

Curriculum/Policy/Technology/Communi-  
cation Subcommittee Meeting  
Wednesday, January 26, 2011 5:30 PM Eastern

Central Services  
15-B North Granby Road  
Granby, CT 06035

- I. Curriculum Director's Report
- II. Update on Early Childhood Feasibility Study
- III. Feedback on New Texts
- IV. Update on Electronics Lab Visitations
- V. New Policies: Policy 4118.51/4218/51, Use of Social Media; Policy 2120, Organizational Chart; and, Policy 3511, Compliance with 504 Regulations
- VI. Update on Policy 6154, Homework Policy

## Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: December 10, 2010

### Professional Development:

- Facilitated support for the November district-wide PD day
- Supported training of 20 teachers in a two day and approximately 50 TA's and secretaries in a one day training on cultural competency and equitable practices.

### Curriculum:

- Worked with K-6 Language Arts curriculum committee on the continued development of curriculum maps for K-6 reader workshop
- Established a curriculum review process to identify where we are and where we need to address curriculum at each content and level.
- Facilitated the beginning development of a district-wide assessment colander.
- Worked collaboratively with Mia porter to understand the implementation and data results of key math and science work completed by teachers.

### Committee Work:

- In process of establishing a K-12 curriculum committee structure for continuous curriculum writing and revision purposes.
- Participated as a member of the state leadership standards committee
- Facilitated monthly meetings with the Early Childhood Feasibility Study Committee

### Other:

- K-12 Language Arts Supervisor welcome and induction to Granby
- Reviewed gifted and talented identification criteria and selection process
- Participated in Cultural competence training with High School Students provided by SERC, participated in debriefing and planning of action steps regarding the HS/MS plans.
- Conducted interviews for MS Language Arts position
- Weekly meetings with new ELL Tutor to monitor student enrollment, progress and appropriate service model
- Supported Principals in the monitoring and implantation of PLC's, SRBI and other initiatives
- Review and approve PD for teachers
- Facilitate and monitor the implantation of the new TEAM (new teacher induction) process.
- Carry out with intermediate administrators and District Outreach worker, Ruth Ann Lobo, the established activities for building background knowledge in exploration of a possible future partnership with Discovery Camp.
- Met with and supported the grant writing process in conjunction with "Link and Learn".

## **Monthly Meetings:**

District Ad Council – Focused on schools SRBI models.

Elementary Ad Council Meetings – Discussed process and identification for gifted and talented, afterschool homework club and curriculum development

Secondary Ad Council Meetings –Reviewed and solidified transition plans

Principals Seminar – Engaged in our focus of *feedback* to teachers regarding effective teaching practices.

Bi Monthly building Administrator meetings – Targeted discussion around moving the work of buildings forward, guided by Principal needs.

District Leadership Team meetings – Began the process of developing Learning Principals

K-12 Language Arts meetings-Establish focus areas for discussion and outcomes desired for year, address coaching issues in enhancing teacher capacity, address unique student needs.

PLC Team meetings – Support PLC teams in data driven decision making delving deeper into analysis of data and strategies to implement with students.

Superintendent meetings – Ongoing daily communication and district level planning

BOE meetings- Presentations of District Language Arts program in collaboration with Deb Pattison

