

**Homework**

The responsibility of the Hebron Public Schools to educate students is carried out by the teachers through effective classroom instruction and the careful delegation of independent study.

Independent study has multiple meanings, and for the purpose of this policy will refer work that is assigned as an extension to the school day. As we look to educate students, we recognize the importance of engaging parents in the process of teaching and learning. Therefore, the Board Of Education will further this ideal in a homework policy that reflects the very nature, scope, and purpose of the homework being assigned.

It is important for students to be taught the concepts related to the subject area and how to study in school before he/she is expected to complete similar tasks at home. In addition, consideration must be given in determining the amount homework being assigned to specific grade levels. It is also understood that there should be a steady increase in the amount of homework expected of students as they progress from one grade level to the next.

In the homework policy study that was conducted to inform this policy, the pros and cons associated with homework practices at the elementary school level were considered. The Board Of Education developed this policy at the conclusion of a lengthy research study that included scholarly research, stakeholder feedback, and a study of district homework policies. As a result, the Board Of Education strongly believes that this policy meets the needs our elementary school learners; however, recognizes the importance of continuously updating this policy to maintain alignment with student needs and community expectations.

As we prepare our students for their secondary academic, as well as, college and career readiness, we believe it is necessary to establish positive work habits and habits of mind while students attend elementary school.

Homework assignments shall be planned in accordance with the following principles:

- Homework assignments should strengthen basic skills;
- Homework assignments should reinforce independent study skills;
- Homework assignments should stimulate and further academic and social interests;
- Homework should develop initiative, responsibility, and self-direction;
- Students should understand not only what to do, but also how to do it;
- Teachers will provide appropriate resources to support independent student learning;
- Homework assignment should acquaint parents with the work students do in school;
- Homework should grow from classroom problems, projects, and concerns;

- Homework expectations should be focused on quality and not quantity;
- The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment;
- If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student;
- Homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible, feedback on homework assignments shall be shared with the students in a timely fashion to support their learning;
- The teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning inconsistent homework performance.

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

- The Board expects that Principals will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities;
- The Board expects all classroom homework assignments and expectations to be consistent across a grade-level team.

The following outlines the Board recommendation for maximum number of homework minutes per day. In addition, the Board recognizes that students may require parental support while completing homework. If questions or issues arise while completing homework, a formal communication to the teacher regarding incomplete homework will ensure that there is no penalty for the missed assignment. In addition, the following grade-level guidelines should not override a mutually agreed upon homework plan designed by the teacher and parent. Dually noted, the ultimate goal would be to minimize parental support.

<b>Grade Level</b>	<b>Written and Studying Time</b>	<b>Reading Time</b>	<b>Suggested Average Percentage of Parental Support</b>
<b>Kindergarten</b>	N/A	15 – 20 Minutes	100
<b>1st Grade</b>	N/A	15 – 20 Minutes	80
<b>2nd Grade</b>	N/A	15 – 20 Minutes	60
<b>3rd Grade</b>	15 Minutes	15 – 20 Minutes	40
<b>4th Grade</b>	20 Minutes	20 Minutes	20
<b>5th Grade</b>	25 Minutes	25 Minutes	10
<b>6th Grade</b>	30 Minutes	30 Minutes	0-10 (depending on degree of difficulty)

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

**Policy adopted: August 9, 2018**