

Davis Joint USD

Board Policy

Homework/Makeup Work

BP 6154

Instruction

Philosophy

It is the belief of the district that significant educational gains can be made by students through well-defined homework experiences directed by teachers and supported by parents/guardians. Homework is defined as school related and assigned work completed beyond the regular school day. The teacher, as the educational professional, directs the classroom; thus the school and classroom setting is the primary and most effective teaching and learning environment. Homework supplements and complements the teacher's instruction.

The determination of specific homework assignments and the amounts of homework appropriate for a particular student shall be made by the teacher and/or school official. The simple existence of this policy does not require that homework be assigned.

1. Homework shall be an extension of class instruction. Key concepts should be introduced in class prior to the assignment of homework.
2. Homework shall reinforce classroom learning objectives and district standards.
3. Required assignments should generally be appropriate to the ages and abilities of the students in the class or for that board-adopted curriculum/course.
4. Homework assignments shall concentrate on areas or subjects of demonstrated student need. Teachers may vary homework assignments amongst students accordingly.
5. The type of school work assigned as homework should generally be that which a typical student for that class can be reasonably expected to accomplish outside of the classroom, independent of further teacher direction or teacher instruction. However, it can be appropriate for a student to need some parent support to complete the homework.

Communication between parents/guardians and teachers concerning homework should be encouraged. Examples of communication include such things as voicemail, newsletters, web pages, email, window postings in and out of the class, academic calendars and planners.

Long Term Homework Assignments

Homework assignments that are assigned over more than 10 days are considered long-term (examples: large individual projects; group projects; large papers) and have these guidelines.

1. Assignments are efficiently designed to provide a proportionate learning benefit for students relative to the time required for students to complete the assignment.
2. Teachers shall provide clear, written directions for assignments. These directions to students should include all relevant information, such as the due date, the required length (if any), any required format specifics, and any planned check points. Teacher expectations should be clearly described.
3. Long-term assignments shall be given with a timeline that does not require a student to do all or most of the assignment during a school vacation period or holiday.
4. Assignments for the course/grade level are age, grade, and ability appropriate.
5. The assignment's relationship to the district standards should be clear.
6. Long-term assignments include periodic progress checks with monitoring and feedback by the teacher.
7. Penalties for late completion or non-completion of work will be clearly delineated by the teacher.
8. Students can complete the assignments with a minimum of adult assistance.
9. Classroom instructional time should be given at the onset of projects to assist students in understanding and starting the project satisfactorily.
10. The time needed to accomplish long-term assignments should be integrated into the total time needed for all homework assignments, short and long term.
11. In grades K-9, the time outside of school needed to complete projects shall not add more time to the total homework maximum time.
12. Although art may be a part of an assigned project in a non-art class, the evaluation of the project should not penalize students who lack strengths in using art as a medium of expression.
13. If computer or internet-based research is assigned with homework, then an adequate amount of time in school or access at school or in a library shall be provided to accommodate those students who do not have access to computers or the internet at home.

Student Responsibilities

1. Students are accountable for homework assigned.
2. Secondary students not understanding the homework should, in a timely way, initiate contact with the teacher or other knowledgeable person to clarify the expectations for the homework assignment.

Evaluation and Return of Homework

1. Assignments shall be evaluated by the teacher or designee.
2. To provide optimum student learning, homework should be evaluated and returned to students within a reasonable time after the work is turned in to the teacher. What is reasonable varies according to the type of homework and amount of evaluative feedback the teacher provides for that assignment. Depending upon the nature of the assignment, grade level and curriculum, the amount and type of evaluation will vary considerably, from a simple acknowledgment that the work was done, to more extensive feedback. Feedback should be timely and clear enough so that the student can meaningfully incorporate that feedback into subsequent related class/course work.
3. Teachers are expected to tell students specifically when they could expect homework assignments to be returned to the students.

Absences

Students who miss schoolwork because of an excused absence shall, upon a timely request, be given the opportunity to complete all assignments and tests, which can be reasonably provided, for full credit. As determined by the teacher, the assignments and tests can be reasonably equivalent to, but not necessarily identical to the assignments and tests missed during the absence. The school staff determines what are reasonable deadlines for accomplishing such make up work.

Maximum Amount and Coordination of Homework

1. The amount of the time needed for students to satisfactorily complete grade level homework will vary depending upon several factors, including but not limited to the student's age, prior academic achievement, capabilities, motivation, parent/guardian support, and type of curriculum in which the student is enrolled. Within that context and as a general guideline, the maximum average total daily amount of short term homework assigned to a typical student, Monday through Thursday, would not be expected to exceed the times below. This policy does not preclude a teacher from providing to students at one time all assignments that will be due within a given week or more. The time limits take into account differing levels of academic rigor. These times include any family reading activities as well as long-term assignments.

* K, 10 minutes (reading time)

- * For 1st grade, 10-20 minutes
- * For 2-3 grades, 20-40 minutes
- * For 4-6 grades, 40-75 minutes
- * For 7-8 grades, 1.5-2 hours
- * For 9th grades, 1.5-2.5 hours
- * For 10-12 grades, 2-3 hours if enrolled in six academic classes*

*These maximums do not necessarily apply to courses designated as Advanced Placement or Honors, nor to long-term assignments in grades 10-12.

2. New assignments given on the last school day of a school week may not be due on the first day of the next school week.
3. The teacher is expected to make professional judgments regarding how much time assignments, especially projects, will take relative to the learning benefit expected by the teacher.
4. When a student has more than one teacher, teachers and staff are encouraged to coordinate the collectively assigned homework so that the total amount of homework for a student is consistent with the above guidelines. Teachers and principal or designee are expected to appropriately coordinate assigned homework with school-site or grade level testing. Secondary teachers are encouraged to schedule due dates for projects at least a week prior to any scheduled midterm or final examinations.

Overall Guidance and Support

1. The principal or designee is expected to review and evaluate with teachers, as needed, the district's policy and procedures regarding homework and information regarding effective homework assignments and procedures.
2. The district's Educational Services Division shall provide to principals and teachers examples of how homework throughout a school could be coordinated.
3. A question assessing the appropriateness of the amount of homework assigned shall be included in an annual school survey of parents/guardians.

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended student
48980 Parental notifications
58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

Policy DAVIS JOINT UNIFIED SCHOOL DISTRICT

adopted: April 2, 2009 Davis, California