

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: IEA, IKB

Responsible Office: Chief Academic Officer

Homework Procedures

I. PURPOSE

To establish guidelines to aid teachers and principals in formulating sound procedures for assigning homework to students

II. CONDITION

Research studies have shown that the amount of time devoted to learning is related to achievement in a subject. Homework, therefore, is important in a student's overall program.

The Montgomery County Board of Education believes that the home can reinforce learning and broaden educational opportunities for students through parental knowledge of the homework procedures established by the individual teacher.

Making homework meaningful to the student requires cooperation and communication among the teachers, students, and parents/guardians.

The teacher, through control of the teaching/learning situation, can best determine the nature and length of homework assignments.

III. GUIDELINES

A. General

Homework is one of the many learning activities in which students engage; its purposes should be to—

1. extend learning and/or provide practice in applying concepts initially presented in the classroom;
2. provide opportunities for independent work;

3. strengthen concept and skill development; and
4. provide opportunities for enrichment.

B. Planning and Assigning Homework

1. Homework should be planned and discussed cooperatively with students to—
 - a) help them see how homework is related to classwork and instructional objectives;
 - b) develop assignments which have meaning and account for individual differences among students;
 - c) make sure that the assignments, procedures for accomplishing them, and the due dates are clear;
 - d) ensure that the homework is challenging;
 - e) develop an understanding of the way in which homework will be evaluated and the weight this evaluation will carry in the total assessment of student learning;
 - f) ensure that the amount of homework (3 to 5 times a week) is appropriate to students' needs and abilities and that the total homework load from all the students' teachers is a reasonable one (Board Policy IEA, *Framework and Structure of Early Childhood and Elementary Education*).
2. When assigning homework, schools should be mindful of cultural, ethnic, religious, and other celebrations or events that are important to members of our community. Staff should consult the *Days of Commemoration* developed by the Montgomery County Executive's Faith Community Working Group.
3. Students who have been excused from school for religious observances or other lawful absences shall have the opportunity to make up assignments.

C. Communication with Parents/Guardians

Homework is an important way in which parents/guardians can monitor the

student's learning activities. Therefore, it is important for teachers to ensure that—

1. students have a clear understanding of the assignment and its purpose;
2. homework complements classroom learning; and
3. evaluative comments on completed assignments are helpful to the student in further learning activities.

IV. RESPONSIBILITIES

A. The principal will do the following:

1. Inform the faculty at the beginning of each school year to—
 - a) discuss the Board Policy IKB, *Homework*;
 - b) establish procedures with the staff for coordinating homework assignments; and
 - c) inform the staff of any general community input received in the past year on homework assignments.
2. Each September, and as appropriate in October at Back-to-School Night, for example, communicate homework plans to students and parents/guardians.
3. During the school year monitor—
 - a) the relationship between instructional objectives and homework assignments;
 - b) the kinds of homework activities;
 - c) whether individual differences among students are accounted for;
 - d) the appropriateness of instructional follow-up; and
 - e) the degree of coordination of assignments among teachers.

B. Each teacher will do the following:

1. At the beginning of each school year, communicate to students and the

principal a statement of the general homework plan for his/her general classes.

2. Assign at least one homework activity for each unit of study which will be planned cooperatively with students, when possible.
3. Inform the students of the activity's relationship to instructional objectives and its effect on the assessment of learning.

Regulation History: Formerly Regulation No. 301-3, February 12, 1979; revised December 1986; revised July 23, 1997; revised August 6, 2015.