

# **Board Policy**

## **Homework/Makeup Work**

BP 6154

### **Instruction**

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length, brief and appropriate to the grade level and course. To be effective, homework should not place an undue burden on students, families or teachers. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction. Loss of recess shall not be a consequence for lack of homework completion.

(cf. 6011 - Academic Standards)

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.

(cf. 4131 - Staff Development)

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Additionally, differentiating assigned homework, based on student need, is encouraged. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines also shall be included in student and/or parent handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's

homework assignments are completed. When a student repeatedly fails to complete his/her homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards. Parents/guardians shall be encouraged to communicate with the teacher(s) if the student is not able to do the homework by him/herself or if challenges or questions arise, or if parent/guardian responsibilities cannot be met.

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 6020 - Parent Involvement)

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)  
(cf. 1700 - Relations between Private Industry and the Schools)  
(cf. 3541 - Transportation Routes and Services)  
(cf. 5148 - Child Care and Development)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 6112 - School Day)  
(cf. 6142.4 - Service Learning/Community Service Classes)  
(cf. 6163.1 - Library Media Centers)

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

#### Makeup Work

Students who miss school work shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 5145.6 - Parental Notifications)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

UNITED STATES CODE, TITLE 20

7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance  
Brief, July 2016

WEB SITES

CSBA: <http://www.csba.org>

California State PTA: <http://www.capta.org>

(2/97 2/99) 12/16



4. Students shall:
  - a. Ensure understanding of assigned homework such as, expectations and timelines and ask for clarification if not fully clear.
  - b. Record assignments in a planner or use another means of recording homework.
  - c. Complete assigned homework on time, to the best of his/her ability.
  - d. Communicate with teachers and/or parents when homework completion is not achievable.
  - e. Contact teachers to obtain missed assignments when absent from class.
  
5. The family shall be encouraged to:
  - a. Provide encouragement and support without doing the homework for their child.
  - b. Provide a suitable environment, i.e. quiet workplace, block of uninterrupted time.
  - c. Establish a healthy balance between homework, co-curricular activities, family commitments, and their child's need for personal free time.
  - d. Communicate with the teacher(s) if the student is not able to do the homework by him/herself or if challenges or questions arise, or if parent responsibilities cannot be met.
  - e. Families of older students should encourage the child to communicate with the teacher in order to foster independence and personal responsibility.

## Roles and Responsibilities

1. The Superintendent shall:
  - a. Publicize the homework policy as adopted by the Board of Education.
  - b. Provide training for administrators to work with their staffs on implementation of the homework policy.
  - c. Design and oversee administrative remedies if administrative guidelines are not implemented.
  - d. Ensure there is a question assessing the quality and amount of homework in the annual district school survey of parents/guardians.
  
2. Site principals shall:
  - a. Discuss with staff at the beginning of each school year the school's focus on homework, including an overview of the policy, effective strategies and practices, and support co-planning with grade level teams or departments.
  - b. Be responsible for ensuring compliance with the homework policy.
  - c. Coordinate school-wide resources and practices that support homework, e.g. use of facilities, academic support programs, ensuring effective communication between teachers so that the amount of homework assigned does not exceed what is permitted within the policy.
  - d. Ensure this policy is easily accessed (and translated as needed) on the school's website or upon request.
  - e. Provide information to parents on the purpose of effective homework and sharing practices that will help families support their children (for example: newsletters, open houses, and websites).
  
3. Teachers shall:
  - a. Know and comply with the homework policy as it applies to their classes
  - b. Encourage a partnership with family and students that promotes timely, regular communication and supports families in the homework process.
  - c. Communicate the objective and expectations of homework and explain how it helps learning.
  - d. Provide clear instructions, preferably written and orally, that are well-organized and easy to follow.
  - e. Ensure students understand that it may be appropriate to cease working on an assignment, for instance if it taking too much time to the student cannot reasonable complete assignment independently.
  - f. Ensure any homework assigned is necessary and directly related to classroom instruction.
  - g. When assigning homework, consider students developmental level learning style, and individual needs.
  - h. Provide feedback in clear and timely manner.

Additionally, there is a strong connection between reading and student achievement. As a result, nightly reading is recommended.

## 2. Secondary Level (Sixth through twelfth grade)

While homework is not a requirement at any grade level in the district, at the secondary level incorporating homework as a means of independent practice, extension, integration, or preparation is a support learning practice in core secondary academic classes. In non-core content area, homework may be assigned as appropriate, but the workload of core classes must be considered. Similar to elementary levels, it is not recommended that homework is factored into the academic grade, but may be reported separately within the report card. Due to the fact that the use of homework is based on the discretion of the classroom teacher, secondary teachers must clearly define their classroom homework expectations to students and families.

## 3. Honors, Gifted, Advanced Placement

Special considerations should be given to honors, Advanced Placement, International Baccalaureate, and gifted classes. Students who have elected to participate in these classes should understand that homework is usually an integral part of their overall learning. Teachers, however, in these programs should be sensitive to the overall course load of a student and attempt to collaborate with other teachers so as not to overburden a student in one subject area.

## 4. Special Education

Adjustments and modifications for special education students need to be made based on the student's Individual Education Plan (IEP).

### Makeup Assignments for School Absences

Whenever a student is absent from school for excused or unexcused reasons, as defined in Administrative Regulation 5113, the student will be allowed to make up the work missed.

Students with absences must be given the opportunity to complete the missing coursework, homework, test, or other equivalent assignments.

A reasonable period of time, generally one school day per day of absence, shall be given to make-up work. Additionally, teachers should take into consideration that students may have work from multiple subjects to make up and should accommodate accordingly. The time to make up work may be extended at the option of the teacher.

# **Administrative Regulation**

## **Homework/Makeup Work**

### **AR 6154 Instruction**

#### School-Site Homework Plan

The principal, staff, and parent representative at each school shall develop and annually review a school-site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. Plans shall consider the following:

1. Should homework be assigned, the purpose of the assignment and its relationship to what has been taught in class must be clearly defined by the teacher and understood by the students.
2. The objectives of homework assignments, the due dates, and the basis for evaluating the work performed should be made clear to the student at the time of the assignment.
3. Assignments should be reasonable in content, length, and resources required.
4. Modifications for special needs students, based on individual education plans, shall be considered.
5. Teachers should provide multiple ways for students and parents to access homework assignments and due dates. For example, web sites, classroom postings, weekly assignment handouts, and use of planners/calendars can all be effective.
6. Loss of recess shall not be a consequence for lack of homework completion. While teachers may occasionally keep a student for a momentary check for understanding, recess should otherwise not be denied.

#### Recommendations

1. Elementary Levels (Transitional kindergarten through fifth grade)

In the elementary grades homework is not a requirement but may be given at the discretion of the classroom teacher based on individual student need. When given, it is expected to complement classroom instruction, reinforces academic skills, extends learning opportunities, enhances a student's learning experience, or is used in preparation of materials to be presented in future lessons. As homework is not necessarily a direct measure of knowledge and understanding of course content it shall not be factored into the academic grade but may be reported separately within the report card.