

Superintendent's Regulation 4730-R

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Approved upon Superintendent's Initials

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Date

HOMework REGULATION

In addition to formal assignments designed to improve skills and to extend knowledge of a school subject, homework may include informal activities such as trips to places of interest, participation in cultural events, viewing and reporting on a specific television program, making a nature collection or other activities of interest to the student. Homework assignments may be initiated by a teacher or student.

Homework assignments should be designed so that all students have access to the materials and resources that will ensure successful completion.

Homework Activities

Homework assignments for primary students may include activities such as parent-child discussions, collecting materials for a scrapbook, collecting leaves, stones, and the like for nature study, and writing stories on topics of personal interest.

In the elementary grades, assignments, in academic studies such as mathematics, spelling, reading, and reporting on stories and the like will be introduced.

In grades 7 through 12, assignments will gradually be expanded in scope and quantity with continued development of skills as well as greater emphasis on independent study and the use of reference materials.

Homework activities can generally be grouped as follows:

- Continuation: Working on assignments that began in class
- Drill: Practicing skills of any subject
- Memorization: Committing to memory materials such as poems, vocabulary words, mathematics tables and formulas
- Reading: Using books, newspapers, magazines, library materials, and reference works
- Writing: Taking notes, creative writing, preparing reports
- Observation: Gathering ideas and information through viewing activities, movies, plays, and television programs and then preparing reports and evaluations

- Research: Working on long-term projects and assignments
- Interviews: Gathering data and information by direct, personal contact with experts and authoritative sources
- Exhibits: Collecting and preparing materials for display purposes and for the instruction of others
- Make-up: Completing work missed due to absence

Study Skills and Habits

A study skill is a method or technique that helps a student to learn more efficiently. Such skills may include how to memorize essential facts, finding out what is wanted in a math problem or determining the main idea in a piece of writing.

A study habit is a regularly practiced routine such as studying independently, studying at the same time and place, regular application of study skills.

Study habits and skills which have proven to be effective include:

1. keeping an assignment notebook;
2. organizing all materials and supplies needed for each assignment;
3. reinforcing and expanding on what was taught as soon as possible after the class has ended;
4. setting up a study schedule with appropriate breaks to avoid fatigue;
5. keeping up-to-date on assignments; and
6. requesting assistance from the teacher or other resource people if additional help and explanation are needed.

Guide for District Level Administrators

Central office administrative staff will be responsible for the following:

1. publication of the written policy, and dissemination to staff, students, and parents/guardians;
2. providing in-service programs to school based administrators;
3. providing in-service programs to parents/guardians through the various groups throughout the district and the community; and
4. regular monitoring of the effectiveness and success of the policy.

Guide for School Based Administrators

Principals, program administrators, and other school-based administrative staff will be responsible for:

1. dissemination of the published policy to staff, students, and parents/guardians;
2. providing in-service programs to staff;
3. explaining the policy to students in classes and through assembly programs;
4. providing in-service programs to parents/guardians through school and community groups;
5. monitoring the quality and quantity of homework assignments;
6. supporting the policy by the acquisition and maintenance of adequate and appropriate supplies, equipment, reference materials, and the like; and
7. assisting and supporting teachers' efforts to assign and to retrieve homework.

Guide for Teachers

Out-of-school assignments shall be generally related to classroom experiences. They are most effective when they are clear, definite, reasonable in length, include variety and take into consideration individual differences and other obligations that students might have. Homework assignments shall be part of the written lesson plans.

Assignments may include both formal and informal activities.

1. Homework assignments should be thoroughly understood and the purpose clear.
2. Assignments should be of reasonable length so that every student can complete them.
3. Emphasis should be on quality rather than quantity.
4. All assignments should be reviewed, evaluated, and returned to the student in a timely fashion.
5. Assignments should have variety, be thought provoking, and encourage further growth of learning.
6. Parents/Guardians should be contacted by phone or by note if the assignments are below standard, incomplete, or neglected.

Guide for Students

Out-of-school assignments provide students with the opportunity to reinforce skills, to review and to expand knowledge gained in the classroom, and to develop good study habits.

The successful completion of assignments shall require a student to meet responsibilities, to set priorities, and to budget time.

The quality and quantity of homework will be used in determining report card grades.

Students should:

1. attend school every day;
2. be on time to school and to all classes;
3. be prepared for every class by having books and supplies;
4. give complete attention to the teacher and to the lesson;
5. ask questions when they need clarification of a point in the lesson or in the homework assignment;
6. do homework on the night assigned. For a long-term assignment, students should do a little each night until it is completed;
7. after an unavoidable absence, students should get the missed assignments and complete them as soon as possible; and
8. budget time for recreation and relaxation as well as for study.

Guide for Parents/Guardians

Out-of-school assignments provide opportunities for the parent/guardian to assume an active role in the education process. In addition, homework assignments provide an opportunity for home-school cooperation as well as involvement in the student's instructional program, they do provide review and reinforcement for the student.

Parents/Guardians should:

1. provide a place for study that has favorable conditions and a minimum possibility of distractions or interruptions;
2. help the student to set aside time for homework on a regular daily basis. Long term assignments and study for examinations are more successful if

done in segments over a period of time. Planned “breaks” can help to avoid fatigue;

3. encourage the student to strive for quality and completion of each assignment. Starting with the assignment considered most difficult and proceeding to the easier ones will help;
4. assist the student while encouraging independence;
5. show an interest in homework assignments by praising good study habits and quality completion of work;
6. remind students to seek make-up work after an absence from school;
7. assist the student and reinforce the efforts of the school by supporting homework; and
8. contact school personnel--teacher, counselor, or Principal-- if there is a problem. A parent/guardian should call the school and leave his/her name, phone number, and hours he/she is available or send a note.

It should be noted that students learn and progress at their own rates. Comparing students, one with another, exerting excessive pressure, or doing the homework for the student will not produce the desired results-growth in knowledge and skills, independence, and responsibility.

Homework Time Guides

Homework assignments shall reflect the needs, abilities, interests of students, and be designed accordingly. Although the emphasis should be on quality rather than quantity, guidelines stated in terms of the average student and average amounts of time shall be helpful.

At the elementary level, students need to begin to adjust to having homework. In kindergarten it may be just to bring in something of interest or to watch a special television program. By sixth grade, a student should be doing 30 to 60 minutes of homework each day.

Middle school students at grade 7 may expect to have about one hour of homework each night while students in grade 8 may need to devote one and one-half hours to out of school assignments each night.

Students in grades 9 through 12 should expect to spend an average of 20 to 30 minutes per day on homework for each subject being studied.

These times will vary at each grade level depending on the strengths of the individual student and the level of the courses being studied.

In addition, long range assignments such as a research project, term paper, or a piece of creative writing will require that time be budgeted on a regular basis in order to complete the work.

Enrollment in Advanced Placement Honors, or college courses while in high school may require additional home study.

Generally, most students in the junior and senior years of high school will not need to spend more than an average of eight hours per day on all school work, class time plus homework.

Recommended minimum daily time guidelines are:

Kindergarten	15 minutes
Primary--Grades 1,2,3	20-30 minutes
Intermediate--Grades 4,5,6	30-60 minutes
Middle School--Grades 7,8	60-90 minutes
High School--Grades 9,10,11,12	90-150 minutes

Within these guidelines, schools may wish to establish procedures for the allocation of homework by subjects and skill areas in order to allow sufficient time for successful completion of specific assignments.

Note: Prior regulation, Policy Manual, Homework (IKB-R) (1982), revised
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