

Instruction

Homework

The Board of Education encourages meaningful homework assignments appropriate to the age, grade level, and ability of the student.

Homework when assigned should be evaluated and returned to the student.

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The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals. Homework also acquaints parents with the student's work in school.

Homework Guidelines

Rationale: Homework should help students to develop good study habits, foster positive attitudes toward school, and communicate to students the concept that learning takes place at home as well as at school. Homework should also help to develop organizational skills, promote good work habits, and build a sense of responsibility.

Partnership: Teachers, students and parents are all critical players in homework success.

Teachers must:

- Provide meaningful homework assignments
- Provide clearly communicated assignments
- Provide homework appropriate to the students' skills
- Be consistent in keeping with the grade level guidelines

Students must:

- Have clear knowledge of homework assignments
- Have sufficient preparation to succeed
- Complete assignments to the best of their ability

Parents must:

- Provide homework support and structure at home
- Have clear realistic homework expectations
- Have knowledge of the teacher's expectations

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Types of Homework

- **Practice** – This type of assignment refines and strengthens skills previously taught.
- **Preparation** – The completion of this type of assignment makes the next day’s lesson more meaningful and easier to master.
- **Extensions** – This is the application of skills and concepts to a more complex situation. It may require higher level thinking, problem solving, and creativity.
- **Integration** – Successful completion of the assignment requires coordinating and combining several skills and concepts.

Grade Level Expectations

Completion of homework within these guidelines depends on a child’s individual ability to organize himself or herself and focus on the assignment. Some students may also have work, in addition to assigned homework, as a result of work not completed in class. In order to foster grade level consistency, homework will be a discussion topic at grade level meetings at the beginning of each marking period. Parents will also be reminded of grade level homework guidelines in the *School News* at the beginning of each marking period.

If a child is consistently unable to finish within the time stated in the grade level guidelines, or is not receiving sufficient homework, it is an indication that communication is needed between parent and teacher.

Kindergarten:	as needed
Grade one:	10 minutes three to four times per week
Grade three:	Classroom: 20-30 minutes three times per week Spanish: 10 minutes per week
Grade four:	Classroom: 30 minutes three to four times per week Spanish: 15 minutes per week
Grade five:	Classroom: 45-60 minutes four to five times per week Spanish: 20 minutes per week
Grade six:	Classroom: 45-60 minutes four to five times per week Spanish: 25 minutes per week

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It is hoped that every family will make reading to children, reading with children, and/or children reading independently a part of daily family life. Research states: “There is increasing evidence that parental beliefs and attitudes regarding literacy, and reading in particular, influence children’s literacy development” (DeBaryshe, 1995; Baker et al., 1995; Spiegel, 1994). “The values, attitudes, and expectations held by parents and other care givers with respect to literacy are likely to have a lasting effect on a child’s attitude about learning to read” (Snow, Burns, & Griffin, 1998).