

Policies

Newport Public Schools

No. 6432

Instruction - Academic Achievement -

Homework

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Homework

Homework is defined as student learning activities conducted outside of school hours not directly under the supervision of the professional educator.

Homework is an essential part of an effective and well planned instructional program. Homework serves to extend learning opportunities for students beyond the classroom and the school day developing students' life-long skills and attitudes towards learning and contributing to academic achievement particularly at the middle level.

The District's homework program shall vary according to the age and grade level of students. The amount of time and the rigors of homework should increase as children get older and matriculate through the grades. Consequently, the purposes and the guidelines that regulate the homework program will differ among elementary primary, elementary intermediate, middle, and high school students.

Quantity of Homework

The District has defined the maximum amount of homework for each grade level (as outlined later in this policy). Teachers are responsible for determining the time expected to complete assignments. In meeting instructional objectives teachers need not assign homework based on the maximum amount of time stipulated. Additionally, teachers need to communicate with each other at the middle and high school level to ensure appropriate time assignment.

Home School Communication

Communication about homework between home and school is critical. The District policy and the classroom teachers' practices will be communicated to parents/guardians each school year. Teachers will clarify with students the expected quality and estimated time for homework and monitor the amount of time students are spending completing assignments.

Parents/guardians and students are encouraged to contact the teachers if assignments seem to be taking a great deal longer than estimated time for completion or if the assignments are causing excessive frustration for students.

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General Guidelines for the District Homework Program

The following guidelines will regulate the District Homework Program for all grades and subject areas.

1. Homework may differ in content and amount from day to day according to students' needs to address the materials
2. When necessary, homework assignments may be modified to meet the needs of individual students.
3. Materials necessary to complete homework are readily accessible for all students.
4. Student who are absent from school will make up their work using the following guidelines
 - a. 1 day absent 1 day to make up work
 - b. 2 days absent 2 days to make up work
 - c. 3 days absent 3 additional days to make up work that was missed
 - d. If a student is expected to be absent for more than 3 days arrangements with the teacher should be made.
5. Parents will be contacted by phone and / or e-mail when a student has five (5) missing/unexcused assignments. At this time the teacher will discuss options that the student may take advantage of to complete late/missing assignments. One option may include staying after school as a means of completing missed assignments.
6. When assignments are not turned in on time middle school & high school teachers may reduce the amount of credit a student receives by 10% each weekday the assignment is late.

Purposes of Homework

Kindergarten

1. Engages students in regular and ongoing reading program.
2. Provides opportunity for students to practice skills under parent/guardian supervision that are introduced by the classroom teacher during the school day.

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Grades 1 & 2

1. Engages students in regular and ongoing reading program.
2. Engages students in regular and ongoing math program.
3. Provides opportunity for students to practice skills under parent/guardian supervision that are introduced by the classroom teacher during the school day.

Grades 3-5

1. Engages students in regular and ongoing reading program.
2. Engages students in regular and ongoing math program.
3. Engages students in regular and ongoing science and social studies program.
4. Reinforces the lessons of the school day and provides opportunities for students to extend learning and practice skills.

Middle School

1. Reinforces the lessons of the school day and provides opportunities for students to extend learning and practice skills.
2. Provides a way in which students can demonstrate learning/proficiency.
3. Enables teachers and students to cover a more comprehensive, rigorous curriculum by adding more learning time

High School

1. Reinforces the lessons of the school day and provides opportunities for students to extend learning and practice skills.
2. Provides a way in which students can demonstrate proficiency.
3. Enables teachers and students to more comprehensively cover a rigorous curriculum by adding more learning time.

Guidelines for Quantity and Type of Homework

Research has clearly shown that homework has different purposes at different grade levels. Homework for younger students should be designed to develop positive attitudes and work habits while homework for older students should develop or expand content knowledge. Student

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performance is enhanced by five types of homework: Study Skills and Habits, Practice/Review, Preparation, Skill Integration, and Extension

Grade	Cumulative Minutes	Type(s)
Kindergarten	0 -10	Study skills/Habits
1-2	10 – 20	Study skills/Habits Practice/Review
3 - 5	30 – 50	Study skills/Habits Practice/Review Preparation Skill Integration Aligned to Standards
6 - 8	60 – 80	Study Skills/ Practice/Review Preparation Skill Integration Extension Aligned to standards
9 - 12	90 - 120	Study Skills / Practice/Review Preparation Skill Integration Extension Aligned to standards to Meet Proficiency Based Graduation

Use of Homework for Grading

At the Federal, State, and District level there is an expectation that student performance is to be measured and reported on the basis of clear curriculum content and student performance standards. Therefore, academic grades should be directly based on student performance in mastering State and District content standards. Homework is an instructional strategy for improving student success; it may only be used to formally evaluate student performance when it is directly related to the student's mastery of academic curriculum standards.

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- At the elementary level home work is graded under *Learner Qualities* on the standards based report card.
- At the middle level when homework is aligned to standards and student proficiency it may be counted as 10% of a student's grade. However, this would not include projects, book reports, or extended classroom assignments. Additionally, no child will fail a course solely based on homework.
- At the high-school homework supports students need to meet proficiency in benchmarks in all content courses and will count no more than 10% of a student's grade. However, this would not include projects, book reports, or extended classroom assignments. Additionally, no child will fail a course solely based on homework.
 - Grading for AP courses follows AP guidelines.

Responsibilities

Teacher

There is substantial evidence that the quality of the homework assigned and teacher response to homework enhance its value in improving student success. While it is neither practical nor necessary to give in-depth feedback on every homework assignment, teachers should use strategies that will maximize the effectiveness of homework assignments. Therefore teachers have the responsibility to:

1. Design homework for one of the appropriate purposes noted.
2. Design homework so that it can be accomplished by a student independent of direct support from others
3. Clearly communicate to the student the purpose, directions, and expectations for all homework assignments
4. Clearly establish and communicate to parents the general purpose and expectations of homework, and encourage feedback regarding quantity and difficulty of homework.
5. Provide timely and appropriate feedback to students and parents using strategies that will:

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- a. Acknowledge receipt of the homework
- b. Monitor the completion and accuracy
- c. Give timely feedback on key assignments
- d. Give significant feedback on assignments based on extension or skill integration

Student

There is strong evidence that students who complete appropriate homework assignments will demonstrate significant improvement in academic achievement. Therefore, students have a responsibility to complete homework on a regular basis. Students must:

1. Have a system of recording homework assignments on a regular basis.
2. Have a clear understanding of the homework assignment before leaving school
3. Have all of the books and materials necessary to complete the assigned homework
4. Allocate an appropriate amount of time daily for the completion of homework
5. Turn in assignments when requested
6. Consequences for late homework vary according to grade level.

Parent/Guardian

Research strongly suggests that parents/guardians have an important role to play in providing opportunity for students to complete homework. However, the research is also clear that parents/guardians should not assume responsibility for the actual completion of student's homework. Therefore, to the extent possible, it is recommended that parents/guardians are responsible for providing the following:

1. Time for students to complete homework
2. A place for students to complete homework
3. The basic materials needed
4. The expectation for homework to be completed

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5. The supervision necessary to ensure successful completion of homework
6. Information to the teacher about homework questions or concern, and feedback regarding the quantity and difficulty of homework

Principal

It is the role and responsibility of the school principal to monitor the homework program of teachers including assessing the quality and length of homework. Principals should also develop ongoing procedures and systems to assess the perspective of parents/guardians and report problems to individual teachers or the faculty as a whole.

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