**Administration**

**Organization Chart**

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

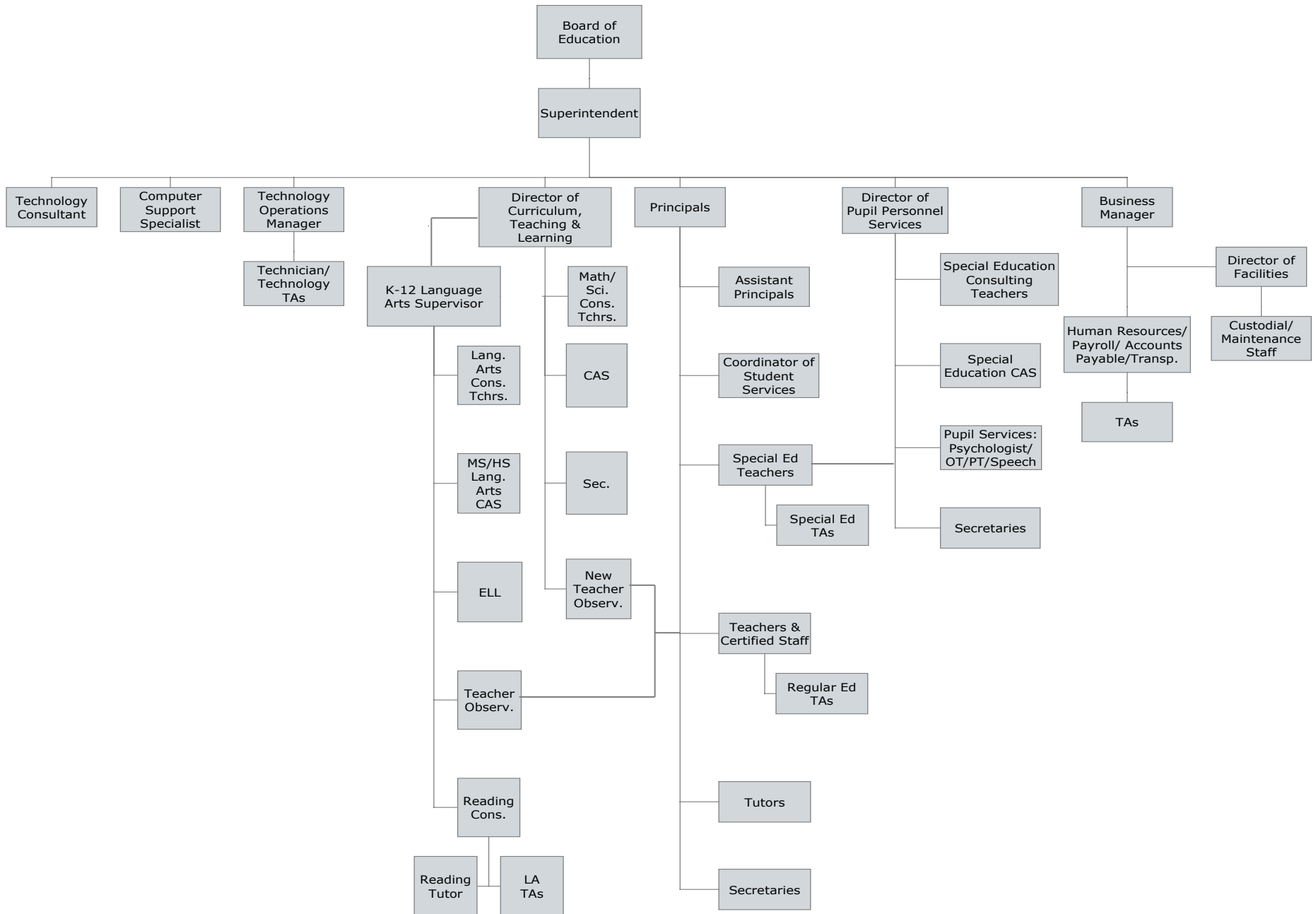
The district organization chart will be prepared by the Superintendent and shared with the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain “staff” (as opposed to “line”) relationships.

The Superintendent will keep the administrative structure up-to-date with the needs for supervision and accountability in the school system. Therefore, he/she may, from time to time, share with the Board changes in the district organization chart.

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut

Granby Public Schools  
2010-2011 Organizational Chart



## **Business/Non-Instructional Operations**

### **Compliance with 504 Regulations**

#### **Policy:**

It is the policy of the Granby Public School System to comply with all aspects of the Section 504 regulations of the Rehabilitation Act of 1973. Section 504 prevents discrimination against otherwise qualified individuals with disabilities in programs and activities operated by the school system.

No otherwise qualified individual with disabilities shall, solely by reason of her or his disability, as defined in Section 706(8) of the Rehabilitation Act, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the Granby Public School System.

The district has a responsibility to follow the procedural requirements of Section 504 to afford each student a free, appropriate education, which includes procedures for pre-placement evaluation, placement procedures and procedural safeguards. Additionally, Section 504 addresses placement in the LRE for both academic and nonacademic settings. The district also recognizes that there may be some impaired students who are not eligible for Special Education services under IDEA but who have documented disabilities and eligible for services and protection from discrimination under the Section 504 definitions and regulations.

In order to ensure that the Granby Public School System does not discriminate in providing equal access to programs and services on the basis of disability, the following definitions, requirements and procedures are provided.

#### **Definitions:**

**Disability** means limitation in performance from a physiological (physical or mental) abnormality which substantially limits one or more major life activity, has a record of such impairment, is regarded as having such impairment.

**Physical or Mental Impairment** means (i) any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more body system; (ii) any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities.

