

## **Policy: IKB**

### **HOMEWORK**

Homework is a learning activity. If it is to have value, its purpose and relation to what is being taught must be clearly understood by the student. Teachers, therefore, are encouraged to provide students with meaningful homework assignments that supplement, complement, and reinforce classroom teaching and learning based on individual student needs.

The purposes of homework are to

- Practice newly taught skills
- Review previously mastered skills
- Develop independent study habits
- Extend and enrich the curriculum
- Prepare for classroom discussion,
- Apply knowledge and skills learned beyond the classroom
- Verify understanding
- Encourage life-long learning.

Reading assignments may be incorporated into homework at each grade level; voluntary reading beyond homework guidelines is encouraged.

The Board expects that any homework that is assigned will support identifiable skills and the content standards of Maine's system of Learning Results.

When appropriate, teachers may assign a long-term independent project that may be used to evaluate a student's proficiency in meeting a standard of the Maine Learning Results. Such an assignment will be accompanied by at least a two-week notice, statement of the standard(s), being evaluated, a scoring rubric, and sample work when appropriate. Teachers will use the scoring rubric when evaluating the student's work and will provide a copy to the student. Students will be expected to revise their work if needed to reach proficiency.

Parents are encouraged to be active participants in their child's homework by providing time and space conducive to productivity and to be available to provide supervision and support. All final products will be the student's original work.

All homework should be collected and checked promptly by the teacher and constructive criticism given as soon as possible so that the student has the opportunity to learn from the assignment and make revisions as needed.

Teachers are encouraged to coordinate homework assignments so that appropriate consideration is given to the overall, cumulative amount of homework given daily, weekly, and yearly.

Homework guidelines for students with disabilities may be determined by the student's educational plan and should be specifically related to the student's learning profile.

Adopted: August 23, 2004

Revised and Approved: December 13, 2004

Revised and Approved: April 24, 2017