

<i>Policy</i>	<i>Title</i> HOMEWORK	<i>Code</i> IKB
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HOLLISTON

The Holliston Public Schools (HPS) believe that homework contributes to the understanding of and engagement with the curriculum, the practice of skills and the reinforcement of learning. It enriches school experiences and promotes a permanent interest and joy in learning. It stimulates individual initiative, personal responsibility, and self-direction.

Due to the differences in age levels, learning styles, and modes of instruction in the elementary and secondary schools, homework expectations will necessarily differ.

The term "homework" refers to an assignment to be prepared during a period of supervised study during the school day or outside of the school day, either supervised or unsupervised. Homework is not to be used as a form of punishment under any circumstances. Recess will not be withheld or restricted for incomplete or missing homework assignments.

A child may also be excused for exceptional reasons with approval of the school administrator. When scheduling tests or assessments, assigning homework, and determining due dates, teachers should consider and respect a student's availability before, during and after major religious holidays if requested by the parent/guardian.

Furthermore, homework will not be assigned during the four scheduled vacation periods: Thanksgiving, December, February and April. Any exceptions require the prior approval of the building principal.

Lastly, homework assignments and tests should be scheduled to ensure appropriate volume and, if possible, consistent workload.

Homework should have three important objectives:

1. Purposeful

The purpose of homework is to improve and/or advance the learning process, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. Students should understand, in advance, the objective and goal of the assignment.

2. Age and Developmentally Appropriate

Homework is a learning activity that should increase in complexity with the maturity of the student. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting. Homework assignments should be age appropriate and consistent in terms of quantity and amount given per grade and the time required for each assignment by program (French, Montessori and Traditional), and/or grade, and/or team (at the middle school level), and/or course level (at the middle and high schools).

3. Engaging

Homework assignments should be meaningful and relevant. They should connect student interests and curiosity with the curriculum. Students should be given opportunities to apply the skills they have learned to higher-order thinking and real-life applications in order to solve problems whenever possible. Homework should focus on learning objectives that have meaning beyond the classroom.

First Reading:	May 19, 2016
Second Reading:	June 2, 2016
Third Reading:	Waived
Policy Adopted:	June 2, 2016
Policy Amended:	
Legal References:	
Policy Cross Reference:	JH – School Absences and Dropout Prevention
Procedure Reference:	

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