

## **Instruction**

### **Homework**

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

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.

#### **II. Average Recommended Minutes per Week**

The district implements a national recommended maximum number of minutes (10-minute rule) of homework per night, per grade level to ensure age-appropriate and manageable workloads that prioritize depth of learning over excessive time commitment.

Grade Level	Average Minutes Per Week
Kindergarten/Grade 1	50 minutes
Grades 2-3	100 - 150 minutes
Grades 4-5	200 - 250 minutes
Grades 6-8	300 - 400 minutes

When assigning homework, differentiation based on student need, 504 or IEP will 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)

### III. Homework Design and Student Choice

1. **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.
2. **Student Choice:** Teachers are encouraged to incorporate elements of student choice into homework design. This may include:
  - a. Choice in the *format* of the assignment (e.g., written summary or recorded reflection).
  - b. Choice in the *specific task* from a list of options
  - c. Choice in *when* to complete long-term assignments (within a flexible window).

### IV. Weight of Homework

**To reflect the importance of consistent practice in the learning process**, homework will constitute 0–10% of the final grade. To prioritize mastery over mere completion, students shall be permitted to correct mistakes for full credit. Respective supervisors, directors, and department heads will determine the specific weight within this range for their departments.

The Principal or designee shall be responsible for the 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.

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

Policy revised: