5.57-HOMEWORK POLICY

Because education is a lifelong process, which extends beyond school, it is important for students to recognize that learning occurs in the home and community. Homework fosters the idea that learning is a continuous process, which is not confined to school hours or schoolrooms.

Homework, as an extension of the classroom, is a method of communication among teachers, students, and parents. First, homework is one way that academic expectations are communicated to a student. Second, the successful completion of homework indicates to both teachers and parents the student’s willingness to learn. In addition, homework encourages parents, teachers, and students to work together to reinforce skills necessary for independent study and self-discipline.

Since students learn and retain information best when they understand and value it, homework assignments should be meaningful. The Fayetteville Public Schools recognize the following as reasons for assigning homework:

1. To complete work started in class.
2. To expand and/or enrich regular classwork.
3. To build interest in reading and learning.
4. To complete work missed due to absence.
5. To pursue a special interest or ability.
6. To practice a new skill; to review a previously learned skill.
7. To prepare for a new unit of study.
8. To increase learning time.

PROCEDURAL GUIDELINES FOR IMPLEMENTATION

Guidelines for Teachers:

1. Teachers should assign homework as defined in the philosophy of the homework policy.
2. Teachers should inform parents and students of homework procedures and expectations.
3. Teachers should assign homework, which is appropriate and meaningful for the student’s grade level and abilities.
4. Teachers should explain the purpose of assignments.
5. Teachers should give prompt feedback on the student’s homework.
6. Teachers should state when the homework assignment is due.
7. Teachers are encouraged to communicate with other teachers to utilize more effectively the student’s homework time and, when possible, to combine assignments.

Guidelines for Parents:

1. Parents should be familiar with the homework policies of the school district, the child’s school, and particularly the child’s teachers.
2. Parents should establish within the home an environment conducive to the child’s fulfillment of homework commitments.
3. Parents should encourage their child to accept responsibility for completing homework assignments independently.
4. Parents should show interest in the child’s schoolwork by discussing it with him/her and expressing appreciation for good work.
5. Parents should find ways to make use of school learning in everyday life.
6. Questions and comments about homework should be communicated to the child’s teachers.

Guidelines for Students:

1. Students should adhere to the policies of the school district and individual teachers.
2. Students should inform parents of their homework requirements.
3. Students should understand the importance of homework as a continuation of learning.
4. Students should assume responsibility for satisfactory completion of homework.

Guidelines for Administrators:

1. Administrators are charged with the responsibility of implementing the homework guidelines.
2. Building administrators should form a homework committee made up of representative teachers and principal or vice-principal. The responsibilities of this committee should be:
   a. To develop a school policy in line with the district guidelines according to individual school needs.
   b. To make recommendations to the staff concerning implementation of this policy.
   c. To help individual staff members develop homework procedures.
   d. To coordinate the procedures of the individual staff members.
   e. To consider what is a reasonable amount of work/time that a student can be expected to spend on homework considering the student’s age, level of achievement, and ability.
3. Administrators should help the teachers communicate their expectations to the students and parents.

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