

## HOMEWORK

### Definition and Purpose

Homework is defined as work and/or studying related to the classroom learning experience that is done outside the regular classroom. This might be accomplished in a school tutoring situation, study hall, small group learning opportunity, learning lab or at home.

The purpose of homework evolves in complexity as the student matures. In the early years, homework is a tool to teach beginning study habits and to encourage learning in all environments.

For the older student, homework takes on more specific roles:

- To encourage independent study skills
- To reinforce and build upon concepts and skills learned in the classroom
- To encourage in-depth exploration beyond the classroom curriculum
- To provide opportunities for the student to gain experience in the utilization of community resources
- To foster a link between home and school
- To prepare for more thorough and sophisticated class discussion

### Overarching Philosophy

Homework is considered an integral component of the overall educational experience in the Cape Elizabeth school district, to one degree or another, depending on grade level and age. Homework should be designed to enrich the learning process, to aid in the mastery of skills and to inspire and stimulate further learning for students.

It should not be expected that homework is mandatory in each subject each night; rather, appropriate and purposeful assignments should allow for and encourage an extension of classroom learning. Teachers will use their discretion to determine the need for homework and shall make an effort to offer only meaningful assignments. Teachers have a responsibility to provide an adequate understanding of assignments and also to providing timely feedback, corrections or grades on work given.

Parents are expected to view homework as an important extension of their child's learning experience, offer assistance in grades 1-4 and assistance and support in grades 5-6. Communication between students, teachers and parents is encouraged to ensure problems are addressed early and the best interests of the student are a top priority.

Finally, homework should never be used as a punishment. It should be viewed as one of many outside learning experiences along with other enrichment opportunities that are highly valued in our community. It is important to help students find a balance of academics, home life and extracurricular activities.

ADOPTED: December 13, 2005

Replaces original IKB

Reviewed: February 11, 2014



Talbot, Jessica &lt;jtalbot@capeelizabetschools.org&gt;

---

**RE: Sample Policy on Homework, Nutrition Information**

---

**Charlotte Bates** <CBates@msmaweb.com>  
To: Jess Talbot <jtalbot@capeelizabetschools.org>

Tue, Feb 27, 2018 at 1:46 PM

This sample policy on homework may be a reasonable place to start.

I have not seen any policies requiring a display or notice of availability of information on ingredients/calories/nutritional values of foods served in the school lunch or breakfast program or foods available a la carte. The wellness policy requires that all foods sold or available for sale to students during the school day meet nutritional standards, but isn't explicit as to what the standards are.

Charlotte

**From:** Jess Talbot [mailto:jtalbot@capeelizabetschools.org]  
**Sent:** Tuesday, February 27, 2018 12:44 PM  
**To:** Charlotte Bates  
**Subject:** Re: Sample Policy on use of Recording Devices

Thank you so much, Charlotte! I had a few others to ask about:

- Religious Holidays
- Homework (IKB)
- Are there any policies surrounding displaying/having available ingredients and nutritional value?

Thanks!  
Jess

On Mon, Feb 26, 2018 at 4:28 PM, Charlotte Bates <CBates@msmaweb.com> wrote:

No MSMA sample policy, or any that I have seen in Maine, but if you are thinking of policy in the context of *Pollack v. MSAD 75*, this sample policy from a school district in New Jersey may be useful. Although NJ has a law that applies, the language of the policy (at least the parts that concern privacy and consent, which was my focus when reading through it) appears to me to be consistent with the US District Court (D Me) decision. You will have to read through the whole policy to pick up on what's relevant, as this sample policy covers a lot of other ground.

If I find other sample policies on the subject, I will forward them to you.

2/27/2018

Cape Elizabeth School Department Mail - RE: Sample Policy on Homework, Nutrition Information

Charlotte

Charlotte Bates

Maine School Management Association  
49 Community Drive  
Augusta, ME 04330  
Direct Line 207-622-3473  
Fax 207-626-2968  
[www.msmaweb.com](http://www.msmaweb.com)

IMPORTANT/CONFIDENTIAL: This e-mail message (and any attachments accompanying it) may contain confidential information, including information protected by client privilege. The information is intended only for the use of the intended recipients(s). Delivery of this message to anyone other than the intended recipient(s) is not intended to waive any privilege or otherwise detract from the confidentiality of the message. If you are not the intended recipient, or if this message has been addressed to you in error, do not read, disclose, reproduce, distribute, disseminate or otherwise use this transmission, rather, please promptly notify the sender by reply e-mail, and then destroy all copies of the message and its attachments, if any.