**Major Life Activity** means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

**Appropriate Education** means the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of people with disabilities as adequately as the needs of non-disabled persons. Implementation of an individualized education plan developed in accordance with the Individuals with Disabilities Act is one means of meeting this standard.

## **Business/Non-Instructional Operations**

### **Compliance with 504 Regulations (continued)**

**Committee of Knowledgeable People** means persons knowledgeable about the child, the meaning of evaluation data, and programming options. (A properly constituted Planning and Placement Team or Student Assistance Team would meet this definition.)

#### **Requirements:**

1. Notification of the school system's legal requirements is provided to persons with disabilities and their parents or guardians.
2. Provision of educational services in a setting with persons who are not disabled, to the maximum extent appropriate to the needs of the student's with disabilities. The school system shall make reasonable accommodations to allow a disabled student placed in the regular education environment unless it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services, cannot be achieved satisfactorily.
3. Provide pre-placement evaluation consistent with that required under IDEA.
4. Ensure that placement decisions are carefully considered by a group of persons knowledgeable about the child, the meaning of the evaluation data and program options.
5. Provide periodic reevaluation of students found eligible for services.
6. Develop procedural safeguards consistent with that required under IDEA.
7. Ensure access to non-academic and extracurricular services and activities in such a manner as to afford students with disabilities an opportunity for participation in such services and activities. The "Committee of Knowledgeable People", e.g. Planning and Placement Team (PPT) shall consider the impact of any modifications on other non-disabled classmates.
8. Ensure the availability of procedures for filing a grievance with the school district over an alleged violation of Section 504 regulations.
9. Identify at least one person to coordinate compliance and identification procedures.

## **Business/Non-Instructional Operations**

### **Compliance with 504 Regulations (continued)**

#### **Procedures:**

1. **Identification and Notification:** The Office of Pupil Services annually conducts child find activities to identify any person between the ages of 0-21 who is, or may be in need of special services. (See Policy 3511, Appendix #1)
2. **Least Restrictive Environment:** Each committee of knowledgeable people (Student Assistance Team, Planning and Placement Team or other appropriate group) is aware of the district practice to ensure students are educated with their non-disabled peers as often as possible and in the most appropriate way. All programs are developed with this requirement in mind.
3. **Evaluation:** Referrals for evaluation are made by the Planning and Placement Team (PPT). All statutory requirements for evaluation are adhered to closely. The evaluation period will be the same as for referrals under IDEA (60 calendar days).
4. **Placement/Program Development:** Each PPT will reconvene at the conclusion of the evaluation to consider evaluation results, determine eligibility and develop appropriate programming. A written service plan is developed and maintained by the primary service provider. The plan is reviewed and/or updated throughout the school year as the child's needs warrant. All students who have undergone special education evaluations are automatically considered for eligibility under Section 504, i.e. for students who are not eligible for Special Education under IDEA, the PPT may consider eligibility under Section 504. Discussions of eligibility must be included in the record of the PPT meeting, including clearly delineated recommendations.
5. **Periodic Reevaluation:** All students receiving services under Section 504 are reevaluated at least every three years following procedures promulgated under IDEA and covered in this manual Special Services.
6. The Director of Pupil Services will be identified as the 504 Coordinator for the Granby School System. This individual will convene a Committee of Knowledgeable People (PPT) to address 504 referrals.

## **Business/Non-Instructional Operations**

### **Compliance with 504 Regulations** (continued)

7. **Grievance Procedures:** Students, parents or other individuals in the school district may register complaints regarding accessibility and other 504 regulations through the district grievance procedures. (Policy 5145.6)

(cf. - 5145 - Statement of Non-Discrimination)

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public schools prohibited

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et. seq.

Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

NOTE: Forms relative to this Policy are available at:

1. Superintendent's Office
2. Principal's Office
3. Pupil Services Office

Policy adopted:

GRANBY PUBLIC SCHOOLS  
GRANBY, CT

## **Business/Non-Instructional Operations**

### **Compliance with 504 Regulations**

#### **Parents/Students Notification**

##### **Section 504 Parent/Student Rights in Identification, Evaluation & Placement (Section 504 of the Rehabilitation Act of 1973)**

Below is a description of the rights granted by this federal law to students with disabilities. The definition of an “*individual with a disability*” is a person who: 1) has a mental or physical impairment which substantially limits one or more major life activities, such as seeing, hearing, speaking, breathing, learning, or working; or 2) has a record of such impairment; or 3) is regarded as having such an impairment.

