

A. Purpose

To provide guidelines to Frederick County Public Schools (FCPS) instructional staff for assigning homework.

B. Background

1. Homework is an essential part of a rigorous instructional cycle that provides students the opportunity to prepare for or practice learning that is aligned with the curriculum and meaningfully supportive of and integrated into the learning process. Effective homework varies in format, provides teachers with insight into student progress towards proficiency of grade level or course standards, and allows opportunities for timely and meaningful feedback to improve student achievement.
2. Assignment of homework should be fair and manageable for students and teachers, not excessive in completion time or impact on overall grade. Teachers should prioritize instructional quality over quantity of assignment tasks or items. Teachers should exercise professional judgment, within the parameters of required procedures, when assigning and evaluating homework. Procedures for homework are supported, monitored, and supervised by school administration. Grading of homework must align with [FCPS Regulation 416-02, Grading and Reporting, Elementary](#) (formerly 500-06) and [FCPS Regulation 416-03, Grading and Reporting, Secondary](#) (formerly 416-01), and the calculation of homework grades should be mathematically sound, easy to understand, and accurately describe a student's level of content understanding. Homework grades must be reliable evidence of a student's content understanding and should not be based on evidence that is likely to be influenced by implicit bias or reflect a student's environment or background.

C. Definitions

1. "Practice" is defined as a type of assignment that helps students refine, strengthen, and apply skills previously taught in class.
2. "Preparation" is defined as the completion of an assignment that makes the next day's lesson more meaningful and promotes student readiness for mastery.

D. Procedures

1. Homework is assigned for practice and/or preparation and will count between zero and no more than 10% of the course term, according to procedures established by the school leadership team.
2. **Guidelines for Homework**

This homework Regulation will be applied consistently within and among schools. School leaders and teacher teams will ensure school-level processes to monitor the volume and extent to which homework is being assigned across subjects. School level processes will be collaboratively developed and monitored by the school leadership team.

- a. Teachers will only assign homework that is related to the curriculum, for practice or preparation as defined above.
- b. **Scope.** Homework will be planned so students:
 - i. Understand the purpose of and see the relationship to their homework to intended learning objectives.
 - ii. Have a clear understanding of the procedures and due dates.
 - iii. Understand how their homework is evaluated.
 - iv. Understand how they can use feedback on homework to improve understanding.
- c. **Volume and Extent.** As monitored by the school leadership team:
 - i. **High Schools**
 1. No more than two (2) hours of homework per night for combined subjects.
 2. Exceptions may apply for students participating in Advanced Placement (AP), dual enrollment, and other college level courses.
 - ii. **Middle Schools**
 1. **Grade 6:** No more than 60 minutes per night for all combined subjects.
 2. **Grade 7 – 8:** No more than 75 minutes for all combined subjects.
 - iii. **Elementary Schools**
 1. **Prekindergarten – Grade 3:** Since research shows that homework is not as beneficial for students in these grades as it is for older learners, teachers should use discretion in assigning homework, no more than 30 minutes per night for combined subjects.
 2. **Grade 4 – 5:** No more than 45 minutes of homework per night for combined subjects.
- d. **Timing.** Teachers should give careful consideration when assigning homework over the holidays and weekends.
- e. **Accommodations.** Teachers are legally required to ensure that homework is accommodated/modified as necessary in accordance with students' Individualized Education Plans (IEPs) and Section 504 Plans.
- f. **Alternative Instructional Setting.** Guidelines for homework in this Regulation do not apply to education programs that take place at home or other alternate locations, such as Home-Hospital Teaching, the Remote Virtual Program, or the Frederick County Virtual School.
- g. It is acknowledged that as teachers collect evidence of student learning projects or other classwork assignments that begin in class, there are circumstances in which additional time may be needed to complete a task. In some cases, these assignments become work that is done at home or outside of class. In these instances, teachers will exercise maximum flexibility to ensure that students have opportunities to finish these tasks that begin in class. Once submitted, these graded assignments should be entered in the appropriate gradebook category, which may fall outside the homework category. Teachers should carefully consider the scope and volume of assignments that need to be finished outside of class for a grade.

- h. Teachers should regularly check assigned homework to provide meaningful feedback for progress towards standards proficiency. Student achievement on homework should primarily be used as formative evidence of learning for the teacher and the student.
2. Parents are encouraged to:
- a. Create a home environment that makes studying each night a priority.
 - b. Set and maintain a daily homework time.
 - c. Provide necessary supplies or contact the school if supplies are needed to complete homework.
 - d. Assist your child in establishing a system for recording homework assignments. Help in organizing class notes and notebooks.
 - e. Plan an order of study: for example, save the most enjoyable study until last, plan breaks and use a timer to segment difficult tasks.
 - f. Encourage a buddy system to get homework when absent from class.
 - g. Be an advocate for your child and his/her learning.
 - h. Provide praise, support and assistance when necessary.
 - i. Communicate with the teacher when you have questions or concerns about homework assignments.

E. Related Information

1. Board Policy

- a. [Policy 416, Progress and Reporting](https://apps.fcps.org/legal/documents/416)
(<https://apps.fcps.org/legal/documents/416>)

2. FCPS Regulations

- a. [Regulation 400-66, Section 504 of the Rehabilitation Act of 1973](https://apps.fcps.org/legal/documents/400-66)
(<https://apps.fcps.org/legal/documents/400-66>)
- b. [Regulation 416-01, Academic Advancement](https://apps.fcps.org/legal/documents/416-01) (formerly 400-89)
(<https://apps.fcps.org/legal/documents/416-01>)
- c. [Regulation 416-02, Grading and Reporting, Elementary](https://apps.fcps.org/legal/documents/416-02) (formerly 500-06)
(<https://apps.fcps.org/legal/documents/416-02>)
- d. [Regulation 416-03, Grading and Reporting, Secondary](https://apps.fcps.org/legal/documents/416-03) (formerly 416-01)
(<https://apps.fcps.org/legal/documents/416-03>)
- e. [Regulation 416-05, Academic Support, Intervention, and Promotion](https://apps.fcps.org/legal/documents/416-05) (formerly 500-10)
(<https://apps.fcps.org/legal/documents/416-05>)
- f. [Regulation 508-02, School IEP Team](https://apps.fcps.org/legal/documents/508-02)
(<https://apps.fcps.org/legal/documents/508-02>)

3. FCPS Resources

- a. [Calendar Handbook](https://fcps-md.info/Calendar_Handbook_25-26)
(https://fcps-md.info/Calendar_Handbook_25-26)
- b. [FCPS / Families & Students / Grades and Graduating](https://www.fcps.org/families_students/grades_and_graduating)
(https://www.fcps.org/families_students/grades_and_graduating)
- c. [FCPS / Families & Students / Grades and Graduating / Grading & Reporting](https://www.fcps.org/families_students/grades_and_graduating/grading_reporting)
(https://www.fcps.org/families_students/grades_and_graduating/grading_reporting)

- d. [Student Code of Conduct](https://www.fcps.org/studentcodeofconduct)
(<https://www.fcps.org/studentcodeofconduct>)

4. **Federal Law**

- a. Individuals with Disabilities Education Act (IDEA)
- b. Section 504 of the Rehabilitation Act of 1973 (Section 504)

F. Regulation History (Maintained by Legal Services)

<i>Responsible Office</i>	System Accountability & School Administration
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Review Dates	
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