

## Homework

Section 1. Definition. The Board of School Trustees supports teachers and administrators who are continually concerned that the purposes of homework lessons assigned for completion by students be carefully explained. Homework is an out-of-school assignment that contributes to the education of the student. It should be meaningful and a positive extension of class work and should be related to curriculum objectives. Homework may include practice exercises, reading of material on a specified topic, in-depth extension of classroom activities or independent project work related to the subject.

Section 2. Objectives. Homework must fulfill the following four categories: Enrichment, Reinforcement, Skill Development, and Preparatory, with the following objectives:

1. To review, reinforce or extend classroom learning by providing practice and application of knowledge gained;
2. To teach students responsibility and organizational skills;
3. To promote wise and structured use of time;
4. To encourage a carry-over of worthwhile school activities into permanent career and leisure interests;
5. To provide opportunities for broad enrichment activities;
6. To promote home/school cooperation in the educational process.

Section 3. Definitions. Enrichment assignments are normally those lessons in which all students may realistically enhance their personal growth and development. Students are usually given great latitude regarding the topic and the scope of their reading and research. Except for general teacher guidelines, the student's efforts may result in an original and creative lesson for that student.

Reinforcement lessons are not generally assigned to all class members since individual students have a varying need for this type of homework. In contrast to enrichment assignments, reinforcement lessons are generally on a daily basis and are also on a one to one basis with the teacher.

Skill development lessons are usually assigned to all students and are closely related to the regular current classwork. Analysis of weaknesses and strengths is noted regularly

by the teachers and is used to assist the student through supervision by the teacher of the initial practice by student before independent work is assigned.

Preparatory homework is normally intended to familiarize the student with a content or topic and to serve as a basis for subsequent activity.

Section 4. Principal's Role. As the instructional leader, the principal has a continuing role in implementation of this Guideline. The principal must ensure that the staff complies with this Guideline and that homework is used effectively. The principal must make certain that the homework Guideline is communicated to teachers, parents, and students.

Section 5. Teacher's Role. The Board expects that great care must continually be exercised by the teacher to permit students adequate personal time and time for physical and cultural development. A lengthy day of serious study followed by demands and pressures of excessive outside assignments may cause negative student attitudes to develop. Therefore, homework assignments should be approached from a positive viewpoint so that they will enhance student success in school. The teacher must be conscientious and thoughtful about making appropriate homework assignments and properly preparing students for completing them. The following guidelines will assist the teacher in planning homework:

1. Assignments must be specific, and students should know what is expected of them;
2. Assignments must have direct application to classroom studies;
3. Assignments must be evaluated, and the results must be shared with students;
4. Assignments must be reasonable in relationship to difficulty and time required for completion. Care must be taken not to overburden a student with excessive homework;
5. Teachers in a departmentalized situation should be aware of their colleagues' assignment practices and should coordinate the assignment of major projects;
6. Teachers should notify the parent if a student consistently fails to do homework assignments;
7. Assignments must be provided for excused student absences to allow them to make up work missed;
8. Homework should never be assigned for busywork or punishment.

Section 6. Length of Homework Assignments. Homework assignments must be reasonable in relationship to difficulty and time required for completion. Excessive homework is counterproductive. When making assignments, the teacher must consider the student's age, maturity and capability and other demands on student time should be taken into consideration when assignments are administered. Students within a class may be given different assignments depending upon their abilities. Extensive assignments which occupy much of the student's time should not be made during vacation periods (winter recess and spring break), but these periods may be used by students to complete extended projects previously assigned.

Section 7. Parents' Role. Cooperation by parents is a necessary factor in meaningful homework experiences.

Parents can encourage their children by sharing interest and exhibiting helpful attitudes toward homework. Parents can exhibit this cooperation by:

1. Providing a quiet, well-lighted place for their son or daughter to study;
2. Establishing a regular "homework time";
3. Providing a special place free from excessive noise and distractions where the student can work;
4. Encouraging and supporting their child's efforts;
5. Communicating with the teacher whenever their child has consistent difficulty with homework assignments;
6. Encouraging their child to seek help and questions of the teacher when in doubt about an assignment.

Section 8. Student's Role. Each student has the responsibility to develop good work and study habits. The student should follow these guidelines to assist in the development of these habits:

1. Clarify with the teacher any questions pertaining to the assignment before leaving class;
2. Take home all materials and information needed to complete the assignment;
3. Learn to budget his/her time by using study time provided during the school day and completing long-term assignments efficiently;

4. Analyze his/her study habits and take advantage of available study helps;
5. Set aside a special time to do assignments;
6. Find a special place free from excessive noise and distraction in which to work;
7. Organize his/her time so that assignments can be completed in a timely fashion;
8. Check completed assignments for accuracy;
9. Return assignments to the teacher by the date requested;
10. Make up all work missed during periods of excused absence.