

**MAINE SCHOOL ADMINISTRATIVE DISTRICT #53
Burnham – Detroit – Pittsfield**

Homework

The School Board supports a developmental approach to assigning and assessing homework. Educational research generally supports an increasing positive effect from homework as students become older. Regular, meaningful homework helps students to develop good study habits and provides opportunities to independently practice and reinforce skills, to stimulate thinking in preparation for new learning, and to elaborate on learning acquired in class.

The amount of homework assigned should be gradually increased from grade to grade. As a child advances through school, it is reasonable to expect that the amount of homework will be increased, using the following guidelines:

- Grades K to 1: The district literacy plan encourages 5-15 minutes of daily reading at home through the "Baggie Books" program. Grade 1 students may also be asked to write in response journals or practice a few math problems.

- Grades 2 to 3: A student's daily homework assignments should average 15-20 minutes total. Assignments will include reading of take-home books as recommended in the district literacy plan, and may include practice such as math or spelling and journal writing.

- Grade 4: A student's daily homework assignments should average 20-30 minutes total. We recognize grade 4 as a transitional year to middle school with increasing expectations for student responsibility. Homework will include independent reading for the 25 book goal as described in the district literacy plan, and may include work in other subjects as assigned by the teacher.

- Grades 5 to 6: A student's daily homework assignments should average 30-40 minutes total per team. Homework will include independent reading for the 25 book goal as described in the district literacy plan, and may include work in other subjects as assigned by the teacher (s).

- Grades 7 to 8: A student's daily homework assignments should average 45-60 minutes total per team. Homework will include

independent reading for the 25 book goal as described in the district literacy plan, and may include work in other subjects as assigned by the teacher(s). We recognize grade 8 as an important transitional year to high school with increasing expectations for student independence and responsibility for homework.

Planning and Assigning Homework

Teachers will plan and assign homework so that:

- It is clear to students and parents how homework is related to class work and specifically how completion of homework impacts achievement and grades.
- Assignments, procedures for accomplishing them, and the due dates are clear, meaningful and appropriate.
- Teachers will instruct and support students in good organizational habits, including using a planner or other organizational tools to record homework assignments.
- The amount of homework is appropriate to students' needs and abilities and in conformity with a student's IEP as required by Federal statute.
- Homework is used formatively, not summatively. That is, teachers will use homework as a checkpoint to understand student progress and needs, not to grade for mastery of content or skills. (An exception may occur when students have missed class due to illness or other excused absences and need to work at home to complete assignments.) Effort and completion of homework may be considered in the overall student grade.
- Every effort will be made to ensure that material assigned for homework is at or near a student's independent work level.
- Homework is never used as a disciplinary consequence.

Accepting, Evaluating and Returning Homework

Since homework is considered to be a valuable learning experience:

- Homework will be accepted through reasonable, consistent deadlines or due dates established by the teacher. Under circumstances when late homework is accepted, students may accordingly accrue less credit than otherwise may have been earned.
- All completed homework will, in some manner, be responded to and returned to the student within a reasonable length of time.
- Teachers will notify parents if a pattern of difficulty or incompleteness of homework becomes evident.

Responsibility of Parents

While students should assume the major responsibility for completing homework assignments, parents are encouraged to take an active interest in students' homework by:

- Promoting a positive attitude toward homework;
- Providing a consistent time and a quiet place for study;
- Making resource materials available whenever possible;
- Monitoring completion of assignments; and
- Communicating to the teacher special circumstances which may affect the child's ability to complete assignments, and contacting the school with questions or concerns.

Responsibility of Students

Students are ultimately responsible for completion of homework assignments, with increasing independence from grade to grade. Students are expected to:

- Bring assigned work and necessary materials home and bring them back to school on time;
- Complete homework when it is assigned and hand it in to the teacher on time;
- Use an age appropriate daily planner or calendar to keep track of homework assignments;
- Have a positive attitude and try their best;
- Talk to the teacher about questions or problems with homework assignments.

Delegation of Authority

The superintendent, or designee, has the responsibility for enforcing this policy by communicating it to all relevant parties and by providing necessary instruction and guidelines to the appropriate administrators.

Legal Reference: Maine Department of Education Rules, Chapter 125.23, B, 5, 1.

Policy Reference: Model Procedure on Child Identification in Special Education

Adopted: May 1, 1995
Amended: May 15, 2008