

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, Connecticut**

---

**ADMINISTRATIVE REGULATION**

**No. 6154(a)**

**RE: Homework  
Students**

**Approved: October 6, 2015**

---

Homework provides a formal structure for students to continue to grow academically beyond the classroom. Homework is intended to 1) provide students with additional practice and reinforcement of skills introduced in class; 2) prepare students for upcoming lessons; and 3) enable students to use abstract thinking to transfer skills and ideas to new situations.

Attached are the homework guidelines for the school system.

## Elementary Homework Guidelines

### I. Homework Purpose

The purposes of homework are:

1. Practice/Reinforce - to review and reinforce skills and materials presented in class. Example: Put your spelling words in alphabetical order.
2. Preparation - to prepare students for an upcoming class topic or lessons. Example: Bring in magazine pages of foods you like to eat.
3. Extension/Enrichment - apply skills or concepts learned in class to new situations. Example: After completing a unit of fables children will write their own fable.
4. Creative - to encourage students to make learning relevant by applying skills outside the classroom. Example: Draw and write the steps that show the life cycle of a caterpillar.
5. Self-evaluation for the teacher and pupil.
6. Development of homework habits essential for success in later grades.
7. Foster independent study habits.
8. Provision of opportunity for parents to encourage their children to succeed in school.

### II. Schedule

Homework will be assigned to kindergarten students on an intermittent basis. For grades 1-3 homework will be assigned four days a week. For grade 4, homework will be assigned five days a week.

### III. Time

The approximate times for homework completion are as follows:

Kindergarten	- 15 minutes
Grade 1	- 15 - 30 minutes
Grade 2	- 25 - 40 minutes
Grade 3	- 30- 45 minutes
Grade 4	- 35- 60 minutes

In addition, every child should read or be read to 20-30 minutes daily.

### IV. Long-term assignments

Social studies research, science projects, book reports, writing assignments, art projects to illustrate a scene from a story or make a model of a city, etc. may be given as long-term homework assignments in all grades. Students will be

provided resources as needed for the completion of these assignments.

V. Communication with Parents

1. Parents will be given homework policy/guidelines at beginning of the school year.
2. Parents will be contacted by phone or in writing after two assignments are not turned in within a short time period, i.e., a school week (Monday - Friday).
3. For individuals with persistent problems homework “contracts” or other arrangements will be designed by the teacher and parent. They may include having parents sign assignments. A parent conference will be requested.
4. Teachers will notify the principal of students with persistent homework problems.

VI. Monitoring

Teachers will maintain an updated record of homework. Principals will monitor and notify superintendent of staff not in compliance.

VII. Illness

When children are out ill, parents may request to pick up students’ work.

VIII. Consequences

Children will be required to make up missed homework by either remaining after school, remaining in during recess or by completing it the next night. Homework must be made up within the week (Monday - Friday). In unusual circumstances students will be given a reasonable time to make up work.

Homework related issues:

1. Legitimate excuses: Family emergency, death and/or illness.
2. When teachers keep students in to make up homework, they will work with them to assure that the student can do the assignment. If help is needed, the teacher can provide assistance.
3. Properly completed homework will be treated as though it were not done. The above Process will be followed
4. Teachers will be encouraged to assign each student a “homework buddy.

Carmen Arace Middle School  
Homework Policy Guidelines

I. Philosophy

The purpose of homework is to assist students in becoming self-directed and independent learners. Homework should extend classroom learning, stimulate and further interests and talents, reinforce independent study skills, provide worthwhile use of leisure time, and acquaint parents with the work of our students.

II. Type/Frequency/Amount of Homework

1. Teachers will strive for a balance of the following four types of assignments:
  - a. Practice - lessons to help students master specific skills and to reinforce material presented in class.
  - b. Preparation - lessons to acquaint students with upcoming lessons.
  - c. Extension - lessons providing students opportunity to utilize abstract thinking to transfer skills and ideas to new situations.
  - d. Creative - lessons providing students opportunity to integrate skills and ideas via imaginative explorations that may take several days or even weeks.
2. Assignments will be coordinated by the teams.
3. Homework in grades 7 and 8 should take no more than 20-30 minutes per subject area for a total of 1 ½ - 2 ½ hours per night. Homework may be given in every subject every night. Teams in grades 7 and 8 will determine at least one long-term assignment per marking period.
4. Homework in grades 5 and 6 should take no more than sixty minutes, total, per evening. Teachers in these grades will assign at least one long-term assignment per marking period.
5. Students are also expected to read a minimum of 30 minutes daily.

