

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting
Tuesday, June 4, 2019
5:00 PM
501 Kings Highway East
Superintendent's Conference Room

Agenda

- I. Call to Order
- II. Approval of April 23, 2019, April 30, 2019 and May 14, 2019 minutes
- III. Policy
 - a. Homework
- IV. Future Items
 - a. Board of Education Handbook
 - b. School Calendar
 - c. Students with Special Health Care Needs
 - d. Parent Organizations and Booster Clubs
- V. Open Discussion/Public Comment
- VI. Adjournment

Future Meetings: June 18, August 26, September 3, September 17, October 1, October 15, November 26, December 3

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

**Special Policy Committee
Meeting
Tuesday, April 23, 2019
5:00 PM
501 Kings Highway East
Superintendent's Conference Room**

Minutes

- Meeting called to order 5:03 PM
 - Present were Jennifer Maxon-Kennelly, Jeff Peterson, Jennifer Jacobson, Greg Hatzis, David Ebling, Mike Cummings, Kristen Tozzo, 3 members of the public

- Policy
 - Homework Policy
 - The committee, Headmasters, and Chief Academic Officer discussed the tentative Homework Policy proposals.
 - Vacations: There may be some issues with no homework for AP classes around April break due to the testing schedule, so there will probably need to be some exceptions and will need more input.
 - Notification: Clarity of language will be important when defining “posted” and “modified.” “School day” will be changed to “the day of class.” All are in agreement that there should be no surprises over the weekend or in the evenings, as well as expecting teachers to explain, provide directions, how the work will be counted, due date and opportunity for clarification on the assignment in class. Three main ideas for this subgroup will be: Assigning, Modifying, and Access to Materials.
 - Grade Impact: There is concern over “formative assessment” and that it might be counterproductive if it’s graded. Discussed “What is the point of a grade?” A big issue is teacher consistency and that the expectation is the same across both high schools and at WFC. Future policy wording regarding this should not be prescriptive due to forthcoming graduation requirements. The definition of homework should be clear—what are we asking students to do? Mr. Hatzis has a lot of concern that there is too much focus on the grade and not on the learning. The formative impact on GPA percentages will change from original Policy Committee proposal, but will be factored into GPA.

- Public Comment
 - Anne Marie Harper, Parent: Without homework “counting”, students do not see the connection between practice and performance. There needs to be some accountability.
 - Sandra Tomlin, Parent: Homework is an expectation in her Physics class because

when the students do the homework they do better on the tests. Many of her students rely on their homework grade to help bring up their final grade if they don't do well on the tests.

- Maria Bogatikova, Parent: Supports homework being counted. Students need a system in place to build expected behaviors.

- Meeting adjourned 6:51 PM

DRAFT

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting
Tuesday, April 30, 2019
5:00 PM
501 Kings Highway East
Instructional Conference Room

Minutes

- Meeting called to order 5:10 PM
 - Present were Jennifer Maxon-Kennelly, Jeff Peterson, and Jennifer Jacobson
- April 2, 2019 minutes approved 3-0
- Policy
 - Board of Education Handbook
 - The committee reviewed the background and content of the Handbook, with edits made.
- Meeting adjourned 6:27 PM

DRAFT

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting
Tuesday, May 14, 2019
5:00 PM
501 Kings Highway East
Instructional Conference Room

Minutes

- Meeting called to order 5:05 PM
 - Present were Jennifer Maxon-Kennelly and Jennifer Jacobson. Jeff Peterson joined the meeting at 5:15PM.

- Policy
 - Homework
 - The committee revised the current Homework policy and suggested edits. The revised policy will be ready for feedback from the administrators before the next Policy Committee meeting.

- Meeting adjourned 7:02 PM

Instruction

HOMEWORK

6154(a)

The Fairfield Board of Education believes that education is a continuous process that takes place out of school as well as in school. Learning should be collaborative, develop critical thinking skills, enhance creativity, develop responsible citizens, foster innovation, and help students learn to be resilient and goal directed individuals. The development of the student in mind, body, and character is an active part of the Fairfield Public Schools curriculum framework and enhances the focus on the Fairfield Public Schools Vision of a Graduate.

The Board of Education considers homework and other out-of-class assignments **academic engagement** to be essential to students' fulfillment of the mission ~~parts of the educational program~~ of the Fairfield Public Schools. Through homework and out-of-class assignments **academic engagement**, students have an opportunity to reinforce and/or extend academic and learning skills taught in class. Homework also contributes to the students' development of such skills as working independently, organizing time, developing effective work habits, and developing self-discipline in accepting responsibilities. Parents or guardians are encouraged, through discussions with their children, to become aware of and to support the need for the student to complete homework and other out-of-class assignments.

~~It is essential that homework and out-of-class assignments are balanced against other student and family interests and obligations. In order to ensure that expectations for homework support fulfillment of the mission of the school district and the personal development of students and their families the Board of Education directs administration to develop supporting regulations that fulfill these outcomes.~~

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills
2. Extend classroom learning
3. Stimulate and deepen students' interests
4. Reinforce independent study skills
5. Develop initiative, responsibility, and self-direction
6. Acquaint parents with the work students do in school
7. Provide students with feedback that is timely, task-based, and results in improvement.

Homework assignments shall be planned in accordance with the following principles:

1. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly communicated to the student.
2. Students should understand not only what to do, but also how to do it.

Instruction

HOMEWORK (continued)

6154(b)

3. Teachers shall provide in-class directions regarding deadlines, assignment status as formative or summative, and opportunity for students to get clarification in class.
4. Teachers will post homework online no later than 90 minutes after dismissal.
5. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment.
6. Students must bear responsibility for managing their time in a way that homework can be completed and submitted on time.
7. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.
8. The weighting/impact of homework on student grades should be clearly communicated to parents and guardians.
9. No homework due, or tests given, the first two school days back from the Thanksgiving, December, February, and April breaks.
10. Teachers can assign work due after break as a long-term assignment, provided the work is assigned at least two weeks before the vacation and not due the first two school days back.

The Board directs the administration to develop regulations concerning homework in keeping with the above guidelines.

- Department and District leadership will ensure consistency of homework expectations and GPA/grade impact across the same course taught by different teachers, in all schools, for both summative and formative assessments.
- Elementary homework will be noted on the progress report consistent with other content/skills standards.
- Homework considered formative assessments should be measured via points commensurate with teacher expectations. The formative impact on high school GPA shall not be less than 10%, and at the middle school level, shall not be less than 15%.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules,
policies, and procedures

Adopted 8/27/2004

Revised and Adopted X/XX/2019