



# Shenendehowa Board of Education Policy 8440

## ***Proposed Homework Policy Updates***

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*The District's Homework Policy will be reviewed and updated in the 2015-16 school year, with implementation planned for the 2016-17 school year. Based on extensive review of educational research, feedback received from stakeholder group meetings and a community-wide survey garnering over 3,000 responses; the following essential elements are proposed for the inclusion in this policy:*

**The Board of Education recognizes that the assignment of homework is a potentially valuable and appropriate extension of activities begun in school. Meaningful homework assignments can improve student achievement and also help teach the habits of organizational skills and time management.**

**Philosophy Statement: The assignment of homework shall serve to extend student learning by reinforcing content and skills already taught in school. Homework should provide for extra practice based on previous lessons and/or prepare for future lessons (e.g., flipped classroom). Homework can be used to help improve study habits and promote self-direction. Assignments should be age appropriate and reflect the individual needs of students.**

### Essential Elements of Effective Homework Practices:

- Ensures directions for homework are clear and students are able to complete the work on their own.
- Establishes that homework should be directly related to the stated learning objectives for the course.
- Promotes short and frequent homework assignments. At the secondary level homework assignments may be longer and given less frequently to allow students the opportunity to balance assignments across multiple courses. Extended projects will include benchmarks for students to maintain timelines toward completion and receive feedback and support, as needed.
- Establishes that students should receive feedback on their work. Homework assignments for students in grades 3-12 shall be posted in the SIS portal for consistency.
- Prohibits the use of homework for punitive measures.
- Establishes reasonable time expectation guidelines based on student grade levels
  - (In Regulation) 10 minute rule per grade level, maximum across all subjects
    - K-1<sup>st</sup> grade – 10 minutes
    - 6<sup>th</sup> grade – 60 minutes
    - 12<sup>th</sup> grade - 120 minutes
  - (In Regulation) When assigning homework, teachers will:
    - Be mindful about the need for a carefully balanced approach to homework recognizing that homework, particularly in the core subject areas at the secondary level, helps to extend student learning while also recognizing that excessive homework can be detrimental to students and too much homework may lead to diminishing returns for learning and decreased motivation for school;
    - Provide models, video clips, examples, and/or resources for students to consult as they complete their homework to ensure the time spent practicing is effective;
    - Monitor how long assignments are taking for completion through open communication with both students and parents and modify accordingly;

- Recognize that students work at different rates and teachers will seek to find a balance among students in the class without creating an undue burden for students who work at a slower pace;
- Differentiate homework where appropriate to meet the needs of individual students;
- Recognize the time guidelines represent maximum times for all courses taken by students in Regents level and honors courses so as to ensure students have the time to participate in extracurricular and family activities while ensuring proper rest and downtime. Due to the breadth and depth of content required in Advanced Placement courses, students may occasionally have homework that exceeds recommended time guidelines so as to allow students sufficient time to learn the complex content; and,
- In-depth projects should not be assigned over school breaks.

## References:

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