

DEUBROOK AREA 5-6	NEPN Code: IKB
School Board Policy Reference Manual	

HOMEWORK

TEACHERS ASSIGNING HOMEWORK

The Board of Education acknowledges that it is appropriate for pupils to be assigned homework in addition to the regular classroom learning experiences. When properly utilized, homework constitutes a valuable supplement to the pupils directed study during school hours. The extent and amount of homework should be expected to increase the pupil progresses through the grade levels and high school.

Homework is a teacher-planned learning activity that takes place outside of a student's regular school hours. As such, homework reinforces classroom learning and expands on a student's school experiences and helps to develop independent study habits. Homework is to be a meaningful educational device based on quality, rather than quantity, assignments.

Homework assignments are to be specific and related to classroom objectives. The needs and abilities of the student are to be important considerations in planning assignments. Homework is a learning process that occurs outside of the school in which the children are responsible for the completion of all assignments under the supervision of their parents.

The principal and teacher at the school site are responsible for the coordination of homework assignments and implementation of district regulations on homework.

TEACHERS

Working with district policies and regulations, teachers judge the amount and kind of homework to assign. They have the responsibility for helping students understand not just what is to be done, but why and how it should be done. Realization that students want to know what teachers think about their homework is also important. Corrections and comments on homework can be a valuable means of communication between teacher and student.

- A. Make sure, when giving assignments, that objectives and the materials to be covered have been fully explained. Printed matter should be clear and easy to read.
- B. Be certain that assignments are reasonable and relevant to the district plan of study.
- C. Use discretion in assigning make-up work after a student's illness or other excused absence.
- D. Suggest study techniques appropriate for the work to be done. A copy of your individual course syllabus will be given to each student and the secondary principal at the beginning of the school year. If the second semester class is not a continuation of the first semester class, then a copy of your course syllabus must be given to each student and the secondary principal. The syllabus should include

your course requirements, plans for homework and other information that you feel is appropriate. (Appendix A shows an example that may be followed.)

- E. Evaluate assignments in order to assist students in the improvement of their work and reinforce the value of assignments.
- F. Use a variety of ways to check homework – students exchange papers, check and correct together in class, checklist for work returned, teacher grading and/or comments.
- G. Develop a record system for returned homework.
- H. Be aware of student obligations to school, home (i.e., illness in the family) and community activities.
- I. Encourage students and parents to seek teacher assistance before school, during conference periods and after school.
- J. Never give homework assignments as a means of punishment.
- K. Make parents aware that classroom assignments and homework are extremely important for academic purposes.
- L. Consider unfinished assignments for homework.
- M. Collect all homework and use it to diagnose learning difficulties.
- N. Kids need time to be kids. Do not let over emphasis on mental discipline blow homework out of proportion.

PARENTS

When there is a specific assignment, the best way for parents to help a child learn is by offering support when it is requested. At the same time, limits need to be set so children learn to work independently. Even when children do not have specific assignments due, parents can be helpful by listening when children talk about school and by expressing interest in classroom work and school activities.

In helping students with homework, parents should:

- A. Show interest in the student's work.
- B. Encourage the student and offer counsel, but insist that the student do his/her work.
- C. Provide a suitable place for study, free from distraction.
- D. Check to see that the homework assignments are completed.
- E. Assist in balancing schoolwork with other activities. If possible, establish regular study times.
- F. Talk with teachers if assignments seem to be causing continuing problems.
- G. Sign off homework when requested by the teacher.

STUDENTS

Homework is an opportunity for students to show their real capabilities and to further their educational growth. Teachers can provide assignments, and parents can provide good study conditions and encouragement. However, it is the student who must do the work.

- A. To do a good job in homework, students should:
- B. Listen carefully to all directions about assignments.
- C. Ask questions if the assignment is not clear.
- D. Have a definite time and place for study, free from interruptions and supplied with working materials.
- E. Begin assignments promptly and turn in assignments when due.
- F. Strive for the best results, rather than the minimum, which will be accepted.
Take the initiative to make up work missed because of absence.