

Homework Policy

Purpose:

AAI values the use of purposeful homework because of the shown correlation between rigorous homework, emotional intelligence, performance, and grit. Learning is an ongoing process. Homework, if planned and executed correctly, provides continuity of learning, access to authentic learning, invokes curiosity, and shifts the burden of ownership. These four values echo the values expressed in AAI's vision and mission.

Policy:

The American Academy of Innovation encourages teachers and students to engage in homework practices by adhering to the following guidelines:

- A. Homework may be used in all grades to augment the learning experiences initiated at school. Assignments of homework shall be made judiciously at the discretion of the teacher after taking into consideration the individual needs of the pupil and the collective needs of the class.
- B. The frequency, amount, and quality of homework may vary according to the nature of the subject, the teacher's plan of instruction, and the amount of study time allowed at school. These will be weighed against the student's age and his/her ability to respond and benefit from homework.
- C. Generally, students should plan on about 5 minutes times their current grade level as an appropriate expectation for homework each full academic day.
- D. The assigned homework should
 1. Encourage students to do independent study, independent work, and purposeful research.
 2. Provide opportunity for continuous learning that moves beyond what is being learned in the classroom.
 3. Invite students to study subject matter in depth.
 4. Prepare students for career and college readiness.
 5. Focus on the upper tiers of Bloom's Taxonomy: analyzing, evaluating, creating.
- E. To unify AAI's approach to homework, the following guidelines shall be utilized uniformly by all AAI educators:
 1. Homework should be application, analysis, evaluation, or creation of previously introduced concepts, skills, and knowledge.
 2. Homework should develop skills, creative abilities, critical thinking, problem-solving techniques, discovery, and individual initiative.
 3. Homework should account for individual differences among students.
 4. Classroom assignments should be completed within the classroom; however, if the work is not completed at school, it should be completed at home and will become homework.
- F. A logical relationship should exist between the homework and the reason for which it is given. Homework should never be assigned as punishment.
- G. It is the responsibility of the principal to discuss reasonable homework assignments with all teachers.
- H. If a parent/guardian has a concern regarding homework that is assigned, the following procedure should be followed:
 1. Contact the teacher who assigned the homework and discuss the concern.
 2. If a satisfactory solution is not reached between the parent/guardian and the teacher, the parent/guardian should contact the principal.

3. If a satisfactory solution is not reached between the parent/guardian and the school principal, the parent/guardian should contact the Director who has supervisory responsibilities of the school.
- I. Homework assignments which place an inordinate burden upon parents shall not be made.