

HOMWORK POLICY

Homework shall be considered a necessary part of the learning process and a legitimate demand on the non-class time of students. Generally, homework should provide sufficient practice time to master the subject matter of the course. A home assignment should be an extension of clearly defined school activities and should be appropriate to the age, ability and independent level of students. Teachers should assign meaningful homework which fosters lesson enrichment, application, review and the practice skills which have been previously taught and learned. Homework should also provide an opportunity for open-ended individual activities encompassing a variety of levels for suitable response and a variety of activities and products.

Recommended Average Homework Time

Elementary

Time should be flexible for teachers and students.

Grades K, 1 - Work should “connect” the home and school with no time set by policy

Grades 2, 3 - 15 to 30 minutes per day for four days

Grades 4, 5 - 45 to 60 minutes per day for four or five days

Middle School

Grade 6 - 60 to 90 minutes per day for five days

Grades 7, 8 - 75 to 90 minutes per day for five days

High School

Grades 9, 10, 11, 12 - Two to three hours per day for five days.

Guidelines for Effective Homework Assignments:

1. Homework should be an appropriate extension of classwork. The assignment and its purpose should be clearly stated. Homework should be as carefully planned as any classroom activity.
2. When appropriate, guided practice should take place in the classroom to prepare for homework; homework itself should not be done during class time.
3. At the beginning of the term, the teacher should always make clear to the students his/her policy regarding the grading of homework and its effect on the final grade.

4. Although it may not be necessary to correct the entire homework assignment, it is always necessary to ascertain that the desired learning has taken place. (The important question is, “Have they learned it?” rather than, “Have they done it?”).
5. Assignments requiring a prompt teacher response to be effective should be corrected as soon as possible.
6. Homework should not be assigned if there has not been adequate time to prepare the students; nor should it be assigned for disciplinary purposes.
7. Complex, long-range assignments should incorporate appropriate structure and guidelines including a sequence of tasks and frequent progress reviews.
8. Homework assignments should be coordinated to meet recommended total time requirements when several teachers work with the same student.
9. Individual or small group assignments are often desirable in meeting the needs of students.
10. Students should be taught how to study before they are expected to work independently; therefore, the teacher should plan with the students not only what to do, but how to do it.

Outcomes of Homework

Effective homework assignments should:

1. Strengthen basic skills
2. Develop initiative, responsibility and self-direction
3. Build independent study skills
4. Teach budgeting of study time
5. Promote parents’ understanding of educational program
6. Build confidence by ensuring successful learning experiences and familiarity with materials and procedures
7. Encourage innovation and creativity through open-ended, individualized assignments.

Responsibility of Parents

While students should assume the major responsibility for completing homework assignments, parents should be encouraged to take an active interest in students’ homework by:

1. Promoting a positive attitude toward homework
2. Providing a consistent time and a suitable place for study

Responsibility of Parents (Continued)

3. Making resource materials available whenever possible
4. Assisting with drills
5. Communicating to the teacher special circumstances which may affect the child's ability to complete assignments.

Parents should be interested and supportive of their child's homework. This interest and support should not include teaching, producing any section of the assignment or typing the finished product.

It should be remembered in all cases that Individual Education Plan requirements and the special individual needs of all students supersede the guidelines of this policy.

Adopted: April 12, 1984

Adopted Revision: June 27, 1991