

# REGULATION

## Content of Homework

1. Any homework assigned to pupils must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.
2. Homework should help pupils learn by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the pupil's responsibility and provide an opportunity for the pupil to exercise independent work and judgment.
4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include only those exercises and activities that a pupil can accomplish independently.
5. Homework assignments should not require the use of research or resource tools that are not readily available in the pupils' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.
6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.
7. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

## B. Assignment of Homework

1. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the individual pupil. No free passes on homework shall be used as motivation. One-half of one point will be deducted from the final grade of the marking period for each homework assignment not submitted in grades 5-8.
2. Homework should be assigned with clarity so that pupils know precisely what is expected of them. It may be helpful for teachers to post the homework assignment at the beginning of the class period and to encourage pupils to ask questions about any aspect of the assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.

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3. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long term assignments, well in advance so that pupils can adjust their schedules appropriately.
4. Pupils should be encouraged or required to maintain a homework assignment book, in which the pupil records his/her daily assignment. Pupils and parent(s) or legal guardian(s) may be asked to record the time necessary to complete each assignment; this information will assist teachers in verifying their estimates of the length of time a given assignment will require.
5. A teacher may accede to a parent(s) or legal guardian(s) request for additional homework assignments for a pupil, provided the teacher, in his/her discretion, believes that the pupil will benefit from the assignment.
6. A pupil who has been absent from school will be given an opportunity to make up homework assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term assignments.
7. The parent(s) or legal guardian(s) of an absent pupil may request homework assignments to be completed during the pupil's absence. Teachers are expected to comply with any such request.

## C. Evaluation of Homework

1. All homework must be evaluated by the teacher and the teacher's evaluation must be communicated to the pupil. Homework is not a learning activity if the pupil receives no acknowledgment of his/her work and no appraisal or criticism of it.
2. Teachers should insist on high standards of quality in homework. The homework lesson should teach the values of thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

## D. Checklist for Teachers

Teachers should be able to answer affirmatively the following questions about a homework assignment.

1. Does the homework serve a valid purpose?
2. Is it well within the capacities of the pupil?
3. Has the class been thoughtfully motivated for the work?

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4. Does the assignment grow out of school experience?
5. Does the assignment extend pupils' fund of information?
6. Is the work adapted to individual needs, interests, and capacities?
7. Are pupils entirely clear about what they are to do?
8. Can the pupils do the work without the assistance of parent(s) or legal guardian(s) or others?
9. Is the assignment a reasonable one and evenly scheduled in view of the pupil's home conditions?
10. Does the assignment minimize the temptation merely to copy information?
11. Can the homework be evaluated fairly and/or be used in the daily program?

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