III. Evaluation/Grading of Homework

1. Homework will be returned as quickly as possible because prompt return allows for student use of comments and further encourages motivation toward learning.
2. Each teacher will inform parents/guardians of his/her homework grading and Weighting practices during open house.

IV. Communication

1. Parents will be given homework policy/guidelines at the beginning of the year.

2. Teachers will contact parents of those students who consistently miss Homework assignments in a given marking period and may notify the principal.

## Bloomfield High School Homework Guidelines

### I. Rationale

The Board of Education acknowledges that homework is an integral part of every student's learning experiences. Homework assignments are to be a regular component in the educational development of every secondary school student. The habit and discipline of doing homework consistently is necessary to assist students in becoming self-directed independent learners.

Homework must have a valid purpose and must pertain to the objectives of the unit or course under study. We encourage the interrelated use of major homework assignments such as term papers, themes, creative art projects; especially as the district moves toward interdisciplinary instruction and alternative assignment.

Homework will have a definite goal and objective.

### II. Purposes of Homework:

Homework, to be educationally meaningful, should serve some or all of the following purposes:

1. Encourage the student to think and search for new ideas.
2. Reinforce school learning by providing practice and application.
3. Increase student academic achievement.
4. Broaden the student's experience for increased class contribution.
5. Prepare students for upcoming topics.
6. Help the student to develop self-direction, self-reliance, a sense of responsibility, and the ability to make decisions.
7. Help student self-monitor their understanding and provide a vehicle for frequent feedback to both student and teacher.
8. Provide an opportunity for creative work.

### III. Type/Amount of Homework:

1. Practice: lessons to help students master specific skills and to reinforce material presented in class.
2. Preparation: lessons to acquaint students with upcoming lessons.
3. Extension: lessons providing opportunity to utilize abstract thinking to transfer skills and ideas to situations.
4. Creative: lessons providing students opportunity to integrated skills and ideas via imaginative explorations that may take several days or even weeks.

Senior High School: The amount of outside preparation required increases markedly at the senior high school level, particularly for the college bound student. The ability to work successfully without supervision is one of the most important attributes a student can offer in his/her candidacy for college acceptance. Independent study by means of both short-term and long-term assignments becomes a valuable preparation for the more rigorous requirements of the curriculum at college.

Each academic subject calls for an average preparation time of approximately one hour outside the class period. This time estimate is for the average student, but does not imply that assignments are or should be the same for all students. Homework assignments should be reasonable for the time frame given.

Teachers, in making homework assignments, will bear in mind that the foregoing time requirements include the total time allotted for both the short-term every day type of assignment as well as the long-term type of assignment required in several subject areas. Teachers should consider the possibility of reductions in daily assignment when demands for long-term assignments are heaviest.

### IV. Evaluation/Consequences

1. Homework , its grade-weight, and evaluation criteria for each course must be described in the course syllabus.
2. Homework must be evaluated by teachers and returned within one week with the exception of special long-term projects and research papers that may require additional time for evaluation.
3. Homework extensions are discouraged. If the homework deadline is to be Extended, it should be extended prior to the due date. A late submission policy (submitting assignments beyond the due date) will be determined by the teacher and clearly specified in each course syllabus. In some cases, no resubmission will be possible (i.e., interpretation of a piece of literature already interpreted in class).

V. Parent/Guardian Student/Communication:

When a student exhibits a consistent pattern of not completing homework, the teacher will call home to inform the parent/guardian and request assistance. A plan of intervention will be developed between the parent/guardian, the student and the teacher (e.g., homework contracts, phone log of parent calls, after school assistance, peer tutoring, etc.).

Consistent non-completion of homework will be reported in the comment section On the progress report each marking period.

Implementation of the homework policy will occur through Bloomfield's evaluation system.

VI. Incentives:

The teacher may choose to recognize students through various means such as:

- Bonus Points/Grades
- Complimentary letters and calls to parents
- Award certificates/names posted
- 100% Club

VII. Support Structures:

- Reading Lab/Chapter One Program
- Computer labs
- After School Tutor Program
- Library Media Center