**From:** Jess Talbot [mailto:[jtalbot@capeelizabethschools.org](mailto:jtalbot@capeelizabethschools.org)]  
**Sent:** Monday, February 26, 2018 3:16 PM  
**To:** Charlotte Bates  
**Subject:** Sample Policy

Hi Charlotte,

I was wondering if you have any sample policies on the use and/or restriction of recording devices in schools?

Thank you!  
Jess  
--

Jessica Talbot  
Special Services Department Office Manager  
Cape Elizabeth School Department  
320 Ocean House Road, PO Box 6267  
Cape Elizabeth, ME 04107  
Phone: 207-799-2217x261  
Fax: 207-799-2914

---

*Under Maine's Freedom of Access law, documents - including e-mail - about school district business are classified as public records and may be subject to disclosure.*



*Open Minds and Open Doors*

--

Jessica Talbot

Special Services Department Office Manager

Cape Elizabeth School Department

320 Ocean House Road, PO Box 6267

Cape Elizabeth, ME 04107

Phone: 207-799-2217x261

Fax: 207-799-2914

---

*Under Maine's Freedom of Access law, documents - including e-mail - about school district business are classified as public records and may be subject to disclosure.*



*Open Minds and Open Doors*

---

 **IKB-Homework-Sugg-3-Timelines.doc**  
27K

POLICY MANUAL   DISTRICT INFORMATION   DEPARTMENTS   STAFF INTRANET   PARENTS-STUDENTS   SCHOOLS

## TABLE OF CONTENTS

A - FOUNDATIONS AND BASIC COMMITMENTS  
 B - SCHOOL COMMITTEE GOVERNANCE AND OPERATIONS  
 C - GENERAL SCHOOL ADMINISTRATION  
 D - FISCAL MANAGEMENT  
 E - SUPPORT SERVICES  
 F - FACILITIES DEVELOPMENT  
 G - PERSONNEL  
 I - INSTRUCTION  
 J - STUDENTS  
 K - SCHOOL-COMMUNITY-HOME RELATIONS

## HOMEWORK

NEPN/NSBA Code: IKB

Homework is an important component of the educational program. As part of the regular school curriculum, appropriate assignments may be required beginning formally at the second grade level. Assignments may increase from grade to grade in both complexity and time required. Every effort should be made by faculty to be sufficiently flexible in out-of-school assignments to provide for individual student differences. The goal is to challenge each child to the maximum of his/her ability, but not to overwhelm or discourage him/her. Teachers should coordinate major homework assignments with one another in an attempt to distribute student homework as evenly as possible.

Adopted: Prior to 1982

Revised: June 8, 1992; May 22, 1997; \_\_\_\_\_

### I - INSTRUCTION

ID SCHOOL DAY  
 IE ORGANIZATION OF INSTRUCTION  
 IGA CURRICULUM DEVELOPMENT  
 IGA-R CHANGE MODEL  
 IHAMA OBSERVANCE OF ALCOHOL AWARENESS DAY  
 IHB CLASS SIZE  
 IHBA INDIVIDUALIZED EDUCATION PROGRAMS  
 IHBAA REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS  
 IHBAA-R REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS ADMIN. PROCEDURE  
 IHBAC CHILD FIND  
 IHBAG PROGRAMMING IN THE LEAST RESTRICTIVE ENVIRONMENT  
 IHBAG-R PROGRAMMING IN THE LEAST RESTRICTIVE ENVIRONMENT ADMINISTRATIVE PROCEDURE  
 IHBAI INDEPENDENT EDUCATIONAL EVALUATIONS  
 IHBK LIFE-SUSTAINING EMERGENCY CARE  
 IHBAL GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES  
 IHBEA PROGRAMS FOR ENGLISH LANGUAGE LEARNERS  
 IHBEA-E LAU PLAN  
 IHBG HOME SCHOOLING

