**Imagine School at Land O Lakes- Homework Policy**

Imagine School at Land O Lakes believes that homework is an important instructional tool and should be part of the educational experience that supports students’ efforts towards reaching proficiency related to the content standards. Homework should not be a substitute for classroom instruction, nor should it be used for disciplinary purposes or as a measure of rigor. Instead, homework is a continuation of school assignments that will reinforce the content and skills learned in the classroom. The amount of homework assigned should be different from elementary to middle school.

Homework should be assigned to meet one or more of the following purpose:

* Prepare for new learning
* Practice skills to increase speed and/or accuracy
* Deepen understanding of concepts learned.

ISLOL believes that homework is an extension of the school day and therefore should be completed by the students. We recognize that when assigning homework teachers should be cognizant of the age and ability of the students and conditions that exist within the community that may hamper the homework process. The effective use of homework should not require an unnecessary commitment of time on the part of the student or the student’s family.

ISLOL is committed to using research based information to support the teachers’ work related to homework. To this end, homework must be given for a specific purpose. Though we are not regulating the type of feedback teachers provide, we expect teachers to provide specific feedback to students in a timely manner.

ISLOL believes that student performance should be assessed against the curriculum that is aligned to the standards. Grades should directly reflect students performance in demonstrating proficiency related to the curriculum. To this end, homework assigned should clearly align to the curriculum. Assessment of student performance on homework should be handled consistently by all staff. Therefore, scores from homework in any course should not exceed 10 percent of that student’s grade for any given grading period.

We believe that each stakeholder has a given set of responsibilities as they relate to homework. Defining these roles and responsibilities lessens the burden on each party and provides direction for helping students achieve.

Student’s Responsibilities:

* Understand all homework assignments by listening to directions, asking questions when something is unclear, and reading directions
* Gather all materials necessary to complete assignments before leaving the classroom
* Complete all assignments to the best of his/her ability
* Return materials and assignments on time
* Make up any missed homework that the teacher requires
* Middle School students- Proactively acquire make up work from each teacher on the return from an absence

 Family’s Responsibilities:

* Provide a routine and environment that is conducive to doing homework (i.e. a quiet and consistent place and time, necessary materials, reduce distractions, etc.)
* Offer encouragement to the student.
* Check that your child has edited his/her homework for spelling (Kindergarten and First Graders may use invented spelling as appropriate), punctuation, neatness, etc.
* Encourage responsibility by helping your child organize folders and backpacks
* Communicate with the teaching team any concerns or celebrations.
* Check planners or classroom communications for due dates, events and expectations.
* Attend APTT events to track progress monitoring of goals and student success.

 Teacher’s Responsibilities:

* Provide purposeful homework
* Provide clear directions and instructions
* Implement a system for routinely checking homework
* Communicate to the student and family what is expected for completing homework successfully
* Communicate with families when students are not consistently completing assignments
* Provide timely and specific feedback
* Provide assistance when needed

Homework includes reading every night as we help each student develop the habit of being a lifelong reader.  Written assignments over the course of a week may include a balance of assignments in other content areas such as writing, spelling, math, social studies, science, and long-term projects.

In Kindergarten, the homework is for families and children to spend time together with books.  Often, especially in the beginning of the year, this will mean parents and family members reading aloud to children.  As the year progresses Kindergarten children students may be reading to and with family members.

**Recommended Time Allotments for Homework**

At ISLOL we know that the amount of time it takes each student to complete homework assignments will vary. The following table indicates what we believe is approximately the appropriate amount of time (in minutes) for children in each grade to spend on homework.  If your child diligently does his/her homework for the maximum allotted time and does not complete it, you may write a note to the teacher explaining the situation.  If this is an on-going problem, please make arrangements to talk to the teacher.

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| **Grade** | **Independent Reading \*** |  **Home Learning and Practice****(Maximum Time)** |
|  Kindergarten | 15-20 Parental or Independent | 10 |
| 1st | 15-20  | 15 |
| 2nd | 15-20  | 20 |
| 3rd | 20-30 | 30 |
| 4th | 20-30 | 40 |
| 5th | 20-30 | 50 |
| 6th | 30-40 | 60 |
| 7th | 30-40 | 70 |
| 8th | 30-40 | 80 |

\* Instead of reading each night your child can read a total amount for the week.

Example- A first grader should read a total of 75-100 minutes a week total.

The method of tracking reading will vary in each grade level.