



# NEBO SCHOOL DISTRICT ADMINISTRATIVE DIRECTIVE

Directive  
No.  
6.8

**SECTION: STUDENTS**  
**TITLE: HOMEWORK**  
**DATE: AUGUST 2016**

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## **Philosophy:**

Homework can be a valuable learning tool when it is purposeful, meaningful, and supportive of the District's mission and goals.

Effective homework has a clear educational purpose, is connected to classroom learning, and should fall into one of the following types:

- Pre-learning, which gives students the opportunity to prepare for classroom instruction;
- Checking for understanding, which provides the teacher with information about each student's knowledge in order to plan for re-teaching as well as for further instruction;
- Practice, which provides students with an opportunity to practice skills and concepts learned in class; or
- Extension and integration, which asks students to transfer previously learned skills and concepts into new or more complex situations, including real world applications.

## **Scope:**

This directive is meant to express guidelines and recommendations regarding teachers' use of homework in the District. This directive does not create any strict requirements or limitations on a teacher's use of homework, nor does it create a right for parents or students to dispute a teacher's assignment of homework. If a parent or student feels that a teacher's use of homework is not aligned with the guidelines and recommendations in this directive, the student or parent should discuss the concerns with the teacher and may notify the principal.

## **Homework Guidelines:**

To ensure the effective use of homework, teachers should

- Design and assign homework that facilitates student understanding and success;
- Clearly communicate the purpose, directions, and expectations for homework to students;
- Provide choice when possible to meet individual student interests, abilities, and needs;
- Carefully consider and assign only the number of problems or amount of work actually needed for students to reach proficiency;
- Provide timely, effective feedback on homework to ensure student understanding and allow time for re-teaching if necessary;
- Seek input from parents and students concerning homework and work closely with them when concerns are raised;
- Contact parents when a student begins to develop a pattern of late or incomplete work;
- Not assign homework as a punishment or remove it as a reward for student behavior;
- Consider assigning no homework during holiday or other extended breaks unless it is necessary to comply with curricular requirements, and then assign only the minimum necessary, considering the purpose of holidays and extended breaks;
- Carefully consider the age, ability, and time constraints placed upon students, including other classes and extracurricular activities, and assign only an amount of homework that is reasonable.