

Administrative Regulation

Homework, Guidelines for

The Board and the educational staff of the district are dedicated to excellence in education. This homework regulation was developed by a selected group of parents, teachers, administrators, and high school students.

A. We believe...

1. That well-defined, purposeful homework should be an important aspect of a student's education.
2. That homework will be meaningful and productive when students, teachers, and parents clearly understand its aims and desirable outcomes, when it is based upon a knowledge of child growth and development, and when it is reasonably assigned.
3. That parents can be most helpful by providing the setting and encouragement conducive to independent study.
4. That homework should be used as a means of improving a student's performance on substantive assessments, but should not usurp the role of substantive assessments in determining a final grade in a class or course of instruction.

B. Homework is defined as those learning activities initiated at school and continued outside of class. The major purposes to be achieved through homework are as follows:

1. To provide an outgrowth and extension of meaningful classroom activities
2. To develop self-discipline and responsibility for sound independent study
3. To gather specific information
4. To complete work initiated in class
5. To enrich the school experience through related home activities
6. To stimulate total intellectual development
7. To encourage a carry-over of worthwhile activities into permanent leisure interests

8. To reinforce school learning by providing necessary practice and application
 9. To make up work missed during an illness or other absence
- C. A good homework assignment is one which will meet one or more of the following criteria:
1. Suited to individual needs
 2. Suited to the maturity level and ability level of the student
 3. Clearly understood by the pupil as to purpose and method of accomplishment
 4. An outgrowth of classroom work or continuation of classroom experiences
 5. One which can be accomplished independently without instructional help by the parent
 6. A proper and stimulating challenge requiring the full use of the pupil's academic abilities but which is neither too easy nor too difficult
 7. Suited to home study resources
 8. Brief, clear, and definite
 9. Not given as punishment
 10. One that does not seriously interfere with a child's need for rest, recreation, and leisure-time activities and his need to share in certain home responsibilities and family activities
- D. Some typical homework assignments for elementary school pupils include the following.
1. Continuing work begun in class
 2. Individual practice in the basic skills already introduced
 3. Making up work which was missed due to illness
 4. Reading for recreation or research
 5. Completing special assignments or projects related to class work

6. Collecting materials or preparing exhibits
 7. Completing additional investigations in science
 8. Playing games that build interest in arithmetic, reading, spelling, social science, and/or other subjects
 9. Participating in family trips to places of interest related to classroom studies
 10. Interviewing people for special reports
 11. Listening to assigned recording, radio, or TV broadcasts
- E. Homework assignments given to secondary students, while including many of the characteristics previously mentioned, differ chiefly from those given in the elementary grades in complexity, maturity, depth, detail, and length. Typical homework assignments in the secondary school may include some of the following:
1. Continuation of work begun in class
 2. Individual practice of fundamental skills already introduced
 3. Completing assigned reading of textbooks, novels, short stories, essays, biographies, library reference materials, and magazine articles
 4. Writing and re-writing themes, research papers, science experiments
 5. Memorizing poetry, plays, speeches, foreign language vocabularies, and mathematical theorems and formulas
 6. Evaluating plays, TV productions, forums, concerts, and other programs related to classwork
 7. Gathering data from interviews, field trips, science investigations, or literary research
 8. Working on individual long-term projects with periodic progress reports to help students budget their time
 9. Preparing art or craft projects, notebooks, maps, and industrial arts projects, and participation in homemaking activities

F. One of the most frequently asked questions is how much time should be spent on homework. Many parents are concerned that their child does not have enough homework; others are concerned that their child has too much. The following guidelines apply to all grade levels:

1. Homework shall be assigned at the discretion of the teacher
2. Teachers are not required to give daily homework assignments
3. Short, intensive work periods provide for most efficient learning
4. Some students will require more time for study than others
5. Different subjects will require different amounts of homework
6. The nature and quality of homework are more important than the amount of time spent on home assignments
7. Generally, there should be no assigned homework on weekends; if assigned, this should be limited to recreational reading or working on long-term assignments

G. Elementary School - Primary Grades

When homework is assigned to primary children, the daily work period should be from 10 to 20 minutes in duration but not more than 30 minutes.

