# Newman-Crows Landing Unified School District

## Board Policy

#### Homework/Makeup Work- BP 6154 Instruction

Homework is defined as the time students spend outside the classroom in assigned learning activities. The Governing Board believes that the purpose of homework is to increase knowledge, inspire creativity, improve ability and practice skills. In its priority to educate the whole child, the Board believes, and research supports, that meaningful and appropriate homework is a relevant extension of the classroom that can positively affect student learning. Assignments are based on the individual needs of each student and stress quality rather than quantity. The Board values and supports the relationship between parents and teachers that fosters student growth. Further, the Board believes that completing homework is the responsibility of the student.

#### Meaningful and Appropriate Homework:

1. Has a clear academic purpose (such as practice, checking for understanding, or applying knowledge or skills).
2. Efficiently demonstrates student learning.
3. Promotes ownership (by offering choices and being personally relevant).
4. Instills a sense of competence (the student can successfully complete it without help)
5. Is relevant to learning outcomes.

#### Site Homework Plans

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. The district homework policy and site homework plan will be shared with parents and students at the beginning of each school year and posted on all school websites.

#### Makeup Work

Students who miss school work because of an excused absence shall have, upon their return to school, at least two school days for each day missed to complete all assignments and tests that can be provided. As determined by the teacher, the assignments and tests shall be 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 appropriate time limits.

Students who miss schoolwork because of unexcused absences or suspensions may be given the opportunity to make up missed work for full or reduced credit. Teachers shall not assign such makeup work as a punitive measure, but to ensure academic progress.

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. Such notification shall include the full text of Education Code 48205.

#### 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

**Adopted**: Newman, California;

**Revised**:

# Newman-Crows Landing Unified School District:

## Administrative Regulation

#### Homework/Makeup Work- AR 6154 Instruction

Homework is an integral component of education that deepens student learning and understanding. Although teachers are not required to assign homework daily or otherwise, when it is assigned, K-12 students will participate in homework that is relevant, purposeful and appropriate, as determined by the teaching staff.

**Section I. Guidelines for All Grade Levels**

Guidelines in this policy are based on the needs of students. Assignments and homework may be differentiated for individual students, or represent different levels of challenge for students; therefore, amount of homework, or time required to complete homework, may be variable.

1. Teachers are not required to assign homework daily or otherwise but are required to apply professional discretion and flexibility in determining the balance of in- and out-of-class schoolwork for the purpose of meeting standards, curricular and individual students' needs.
2. The purpose, meaning, and value of homework and its role in providing feedback to students and assessment of students' skills should be clearly communicated. Expectations, required materials and resources (traditional, digital and/or virtual), and timelines for homework and long-term project assignments are to be clearly communicated to students and families, particularly as they relate to group projects.
3. Although parents are the primary educators of their children, and their involvement is recognized as a critical dimension of effective schooling, homework is meant to be completed largely independently by students (see grade level guidelines).
4. Homework may:
   1. Reinforce skills or further understanding of information introduced during daily lessons (practice),
   2. Introduce students to new material to be reviewed and reinforced the next day (preparation and/or “flipped” classroom)
   3. Provide opportunities for students to independently apply knowledge gained in school, self-select topics of interest (extension) and inspire curiosity and thoughtful performance.
5. Timely assessment of homework or the provision of self-assessment tools is necessary to ensure that students and families are aware of progress and skills acquisition.
6. Open communication between students, families, and teachers regarding homework is vital. Students and parents are encouraged to contact teachers with questions and concerns about homework and achievement in school. If a student repeatedly fails to complete homework, the teacher shall notify parents/guardians in a timely manner.

**Grade-Level Guidelines**

#### Elementary School

The purpose of homework in elementary school is to practice and encourage mastery of basic skills and to provide opportunities for students to connect classroom learning with daily life.

1. In order to establish appropriate homework routines and practices, parent involvement is encouraged in kindergarten through second grade.
2. In grades three through five, homework, including projects, should be completed largely independently by students.
3. If long-term or multi-step projects are assigned, they should be initiated and primarily undertaken in the classroom. While portions of projects may require completion at home, these tasks should not require group participation, significant assistance from parents, or costly materials.
4. Long-term assignments should include clear benchmarks with which to monitor progress toward completion.

*See general guidelines.*

#### Middle School

The purpose of homework in middle school is to develop and reinforce student learning. Middle school homework should provide opportunity for students to realize the relevance of learning and how it may connect to the real world.

1. Course syllabi should include specific information regarding the types and role of homework in the assessment of student achievement. Homework may not be weighted as more than 15% of a student’s grade.
2. Homework should be relevant to or an extension of ideas introduced in class.
3. Weekend and holiday homework assignments should be carefully considered in terms of necessity and appropriateness; however, weekends may provide an appropriate opportunity for students to read independently, complete projects assigned over several weeks.
4. Homework and projects should be scheduled with an awareness of major tests, assignments, and projects for other classes/disciplines and/or all-school events and holidays occurring simultaneously.
5. Long-term, multi-step, or group projects should be initiated in the classroom. Time in class should be provided for group collaboration, acknowledging the logistical challenges of group work after school hours. While portions of projects may require completion at home, these tasks should not require significant assistance from parents or costly materials.
6. Long-term assignments should include clear benchmarks with which to monitor progress toward completion.

*See general guidelines.*

#### High School

The purpose of homework in high school is to expand and reinforce good study habits, personal responsibility, time management, and mastery of skills. High school homework provides opportunities for students to explore and envision learning as an integral part of lifetime growth.

1. Course syllabi should include specific information regarding the types and role of homework in the assessment of student achievement. Homework may not be weighted as more than 15% of a student’s grade.
2. Weekend and holiday homework assignments should be considered in terms of necessity and appropriateness. It is acknowledged that students in high school assume greater responsibility for time management and long-term project planning.
3. When possible, homework and assessments requiring in-depth study should be scheduled with an awareness of major tests, assignments, and projects for other classes/disciplines and/or all-school events and holidays occurring simultaneously
4. Long-term, multi-step, or group projects should be initiated in the classroom. Time in class should be provided for group collaboration, acknowledging the logistical challenges of group work after school hours. While portions of projects may require completion at home, these tasks should not require significant assistance from parents or costly materials.
5. Long-term assignments should include clear benchmarks with which to monitor progress toward completion.
6. College Board Advanced Placement courses are college-level courses with curricula which may earn a student college credit. Students opting to enroll in AP or honors-level courses should expect rigorous content and homework, reading, and project time commitments which exceed those of regular college-preparation courses, including the potential necessity to review material over weekends and holidays.

*See general guidelines.*

### Section II. School-Site Homework Plan

The principal and staff at each school shall develop and regularly review a school-site homework plan, which follows NCLUSD Board Guidelines and Responsibilities with respect to homework. The plan shall identify all of the following:

1. For each site, the amount of time that students shall be expected to spend on homework by grade level and/or content area.
2. For each site, the extent to which homework assignments shall systematically involve participation by parents/guardians
3. The means by which parents/guardians shall be informed about:
   1. Homework expectations
   2. How homework relates to the student's grades
   3. How best to help their children
4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits
5. How students will access traditional, digital and/or virtual resources to complete homework assignments (Middle and High School Only).
6. Communication regarding responsibilities for students, parents, teachers and administrators.
7. Process for posting homework policies, syllabi and site expectations on the district and site websites.