

## Policies

Book: Policies  
 Section: I - Instructional Program  
 Title: Academic Achievement: Homework  
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### Policy Detail

#### Purpose and Philosophy

- Homework is an integral part of the learning process and includes opportunities for students to reinforce, synthesize, and extend classroom learning.
- Homework should be meaningful and engaging, should purposefully support the curriculum, and should help students develop responsibility and good work habits.
- Homework is a natural extension of the school day and an important part of a student's educational experience.
- Homework should be designed to be completed independently.
- The three generally recognized types of homework are practice, preparation, and extension.

- a. Practice homework reinforces newly acquired skills taught in class.
- b. Preparation homework helps students prepare for upcoming lessons, activities, or tests.
- c. Extension homework provides challenging, often longer-term, opportunities for enrichment and extension that parallel class work.

- Students should be taught study techniques, including the wise scheduling and use of time for both daily and long-range assignments.
- Within five days of a student's return from an excused absence, the student must work out provisions for making up missed work with the teacher(s).
- The principal must approve the make up of work missed during an unexcused absence after consultation with the teacher(s).

**Recommended Time by Grade Level:** The times below are daily averages since students should not have homework in all subjects every night.

Grades K-2 15 – 30 minutes per day

Grade 3 30 – 45 minutes per day

Grades 4-5 45 – 60 minutes per day

Grades 6-8 60 – 120 minutes per day

Grades 9-12 60 – 150 minutes per day

Students should spend some time each day reading independently. This time should not be considered part of homework and should include a variety of types of reading.

**Grading/Assessment of Homework:** Research indicates that providing feedback on homework enhances student achievement. Although it is neither feasible nor recommended that teachers collect and grade all homework, they should employ strategies that help them manage their workload while maximizing the effectiveness of the feedback.

- Homework should have clear meaning and importance relating to the curriculum.
- The homework average should count no more than 10% of the overall quarterly grade at the elementary level.
- The homework average should count no more than 20% of the overall grade at the middle and high school levels.
- Depending on the assignment, homework grades should be based on effort, correctness, or a combination of the two.
- Because they require a much greater amount of time and effort than daily assignments, grades for long-range assignments should not count as part of the homework percentage.

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