H. Elementary School - Middle Grades

When homework is assigned to children in the middle grades, the daily work period should be from 30-45 minutes but should not exceed 60 minutes in length.

I. Intermediate School

When homework is assigned to students in intermediate schools, it should average one hour per week per class in which they enrolled, but should not exceed one and one-half hours per week per class.

J. High School

When homework is assigned to students in high school, it should average two hours per week in each class in which they are enrolled, but should not exceed three hours per week per class.

- K. Parents share equally with the school the responsibility for the child's education. The attitude of the parent toward homework is most important, for it has great influence on the way a student feels about his/her work. Therefore, parents should:
1. Keep in contact with the school. Periodic conferences with the teacher will improve the home-school relationships.
 2. Make homework pleasant. Urge their child to use skills he/she has learned at school to help himself/herself.
 3. Show interest and give well-deserved praise.
 4. Give their complete attention when assisting their child with his/her homework.
 5. Provide favorable conditions for study, including a special study place, if possible, with a minimum of distractions and interruptions.
 6. Incorporate homework as a regular part of the family routine, so study time habits are well established.
 7. Realize that homework is designed to help the student.
 8. Assist the teacher by supporting the need for assignments.
 9. Be sensitive to their child's capability to achieve. Do not expect him/her to work beyond his/her ability.
 10. Consult with the teacher if the student is frequently unable to understand or complete the assignment. There are reasons why students experience such difficulties.
 11. Limit their assistance with homework to guiding, aiding, reviewing, and listening to recitation, and answering specific questions.
- L. Homework must be a partnership arrangement between teacher, student, and parents. Each has a role to play, and the teacher must consider certain basic guidelines in the development of a policy. The teacher should:
1. Give the pupil a clear understanding of the assignment and how to do it.

2. Reserve for classroom instruction all new or difficult work requiring teacher assistance, except those things of a self-explanatory nature.
 3. Provide motivation, challenge, and variety in homework assignments.
 4. Give students guidance in establishing good study habits.
 5. Plan and assign homework which is adapted to the needs of the student.
 6. Never use homework as punishment.
 7. Help the student to understand clearly the purpose of the homework.
 8. Check or help the student check all homework, and help the student correct errors as necessary to make the homework an integral part of the classroom instructional program.
- M. The students have a greater role in homework than one of satisfying the teacher. As part of their total educational program, students are expected to:
1. Assure themselves they understand the assignment.
 2. Make an honest effort to do the homework assigned.
 3. Return the homework to the teacher when asked to do so.
 4. Return books and other loaned materials upon completion of the assignment.
 5. Seek help from the teacher when they do not understand the work.
 6. Request make-up assignments when work is missed for any reason.
- N. The following have been found to be helpful study tips for students:
1. Maintain regular class attendance.
 2. Listen carefully when homework assignments are explained.
 3. Know exactly what is expected by writing the assignment down.
 4. Use available class time to begin the work.
 5. Budget your time and stick to it.

6. Arrange for a quiet, well-lighted study area away from the rest of the family.
7. Avoid phone conversations during the time budgeted for homework.
8. Have all materials available.
9. Read all directions carefully.
10. Make use of a notebook.
11. Begin long-range assignments early and maintain steady progress.
12. Revise and proofread assignment.
13. Do all assignments neatly and legibly and hand them in promptly.
14. Review - review - review.

O. Grades for Homework

The district's policy is that the appropriate category of completion for homework is "work habits". To the extent a site or classroom rule uses homework to determine a student's mark in "grades", the relative weight accorded to the homework assignments shall comply with Administrative Regulation 6125.2.

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