



Homework Policy Key Elements

Please See [BP 6154](#) and [AR 6154](#) for additional details
August 2021*

Purposes of meaningful homework:

Practicing a learned skill

Valuable extension of learning time

Assist in developing Essential Outcomes, including good study habits, responsibility, self-discipline, and independence.

Whole child is important; homework will allow for all aspects of social, emotional, and intellectual growth and family time.

Everyone has responsibilities (Superintendent, Principals, Teachers, Parents, Students)

Differentiation agreements should be made, when appropriate.

Reading should be a part of daily life.

No homework or special projects are due the day after a weekend or holiday break.

Feedback from teachers to students should be timely.

Students will be encouraged to pursue passions; teachers will suggest, but not require family time.

Time limits/special projects, developmentally appropriate.

**During the 20/21 school year, Crocker Staff may assign homework that is due on Monday due to the 20/21 alternating block schedule. The Superintendent is authorized to extend this practice if the same or*

similar schedule continues beyond the 20/21 school year. (approved September 2020)

Hillsborough City School District

Homework Policy - Sixth through Eighth Grade

The Board believes that family time, extra-curricular activities, and self-guided time for students are critical to the development of the whole child. Accordingly, homework will be assigned to allow for all aspects of social, emotional, and intellectual growth to occur, including the learning that happens through family and other social interactions outside of assigned homework.

Homework needs to be balanced across all curricular areas. Home assignments support the meaningful learning that has transpired in the classroom. Practice is a necessary component in mathematics, reading, writing, critical thinking, studying, and experiential learning; therefore homework will be thoughtfully given to promote positive student learning outcomes.

For the purposes of this policy, a “long-term project” is any activity that takes place over an extended period of time, is designed to be completed in stages or parts, and is designed to demonstrate deep engagement with a skill or subject. Students are given detailed information about expectations at the beginning of the project, and feedback is given which is attuned to the expectations set at the start of the project. When adding long-term projects to homework, the consideration for limiting other homework in the same subject area should occur. If a collaborative assignment is to be completed in whole or in part at home, it should be organized in such a way that it does not require students to physically meet together outside of school hours.

Students will need to learn to balance their home studies with extra-curricular activities and family time; therefore, keeping communications open between school and family is critical. If a student’s homework load is unreasonable for his/her capacity on any given night, communication with the teacher(s) is welcomed and appreciated. Work can then be adjusted and individualized for student success.

Students who choose to take accelerated, advanced, or instrumental music classes will have additional responsibilities that may add to their homework.

Missed Assignments

Students who miss school work and/or homework because of an excused absence will be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests will be reasonably equivalent, but not necessarily identical to, the assignments and tests missed during the absence. Students will receive full credit for work satisfactorily completed within the period of time prescribed by the teacher.

Students who miss school work and/or homework because of an unexcused absence will be given the opportunity to make up missed assignments for reduced credit. The teacher of any class from which a student is suspended may require the student to complete assignments and tests missed during the suspension.

Students who are not able to complete assigned tasks within the assigned deadlines for reasons other than absence are encouraged to discuss this with their teacher in advance of the deadline. Teachers will have the discretion to approve extensions based on the best interest of the student.

Responsibilities

Teachers will:

1. Assign homework with clear deadlines;
2. Define what role, if any, parents/guardians will have in various types of homework assignments, especially for any long-term projects; and
3. Actively encourage reading at all grade levels, working to instill life-long reading habits in all students.

Teachers should use their professional judgment and knowledge of their students in order to modify or adjust assignments to the needs of their students. However, if significantly less or significantly more homework is required for a student, that arrangement should be made through the mutual consent of the teacher and parent/guardian.

Parents/guardians are responsible for cooperatively supporting homework by the encouragement of and appropriate involvement with their child(ren). Parents/guardians will contact the teacher(s) if their child is consistently not able to complete homework assignments independently or if challenges or questions arise. Parents/guardians will actively encourage reading at every grade level.

Students are responsible for completing assigned tasks which result in a quality work product. Students will bring required materials to and from school and will plan effectively for long-term projects. All students will read at home. Students will complete their assignments, including making up missed assignments, by the due date set by the teacher. Finally, students are encouraged to pursue passions and other areas of interest that are not assigned.