

**Responsibilities:**

**Teacher:** There is substantial evidence that the quality of the homework assigned and teacher response to homework enhance its value in improving student success. While it is not practical nor necessary to give in-depth feedback on every homework assignment, teachers should use strategies that will maximize the effectiveness of homework assignments. Therefore, teachers must:

- a. Clearly communicate to the student the purpose, directions, and expectations for all homework assignments.
- b. Design the homework so that it can be accomplished by the child independent of direct support from others.
- c. Clearly establish and communicate to parents the general purpose and expectations for homework, and encourage feedback regarding quantity and difficulty of homework.
- d. Provide timely and appropriate feedback to students and parents using strategies that will
  - 1. Limit the number of minutes required to complete homework assignments: multiply the student's grade level by 10;
  - 2. Keep parental involvement in homework assignments to a minimum;
  - 3. Make sure students fully understand what to do and are familiar with the skill being practiced;
  - 4. Vary the feedback.

Purpose	Feedback
A. Practice/Review	✓ + - Points for completion; small % of grade; teacher notes with comments; rubber stamps; date stamp
B. Preparation	Consequence if not participating; checklist
C. Elaboration—Standards Based	Grade
D. Study skills and habits—Role on grading	Reflected on appropriate area of report card, but not part of academic grade
E. Skill integration	Each subject area might receive grade
F. Corrective Instruction	Checked by teacher to see if student has mastered the concept or skill or requires further instruction.

**Student:** There is strong evidence that students who complete appropriate homework assignments will demonstrate significant improvement in academic achievement. Therefore, students have a responsibility to develop the discipline and study skills necessary to complete homework on a regular basis. Students must:

1. Have a system for recording homework assignments on a daily basis.
2. Have a clear understanding of the homework assignment before leaving school.
3. Have the books and materials necessary to complete the assigned homework.
4. Allocate an appropriate amount of time daily for the completion of homework.
5. Turn in homework assignments when requested.

**Parent:** Research strongly suggests that parents have an important role to play in providing an opportunity for students to complete homework. However, the research is also clear that parents should not assume responsibility for the actual completion of the student's homework. Therefore, to the extent possible, parents are responsible for providing the following:

- Help set up a consistent, organized place for homework to be done
  - Help establish a consistent schedule for homework which may need to be reset weekly in order to accommodate the upcoming week's activities
  - Encouraging, motivating and supporting, but not doing the work for your child. If the homework is too difficult for your child to complete fairly successfully alone, consult with the teacher.
  - Guidelines: The time allotted to complete homework assignments should equal approximately 10 times the student's grade level: A second grader would spend 20 minutes, a third grader would spend 30, and so on.
  - If the allotted amount of time is unreasonable to complete assignments, it is incumbent upon the parent to communicate these issues with the teacher.
- Suggested methods of communication:
- Attend back to school night, attend conferences, written notes, telephone call, E-mail, and websites.
  - Parents need to take an active role in communicating with their student and understanding classroom expectations.

**Makeup Work**

Students who miss school work because of an excused absence shall be given the opportunity to make up missed work.



## HOMEWORK POLICY

### Board Policy 6154



# BOARD POLICY 6154

## Homework

### Purposeful Assignments - All Students:

Homework should be designed to positively reinforce, develop, and/or expand content knowledge. Student performance is enhanced by six types of homework:

**Practice/Review:** Homework assignments designed to reinforce material presented in class and/or develop mastery of skills.

**Preparation:** Homework assignments designed to introduce material that will be helpful in understanding future instruction.

**Elaboration:** Homework assignments designed to transfer previously learned skills and concepts to other situations such as making real world and cross-curricular connections.

**Study skills and habits:** Homework assignments designed to improve skills such as concentration, discipline, note taking, reading for understanding, and reading for pleasure.

**Skill Integration** Homework assignments designed to utilize separately learned skills and concepts and apply them in the completion of a single product such as a book report, science project, or writing assignment.

**Corrective Instruction** Homework assignments designed to help correct an assessed area of need. There should be differentiated learning opportunities for first time successful learners.

It is important to clearly identify the purpose of a given homework assignment and communicate that purpose.

The following example describes how this might be done.

Carly opened her assignment notebook to record the homework for the evening. The pages for the assignment notebook had been copied for students at the beginning of the year so each page was organized the same, much like the templates provided in business daily calendars. For each day of the week, there were several squares organized as follows:

Subject: \_\_\_\_\_

Due date: \_\_\_\_\_

What I have to do tonight: \_\_\_\_\_

\_\_\_\_\_

Purpose of assignment: \_\_\_\_\_

\_\_\_\_\_

What I have to already know or be able to do in order to complete the assignment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

It is widely recognized that activities such as independent and recreational reading, practicing musical instruments and practice for extracurricular activities are also essential for improving student performance. These types of activities are generally expected to be completed in addition to study skill and content homework.

**Guidelines for Quantity and Type of Homework:** The research is clear that the effectiveness of homework in improving student performance increases with the age of the child. The research also strongly suggests that the quantity and type of homework assigned must be grade level appropriate. Based on this research homework should be assigned within the following guidelines:

Grade	Minutes/ School Day	Learner Chart All Students
Kinder. & Grade 1	10—20	Developing nightly reading as a “habit”  Teaching responsibility  Listening to different types of reading  Practice and review as a means of building habits  Developmentally appropriate corrective instruction  <i>Reading for pleasure</i>
Grade 2 & 3	30	Practice and review  Developmentally appropriate corrective instruction  Elaboration-standards based  Skill integration  <i>Continue to build reading skills</i>
Grades 4-5	40-50	Elaboration-standards based  Preparation-front load  Corrective instruction where necessary  <i>Continue to build reading skills</i>
Grades 6-8	60-80	Corrective instruction where necessary—Practice/Review  Skill integration  Elaboration—standards based