

REDLINE

Instruction

Homework

The Board recognizes the benefits of homework assignments to strengthen the classroom experiences of our students and should be meaningful, relevant and directly connected to current learning objectives. Therefore the Board issues this policy to ensure that guidelines for assigning homework at various grade levels are established.

~~The Board recognizes the many benefits of homework assignments to augment the classroom learning experience and issues this policy to ensure that guidelines for assigning homework at various levels are established by the administration.~~

~~The classroom remains as the primary instructional center in the system, and each program should seek to use the allotted classroom time and available school facilities to the fullest extent to achieve the curriculum objectives. Homework which is relevant to the program objectives may be -- and even should be -- assigned when it is a necessary and effective means to augment the classroom learning experience and to provide an opportunity for independent study.~~

~~The amount of required homework and the frequency of homework assignments should be reasonable, with consideration being given both to the age of the student and his personal time endeavors such as after school jobs, assorted extracurricular and recreational activities, and voluntary and self-motivated reading or study. Homework assignments should not depend on essential resources other than those available in the school.~~

~~Homework is designed to:~~

- ~~1. Strengthen basic skills~~
- ~~2. Extend classroom learning~~
- ~~3. Stimulate and further interests~~
- ~~4. Reinforce independent study skills~~
- ~~5. Develop initiative, responsibility, and self-direction~~
- ~~6. Stimulate worthwhile use of leisure time~~

K-12 Homework Policy

This policy outlines the principles, time expectations, and design standards for homework assignments across all grade levels within the district.

I. Purpose of Homework

The Primary purpose of homework in the district is to support student learning through:

1. **Skill Reinforcement and Practice:** Providing targeted opportunities for students to practice and consolidate skills and concepts taught during class time.
2. **Responsibility and Independence:** Fostering executive functioning skills, time management, and the habit of self-directed study.
3. **Preparation:** Encouraging students to review material or complete necessary reading in preparation for upcoming lessons.
4. **Partnership:** To afford families a means to acquaint themselves with programs and their own children's educational progress.
5. **Inform Instruction:** Homework may provide teachers with feedback related to student understanding and development of skills.
- 6.

~~Homework assignments must be meaningful, relevant, and directly connected to current learning objectives. (Move to opening paragraph)~~

II. Policy on Homework Amount

| Grade Level | Average Minutes Per Day | Average Minutes Per Week (Excluding Weekend) |
|----------------------|-------------------------|--|
| Kindergarten/Grade 1 | | 40 minutes |
| Grades 2-3 | | 50 minutes |
| Grades 4-5 | | 120 minutes |
| Grades 6-8 | 15 minutes | 375 minutes |
| Grades 9-12 | 20 minutes | 400 minutes |

The district implements age-appropriate workloads that prioritize depth of learning over excessive time commitment and encourages homework, content and skills to be strategically placed within the scope and sequence of a unit. ~~The principle establishes a maximum time dedicated to homework process per school day.~~

| Grade Level | Average Minutes Per Day | Average Minutes Per Week (Excluding Weekend) |
|----------------------|-------------------------|--|
| Kindergarten/Grade 1 | | 40 minutes |
| Grades 2-3 | | 50 minutes |
| Grades 4-5 | | 120 minutes |
| Grades 6-8 | 15 minutes | 375 minutes |
| Grades 9-12 | 20 minutes | 400 minutes |

When assigning homework, differentiation based on student need, 504 or IEP should be considered.

Variables within some course content may result in adjustments to the number of minutes needed

for completion of outside of classroom work. (Honors/AP/Dual Enrollment classes)

~~The following principles guide the design and assignment of homework:~~

- ~~1. Its purpose and relation to what has been learned in the classroom must be clearly understood by the student.~~
- ~~2. It should be given as independent, not guided practice, within the student's capability. 3. It should grow from classroom problems, projects, and concerns.~~
- ~~4. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.~~
- ~~5. Homework should be addressed in a timely manner when students fail regularly to submit homework, the teacher shall communicate in a timely fashion with parents/guardians concerning the problem. It should be considered in students' grades.~~

III. Homework Design and Student Choice

~~Homework should be designed to reinforce practice skills and allow for flexibility and personalized engagement where appropriate.~~

- Focus on Practice Skills:** Assignments should primarily focus on reinforcing recent acquired skills (e.g., math problems, reading comprehension, vocabulary application). Homework is not intended for introducing new, complex material that requires primary instruction.
- Student Choice:** Teachers are encouraged to incorporate elements of student choice into homework design. This may include:
 - Choice in the *format* of the assignment (e.g., written summary or recorded reflection).
 - Choice in the *specific task* from a list of options
 - Choice in *when* to complete long-term assignments (within a flexible window).

The Principal or designee shall be responsible for implementation of this policy and developing procedures in furtherance of this policy.

~~The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:~~

- ~~1. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.~~
- ~~2. The Board expects that each principal, supervisor, coordinator, or department head will clearly define the homework policy of his/her school/department.~~
- ~~3. Teachers teaching the same grade level or same course should agree upon and apply the same homework policies and weight.~~

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: September 3, 1996

Policy revised: October 10, 2006

Policy revised: February 9, 2016