

**Spring Branch Independent School District
Agenda Item Information**

Date of Board Meeting: January 26, 2009

Subject: First Reading of Policy: EIB (LOCAL) ACADEMIC ACHIEVEMENT:
HOMEWORK

Administrator Responsible:

Name: Diane Jackson, Ed.D.

Position: Policy Administration & Governmental Relations

Purpose of Agenda Item:

Information only **Action needed** **Report**

Additional Information and/or Back-Up:

Recommend first reading and advance to second reading and adoption of this policy, EIB (LOCAL) ACADEMIC ACHIEVEMENT: HOMEWORK.

Annotated copy is attached.

ACADEMIC ACHIEVEMENT
HOMEWORK

EIB
(LOCAL)

PURPOSE AND
DEFINITION

The purpose of all types of homework is to promote high quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. Homework shall be reviewed by teachers to ensure an accurate assessment of students' skills and knowledge to better direct them towards their learning goals.

Homework shall target specific learning outcomes, reinforce TEKS taught in the classroom and provide practice in specific skills.

Students shall be provided sufficient information and direction needed to complete homework independently.

Homework shall be sufficient but not excessive to its intended purposes.

Homework shall not be assigned as a discipline consequence.

~~Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce and enhance school experiences.~~

~~The emphasis shall be placed on the value of the assignment to the student in relation to District educational objectives.~~

EXPECTATIONS

The assignment and grading of homework shall be aligned to expectations outlined in SBISD Grading Expectations ~~District administrative regulations~~ and curriculum documents. The principal at each campus will work with faculty to develop campus homework practices that comply fully with requirements set forth in this policy [EIB (Local)] ~~(See EIB (Exhibit) with consideration given to:~~

- ~~• The frequency, quantity and quality of homework assignments,~~
- ~~• Coordination of homework assignments among teachers and curricular areas,~~
- ~~• Provision for clear and specific instructions for homework, including the purpose of the assignment, how the completed assignment will be evaluated, how feedback will be given to the student, and~~
- ~~• Communication of homework policies and expectations to parents.~~

COMMUNICATION
OF CAMPUS
DEVELOPED
HOMEWORK
POLICY

The campus developed practices shall be clearly communicated to each student's parent/guardian and each student in writing at the beginning of the school year. Campus practices will include the roles and responsibilities stated in this policy and will be included in the campus handbook.

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GRADING OF
HOMEWORK AND
CONSEQUENCES
FOR INCOMPLETE
HOMEWORK
ASSIGNMENTS

Homework grades shall be calculated in the overall average for a grading period to align with SBISD Grading Expectations.

Though teachers may choose to involve students and/or others in certain appropriate monitoring tasks, the responsibility for grading student homework is vested solely in the professional staff of the school.

HOLIDAYS

No homework shall be assigned to be completed over Thanksgiving, Winter Break, Spring Break and days of religious holy days.

ROLES AND
RESPONSIBILITIES

A strong school-home partnership will have a positive impact on student success. As a result, the following outlines the stakeholder roles and the responsibilities to ensure student success:

District leadership is responsible to:

Ensure that appropriate resources and support are available to ensure compliance with this Policy.

Campus leadership staff are responsible to:

1. Communicate the school's homework practices to teachers, parents, and students at the beginning of the school year.
2. Provide information to parents on the purpose of effective and purposeful homework.
3. Provide information to parents to demonstrate how to support their children with homework, including (but not limited to) newsletters, websites, open houses, etc.
4. Adopt building practices to ensure the coordination of major assignments due on the same day, including quizzes, tests and projects.
5. Monitor the implementation of homework policies and regulations.

Teachers are responsible to:

1. Encourage a partnership with family and students that promotes timely, regular communication;
2. Design homework assignments that clearly articulate the purpose and expected outcome;
3. Share expectations regarding homework with students and parents at the beginning of the school year;
4. Ensure that any homework assigned is directly related to classroom instruction and consists of clear, purposeful and engaging activities;
5. Assign homework that is appropriate to the student's age, developmental level, learning style, skills and individual needs;

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HOMEWORK

EIB
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6. Teach the skills necessary for the student to complete the homework and become a successful, independent learner:
7. Articulate and carefully plan homework in partnership with other teachers both within and outside the teacher's subject area.
8. Collect, check, grade, or otherwise process homework and provide feedback in a timely manner in accordance with preset expectations.
9. Estimate the amount of time it takes to complete homework when planning.

Students are responsible to:

1. Complete assigned homework.
2. Ensure that he/she clearly understands the homework assigned, including assignments, expectations, and requests for clarifications or assistance from the teacher when homework assignments and/or expectations are not clear.
3. Manage time and materials to complete any assigned homework.

The family is encouraged to:

1. Provide an environment for successful completion of assigned homework.
2. Provide encouragement and support for successful completion of assigned homework without doing the homework for their child.
3. Contact the classroom teacher if their child is not consistently able to do the homework by him/herself or if challenges or questions arise.

EFFECTIVE
HOMEWORK
ASSIGNMENTS

Effective homework assignments:

1. Are curriculum based and meet the needs of students through differentiation.
2. Are designed to require no additional teaching outside the classroom.
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom.
4. Are engaging and relevant to student learning.
5. Do not require resources or technology to which a student may not have access.
6. Do not require parents/guardians to teach new concepts.