HOMEWORK

The board believes that homework should be used to enrich the school experience, to reinforce learning by additional practice and application of objectives within a lesson, and to foster student initiative and independence. The instructional staff is expected to assign homework when it can be of benefit to the student and is assigned within the following limitations.

1. Homework should supplement a well planned lesson following a careful explanation and definition of the task.

2. Homework should be constructive in nature and directly related to the course of study. Assignments that emphasize drill, encourage creativity, and require critical thinking are encouraged.

3. Homework should be assigned with as much individualization as is possible with due consideration to the need for students to have adequate resources available to complete the task, the variety of home environments for study, the need and desirability of adequate time for other activities, and the expectations of other staff members.

4. Homework should not be assigned for “homework’s sake”, as a disciplinary measure, and should be limited during weekends and vacation. Minimum homework is expected in grade one.

5. With great discretion, the amount and difficulty of homework is expected to increase with the maturity and grade level of each succeeding year.

6. Students are to receive timely feedback concerning the quality of the homework assigned.

The board recognizes the need to encourage parent participation in the learning process and therefore encourages communication concerning homework between the school and the home. {Parents are encouraged to maintain home conditions favorable to study, to encourage proper study habits, and to assist whenever appropriate.

The board also recognizes the quality of materials used by the staff, particularly with homework, is a source of parent interest and does create a public impression of the public schools. Mimeograph and “ditto” materials should be easily read, and organized in a neat and orderly manner.

The Superintendent of Schools shall monitor the homework practices of the district and establish appropriate regulations needed to implement this policy.
HOMEWORK

A. In each school the principal shall consult with appropriate staff members to develop a homework guide. The guide shall take into consideration school board policy IKB, Homework, and recommendations that follow in this regulation. The homework guide shall meet these minimums:

1. Reinforce and parallel the recommended time allocations and limitations as stipulated by this regulation.
2. When homework is assigned, part of each class period should be used to fully explain the purpose of the tasks to be performed, the resources needed, and the expectations of outcome.
3. Consider test schedules within the school building so as to prevent too extensive an overlap and thus demand on student time.
4. Teach and establish good study habits that may be used in the formal instructional program and may be modified and distributed to parents.
5. Homework assignments shall be marked and graded by the teacher and then returned to the student within five (5) days.
6. Assignment notebooks or a similar recordkeeping document shall be used by teachers and checked periodically by the teacher and parent/guardian and the periodic review will be acknowledged by the teacher and parent/guardian initials.
7. Each school shall develop a "Homework Alert" system which officially calls to the attention of the parent/guardian that assignments are missing or incomplete.
8. Annually principals will inform parent/guardian and student of the policy and regulation about homework.

B. Homework should be assigned when students are not working to capacity, when specific tasks need improvement, when broadening experience is needed, when individual students need attention, and generally when students need to practice what was learned in the classroom.

C. It is appropriate for professional staff members to share kinds of activities that may be used as homework assignments. Some of the ideas might be:

1. Continuation and application of work begun in class under supervision of the teacher.
2. A review directed toward the enrichment or reinforcement of instructional objectives of lessons presented earlier in the course.
3. Individual practice in essential skills.
4. Reading books or magazines of a student's choice, but related to instructional objectives.
5. Projects such as home experiments, preparation of collections or exhibits, or long term assignments.
6. Correcting and rewriting reports, term papers, or themes.
7. Directed listening to concerts, lectures, forums, and other radio and television programs related to instructional objectives.
8. Purposeful trips or travel.
9. Interviewing special persons on topics related to instructional objectives.
10. Research arguments on both sides of an issue.
11. Students inviting parents and/or friends to play games that build interest in competency in areas related to instructional objectives.
D. Homework should be designed so as to take into consideration individual differences in student abilities as well as academic and vocational goals.

E. Homework for vacation periods should be limited to reading and/or working on long term assignments, such as term papers. Students generally need assistance in learning the skills necessary in planning the completion of a long term assignment. Staff members are encouraged to teach students the concepts of time management and learning to establish a time schedule for the completion of work, thus avoiding last minute rushes. Homework assignments shall be reviewed promptly and appropriate recognition of the outcome given to the student.

F. Homework implies an assignment of work to be done outside of the classroom, either in a study hall or at home. It is appropriate that homework be introduced properly during class time and, on occasion, it is appropriate that some minimum time be used to practice the homework assignment with teacher supervision. However, it is inappropriate, particularly in the secondary school, for major portions of class time to be devoted to assignments which are given as homework.

G. Suggested Time Allocations

<table>
<thead>
<tr>
<th>Grades</th>
<th>Frequency</th>
<th>Maximum Daily Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td>once/twice/week</td>
<td>20 to 30 minutes</td>
</tr>
<tr>
<td>4 - 6</td>
<td>three/four/week</td>
<td>30 to 60 minutes</td>
</tr>
<tr>
<td>7 - 8</td>
<td>daily (incl. weekends)</td>
<td>1 to 1 1/2 hours</td>
</tr>
<tr>
<td>9 - 12</td>
<td>daily (incl. weekends)</td>
<td>1 1/2 to 2 1/2 hours</td>
</tr>
</tbody>
</table>

H. Missing and or incomplete homework assignments shall receive a grade of zero. Homework assignments cannot exceed 25% of the total grade within each marking quarter.

I. Student will be expected to do missing or incomplete homework assignment during scheduled recess time, after school or Saturday detention depending upon individual circumstances and appropriateness for each school level.

J. Principals shall incorporate within their supervisory duties a review of the implementation of the homework policy and regulation on a routine basis. This element shall also be addressed during formal observations.