The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right...

to have your child with disabilities take part in, and receive benefits from public education programs without discrimination because of his/her disability.

to receive all information in the parent’s or guardian’s native language or primary other mode of communication.

to have your child receive a free appropriate public education which includes the right of the child to be educated with students without disabilities to the maximum extent appropriate.

to have your child have equal opportunity to participate in school programs and extracurricular activities sponsored by the school.

to receive notice a reasonable time before a district identifies, evaluates, or changes your child’s placement.

to inspect and review all of your child’s educational records, including the right to obtain copies of education records at reasonable cost unless the cost would deny you access to the records, and the right to amend the record if you believe information contained in the record is inaccurate or misleading. If the school district refuses to amend the record, you have a right to request a hearing.

to have educational evaluation and placement decisions made based on information from a variety of sources and by persons who know the needs of the student, meaning of evaluation data and placement options.

to periodic reevaluation and evaluation before any significant change in placement.

to an impartial hearing if you disagree with the school district’s proposed action. You will be an active participant. You have the right to be represented by counsel in the impartial hearing process. You have the right to appeal the impartial hearing officer’s decision.

Should you wish a more detailed explanation of these rights or disagree with the proposed action, please contact:

**Aimee Martin**  
**Section 504 Compliance Coordinator**  
Granby Public Schools  
Special Services Department  
15-b North Granby Road  
Granby, CT 06035  
(860) 844-5257

The Granby Public School system does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities.

GRANBY PUBLIC SCHOOLS  
GRANBY, CT

**Notice of 504 Meeting**

Date:

Student:

Dear

The Section 504 School Team will be meeting regarding your child. You are invited to attend this meeting on:

As you are an important member of the team we very much look forward to your attendance and participation.

The purpose of this meeting is to:

- \_\_\_\_\_ 1. Discuss referral concerns and potential evaluations.
- \_\_\_\_\_ 2. Discuss evaluations and potential programming accommodations.
- \_\_\_\_\_ 3. Review and assess the existing 504 accommodations plan and make any appropriate modifications.

The following staff members have also been invited to attend:

For your information, please read the enclosed information regarding Section 504 and parental rights. Should you have any questions concerning this process please don't hesitate to contact your school principal.

Sincerely,

**Business/Non-Instructional Operations**

**Compliance with 504 Regulations**

**Granby Public Schools  
504 Accommodation Plan**

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_ Case Manager: \_\_\_\_\_

Review Date: \_\_\_\_\_ Implementation Date: \_\_\_\_\_

Disability: \_\_\_\_\_

Evidence of  
Disability: \_\_\_\_\_

How disability affects major life activity:

Accommodation Plan Descriptions

Classroom / School Environment / Organization & Management:

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Modification for instruction/assessment: \_\_\_\_\_

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Modifications for materials: none \_\_\_\_\_

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Communication to Parent / Staff / Outside Personnel: \_\_\_\_\_

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Climate / Medication / Equipment: N/A \_\_\_\_\_

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Transportation: N/A \_\_\_\_\_

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## **Personnel - Certified-Non-Certified**

### **Rights, Responsibilities and Duties**

#### **Acceptable Computer Network Use**

The Board of Education provides computers, networks, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Employees are to utilize the district's computers, networks, email system and Internet services for school-related purposes and performance of job duties. Limited incidental personal use of district computers, networks, email systems and Internet services is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. "Limited incidental personal use" is defined as use by an individual employee for appropriate, lawful, brief and occasional personal purposes. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules.

Employees shall be notified that computer files and electronic communications, including email and voice mail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority. The systems' security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the district's computer systems, including any incidental personal use permitted in accordance with this policy and applicable regulations.

#### **Online/Internet Services**

The school district will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the school district will implement a technology protection attempting to block or filter Internet access to visual depictions that are obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

**Policy  
4118.5/  
4218.5**

Any employee who violates this policy and/or any rules governing use of the district's computers will be subject to disciplinary action, up to and including discharge. Illegal uses of the school district's computers will also result in referral to law enforcement authorities.

All District computers remain under the control, custody and supervision of the school district. The school unit reserves the right to monitor all computer and Internet activity by employees. Employees have no expectation of privacy in their use of school technology.

