

IKB—Homework

Need for Homework

The development of study skills and self-discipline are integral and indispensable elements of a quality educational process. Students, regardless of their intellectual capacity, should understand that mastery of skills is not always possible within the time constraints of the classroom. Each student should leave the School with a firm foundation for pursuing knowledge and developing skills on an independent basis.

Guiding Principles

Homework should address the following objectives:

- Intervention that changes deficient performance to performance that meets acceptable standards.
- Reinforcement and mastery of critical skills and concepts. Special emphasis will be placed on the mastery of basic skills.
- Challenge through exploration of concepts and skills that complement and elaborate those introduced in the classroom, including those from the gifted and talented program.
- Feedback from the teacher through correction and clarification of all outside assignments.
- Teachers should seek to determine the cause if a student regularly fails to complete homework. Teachers should not avoid giving homework because they believe students will not complete it.
- Excessive homework, as well as, the absence of homework should be avoided.
- Teachers shall take appropriate steps to communicate homework standards, requirements, due dates, and the consequences of unfinished homework.
- Homework should provide students additional opportunities to link academic studies to the world around them.
- The quality of homework finished by students may be a graded measure in a program or course.
- Ultimately, each individual teacher is responsible for developing his/her classroom standards that fulfill and abide by the intention of this policy.

Homework as Punishment

School personnel shall not assign homework as punishment or as any other type of negative consequence. It should not carry the stigma of punishment.

Assigned Homework

Homework should be assigned consistent with the maturity, special needs, potential, and achievement level of the individual student. Its assignment should be specifically addressed to the objectives of the instructional program, and, in addition, students should develop responsibility for actively pursuing knowledge without immediate supervision outside as well as within the classroom.

Middle School versus Elementary Grades

Middle School students will consistently carry greater levels of homework than younger, K-5 students. Older students may be expected to finish approximately 90 minutes of homework each night; longer over weekends.

Grade Level Expectations

The following amounts of time spent nightly on homework, may be expected from grade to grade:

- Kindergarten—15 minutes (Bedtime story; student should share what is going on in the classroom, etc.)
- 1st Grade—20 minutes
- 2nd Grade—25 minutes
- 3rd Grade—30 minutes
- 4th Grade—40 minutes
- 5th Grade—50 minutes
- Middle School—60 to 90 minutes

These times will fluctuate, especially when papers and/or projects are assigned. If a student regularly spends excessively large amounts of time on homework and/or shows great frustration parents should contact the teacher.

Independent Reading

All students are expected to read independently each night. No more than 30 minutes of actual reading shall be included in the total amount of time a student spends on nightly homework.

Late Homework

Homework submitted past the due date is considered late and may not receive full credit. Homework is due at the time the teacher either grades it in class, or collects it. Homework submitted after that may be considered late by the teacher.

If a student is absent the day an assignment is due, that assignment shall be turned in the very next day the student attends school. Should a middle school student wait until the next time class is held (i.e. every other day due to the block schedule), the assignment will be considered late. They are required to turn in their assignments the next day even though they may not have that particular class on the day they return.

Though discretion is given to the teachers, the decision they make shall be a team decision and the same for all teachers in that grade level or for the middle school team.

The general guidelines are:

- Students shall have one additional day for each day they have an excused absence.
- Teachers may provide homework for students who are suspended out of school, but are not required to do so.
- **Loss of Credit—**
 - 1 day late results in the reduction of 10% of the total points.

White Pine Charter School Policy Manual

Adopted: 16 January 2013

Revised: _____

IKB

- 2 days late results in the reduction of 20% of the total points.
- 3 days late results in the reduction of 50% of the total points.
- 4 or more days late results in no credit.