

INSTRUCTION

Standard Instructional Program

Homework–Guidelines

This regulation supersedes Regulation 3205.

I. PURPOSE

To establish guidelines for the assignment of homework to students in grades K-12.

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

- A. Section III.A. has been revised to outline the roles of school employees in regard to homework.
- B. Section III.A.2. includes guidelines for the assignment of homework to advanced learners.
- C. Section III.A.5. includes a statement that grading policies should be established by the local school.
- D. Section III.B. has been revised to outline the roles of parents in regard to homework and includes additional guidelines.

III. GUIDELINES

- A. Schools should develop and communicate, to students, parents, or guardians, consistent homework expectations within grade levels, teams, and/or courses.
 - 1. Homework should serve a positive purpose for learning and support the instructional program. Homework should be a vehicle through which students practice, apply, and/or elaborate on content that they are currently learning. It may also be used as preparation for learning new content.
 - 2. Homework assignments should be relevant to content being studied with an emphasis on quality rather than quantity. Homework for advanced learners should focus on understanding content in greater depth and complexity and not on increased time commitments.

3. Homework assignments should be tailored to match the varying needs of students' learning styles, readiness, primary languages, and home support systems. Teachers should ensure that all students know what has been assigned. All students are expected to complete homework assignments.
 4. Students should receive timely feedback on all homework, and feedback should reinforce student learning.
 5. Homework grading policies should be established by the local school, consistent with the standards outlined in the grading and reporting handbooks for elementary, middle, and high school. Homework expectations and their effect on academic or work habit grades should be communicated in writing to students and their parents or guardians.
 6. It is recognized that students vary significantly in the amount of time they need to complete given assignments. Teachers should estimate the amount of time the average student would require to complete an assignment. In general, homework across disciplines should not exceed 0.5 hour in kindergarten through grade three, 1 hour in grades four through six, 1.5 hours at the middle school level, and 2 hours at the high school level. Long-term projects may require additional time. Teachers should adjust daily homework assignments accordingly.
- B. Schools should provide parents or guardians with the following suggestions to support their children's learning:
1. Provide space for doing homework.
 2. Provide a specific time for homework and help with time management and goal setting.
 3. Provide books and opportunities to read daily and discuss what has been read.
 4. Help child make connections between what is being learned in school and the real world.
 5. Encourage exploration of the world outside the classroom and the pursuit of personal interests and hobbies.
 6. Provide the necessary materials to aid learning. These may include pencils, paper, dictionaries, calculators, Internet access, reference books, and other supplies as needed.
 7. Maintain communication with teachers and counselors.
 8. Use the public library as a resource.