

1 Related Entries: ABC, ACA, COA, IEA, IKA, IKA-RA, JEA-RA

2
3 Responsible Office: Office of the Chief Academic Officer;
4 Office of Curriculum and Instructional
5 Programs

6
7 Homework

8
9 A. PURPOSE

10
11 1. To establish the Montgomery County Board of Education's
12 priorities for homework assigned to Montgomery County
13 Public School (MCPS) students

14
15 2. To provide guidance for sound homework practices that
16 are consistent with established Board commitments to the
17 academic, social-emotional and physical development and
18 well-being of students and a rigorous academic program

19
20 3. To affirm the value of homework that is purposefully
21 designed to attain curricular objectives, in a manner
22 that is consistent with Board commitments and research-
23 based best practices

24 ~~To reaffirm that homework is considered beneficial and~~
25 ~~important in a student's overall program~~

26
27 B. ISSUE

29 Student assignments completed at home require personal
30 maturity for students to work independently; a clear
31 understanding of required tasks; and supportive resources,
32 including an environment conducive to study. Homework may
33 provide an opportunity for families to deepen their
34 understanding of the student's experience at school.

35
36 Secondary school-aged students working independently at home
37 has been shown to have value when purposefully designed to
38 reinforce skills. With increasing maturity, high school
39 students acquire increasing independence and benefit from
40 self-directed learning opportunities. Research indicates that
41 homework for elementary school-aged students is of lower
42 priority than other developmental tasks that occur outside of
43 the school setting. However, family-supported daily reading
44 for enjoyment with younger students is consistently affirmed.

45

46 C. POSITION

47

48 1. Homework shall align with Board commitments¹ to the
49 academic, social emotional, and physical development of
50 students:

51

52 a) Homework shall be a fair and meaningful reflection
53 of the student's work. The degree to which homework

¹ See also Board Policy ABC, *Family-School Partnerships*; Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*; Policy IEA, *Framework and Structure of Early Childhood and Elementary Education*; Policy IEB, *Middle School Education*; Policy IED, *Framework and Structure of High School Education*; Policy IKA, *Grading and Reporting*; and Policy JPG, *Wellness: Physical and Nutritional Health*.

54 requires the support of others, or reflects others'
55 work, diminishes homework's value to assess student
56 learning.

57
58 b) Homework practices shall be critically examined to
59 identify and develop alternatives to practices that
60 may present barriers to students' participation in
61 the MCPS educational program.

62
63 c) Homework practices shall be purposefully designed
64 and assigned in consideration of supporting
65 resources needed for students to access and
66 complete the assignments. Students with
67 Individualized Education Programs or 504 plans
68 shall be provided home access to required
69 accommodations and supplementary aids and services,
70 such as assistive technology and accessible
71 formats, needed to complete assigned tasks.

72
73 d) Teachers shall coordinate homework assignments,
74 when feasible, with other teachers of the same
75 student group or across subjects, and be mindful of
76 student well-being.

77 ~~d)~~
78 e) Students and their parents/guardians are encouraged
79 to notify the student's teacher in advance when the
80 student will be absent to observe a religious
81 holiday to make arrangements for missed work. If

82 the absence is excused, the teacher will provide
83 options for the student to make up missed work as
84 needed for the student to progress in the course.

85

86 2. Purposeful Design

87

88 Homework assignments are to relate directly to
89 instructional objectives.

90

91 a) Meaningful instruction challenges students
92 intellectually, encourages students to question
93 their assumptions, and develops problem-solving
94 skills. Rigor shall not be confused with the
95 quantity of homework assigned.

96

97 b) The teacher can best determine the nature,
98 frequency, and length of homework assignments to
99 achieve curricular objectives, which may include
100 providing students opportunities for seeking
101 homework support during class, as feasible and
102 appropriate.

103

104 c) Teachers shall design homework so that -

105

106 (1) students have a clear understanding of the
107 assignment and its purpose;

108

109 (2) meaningful homework complements and enhances

110 classroom learning; and

111

112 (3) the amount and timing of homework assignments
113 is age-appropriate.

114

115 (a) During the middle and high school years,
116 the curriculum and related homework
117 practices shall increase in rigor as
118 students acquire the personal maturity to
119 work at home independently.

