

Instruction

ADMINISTRATIVE REGULATIONS ON HOMEWORK

6154.1AR

Homework provides students the opportunity to practice skills introduced in the classroom, prepare for classroom assignments, and learn to synthesize and extend new skills and concepts. Homework experiences must reinforce or add value to student learning and support the FPS' Vision of the Graduate and Academic Expectations.

Specifically in assigning homework, the following should be kept in mind:

- Homework fosters student initiative, independence, and responsibility
- Homework helps students realize academic success and improves their understanding of course content and application of skills
- Homework fosters communications between home and school
- Homework develops self-discipline and good work habits

Teacher Responsibilities

All homework assignments should adhere to the following guidelines:

- A. For courses in which homework is assigned the grading structure will count summative work towards 90% of the final course grade and formative/homework/work habits will count towards 10% of the final course grade.
- B. The role of homework in a course, the weight given to formative and summative assessments, and the weighting method (total points, percentage, etc.) including homework's impact on final grades, should be included in the course overview or syllabus and explained to students within the first week of school and to parents at Open House. The percentages in course handouts must align to clause A above.
- C. Assignments should be related to classroom objectives and the teacher should make sure students understand the assignment.
- D. Communication to students on homework will include:
 - The purpose and value of the assignment
 - The due date of the assignment
 - The point value, if any, of the assignment
 - Materials needed for the assignment. If materials are not available to students at the time of the assignment they will be provided within two hours after school dismisses.
- E. If a student has been granted an excused absence, then he/she is responsible for contacting his/her teachers immediately upon return to school to gather assignments. Students who are absent for unexcused reasons (i.e. noncompliant vacations) will be held responsible for all work missed. For planned absences, such as vacations during the school year other than those appearing on the Fairfield Public Schools Calendar, students can make arrangements with teachers for work expectations prior to leaving. Teachers are not required to provide

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students or parents with advance work or assignments. It is the student's and/or the parent's responsibility to get the work upon their return.

- F. Homework will not be assigned for completion during the following calendar breaks: Thanksgiving, December, February, April. Homework can be assigned two (2) weeks prior to one of these breaks as part of a long-term assignment. These assignments will not be due back at the first class after the break. Elementary students will not receive homework on weekends during the school year.
- G. Provision E does not apply to Advanced Placement courses.
- H. Teachers must notify parents and guardians in a timely manner when student performance on homework negatively affects student achievement.
- I. Summer assignments will be considered as formative/behavior unless a summative task is based on those assignments
- J. Homework should reflect the needs of the students
- K. For long-range projects, the teacher should establish a time management system including progress reports on gathering information.

Student Responsibilities

- A. Make and keep a study schedule
- B. Study in a place free of distractions
- C. Keep a list of expected homework and due dates
- D. Keep all materials including a notebook in a study place
- E. Set a specific time of the day to study when possible
- F. Plan ahead by estimating the amount of time it will take to complete the assignment
- G. Always read the directions and understand the intent of the assignment before starting
- H. Seek out assignments missed when absent from class
- I. Ask for help when help is needed
- J. Complete all work independently unless specified by the teacher and do not plagiarize others

Parent Responsibilities

- A. Understand the philosophy and guidelines of the Board of Education concerning homework
- B. Obtain assignments missed when the student is absent and unable to acquire the information on their own.
- C. Provide the student with a time and place to carry out his assignment(s)
- D. Contact the teacher, counselor, or administrator in the event of questions or concerns
- E. Support the homework policy, as it is an integral part of the student's learning process
- F. Understand that usually a student does have homework. The student may preview, review, or improve his present assignment reviewing the important facts, principles, formulas, and concepts or a reading assignment from books, magazines, newspapers, etc. related to class work or for general reading skill development
- G. Encourage integrity and never give so much help that the value of the homework is lost
- H. Understand that content, structure, and appearance of all written homework

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assignments are important elements in the grading process

- I. Check to see that homework assignments are completed

Administrator Responsibilities

- A. Articulate the philosophy and guidelines concerning homework to staff, parents or guardians, and students
- B. Support the staff in the implementation of the guidelines of this document
- C. Review homework assignments with teachers as part of the monitoring responsibility.

Time Guidelines

(Acknowledgement of the time guidelines from the Shenendehowa Central Schools, New York, https://docs.google.com/document/d/1i8H0WVYefbaAUrZTsOSBMG-ERskS5o3IQ_ZxBJy3bPQ/edit)

A careful, consistent and balanced approach to assigning homework is necessary, recognizing that excessive homework can be detrimental to students and may lead to diminishing returns for learning and decreased motivation for school. These time guidelines serve to:

- Promote time balance and are based on uninterrupted, intensive-focus working times,
- Encourage students to commit the adequate amount of time to complete assignments, recognizing various learning levels and academic needs, and
- Allow for the exercising of reasonable discretion by students in exceeding the time parameters while studying or completing homework assignments, when necessary.

The quality of the homework assignment shall be the driving factor versus the quantity of assignments. The time guidelines, based on the best practice recommendation of 10 minutes of homework per grade-level across all subjects, are recommended to facilitate time balance, allowing ample time for the completion of homework assignments and for student participation in extracurricular and family activities while ensuring proper rest and downtime.

These recommended time guidelines are not intended to limit the amount of time students expend studying or preclude independent enrichment activities or instrument practice. These recommended time guidelines do not preclude or discourage students from engaging in additional work for enhancement and the realization of an achievement benefit.

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Grade K-1 - 10 minutes	Grade 5 - 50 minutes	Grade 9 - 90 minutes
Grade 2 - 20 minutes	Grade 6 - 60 minutes	Grade 10 - 110 minutes
Grade 3 - 30 minutes	Grade 7 - 70 minutes	Grade 11 - 110 minutes
Grade 4 - 40 minutes	Grade 8 - 80 minutes	Grade 12 - 110 minutes

**Students in elementary grades are encouraged to read independently for 30 minutes per night. This is in addition to the times provided above.*

Teachers shall also recognize that students work at different paces, hence the assignment of homework may be differentiated to reflect the individual needs of students, including, but not limited to needs identified via formal process such as IEP and 504 stipulations.

Students and parents should be encouraged to engage the teacher in conversation or vice versa, when recurring instances of the homework completion has exhausted the above-mentioned time guidelines. Additional instructional support may be warranted.

At the secondary level, recognizing that students have homework loads spanning multiple courses, advanced notice and extended completion periods shall be provided. Teachers are encouraged to give students several days to complete larger homework assignments.

Due to the breadth and depth of content required in Advanced Placement, honors and college level courses, students may at times have homework that exceeds the recommended time guidelines. Recognizing the rigorous demands associated with these courses, teacher lessons shall be planned such that students are provided advanced notice and extended time to complete homework assignments ensuring that a student’s workload is balanced and can be maintained across all other courses.

When extended projects are assigned as homework, teachers will build in benchmarks to monitor student progress within the established timeline, give feedback, and provide support, as needed.

For the few advanced level courses requiring summer assignments (reading), due diligence must be exercised by the teacher to ensure assignments do not translate into self-teaching and instead serve as preparatory exposure.