENCH/ECE GLOBAL CULTURE:

Summer work includes the following:

- Past tense review (2-3 hours)
- AP reading exposure (2 hours)
- Movie analysis and AP Listening exposure 2:30 minutes
- Summer journal (10 short entries) 30 min.

TOTAL WORK: about 8 hours

Weekly homework time commitment:

- Between 40-90 minutes of work including the following:
- Reading and writing integrated
- Listening and speaking integrated
- Integration of culture in writing evaluation
- Vocabulary and grammar activities embedded.

Unit Expectations:

Six integrated performance assignments.