

**HOMEWORK**

Homework is viewed as a potentially valuable and appropriate extension of activities begun in school. It should be meaningful and useful to students.

The Superintendent will establish homework expectations.

Reviewed: June 1, 2010

## HOMEWORK REGULATION

These homework expectations are designed to assist us by providing clear and specific directions for homework assignments. Homework assignments must serve valid purposes. They should be a continuation of or an enrichment of classwork. Homework is work completed during other than school or class time.

### Valid Reasons for Assigning Homework

1. To enrich and extend school experiences.
2. To provide essential practice in needed skills.
3. To develop good study habits and organizational techniques such as budgeting time, making decisions, and critical thinking.
4. To provide opportunities for students to complete objectives missed due to absences from the classroom.
5. To develop research skills and bring students into contact with out-of-school learning resources.
6. To challenge each student to the limit of his/her individual ability.
7. To provide students with an opportunity to develop and to pursue personal interests and hobbies.
8. To help students develop initiative, responsibility and creative ability.
9. To complete written work not finished during the class or study periods at school.
10. To review class notes and/or otherwise to prepare for class tests or quizzes.

### Types of Homework

Homework assignments should be consistent with the reasons for homework and based upon the individual needs and abilities of each student. Some examples of types of homework follow.

1. Writing Assignments
  - a. Writing spelling words.
  - b. Practicing exercises in penmanship.
  - c. Writing papers which organize and record research data.
  - d. Writing letters, poetry, creative stories and book reviews.
  - e. Making lists and developing questions that relate to school work.
  - f. Planning reports of field trips, television programs, radio programs, movies, lectures and recordings.
  - g. Reporting data gathered from interviews.
  - h. Practicing mathematical skills.
  - i. Completing graphs or tables of data.
2. Reading Assignments
  - a. Researching topics.
  - b. Reading stories, poems and books for enjoyment.

- c. Reading newspapers and periodicals, including print and electronic media sources.
- d. Reading in subject matter texts to find answers to specific questions or to review exercises. (Avoid assigning pages to be read with no purpose established.)
- e. Reading to gather information to satisfy special interests and hobbies.
- f. Reading to develop an information base for an upcoming class discussion/analysis.

### 3. Activity and Project Assignments

- a. Repeating or extending science investigations that can be performed with simple equipment.
- b. Making collections.
- c. Gathering specimens, pictures, or materials for class exhibits, projects, demonstrations or oral reports.
- d. Preparing map projects and other visual materials.
- e. Building models, computer based presentation projects and dioramas.
- f. Planning, organizing and practicing oral reports.
- g. Using library resources to foster in-depth study.

## **Responsibilities**

The success of a homework program depends upon the cooperative efforts of students, parents, teachers and administrators.

### 1. Students

- a. Develop a positive attitude toward studying.
- b. Your homework assignment is part of your learning experience. Treat homework as an opportunity to enrich and extend your skills, knowledge and interests.
- c. Ask questions in class when you do not understand or are not sure of an assignment.
- d. Write your assignments in a notebook.
- e. Study in a quiet place at about the same time each day.
- f. Keep your desk or table clear of distracting items.
- g. Work in a well-lighted area.
- h. Plan your study time and follow a schedule.
- i. Begin studying before you are too tired to do your best work.
- j. Stick to your work during your study time.
- k. Write legibly and neatly.
- l. Make certain that you have followed instructions.
- m. Do your assignments on time or before they are due.
- n. Make up work missed due to absence.

### 2. Parents

- a. Provide a suitable study area that is quiet, comfortable and well lighted.
- b. Develop a daily schedule for your child's out-of-school time. It is important that students be able to plan time wisely in order to include homework, individual interests, recreation, home responsibilities, and proper rest.

- c. Show a genuine interest in your child's homework.
  - d. Encourage your child to develop increasing independence.
  - e. Check your child's work for quality and extent of completion, but don't do the work for him/her. If problems exist, contact the teacher.
  - f. Refrain from criticizing the assignment, the school or an individual teacher, but do make a school contact for an explanation when you have questions.
  - g. Encourage responsibility for making up assignments missed due to absence.
  - h. Provide whatever resource materials you are able to obtain, i.e., dictionaries, encyclopedias, library books, magazines newspapers, and electronic media sources, if available.
  - i. Share your appreciation for knowledge with your child.
3. Teachers

- a. In all classes at all levels, teach students how to study. Never assume that they know. Through discussion and supervised practice during class study times, make certain that students know and use proper study skill techniques, stressing:
  - Concentration and self-discipline.
  - Use of resource materials: glossaries, indexes, encyclopedias, and electronic media sources.
  - Listening skills.
  - Skimming.
  - Gathering, organizing, relating and communicating data.
  - Reading for main ideas, specific information and details.
  - Making and using an outline.
- b. Establish acceptable standards of neatness and quality.
- c. Plan with your pupils and/or inform them of the methods of evaluating homework assignments.
- d. Homework is used to build skills and reinforce learning from the instructional day and should be assigned for this reason. The success of a homework program is largely dependent upon the attitudes built by the cooperative efforts of home, school and students.
- e. Return evaluated assignments promptly.
- f. Contact parents and seek their cooperation when you are unable to satisfactorily resolve homework problems with a student.
- g. When you conduct field trips, remind your students of their responsibility for making up the work missed in other areas.
- h. Help your students understand their responsibilities as listed under the "Responsibilities – Students" section of this document.

### **Daily Time Schedule for Homework Assignments**

Individual abilities, study habits and planning efficiency are contributing factors which affect the amount of time individual students require to complete their home study tasks.

The time schedule below is based upon the average time necessary for the majority of students to complete assignments. Some students will require more time than others to complete the same

assignments. This schedule need not be followed exactly, but regular homework assignments should be given for all students. These time expectations represent total amounts each day, not times per subject. Homework assignments may be given on other than a daily basis.

Each Principal will establish specific procedure to make certain that students in Grades 7 through 12 are assigned sufficient, but not excessive, amounts of homework. These procedures will be revised regularly.

Kindergarten	approximately 10 minutes
Grades 1 and 2	10 to 25 minutes
Grade 3	15 to 30 minutes
Grade 4	20 to 35 minutes
Grade 5	45 minutes
Grade 6	60 minutes
Grade 7	90 minutes
Grade 8	120 minutes
Grades 9 through 12	120 minutes

College level and Advanced Placement courses may require more time to complete the necessary homework assignments.

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