

<p align="center">DANBURY PUBLIC SCHOOLS Danbury, Connecticut</p>	<p align="center">REGULATIONS</p>									
<p align="center"><i>HOMEWORK</i></p>	<p>Reviewed:</p>	<p>Policy No. 8-150 Page</p>								
<p>The purpose of these guidelines is to set forth a systematic and coordinated approach to homework on a Grade 1-12 basis in the interest of maintaining common standards and thereby providing a common structure and a common set of expectations for the development of student responsibility.</p> <p><u>Definition</u></p> <p>The concept of homework is viewed as an essential part of the educational program of a student. It is an activity that exists to supplement, complement and reinforce classroom learning. As such, homework generally falls into the following general classifications:</p> <table border="0" data-bbox="235 1003 1396 1617"> <tr> <td data-bbox="235 1003 730 1123"> <p>Written homework:</p> </td> <td data-bbox="730 1003 1396 1123"> <p>Preparing answers to questions, to solving problems, or writing compositions, essays, or long-term research papers</p> </td> </tr> <tr> <td data-bbox="235 1144 730 1228"> <p>Study homework:</p> </td> <td data-bbox="730 1144 1396 1228"> <p>Reviewing of important facts, principles, formulas, concepts.</p> </td> </tr> <tr> <td data-bbox="235 1249 730 1386"> <p>Reading homework:</p> </td> <td data-bbox="730 1249 1396 1386"> <p>Reading of materials in books, magazines, newspapers, etc. related to class work or for general reading skills development.</p> </td> </tr> <tr> <td data-bbox="235 1407 730 1617"> <p>Activity homework: interviewing, construction</p> </td> <td data-bbox="730 1407 1396 1617"> <p>Participation in any activity of a nature that will supplement class work, such as observing, making collections, of projects, etc.</p> </td> </tr> </table> <p>Generally these types of assignments provide flexibility for the student to improve his/her organizational skills, time use skills, and to develop proper student habits.</p> <p>Homework, to be meaningful, must have a direct relationship, either long-term or immediate, to the instructional program of the student. While creativity in the design of homework assignments is desired and encouraged, the most important criteria remains</p>			<p>Written homework:</p>	<p>Preparing answers to questions, to solving problems, or writing compositions, essays, or long-term research papers</p>	<p>Study homework:</p>	<p>Reviewing of important facts, principles, formulas, concepts.</p>	<p>Reading homework:</p>	<p>Reading of materials in books, magazines, newspapers, etc. related to class work or for general reading skills development.</p>	<p>Activity homework: interviewing, construction</p>	<p>Participation in any activity of a nature that will supplement class work, such as observing, making collections, of projects, etc.</p>
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the relevancy of the assignment tot the classroom activity.

Assigning Homework

In order to provide continuity and growth as a student moves through the school system, the following values should be considered as minimal time levels:

<u>Grade</u>	<u>Time Value</u>
1	15-20 minutes – once or twice a week
2	15-20 minutes – once or twice a week
3	30-45 minutes – two or three times a week
4	30-45 minutes – two or three times a week
5	30-60 minutes – four or five times a week
6	45-75 minutes – daily
7	60-90 minutes – daily
8	75-120 minutes - daily
9-12	40 minutes per academic class period – 120 minutes

Whenever a specific course offered at the secondary level has an expectation for homework beyond a minimum level, the requirements will be revised and approved at the school. Stipulations will be listed in all course handbooks which indicate an exception to the minimal levels.

Coordination of Homework Assignments

At the secondary level, the principal and the staff will develop a system to review and monitor the general nature of homework assignments to assess overloads and imbalances. Mechanisms will be established, if necessary, to match program time demands of students study time in the available time a student would have in order to complete homework assignments. Coordination will be instituted when review and monitoring systems indicate the need to achieve a balance and consistency in homework assignments. There should be opportunities for long-term assignments or major projects whose preparation may extend over a week or several weeks.

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<p><u>Monitoring, Reviewing and Correcting Homework</u></p> <p>Since homework is an integral part of the learning process, teachers must be particularly conscious of their responsibility for the monitoring, reviewing, and correcting of homework. It is difficult to stipulate any specific way as being the single most effective procedure for accomplishing this.</p> <p>Consistency is necessary in recognizing due dates and adhering to set standards. Written homework should be corrected and returned to the student within a reasonable amount of time. Teachers will maintain a written record of each student's performance in meting homework obligations. Long-term assignment will be given special evaluation because of the time expended.</p> <p><u>Administrative Responsibilities</u></p> <p>The principal of each school will be responsible for supervising the implementation of these guidelines. They will also be responsible for explaining the philosophy of homework assignments and procedures to parents and assisting them to be supportive of students when they are pursuing work outside of school. Implementation will strive to achieve consistency within the individual school which then insures fairness for a student who moves to another building or who is promoted to the next grade level.</p>		

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