

HOMWORK POLICY*

Homework is an essential component of the learning process for students with the assignment of meaningful learning activities. While homework should provide opportunities for students to reinforce what is taught in the classroom, the assignments should be based on learning outcomes that build students' conceptual understanding, develop thinking skills, and focus on the application of knowledge. Homework assignments should engage students in purposeful, relevant learning that meets their academic needs, with assignments emphasizing quality and depth over length and repetition. Homework is not to be assigned as punishment.

As students mature and progress through school, homework should reflect grade, age, and learner-appropriate levels with assignments that are aligned to the standards for learning in the particular subject area or course. Homework assignments for exceptional students should accommodate the special needs of such students.

In general, homework assignments should be completed for the following day but teachers may opt to set due dates over more days. Long-range assignments and/or project-based learning assignments should provide students with an opportunity to develop and refine research and independent study skills, embedding the use of technology, as applicable. Teachers should review evidence of progress periodically before the student submits a long-range assignment.

When assigning homework, teachers should consider the following:

- A. Is the assignment appropriate for the grade level, maturity level and instructional needs of the students?
- B. Is the assignment aligned to grade level standards and/or content covered in class? Does it support the learning needs of the students?
- C. Is the time required to complete the assignment reasonable keeping in mind the homework assigned in other subject areas?
- D. Are the materials/resources needed to complete the work readily available to students and/or do they create a financial burden?
- E. If assignments require use of the internet and a computer, are these accessible to students? How may I modify an assignment to accommodate students who do not have internet/computer access?
- F. Are there constraints of time or conflicts with holidays (religious/non-religious), spring and winter recess?
- G. If assigning group projects, will it be feasible for students to meet at times beyond the school day? How will individual students be graded? Will it be necessary to allow time in class for the completion of group projects?

Teachers shall:

- teach independent study skills that are appropriate to the students' age, ability and grade level;
- make specific assignments that are aligned to the standards and expectations for the grade/course and the academic needs of students;
- check, review, evaluate, and/or grade student homework, according to the teacher's individual methods, and in keeping with a system that is clearly explained to the students and parents;
- give feedback on homework assignments in a timely manner;
- make instructions related to homework clear and provide, when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the assignment.

Students shall:

- complete assigned homework as directed;
- return homework to the teacher by the designated time;
- submit homework assignments which reflect careful attention to detail and quality of work; and
- devote thirty (30) minutes or more to reading each day in addition to any other assigned homework

Parents shall:

- encourage and support the child in the performance of homework assigned, ensuring that the child has an adequate environment that is conducive to studying and completing homework;
- indicate an interest about assignments and assist if possible when requested by the child, but not to include performing the work for the child;
- support the school in the students' assigned homework and communicate with the school if a student's homework assignments appear excessive, too difficult, or not sufficiently challenging;
- request assignments for students when short term absences are involved; assist the school in stressing the importance of reading and its benefits; and assure that students read for a period of thirty (30) minutes or more each day in addition to any other assigned homework.

Schools, when implementing this homework policy, should consider these guidelines as daily averages. The recommended minutes include assignments for all subject areas and teachers collectively per school day:

- A. K-1: thirty (30) minutes;
- B. 2-3: forty-five (45) minutes;
- C. 4-5: sixty (60) minutes;
- D. 6-7-8: seventy-five (75) minutes;
- E. 9-12: 120 minutes.

These times do not reflect the additional thirty (30) minutes required for reading. Reading is a universal skill that relates to all subjects. When specific homework assignments are not given, or when the homework assignment is completed in an expeditious manner, every student will read, minimally, for the amount of time specified in this policy.

** Excerpt from School Board Policy 2330 - Homework*

Parents should keep in touch with the school regarding homework assignments. If the assignments seem excessive, too difficult, or insufficiently challenging, parents should communicate with the teacher and school leadership team.