



STATE COLLEGE AREA SCHOOL DISTRICT
PANORAMA VILLAGE ADMINISTRATIVE CENTER

V-A

240 VILLA CREST DRIVE • STATE COLLEGE PENNSYLVANIA • 16801
TELEPHONE: 814-231-1016 -- FAX: 814-231-4130

TO: Robert O'Donnell, Superintendent of Schools

FROM: Linda Pierce, Human Resources Director
Vernon Bock, Assistant Superintendent of Elementary Education

DATE: January 4, 2018

RE: Revised Policy 130 – Homework

Revised Policy 130 – Homework comes to the Board on the January 8, 2018 meeting agenda for review and action. This policy was taken for a second reading at the November 27, 2017 meeting and the minor changes have been made that were discussed. The administration is recommending approval of Policy 130 – Homework, at the Board's January 8, 2018 meeting for the 2018-2019 school year. We will be present for any questions you may have.

Thank you.

STATE COLLEGE AREA SCHOOL DISTRICT

[effective 18/19 school year]

SECTION: 100 - PROGRAMS
TITLE: HOMEWORK
NUMBER: 130
ADOPTED: AUGUST 26, 2002
REVISED:
STATUS: DRAFT REVISIONS JANUARY 2, 2018

130. HOMEWORK

Purpose

The Board affirms that the purpose of homework is to nurture an appreciation of learning outside of school by providing authentic, purposeful, and differentiated experiences that extend and reinforce classroom instruction. Homework assignments support the development of life-long skills of responsibility, independence, organization, time management, and perseverance.

Background

Research at the elementary level has a small effect size on student learning and a medium to large effect size at the secondary level (Hattie 2009, 2015).

Guidelines

The amount of homework assigned must consider factors such as age, grade, or ability level of the student and the balance of school and non-school activities in a student's life

As indicated by research findings, District homework regulations for elementary should emphasize the value of daily reading at home, indicate that required daily homework for classes in the K-5 level be kept to a minimum, and that required daily homework increase slightly from primary (K-2) to intermediate grades (3-5). Decisions that require flexibility are to be discussed by the teacher and parents and be based on student needs or interests.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the development and communication of district-wide homework administrative regulations. The administrative regulations will support a consistent approach across schools and build from grade to grade.

STATE COLLEGE AREA SCHOOL DISTRICT
[effective 18/19 school year]

SECTION: 100 - PROGRAMS
TITLE: HOMEWORK - Administrative Regulation
NUMBER: 130 - G
ADOPTED: NEW
STATUS: DRAFT JANUARY 2, 2018

130 - G. ADMINISTRATIVE REGULATION FOR K-5 HOMEWORK

Note: Updated regulations for grades 6-12 will be developed.

Purpose

These administrative regulations support a consistent approach across schools and build from grade to grade.

Expectations by Grade Level

The below table represents a guideline for district expectations for both daily reading, as well as a maximum for required homework. This does not include optional exploration or learning activities in which families choose to engage (e.g. - online resources, additional reading, parent/student requests).

Kindergarten	First	Second
10 minutes for nightly reading - no other homework, except for review of communication folder	10 minutes for nightly reading - no other homework, except for review of communication folder	10 minutes for nightly reading - no other homework, except for review of communication folder
Third	Fourth	Fifth
20 minutes for nightly reading and 10 minutes daily maximum or 40 minutes weekly maximum for other homework	20 minutes for nightly reading and 20 minutes daily maximum or 80 minutes weekly maximum for other homework	20 minutes for nightly reading and 20 minutes daily maximum or 80 minutes weekly maximum for other homework

What Reading at Home Could Look Like

- Adult/Family member reading to child
- Adult/Family member reading with child - taking turns page by page
- Child reading alone or with adult/family member
- Reading can include reading books, magazines, recipes, lego directions, blog, etc.

Teacher and Family Practices

Teacher Practices	Family Practices
<ul style="list-style-type: none"> ● Assign reading for joy nightly (no reading logs, sticky notes, etc.). ● Ask students what they read at home - have them share in class. ● Communicate classroom learning via a newsletter/Seesaw, etc. (HW is not the mechanism by which families should learn about what their child is learning in school). ● Assignments should be authentic, purposeful, and differentiated that connect to what was learned in school. ● Teachers need to collaborate when assigning homework so the maximums are not exceeded and to create coherence across the school. (Students accelerated out of grade are assigned the homework for the grade level into which they are accelerated.) ● Students may not miss recess for not completing homework. ● Create check in times for students who don't/can't do homework with support teachers in school, during morning time with the classroom teacher, or with parent volunteers. ● Envision math homework beyond the worksheet. Consider menus and choices. ● Communicate homework expectations during Back to School Nights during both the principal and teacher presentation. ● Encourage a first attempt at learning, which may not be successful at first to support perseverance. 	<ul style="list-style-type: none"> ● Create an environment that respects education and learning. ● Create a homework space for your child. ● Encourage your child to complete homework independently. If your child can't complete the homework, work to support your child and communicate with the teacher if the child can't do it. ● Respect the time suggested by the guidelines - don't go beyond. ● Read classroom newsletters, Seesaw, emails, etc. that communicate classroom learning, not individual students. ● Access online tools if families want additional work, such as Exact Path. ● Encourage students in grades 3-5 to plan for completing their homework. ● For grades K-2, develop a home routine for fostering independence.

Please note: individual situations and/or cases may call for flexibility.

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The district believes individual assignments should be an extension of classroom instruction that will reinforce the curriculum; will teach good work habits; and enable the student to learn to produce ideas and develop skills. An effective learning sequence involves identification of problem and purpose; including motivation, presentations, directed study, discussion, application, skill development, and review.

The Board affirms that the purpose of homework is to nurture an appreciation of learning outside of school by providing authentic, purposeful, and differentiated experiences that extend and reinforce classroom instruction. Homework assignments support the development of life-long skills of responsibility, independence, organization, time management, and perseverance.

Background

John Hattie's research was first published in 2009 and then updated in 2015. Hattie studies six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. The study resulted in the creation of the Hattie Ranking: 195 influences and their effect related to student achievement. The Hattie Ranking indicates that homework at the elementary level has a very small effect size and secondary has a medium to large effect size.

This finding was preceded by Duke University researchers, lead by Harris Cooper, who reviewed more than 60 research studies on homework between 1987 and 2003 and concluded that, while

homework does have a positive effect on student achievement, the positive correlation was much stronger for secondary students (grades 7 through 12) than those in elementary school.

Research at the elementary level has a small effect size on student learning and a medium to large effect size at the secondary level (Hattie 2009, 2015).

Guidelines

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