120

121 (b) Any homework assigned to elementary
122 students shall be age-appropriate and
123 offer only those challenges that an
124 elementary student can complete
125 independently.

126

127 d) Feedback on completed assignments shall be helpful
128 to the student in further learning activities and
129 assist the teacher to plan instructional follow-
130 up.

131

132 ~~The instructional plan for each school should address the way~~
133 ~~in which the school and each teacher will make appropriate~~
134 ~~use of homework in carrying out the school's responsibility~~
135 ~~to assure that each child receives a thorough and systematic~~
136 ~~grounding in basic skills.~~

137 ~~In Grades K-8 homework should be assigned three to five times~~

138 ~~a week and should be considered the rule rather than the~~
139 ~~exception to daily activity.~~
140 ~~Homework activities should include opportunities for concept~~
141 ~~and skill development through review and enrichment~~
142 ~~experiences. Activities involving aesthetic appreciation or~~
143 ~~expression and use of community and natural resources shall~~
144 ~~also be valid homework assignments.~~
145 ~~Completed homework assignments are to be reviewed by the~~
146 ~~teacher (or a designee) and appropriate instructional~~
147 ~~follow-up shall occur.~~

148
149 **3. Communication**

150
151 **a) Parents/guardians and students shall be informed at**
152 **the beginning of each school year (and additionally**
153 **at the beginning of the third marking period in**
154 **secondary schools) of relevant Board policies, and**
155 **school and classroom homework procedures.**

156 ~~Parents and students are to be informed each September~~
157 ~~(and additionally in February in secondary schools) of~~
158 ~~the county, school, and classroom homework policy.~~

159
160 **b) A variety of effective, inclusive, culturally**
161 **responsive and anti-racist communication**
162 **strategies will provide families with opportunities**
163 **to access class and course objectives and homework**
164 **assignments.**

165

166 4. Teachers may assign an equivalent, but different task or
167 assessment to students when they return from any
168 absence. It is important for students to make up missed
169 work regardless of the legal status of student absences.

170 ~~Homework can be made up with teacher assistance where~~
171 ~~necessary when the pupil is absent because of other~~
172 ~~school-related activities.~~

173
174 D. DESIRED OUTCOMES

175
176 1. Homework practices shall -

177
178 a) be purposefully designed to support the
179 instructional program and align with established
180 Board commitments to the academic, social-emotional
181 and physical development and well-being of
182 students, and

183
184 b) foster the development of independent life-long
185 learners.

186
187 2. Homework shall be aligned with research-based best
188 practices.

189
190 F. IMPLEMENTATION STRATEGIES

191
192 1. The superintendent of schools will establish regulations
193 or other administrative procedures necessary to

194 **implement purposeful, equitable homework practices**
195 **accessible to all students, and professional learning**
196 **opportunities for teachers in alignment with research**
197 **and best practices.**

198 ~~Homework procedures are to be monitored in accordance with~~
199 ~~administrative regulation.~~

200
201 **2. Schools shall apply a root cause analysis to patterns of**
202 **chronic homework non-completion that considers -**

203
204 **a) reteaching, coaching or other support students may**
205 **need to complete assignments;**

206
207 **b) individual learner needs, concerns, or**
208 **circumstances that should be communicated to school**
209 **well-being teams or educational management teams;**
210 **and**

211
212 **c) environments available to students that are**
213 **conducive to study, and access to and functionality**
214 **of required technology and other supporting**
215 **resources.**

216 ~~Homework assignments should account for individual~~
217 ~~differences among students.~~

218
219 **F. REVIEW AND REPORTING**

220
221 ~~This policy will be reviewed every three years on an ongoing~~

222 **basis** in accordance with the Board of Education policy review
223 process.

224

225

226 ~~Related Sources:~~

227

228 Policy History: Adopted Resolution No. 76977, November 8, 1977,
229 reformatted in accordance with Resolution 33386, June 12, 1986,
230 and Resolution No. 45886, August 12, 1986, accepted by Resolution
231 No. 51786, September 22, 1986; amended _____ , Resolution
232 No. _____.

233

234