The Superintendent or his/her designee shall be responsible for overseeing the implementation of this policy and the accompanying rules for advising the Board of the need for any future amendments or revisions to the policy/regulations. The Superintendent or his/her designee may develop additional administrative procedures/rules governing the day-to-day management and operations of the school district's computer system as long as they are consistent with the Board's policy/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

(cf. 6141.321 - Student Use of the Internet)  
(cf. 6141.322 - Web Sites/Pages)

Legal References: Connecticut General Statutes  
The Freedom of Information Act  
31-48d Employers engaged in electronic monitoring required to give prior notice to employees. Exceptions. Civil penalty.  
53a-182 Disorderly conduct; Class C misdemeanor  
53a-182b Harassment in the first degree.  
53a-183 Harassment in the second degree  
53a-250 Computer-related Offenses: Definitions  
Electronics Communication Privacy Act, 28 U.S.C. §2510 through 2520

Policy adopted:

GRANBY PUBLIC SCHOOLS  
GRANBY, CT



## **Personnel — Certified and Non-Certified**

### **Instruction**

#### **Use of Social Media**

The Granby Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees including employees' personal use of social media, when such use:

- 1) Interferes or disrupts the work of the school district
- 2) Is used to harass coworkers or other members of the school community
- 3) Creates a hostile work environment
- 4) Breaches confidentiality obligations of school district employees
- 5) Harms the goodwill and reputation of the school district in the community
- 6) Violates the law, board policies, or other school rules and regulations

The Board of Education therefore adopts the following guidelines for the use of social media by Board of Education employees.

#### **Definitions:**

**Social Media**, includes, but is not limited to, social networking websites, such as Twitter, Facebook, LinkedIn, YouTube, MySpace, and other internet/web-related technologies.

**Board of Education** includes all names, logos, buildings, images and entities under the authority of the Granby Public Schools Board of Education.

#### **Rules Concerning Personal Social Media Activity**

1. An employee may not mention, discuss, or reference the Board of Education, the school district, individual schools, programs, or teams on personal social networking sites unless the employee also states that the post is the personal communication of the employee of the school district and that the views posted are the employee's alone and do not represent the views of the school district or the Board of Education.
2. Employees must refrain from mentioning other Board of Education employees or other members of the school community (*e.g.*, parents or others) on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to the same.

3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues.

4. It is not appropriate for an employee to "friend" or communicate with a student or otherwise establish special relationships with selected students through personal social media. It is not appropriate for an employee to give students access to personal postings unrelated to school.

5. Employee email communications with students should be through a district-approved email system not through personal email accounts.

6. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note this prohibition extends to the use of logos and/or trademarks associated with individual schools, programs, or teams of the school district.

7. Employees are required to use appropriately respectful speech in their personal social media posts; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Such posts reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.

8. Employees are individually responsible for their personal posts on social media websites. Employees may be sued by other employees, parents or others, and any individual that views an employee's social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. Such activities are outside the scope of employment. Employees may be held personally liable for such claims.

9. All posts on personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.

10. An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her supervisor.

11. Employees are required to comply with all Board of Education policies and regulations with respect to the acceptable use of computer equipment, networks, and electronic devices when accessing the Internet. Use of technology must not interfere with an employee's duties at work.

12. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices. An employee should have no expectation of personal privacy in any communication or post on any web site while using district computers, cellular telephones or other electronic devices.

13. All Board of Education policies regulating off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

### **Rules Concerning District-Sponsored Social Media Activity**

An employee who seeks to use social media sites and related interactive technologies as an educational tool or in relation to extracurricular activities or programs of the school district may do so provided that the procedures below are followed and that the employee obtains the permission of his/her supervisor prior to setting up the site. The employee's supervisor will also be provided access to any site that is established.

1. Use will be limited to specific academic and/or school-related purposes. Sites used for these purposes must be closed in that the employee must set up password-protected access for the students and staff involved. Sites may not be publicly available. Site activity must be moderated, monitored and supervised by the employee(s) who set(s) up the site.
2. Employees are required to use appropriately respectful speech on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Proper professional boundaries must be recognized at all times and all content and communication should be related to the educational purposes for which the site was established. Communication that is sensitive or personal in nature is to be avoided. Employees must supervise student speech to ensure that it complies with the criteria above.
3. Employees are required to comply with all Board of Education policies and procedures including applicable laws with respect to the acceptable use of computer equipment, networks or devices when accessing district-sponsored sites. Employees must also supervise students use to ensure compliance.
4. The Board of Education reserves the right to monitor all employee and student use of district technology. An employee should have no expectation of personal privacy in any communication or post while using district computers, cellular telephones, or other data devices.
5. All content and posts on district-sponsored sites must comply with the Board of Education's policies pertaining to confidentiality including the confidentiality of student information. If an employee is unsure about the confidential nature of information being

considered for posting by him/her or by students, the employee shall consult with his/her supervisor prior to making the post.

