

Tri-Creek School Corporation Homework Policy
Board Approved August 8, 2013

Homework is an integral component of education that deepens student learning and understanding. K-12 students will participate in homework that is meaningful, purposeful, and appropriate.

Homework for All Grade Levels

1. Grade Level Guidelines in this policy are based on the needs of the average student. The amount of homework assigned to students should be different in elementary, middle, and high school. The amount of time a student spends on assigned homework depends on factors such as the student's needs, learning ability, subject, school schedule, testing schedule, and assigned homework due dates. Time spent on homework should be balanced with the importance of personal and family well-being.
2. Parents and teachers should make students aware that learning occurs at home, school, and in the world around them.
3. Homework should be the result of collaborative efforts among teachers, coordinated to improve student learning.
4. Homework should be purposeful and meaningful to students. Legitimate purposes for homework include:
 - practicing a skill or process that students can do independently but not fluently;
 - elaborating on information that has been addressed in class to deepen students' knowledge;
 - providing opportunities for students to explore topics of their own interest; and
 - developing regular study habits, time management, responsibility, independence, and self-discipline.
5. Homework will reflect the accommodations and modifications of curriculum that are stated in a student's IEP, ILP, 504, or Rtl plan.
6. Homework assigned over holidays should be limited and essential.
7. Homework is defined as any "school-related assignment that requires time and effort outside the regular classroom."
8. **Reading is an essential foundational skill and a building block for all learning. Homework guidelines at all levels will include nightly reading, including holidays and summer.**

Grade Level Guidelines

Elementary

1. Homework at the elementary level will include approximately 15 minutes of reading per night.
 - Kindergarten and first grade – estimated completion time of 30 minutes or less per night (reading included)

- Second and third grades – estimated completion time of 45 minutes or less per night (reading included)
 - Fourth and fifth grades – estimated completion of 60 minutes or less per night (reading included)
2. In the primary grades (K-3), homework consists primarily of reading and a limited number of independent exercises to reinforce previously taught basic skills.
 3. At the intermediate grades (grades 4-5), homework consists of completing, practicing, preparing, or extending core academic skills and is designed to build independent study habits.
 4. Long-term assignments should be limited in number and duration. Project-based assignments should primarily be undertaken and completed in the classroom. Some portions of projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents, or costly materials. Projects should include clear checkpoints to monitor progress toward completion.
 5. Except for reading, homework at the elementary level should not be assigned over weekends, holidays, or extended school breaks.

Middle School

1. As a guideline, homework should be assigned during the school week on a regular basis. Total homework assignments should have an estimated completion time of 2 hours or less per night, including reading, which may be part of assigned coursework. Advanced courses may require additional time. Long-term projects should be included in this timeframe.
2. In order to coordinate due dates and balance the workload, teachers should collaborate on a regular basis to plan homework, projects, assignments, and testing schedules in all areas.
3. Long-term assignments should be limited in number and duration. Project-based assignments should primarily be undertaken and completed in the classroom. Some portions of projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents, or costly materials. Projects should include clear checkpoints to monitor progress toward completion.
4. Independent reading is encouraged when student have no other assigned reading homework.
5. Though weekend homework is discouraged, students should be encouraged to use this time for review, voluntary work, projects, or completion of assignments.

High School

1. As a guideline, total homework assignments should have an *estimated* completion time of 3 hours or less per night, including reading, which may be part of assigned coursework. Long-term projects should be included in this timeframe.
2. Some elective classes such as, but not limited to, drama, speech, music, and honors and Advanced Placement courses will require additional time.

3. Teachers should make every effort to coordinate homework, projects, assignments, and testing schedules across the curriculum.
4. Long-term assignments should be limited in number and duration. Project-based assignments should primarily be undertaken and completed in the classroom. Some portions of projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents, or costly materials. Projects should include clear checkpoints to monitor progress toward completion.
5. Independent reading is encouraged when students have no other assigned reading homework.
6. If weekend homework is deemed necessary, the amount should not exceed a regular day's assignment. Students are encouraged to use weekends for review, voluntary work, projects, or completion of make-up assignments.

Responsibilities

Students are responsible for:

1. Ensuring understanding of the homework and asking for clarification or help when needed;
2. Regularly completing homework in a timely manner;
3. Managing time by staying focused, on task, and planning effectively for long-term projects;
4. Bringing home all necessary materials;
5. Putting forth their best effort to produce quality work; and
6. Completing all required make-up work after absences.

Parents/Guardians are responsible for:

1. Being an advocate for their child, while encouraging the child to advocate for himself/herself;
2. Encouraging reading at all levels;
3. Providing an appropriate environment for homework to be done;
4. Providing a healthy balance between homework, extracurricular and co-curricular activities, and family commitments; and
5. Contacting the teacher if their child is not consistently able to do homework by himself/herself within time guidelines, or if challenges or questions arise.

Teachers are responsible for:

1. Sharing expectations for homework with students and parents early in the school year;
2. Encouraging a partnership with families and students that promotes timely communication and supports families in the homework process;
3. Clearly communicating homework assignments on a daily basis
4. Designing homework assignments that clearly articulate their purpose and intended outcome;
5. Providing timely feedback to students;

6. Ensuring that homework is directly related to classroom instruction and consists of clear, purposeful, and engaging activities;
 7. Assigning homework that is appropriate and differentiated as needed;
 8. Developing clear checkpoints to monitor student progress in long-term assignments and projects.
 9. Collaborating scheduling of homework, projects, and tests across teams and departments; and
 10. Teaching the skills necessary for students to successfully complete the homework independently.
-

Make-up Work

No student may have his/her grade reduced or lose academic credit for any absence when missed assignments and tests are satisfactorily completed within a reasonable amount of time.

Missing and Late Assignments

In general, students are expected to turn in work on time. However, it is understood that student work may be missing or late at times.

Students will be allowed to turn in late work. Data teams will determine reasonable timeframes and penalties deemed appropriate for assignments past the due date. Students who habitually do not turn in assignments should be referred to possible interventions, as guided by data teams and school procedures.

Teachers should do all in their power to ensure that students are completing work. Parents are integral members of the education team and should support students in completing required assignments. When students struggle to complete assignments, they or their parents should contact the teacher for additional support and guidance.

Assigning of Zeros

Students will be allowed to make up assignments or assessments, with or without penalty as outlined by the data team. Students who do not make a reasonable attempt, as determined by the data team, to complete an assignment or assessment will receive a zero.

Grading Guidelines

Previous Tri-Creek grading policy for Lowell Middle School and Lowell High School called for a weighting of 70% summative assessment (tests, quizzes, projects, portfolios, labs, etc.) and 30% formative assessment (homework assignments, in-class work, etc.). LMS and LHS teachers implementing the New Tech Network model will pilot the New Tech grading system, which integrates the learning outcomes of *Knowledge and Thinking, Agency, Oral Communication, Written Communication, and Collaboration*. Other LMS and LHS teachers will continue using the summative and formative system, transitioning to the New Tech model in future years.