

## **REVISED**

### **INSTRUCTION 6155**

#### **HOMEWORK POLICY (Enrichment and Reinforcement of Learning)**

The Manchester Board of Education believes that homework is an integral part of the instructional programs and learning experiences articulated throughout the PreK-12 curriculum. Homework is an effective academic tool that is vital to students' academic success and can have significant positive effects on student learning. The Board of Education recognizes the classroom environment as the primary instructional center. However, most homework is accomplished at home where parents can support student learning through homework achievement. The Manchester Board of Education recognizes and respects the importance of quality family time. It is not the intent of this policy to significantly impact the family during holiday celebrations and/or school vacations throughout the school calendar year. Homework assignments should be carefully planned and assigned with respect to family needs as well as student learning.

The potential power of homework is directly related to the quality and evenly planned distribution of assignments. Homework, under the policy, is defined as those activities and assignments that students prepare outside of the classroom. The Board further supports homework:

1. To provide additional review and practice in mastering specific skills.
2. To prepare students for the next day's lesson.
3. To allow for more in-depth exploration of topics beyond the academic day.
4. To provide additional time to identify and learn via community resource opportunities, such as the library, the Internet, and reference materials.
5. To assist students in the development of time management, study habits, responsibility, and personal organizational skills for learning.
6. To acquaint parents with the school program and their child's educational progress.

#### **Teacher/School Responsibility:**

Homework should be a learning process for students, not limited to preparation and practice. Therefore, all assignments should be carefully planned and articulated to students. Homework is regarded as an extension of classroom instruction. Homework instructions are essential. The purpose and relevance to academic instruction should be clearly communicated by teachers and understood by students. When possible, teachers should provide students with an opportunity to begin assignments in class to ensure students' comprehension of assignment expectations.

It is highly recommended that whenever possible, homework assignments should be individualized as students have individual learning needs, and they accomplish tasks at varying rates and through varying learning styles. Individual assignments may provide a more comprehensive in-depth study for students. However, when possible, group assignments are beneficial in providing collaborative and cooperative group interactions with peers. Such extension activities may be conducted within the classroom or school environment.

Homework tasks and time should be appropriate for completion at home. The length of time calculated to complete an assigned task should include time spent for gathering supplies and organizing materials. Students who choose to accomplish homework and projects within the school (during a study hall or after school) should have easy access to computers as a resource. Students should also have access to project and school supplies on an as needed basis. Additional homework support services in secondary schools are made available to students.

Middle school teachers (and high school teachers whenever possible) should coordinate major assignments. A calendar of assessment requirements will be coordinated and communicated among the team or grade level teachers.

Homework completion and appropriate teacher feedback should be provided. Short-term assignments should be promptly reviewed and long-term assignments, such as reports and projects, should be graded accordingly.

**Parent Role:**

Cooperation between home and school is essential for student success. Supportive parents can have an effect on their child's learning by providing their children with a quiet, positive home study environment. The strong curriculum-to-homework connections should be understood by parents because they are clearly articulated by the teacher. School e-mail services may be made available to parents and students depending on facility accommodations.

Little teacher intervention or further explanation should be needed to accomplish the assignment so that students are able to complete assignments with minimal parental assistance and encouragement.

We value parent information and observations about their child's study skills and work habits at home.

**Administrative Guidelines**

**GRADE LEVEL EXPECTATIONS FOR HOMEWORK POLICY**

The effectiveness of different types of homework can vary according to the student's age and ability level. Establishing regular homework patterns early in the year is helpful to all students. Individual student needs may be different, and it is recognized that homework expectations may vary somewhat depending on the student. Homework can serve different purposes at different grade levels. The frequency and the quality of homework will increase from elementary to middle to high school. Certain factors should determine the type of frequency and quantity of homework assigned. Homework should be appropriate to the ability and maturity level of the individual student. A variety of assignments can motivate and possibly hold students' interests.

<b>GRADE</b>	<b>AVERAGE MINUTES PER SCHOOL NIGHT (excluding vacations)</b>
Pre K-Kindergarten	0-10 minutes
Grade 1	10 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes
<b>In addition, there should be a minimum of 20 minutes for daily family literacy experiences in grades Pre K-5.</b>	
Grades 6	60-70 minutes
Grade 7	70-80 minutes
Grade 8	80-90 minutes

Parents and students can anticipate an additional 45-60 minutes per class night, as needed, for every advanced level course, such as honors, University of Connecticut, and Advanced Placement courses.

Should a student consistently spend 50% more time than the recommended number of minutes on homework, a student's program of studies, skill level and study habits should be reviewed. Continual parent feedback is essential in obtaining information on individual student's study skills and work habits.

### **Grades Pre K-5**

Appropriate parental involvement with homework is strongly encouraged. Homework will be assigned and graded on a regular basis with timely feedback. Homework will increase as a student progresses from grades Pre K to 5. Manchester Public Schools invites adult family members to review returned papers, provide home-based nightly independent and family reading opportunities, and allow practice for learned reading, writing, math and penmanship skills to promote student achievement through adult interest in their success.

### **Grades 6-12**

Homework will be assigned on a regular basis and will adhere to the curricular expectations in each subject area. Specific assignments, their quality and quantity, will be determined by the teachers or teams in conjunction with the expectations of each area. It will normally take a typical student from one to three hours per day to successfully complete the assigned homework for these grades.

Middle school teachers (and high school teachers whenever possible) should coordinate major assignments. A calendar of assessment requirements will be coordinated and communicated among the team or grade level teachers.

### **Special Education**

The unique needs and learning styles of handicapped students may make it difficult to have the same homework expectations. The Planning and Placement Team will meet and discuss any modifications necessary for a student regarding the quality and quantity of homework.

### **Make-Up Homework**

If a student is absent due to illness or vacation, the student is expected to make up the homework that was required for that day. The teacher will develop reasonable timelines for make-up homework.

Adopted: December 14, 1981

Revised: March 11, 1985

Revised:

#### References:

Connecticut General Statutes, Sec. 10-221, Board of education to prescribe rules, policies and procedures.

Connecticut General Statutes, Which Have a Major Impact on the Operation of School Districts. Circular Letter C-7, August 15, 2003.

Manchester Board of Education Policy 1400 Parent/Family Involvement.

Manchester Board of Education Policy 5120 Promotion/Retention/Acceleration.