IHBGA EQUIVALENT INSTRUCTION

IHBGB SUPPLEMENTAL STATEMENT OF RIGHTS  
FOR PRIVATE SCHOOL STUDENTS WITH  
DISABILITIES

IHBHD STUDENT PARTICIPATION IN ADULT  
EDUCATION PROGRAMS

IHCA SUMMER SCHOOLS

IHCDA POST-SECONDARY ENROLLMENT  
OPTIONS

IHD ADULT EDUCATION PROGRAMS

IHDB HIGH SCHOOL EQUIVALENCY DIPLOMA

IJJ ACADEMIC ASSISTANCE

IJJ MEDIA MATERIALS SELECTION AND  
ADOPTION

IJJ-E MEDIA RECONSIDERATION REQUEST  
FORM

IJNDB STUDENT TECHNOLOGY AND INTERNET  
USE

IJNDB-E1 MULTI LAPTOP HOME USE  
PROCEDURES

IJNDB-R STUDENT TECHNOLOGY AND  
INTERNET USE ADMINISTRATIVE PROCEDURE

IJNDC SCHOOL SYSTEM WEBSITE/WEB PAGES

IJNDC-R SCHOOL SYSTEM WEBSITE/WEB  
PAGES ADMINISTRATIVE PROCEDURE

IJOA FIELD TRIPS AND OTHER STUDENT  
TRAVEL

IJOA-E OVERNIGHT FIELD TRIPS: PERMISSION

IJOC - SCHOOL VOLUNTEERS

IJOC-E PHILOSOPHY/AGREEMENT STATEMENT  
FOR YARMOUTH SCHOOL VOLUNTEERS

IK REPLACEMENT POLICY

IKAB GRADING SYSTEM-REPORTING STUDENT  
PROFICIENCY

IKB HOMEWORK

IKE PROMOTION, RETENTION, AND  
ACCELERATION OF STUDENTS

IKF GRADUATION REQUIREMENTS

IL EVALUATION OF INSTRUCTIONAL  
PROGRAMS

ILA LOCAL ASSESSMENT SYSTEM

ILD EDUCATIONAL RESEARCH

IMB TEACHING ABOUT  
CONTROVERSIAL/SENSITIVE ISSUES

IMBA USE OF POTENTIALLY OBJECTIONABLE  
FILMS

IMBA-E POTENTIALLY OBJECTIONABLE FILM:  
PARENT NOTIFICATION FORM

IMBB - EXEMPTION FROM REQUIRED  
INSTRUCTION

IMD SCHOOL CEREMONIES AND OBSERVANCES

IMDB FLAG DISPLAYS

IMG ANIMALS IN SCHOOL

IMGA SERVICE ANIMALS IN SCHOOL

## Yarmouth School Department

101 McCartney Street | Yarmouth, Maine 04096  
207.846.5586 | fax 207.846.2339  
Webmaster@yarmouthschools.org

[Map / Directions](#)



[Sign in](#) | [Recent Site Activity](#) | [Report Abuse](#) | [Print Page](#) | Powered By **Google Sites**

## HOMEWORK

Homework is considered part of the learning process and a legitimate demand on the non-class time of students. Generally, homework should provide sufficient practice time to master the subject matter of the course. A home assignment should be an extension of clearly defined school activities and should be appropriate to the age, ability, and independent level of students. Teachers should assign meaningful homework which fosters lesson enrichment, application, review and the practice of skills which have been previously taught and learned. Homework should also provide an opportunity for open-ended individual activities encompassing a variety of levels for suitable response and a variety of activities and products.

### **Guidelines for Effective Homework Assignments**

Students should be taught how to study before they are expected to work independently; therefore, the teacher should plan with the students not only what to do, but how to do it.

The teachers should always make clear to the student his/her policy regarding the grading of homework and its effect on the final grade.

Homework should be an appropriate extension of class work. The assignment and its purpose should be clearly stated. Homework should be as carefully planned as a classroom activity.

Complex long-range assignments should incorporate appropriate structure and guidelines including a sequence of tasks and frequent progress reviews.

Individual Education Plan (IEP) requirements and/or the special identified individual needs of students will supercede this policy.

### **Student Outcomes of Homework**

- will strengthen basic skills
- will develop initiative, responsibility, and self-direction
- will build independent skills
- will teach budgeting of study time
- will build confidence by ensuring successful learning experiences and familiarity with materials and procedures
- will encourage innovation and creativity through open-ended, individualized assignments



### **Support 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 suitable place to study
- making resources available whenever possible
- communicating with the teacher

### **General Guidelines for Homework Assignments**

#### **Elementary –**

Kindergarten – Grade 1	Homework is confined to projects and simple tasks
Grades 2, 3	15 to 30 minutes per day for four days
Grades 4, 5	30 to 60 minutes per day for four days
Grade 6	45 to 60 minutes per day for four days

#### **Middle School**

Grades 7, 8	45 to 90 minutes total per day for four or five days
-------------	--

#### **High School**

Grades 9, 10, 11, 12	2 to 3 hours total per day for four or five days
----------------------	--

