

## **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 academic engagement to be essential to students' fulfillment of the mission of the Fairfield Public Schools. Through homework and out-of-class 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.

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; and
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. Teachers shall provide in-class directions regarding deadlines, assignment's grade impact, and opportunity for students to get clarification.
3. All necessary homework material, if not provided in class, must be accessible online no later than two hours after dismissal.
4. Students must bear responsibility for managing their time in a way that homework can be completed and submitted on time. They should refer to the Expected Time Outside of Class document to understand course expectations.

**Instruction**

**HOMEWORK** (continued)

**6154(b)**

5. Students' age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment.
6. Teachers are expected to post the results of graded assignments in a timely fashion.
7. The overall weighting/impact of homework on student grades should be clearly communicated to parents and guardians.
8. No homework due, or tests given, the first class day back from the Thanksgiving, December, February, and April breaks.
9. 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 class day back. However, Advanced Placement classes may have homework due the first class back after April break.

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

- By June 2020, Department and District leadership will ensure greater consistency of homework expectations across the same course taught by different teachers in all schools.
- Elementary homework will be noted on the progress report consistent with other content/skills standards.
- Course grade will not be determined solely by summative assessments.

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

Adopted 8/27/2004  
Revised and Adopted 6/25/2019