

## **Instruction**

### **HOMEWORK/MAKE-UP WORK**

**AR 6154**

This Administrative Regulation defines the District's procedures related to the Board of Education Homework/Make-Up Work Policy 6154, and includes homework guidelines for the appropriate amount, grading, frequency, feedback, and the role of adults in homework assignments.

The principal and staff at each school shall develop a school site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/guardians as to how much time on homework will be expected and how homework relates to the student's grades, and shall reflect any special needs that students have, including those with an Individual Education Plan (IEP).

Based on the evidence-based research, the purpose of homework is:

- To practice skills or reinforce knowledge that has been learned in the classroom in order to help students master a specific skill
- To reflect on what was learned in the classroom
- To be used as a way for students to prepare for future classroom activities
- To transfer knowledge and extend skills learned in one content or subject area to another situation

New material shall be taught in the classroom, and although students may need to prepare for future lessons, they will not be required to learn new skills at home. Because classroom instruction may change, homework packets should not be assigned too far in advance of their due date. New academic skills as well as organizational and study skills should be introduced in the classroom starting in elementary school and practiced at home.

Pursuant to PUSD's Health & Wellness Policy, homework is never to be used as punishment nor shall students who do not complete homework be punished. This includes, but is not limited to, missing recess or losing opportunities for other physical activity or playtime.

### **Grading:**

Academic grades reflect multiple measures of student performance and the achievement of a specific learning objective. They should reflect what the student knows, not the way by which a student learns to master the skill.

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Since homework is a route to achieve mastery, students in elementary school shall not receive a homework grade. They may, however, receive credit for completion.

For secondary students, regular homework shall count for no more than 10% of the students' overall academic grade.

#### **Frequency:**

Because external factors such as amount of sleep, nutrition, exercise, and family time have an impact on student achievement, regular homework may only be assigned a maximum of Monday – Thursday to elementary students. Secondary students, especially those in Advanced Placement and/or International Baccalaureate Diploma Programme classes, may have homework assigned during the weekend. Long term projects may require work during a weekend and/or holiday; however, regular homework and/or projects may not be assigned over a long weekend or holiday break. For example, no homework or projects shall be assigned on a Friday with a due date of Tuesday after a Monday holiday.

Students are encouraged to participate in recreational reading, cultural and educational activities, family time, and explore new interests during breaks from school.

#### **Time:**

Homework should only be assigned if it achieves one of the previously stated purposes. The student should be able to complete the homework assignment on his or her own in a reasonable amount of time. The amount of time each student spends on homework should align with best practices and research that shows that excessive amounts of homework have diminishing returns.

Teachers shall assess how long they believe the homework should take and parents/guardians should provide feedback to the teacher if their student is unable to complete the assignment in a reasonable timeframe. It is important for teaching staff to coordinate assignments so that students do not receive an overload of homework. Teachers should use the following guidelines as a maximum amount of homework:

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<b>Grade Level</b>	<b>Maximum Number of Homework Minutes Per Day</b>
Kindergarten	10 minutes + 15 minutes of reading
1 <sup>st</sup> & 2 <sup>nd</sup> Grades	20 minutes + 15 minutes of reading
3 <sup>rd</sup> Grade	30 minutes + 20 minutes of reading
4 <sup>th</sup> -5 <sup>th</sup> Grade	40 minutes + 20 minutes of reading
6 <sup>th</sup> – 8 <sup>th</sup> Grades	1 – 1 ½ hours (average 15 minutes per academic class)
9 <sup>th</sup> – 12 <sup>th</sup> Grades	No more than 2 hours (average 20 minutes per academic class with the exception of AP or IB classes which may require more)

Differentiation due to special programs, such as Honors, Advanced Placement, International Baccalaureate, English Language Learner, Gifted and Talented, etc., may be required.

Accommodations will be made for students with special needs, according to their Individual Education Plans (IEP).

#### **Feedback:**

Some form of feedback shall be provided by the teacher in a timely manner. Qualitative comments are especially important for students to progress. Other forms of feedback may include class discussion and peer review.

#### **Parent/Guardian Role:**

Although students should be able to complete homework on their own, there is a role for parents, guardians, or other adults who may be involved with the student after school hours. These adults have a primary responsibility to create an environment that is conducive for students to focus on their homework. Whether the student is at home or in an after school program, a daily quiet time free of external distractions for everyone present is essential. Adults should also encourage student effort and completion of homework, strive to establish a designated homework time and work space, and follow-up

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with the teacher if there are concerns. Adults should contact the teacher if a student has issues understanding the homework assignments, or isn't able to complete assignments on their own in a reasonable amount of time.

### **Incomplete/Make-up Work**

Teachers should have a plan in place to give students an opportunity to make up classwork and homework in a timely manner. They should keep in mind that students who have missed school and a number of assignments will have multiple assignments to make up. Teachers are encouraged to collaborate so students have a reasonable amount of time to make up all work.

Parents/guardians shall be notified about the status of make-up work. Students should not be punished with a loss of grade points on make-up work or privilege arbitrarily if, instead of turning in make-up work, they can demonstrate to the teacher that they have learned the subject content in an alternative way.

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused 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)*

### **Management Resources:**

<http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-the-value-of-homework-At-a-glance/What-research-says-about-the-value-of-homework-Research-review.html>

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<http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-the-value-of-homework-At-a-glance>

<http://www.nctm.org/news/content.aspx?id=13814>

<http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/The-Case-For-and-Against-Homework.aspx>

<http://stophomework.com/pdflinks/ENC204print.pdf>

<http://www.greatschools.org/students/homework-help/1938-what-research-says-about-homework.gs?page=all>

[http://www.naesp.org/resources/2/Principal/2009/S-O\\_p.42.pdf](http://www.naesp.org/resources/2/Principal/2009/S-O_p.42.pdf)

[http://www.ascd.org/ascd\\_express/vol3/3-07\\_vatterott.aspx](http://www.ascd.org/ascd_express/vol3/3-07_vatterott.aspx)

## Regulation

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## PASADENA UNIFIED SCHOOL DISTRICT

Pasadena, California