

1 2430R INSTRUCTION

2 Homework

3 A written implementation plan for each educational level or building (K-6, 7-8 and 9-12) that clearly
4 indicates to students, parents and staff the procedures and practices that will be followed in assigning,
5 completing, cementing, reviewing, evaluating and returning all assigned homework will be developed.
6 Administrators are responsible for seeing that these implementation plans are defined, written, and
7 shared. This plan is also to be shared with the appropriate Assistant Superintendent as well as be
8 consistent with policy and the following regulations:

9 **Guidelines for Effective Assignments**

10 Homework should be an appropriate extension of classwork. The assignment and its purpose should be
11 clearly stated. Homework should be as carefully planned as any classroom activity.

12 **Staff members should consider these factors when making homework assignments:**

- 13 • The grade level of the student;
14 • The level and degree of difficulty of the subject being studied;
15 • The maturity level of the student;
16 • The instructional needs of the student; and
17 • The total daily homework load of the student.

18 Homework should be assigned when it is most probable that the students can complete the assigned
19 task(s) with materials or resources they normally possess or which are readily available.

20 When appropriate, guided practice should take place in the classroom to prepare for homework.

21 At the beginning of the term, the teacher should always make clear to the students/ his/her policy
22 regarding the grading of homework and its effect on the final grade.

23 Although it may not be necessary to correct all homework, it is necessary to ascertain that the desired
24 learning has taken place. The important question is, "Have they learned it?" rather than, "Have they done
25 it?".

26 Assignments requiring a prompt teacher response to be effective should be corrected as soon as possible.

27 Homework should not be assigned if there has not been adequate time to prepare the student; nor should
28 it be assigned for disciplinary purposes.

29 Complex, long-range assignments should incorporate appropriate structure and guidelines including a
30 sequence of tasks, a timetable, and frequent progress reviews.

31 Homework assignments should be coordinated to meet recommended total time requirements when
32 several teachers work with the same student.

33 **Goals of Homework**

34 Effective homework assignments should:

1 **Responsibility of Parents**

2 While students should assume the major responsibility for completing homework assignments, parents
3 are encouraged to take an active interest in students' homework by:

- 4 • Promoting a positive attitude toward homework;
- 5 • Providing a consistent time and a suitable place for study;
- 6 • Making resource materials available whenever possible;
- 7 • Assisting with drills; and
- 8 • Communicating to the teacher special circumstances which may affect the child's ability to
9 complete assignments.

10 **Guides for Average Homework Time**

11 Following are recommended average time guidelines (based on a student's cumulative daily assignments)
12 for student homework:

13 Grades K-1 5 to 15 minutes per day for two to four days

14 Grades 2-3 15 to 30 minutes per day for three or four days

15 Grades 4-5 30 to 60 minutes per day for three or four days

16 Grade 6 45 to 60 minutes per day for four or five days

17 Grades 7-8 45 to 90 minutes per day for four or five days

18 Grades 9-12 60 to 180 minutes per day for four or five days

19 It is important to consider a student's individual needs as well as the need for balance in a student's life,
20 e.g. homework, scouts, sports, music, etc. when assigning homework. A student's individual education
21 plan and other special individual needs of a student supersede the guidelines of this policy.

22 Policy History

23 Adopted on: July 1, 2000

24 Revised on: August 8, 2005