

Instruction

ADMINISTRATIVE REGULATIONS ON HOMEWORK

6154AR

Elementary and Middle School Levels

Purpose of Homework

In assigning homework the following should be kept in mind:

- Homework fosters student initiative, independence, and responsibility.
- Homework reinforces and supplements school learning experiences.
- Homework fosters communications between home and school.
- Homework develops self-discipline and good work habits.

Appropriate Homework

All homework assignments should be designed for specific instructional purposes. Teachers should keep the following in mind when giving homework assignments:

- Clear, definite directions for the homework assignments are an absolute necessity.
- Assignments should be related to classroom objectives and the teacher should make sure students understand the assignment.
- For long-range projects the teacher should establish a time management system including progress reports on gathering information.
- No homework should be assigned **at the elementary level** for weekends other than long-term projects.

What the Student Should Do

- Make and keep a study schedule.
- Study in the same quiet place every day.
- Keep all materials including a notebook in a study place.
- Set a specific time of the day to study.
- Plan ahead by estimating the amount of time it will take to complete the assignment.
- Always read the directions before starting.
- Do not turn on the TV or radio when studying.

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Elementary and Middle School Levels (continued)

Suggested Strategies for Homework (Teacher and Student)

- Make homework folders in which completed assignments are to be stored, evaluated, and charted to show completed and missing assignments.
- Keep notebooks in which all assignments are written. The parent or guardian is asked to check the notebooks at the end of each week.
- Make homework expectations clear to the parent or guardian and students.
- Make sure assignments have a specific purpose and are not merely busy work.
- Contact the parent or guardian when homework is not consistently returned.
- Include homework where appropriate as part of the grade.

The following is a suggested time schedule for homework assignments:

Elementary Schools

Kindergarten	occasional assignments as appropriate
Grade 1	10-15 minutes 2 to 3 days per week
Grade 2	15-20 minutes 4 days per week
Grade 3	15-30 minutes 4 days per week
Grade 4	30-45 minutes 4 days per week
Grade 5	45-60 minutes 4 days per week

Middle Schools

Grade 6	20 minutes per curriculum area 4 days per week
Grade 7	20 minutes per curriculum area 4 days per week
Grade 8	20 minutes per curriculum area 4 days per week

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High School Level

Philosophy

Homework is a logical extension or expression of well-planned classroom lessons and should be meaningful to the learning process. It should also make the parent or guardian familiar with their child's learning experiences.

The primary outcome of homework for students during their high school experience is that learning becomes an independent activity. As a valuable teaching strategy, homework not only addresses the skills and concepts taught, but it also can aid in developing a sense of responsibility and accomplishment within students, encourage students to work on their own, and acknowledge the existence of different learning styles.

Professional judgment must be exercised relative to the use of homework. In view of the diversified curriculum within the school, teachers must be allowed the academic freedom necessary for effectively reaching all students and meeting individual needs.

General Guidelines

In establishing homework guidelines, it is of prime importance to consider the individual differences of students, availability of resources, and time allotments.

The amount of homework assigned should be appropriate to the grade, course level, and student ability. In most academic courses, students should expect a minimum range of 2½ - 5 hours / week for each course. In related arts and skills courses, students should expect homework periodically. These recommended time allotments reflect flexible guidelines that should be viewed as an average throughout the school year.

The type of homework assigned should be according to its purpose:

- Practice assignments help students master specific skills taught in the class.
- Preparation assignments encourage students to derive maximum benefit from future lessons.
- Extension assignments enable students to demonstrate their ability to transfer specific skills and concepts to new situations.
- Creative assignments encourage students to integrate learned skills and concepts to produce original results.

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High School Level (continued)

General Guidelines (continued)

Homework takes the form of doing practice exercises (oral or written), writing, studying, reading, and library research or projects. The assignment can be either long- or short- term.

Guidelines for Teachers

The responsibility of the teacher is:

- to explain the purpose of each assignment;
- to give clear directions and suggested method for accomplishing the assignment;
- to ensure availability of all necessary resources to carry out the assignment;
- to acknowledge completion of homework and to evaluate it appropriately;
- to explain the method of evaluation of the homework assignment and its potential impact on a student's grade e.g., cumulatively equivalent to a quiz, test, exam, oral recitation, written exercise, lab performance;
- to suggest a reasonable time allotment on homework assignments;
- to make it clear that deadlines and penalties are understood and are adhered to;
- to encourage integrity in all homework assignments;
- to provide for reasonable make-up of assignment whenever appropriate; and
- to explain that homework often will be a study assignment reviewing the important facts, principles, formulas, and concepts or a reading assignment from books, magazines, newspapers, etc., related to class work or for general reading skill development.

Guidelines for Students

The responsibility of the student is:

- to contact the teacher when absent;
- to understand the purpose, requirement, and directions of the assignment;
- to understand the means of evaluation;
- to understand the suggested time allotment and to budget time realistically;
- to understand that content, structure, and appearance of all written homework assignments are important elements in the grading process;

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High School Level (continued)

Guidelines for Students (continued)

- to establish a time for a regular pattern of review;
- to demonstrate integrity and neither to give nor receive so much help that the value of the homework will be lost;
- to meet the deadlines and understand the penalties; and
- to understand that the basic purpose of homework is learning and, therefore, the preview and review of the skills and concepts learned are always appropriate.

Guidelines for Parents

The responsibility of the parent or guardian is:

- to understand the philosophy and guidelines of the Board of Education concerning homework;
- to be sure that students or the parent or guardian obtain assignments missed when the student is absent;
- to provide the student with a time and place to carry out his assignment(s);
- to contact the teacher, counselor, or administrator in the event of questions or concerns;
- to be supportive of the homework policy, as it is an integral part of the student's learning process;
- to understand that usually a student does have homework. The student may preview, review, or improve his present assignment reviewing the important facts, principles, formulas, and concepts or a reading assignment from books, magazines, newspapers, etc., related to class work or for general reading skill development;
- to encourage integrity and never give so much help that the value of the homework is lost;
- to understand that content, structure, and appearance of all written homework assignments are important elements in the grading process; and
- to check to see that homework assignments are completed.

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High School Level (continued)

Guidelines for Administration

The responsibility of the administrator is:

- to articulate the philosophy and guidelines concerning homework to staff, parents or guardians, and students;
- to support the staff in the implementation of the guidelines; and
- to review homework assignments with teachers as part of the monitoring responsibility.

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