

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. Manchester Public Schools seeks to ensure that families are empowered to work as partners to ensure students are successful and that the district consistently communicates the following with families:

- what should students know and be able to do?
- how are they doing?
- how can families help at home?

Homework can be an effective academic tool and have significant positive effects on student learning. 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:

- To provide additional review and practice in mastering specific skills.
- To prepare students for the next day's lesson.
- To allow for more in-depth exploration of topics beyond the academic day.
- To assist students in the development of time management, study habits, responsibility, and personal organizational skills for learning.
- 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. 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.

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 / Guardian Role:

Cooperation between home and school is essential for student success. Supportive parents and guardians can have an effect on their children'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.

Administrative Guidelines

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 quality of homework will increase from elementary to middle to high school. 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.

GRADE	AVERAGE MINUTES PER SCHOOL NIGHT (excluding vacations)
Kindergarten	15 minutes
Grade 1	15 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	30 minutes

Included in the times above is a minimum 10 minutes for literacy experiences

Grades 5/6	45 - 60 minutes
Grades 7/8	60 minutes
Grades 9-12	90 minutes

Parents and students can anticipate an additional 15 minutes per class night, as needed, for every advanced level course, such as honors, University of Connecticut, and Advanced Placement courses.

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.

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.

Adopted: December 14, 1981

Revised: March 11, 1985

Revised: May 23, 2024

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.