



# Delano Intermediate School Homework Practices

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*Delano Intermediate School will be a model of excellence;  
Educational Excellence is our foremost goal*

*To meet this end, the DIS community will ensure a safe, positive, 21st century environment that is student centered, age appropriate, and data driven for the success of ALL students and the development of lifelong learning skills in an atmosphere of collaborative growth.*

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The DIS Homework Practices Task Force, consisting of parents, teachers, and school administration, understands the role of homework as an opportunity to further develop the acquisition of course content outside the classroom. These practices were developed in coordination with the [DIS Grading Practices](#).

## **DIS staff believe:**

- Effective homework tasks are a method of increasing and enhancing student learning.
- Effective homework tasks are purposeful and have value; not just the consumption of time and resources.
- Effective homework tasks are linked to the essential standards of course/grade level content.
- Developing mastery of grade level curricular standards requires application of knowledge in a variety of settings.
- Specific and constructive feedback regarding student performance toward curricular standards, including homework tasks, is essential for learning and development.
- Student engagement in family/community activities is essential for student learning and development.

## **Definition and Purpose of Homework:**

Homework consists of class assignments, studying, independent reading, and/or projects performed by the student. The purpose of these tasks can be categorized in the following ways:

- *Reinforcement/practice* - By successfully completing practice assignments, students have the opportunity to review and reinforce skills, knowledge, and information presented in previous lessons. This may include tasks that were started in class but not successfully completed in the time allotted by the student.
- *Reading* - It is important for students to learn to read and respond to all types of text, informational and literature. A student's ability to read is strengthened through daily reading at home.
- *Creative enrichment / extension* - These assignments incorporate higher level thinking skills such as analysis, synthesis, evaluation, and/or application.

## **Time Expectations:**

***Students should expect to spend an average of 30 minutes per day on homework tasks.*** However, the time a student spends on homework each night may be dependent upon a student's individual work style and habits. Daily reading at home is always encouraged and is not included in these time estimates. This time allotment only accounts for planned homework tasks and doesn't account for unfinished tasks from the school day. Students are also encouraged, in the absence of assigned homework tasks, to review the materials being studied in their core classes.

To ensure the effective and successful implementation of these Homework Practices,

## **Students will:**

- Develop effective habits and attitudes toward homework.
- Communicate progress and homework expectations to parents.
- Get the assignments and ask for help if the assignment is unclear.
- Copy all assignments into his/her calendar, carefully recording due dates and important information.
- Set a time each day to do homework and make plans to accommodate family needs.

- Maintain the highest quality work on homework assignments.
- Take home all necessary resources, such as packets, textbooks, notes, and study guides.
- Bring the completed homework to school when it is due.
- Be responsible for getting assignments when absent from school.
- Be responsible for taking care of, and returning, any borrowed resource materials.

**Parents/Guardians will:**

- Promote a positive attitude toward homework as part of the learning process.
- Understand and reinforce expectations for the quality of student work.
- Provide structure, a site, and tools needed to help the child organize and complete homework.
- Provide grade-level appropriate assistance for homework assignments.
- Communicating with the student and his or her teachers, and providing feedback when there is a homework concern.
- Provide for non-school related conversation and participation in family/community activities for the holistic development of your child.
- Reinforce the development of students' executive functioning skills within the scope of school work and home life.

**Teachers will:**

- Assign homework tasks that are relevant, challenging, and meaningful to the essential standards and students' abilities.
- Provide students with clear purpose and expectations regarding all aspects of the homework task
- Provide individual and group feedback regarding student performance in a timely manner.
- Model and teach homework strategies (i.e. organization, time management skills, study skills).
- Provide ways for parents to communicate with teachers about homework.
- Notify parents early regarding homework concerns.
- Intervene appropriately with students needing extra time, resources, and/or assistance with homework tasks.
- Avoid extra homework over weekends and special events within the community.
- Utilize skyward for tracking homework completion and/or performance.
- Ensure that resources and materials required for homework are easily obtained by students.
- Due dates and expectations of the task need to be consistent with the depth and purpose of the task.
- Collaborate with grade level colleagues to ensure that the amount of homework assigned is reasonable, aligned with these homework practices, and in consideration of competing home obligations, extracurricular activities, and homework assigned by other teachers.

**Administrators will:**

- Monitor and support the teachers in the implementation of these Homework Practices.
- Support the need for balance among the many learning activities besides homework in students' lives.
- Facilitate the communication process between the school and home and help maintain the parent/school partnership as it relates to homework.

Adapted from Shrewsbury Public Schools, 2002.