Legal Reference: Ch. 125.23,B,5,1 (Maine Dept. of Ed. Rules)

Adopted: June 7, 2000  
Revised: October 30, 2000  
Reviewed: September 10, 2012

HOMEWORK POLICY

It is the policy of the South Portland School Board of Education that homework be assigned to students at all grades K-12. Homework is defined as activities which provide practice and extension of material that has been previously taught and which fosters independent learning. In keeping with this definition, the amount and type of homework will be developmentally appropriate and related to the individual's aptitude and ability. Homework is one means of informing parents about curriculum

The following shall serve as a guide in the assignment of homework:

<u>Kindergarten</u>	*Special Assignments	15 minutes			
<u>Grade 1</u>	Special Assignments	2x weekly			
<u>Grade 2</u>	Special Assignments		15-30 minutes 2x weekly		
<u>Grade 3</u>	Special Assignments			15-30 minutes 3x weekly	
<u>Grade 4</u>	Special Assignments				30-45 minutes 4x weekly
<u>Grade 5</u>	Special Assignments			30 minutes 3x weekly	
<u>Grade 6</u>	*Special Assignments		60-90 minutes 4x weekly		
<u>Grade 7</u>	Special Assignments		60-90 minutes 4x weekly		
<u>Grade 8</u>	Special Assignments			1-2 hours 4x weekly	
<u>Grade 9</u>	*Special Assignments		30-45 min. per subject, per class meeting		
<u>Grade 10</u>	Special Assignments		30-45 min. per subject, per class meeting		
<u>Grade 11</u>	Special Assignments		30-45 min. per subject, per class meeting		
<u>Grade 12</u>	Special Assignments		30-45 min. per subject, per class meeting		

Homework assignments are generally due the following day. Teachers will review the homework and provide feedback in a timely fashion. The grading of homework is left to professional discretion. However, it is the teacher's responsibility to explain grading criteria to students. \*Special assignments refer to long term projects such as book reports, research papers, art projects and other assignments that require the management of time and materials.

Adopted: December 12, 1998

Revised: June 2001

Revised: May 2003

## **HOMEWORK**

Board recognizes that education research has shown a positive correlation between meaningful and purposeful homework and student achievement. Homework offers an opportunity to deepen understanding of material, practice new skills, prepare for classroom discussion, and to promote critical thinking and creativity, positive study habits and the taking of responsibility for academic growth. Homework helps inform parents of their child's educational progress and encourages communication between school and home. The Board believes that reasonable, educationally sound, relevant and regular outside-of-class homework assignments are an important part of the total educational program.

The Board expects that homework will be assigned accordance with the following principles:

- A. Homework should be viewed as a means of extending learning opportunities beyond the school day.
- B. Meaningful, purposeful homework that is directly related to the curriculum produces the strongest achievement gains.
- C. Meaningful homework helps students develop goal setting, self-discipline, time management and organizational skills.
- D. Homework offers an opportunity for parent involvement and monitoring their child's educational progress.
- E. Homework provides teachers with additional opportunities for assessing student progress and determining instructional needs.
- F. Immediate, specific feedback must be given to students in order for homework to be effective in enhancing student learning.
- G. Homework must be realistic in length and difficulty given the students' abilities to work independently.
- H. Homework should emphasize quality rather than quantity.
- I. The amount of homework assigned should be gradually increased from grade to grade. As a student advances through school, it is reasonable to expect that the amount of homework can be increased.

**[ALTERNATIVE LANGUAGE]**

- I. 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 can be increased using the following guidelines:**

**Kindergarten:      None**

**Grades K-2:            No more than 30 minutes for all subjects combined;**

**Grades 3-5:            No more than 1 hour for all subjects combined;**

**Grades 6-8:            No more than 1.5 hours for all subjects combined;**

**Grades 9-12:         No more than 2.5 hours for all subjects combined.]**

**[Note: MSMA is not endorsing any particular amount of time that students in particular grades should spend on homework. This alternative language is intended as a starting point for discussion for boards that want to make a statement about the time they believe is an appropriate average amount of time students should be spending on homework for all subjects combined.]**

The Board encourages professional staff at each grade level and/or across academic departments to work together to achieve consistency in assignment and assessment of homework. The building principal, in consultation with professional staff, may develop homework guidelines to achieve this goal.

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

The Board encourages professional staff at each grade level and/or academic department to work together to achieve consistency in assignment and assessment of homework. The building principal, in consultation with professional staff, may develop homework guidelines to achieve this goal.

Adopted: \_\_\_\_\_