

Instruction

HOMEWORK/MAKEUP WORK

BP 6154

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 and appropriate to the grade level and course. 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.

(cf. 6011 - Academic Standards)

PUSD Specific

Homework, when effectively administered, occupies an important place in the educational program. Through homework, classroom instruction is reinforced, high expectations are supported, students are motivated toward self-direction, and the relationship between school and home in the learning process is strengthened.

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. 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

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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.

(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.

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

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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 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)

PUSD SPECIFIC

Background:

According to research, homework should not be routinely assigned, but instead only be given when there is a clear purpose with regard to student learning. For homework to be effective, it should be carefully planned to support specific educational goals, align to instructional objectives, and take into account the specific abilities and needs of students. It should never be used as punishment nor should it be used for new learning or to teach a new skill. However, there is no conclusive evidence that it increases academic achievement in elementary students and appears to only have a moderate impact for middle school students. Further, although research varies about what is considered excessive, most researchers agree that more than two or three hours of homework in high school diminishes its effectiveness.

Studies also show that the achievement gap widens if homework success depends on support or assistance from adults in order to complete it. This reinforces the idea that quality homework must have a clear purpose and be used to enhance classroom learning, is personally relevant, and can be done

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without help from an adult. Additionally, home environments can have an impact on a student's ability to complete homework, and harsh late policies contribute to failing grades and discourage students from completing their work.

Research shows that the focus of homework should be to check for understanding and to receive feedback so students can achieve the learning objectives. Feedback must be provided in a timely manner in order to be effective. In several research studies, students who received qualitative feedback and comments from teachers increased their academic achievement significantly more than students who did not receive any feedback or only received a letter grade.

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>

Policy

PASADENA UNIFIED SCHOOL DISTRICT

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Pasadena, California

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