6. An employee may not link a district-sponsored site or webpage to any personal social media sites or sites not sponsored by the school district. They will also inform students about the prohibited linking.

7. An employee may not use district-sponsored sites for private financial gain, political, commercial, advertisement, proselytizing, or solicitation purpose. They must also supervise student use to ensure that it complies.

8. An employee may not use district-sponsored sites in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such. They must also supervise student use to ensure that it complies.

### **Disciplinary Consequences**

Violation of this policy may lead to discipline up to and including the termination of employment consistent with state and federal law.

### Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d Conn. Gen. Stat. § 31-51q Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250 Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

Policy adopted:

GRANBY PUBLIC SCHOOLS  
GRANBY, CT

## **Instruction**

### **Homework/Make-Up Assignments**

#### **General**

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the superintendent of schools shall be used in course lesson planning, course objectives, and made available to students and parents.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re Board of Education responsibility to develop homework policies.

**Policy Adopted: 9/3/97**

**GRANBY PUBLIC SCHOOLS  
Granby, CT**

## **Instruction**

### **Homework**

Learning is a continuous process which extends beyond the school day. A carefully planned program of homework assignments is an effective means of increasing student learning. Homework is an accepted part of the educational program and is assigned to students as an outgrowth of classroom activities. It encourages and is a means of measuring self discipline and conscientious work habits. It allows students to follow through on their personal commitment to quality academic work.

The school needs to consider that a student will be involved in family activities or join in non-academic school activities. It then becomes important to understand the necessity to preserve the balance in a student's life.

Homework assignments:

1. Strengthen basic skills.
2. Apply classroom learning.
3. Stimulate the student's interest through further exploration.
4. Reinforce independent study skills.
5. Develop qualities of initiative, responsibility and self direction.
6. Stimulate worthwhile use of leisure time.

A student will find satisfaction in completing his/her own tasks individually. Parents can help and should encourage independent work habits. The amount, frequency, and types of homework assigned will vary with the grade level, subject areas, and level of student abilities.

### **Procedures**

Homework includes any school assignment which is to be completed outside of the regular classroom. It may include preparation for tests, quizzes, and review of classwork. The time necessary to complete an assignment will change from grade one to grade twelve and according to the requirements of the subject. The frequency and regularity of homework increases as a student progresses through the grades. It should be understood that each grade level serves as a foundation for the next. Homework should, therefore, be introduced in the elementary school years and will increase in complexity with the maturity of the student.

## **Instruction**

### **Homework**

#### **Procedures (continued)**

Grade K-1	Homework will vary depending upon individual student and class need.
Grades 2-3	10-30 minutes at a minimum of 3 times a week
Grades 4-5	20-60 minutes
Grades 6	30-60 minutes at a minimum of 4 times a week
Grade 7-8	45-120 minutes
Grades 9-12	60-180 minutes. The length of homework will vary from course to course. There is emphasis for long-term projects that involve independent work. Some skills courses require little or no homework.

#### **Varying Role and Responsibilities**

**1. The student:**

- A. Complete the assignment to the best of his/her ability.
- B. Accept responsibility for understanding purpose and requirement of assignment.
- C. Take home all necessary material with which to work.
- D. Plan a personal schedule that will include enough time to complete assignments.
- E. Be responsible for making up work missed.

**2. The parent:**

- A. Be involved in the homework routine by providing a student area, making available resource material.
- B. Assist the student in working out the personal schedule that will include enough time to complete assignments.
- C. Display an active interest in the work of each child.
- D. Guide the student to the point where he/she becomes independent.
- E. Contact the school with any questions regarding your student's homework.

**Instruction**

**Homework**

**Varying Role and Responsibilities (continued)**

**3. The teacher:**

- A. Emphasize quality rather than quantity.
- B. Provide differentiated assignments that reflect the varied abilities of students.
- C. Teach skills needed to complete homework assignments successfully.
- D. Encourage completion or revision of any unsatisfactory homework.
- E. Assign homework which is an outgrowth of the work completed in class.
- F. Assign work which can be completed successfully within a reasonable time limit.
- G. Give clear, concise directions for completing homework.
- H. Check to be sure the homework has been completed.
- I. Return graded homework assignments promptly.
- J. Notify parents if the student establishes unsatisfactory homework practice.
- K. Coordinate efforts with other teachers when team teaching or interdisciplinary activity occurs.

**Regulations Adopted: 9/3/97**

**GRANBY PUBLIC SCHOOLS  
Granby, CT**