

Hueneme Elementary School District (HESD)
AR 6154 - Homework

The HESD Homework Committee shall develop and regularly review a district homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians.

If assigned, homework must be purposeful, transparent, and tied to learning experiences. HESD will continually strive to consider sound alternatives to traditional homework that foster a love of learning in all students and encourage learning outside of the classroom.

Homework should be designed to:

- Encourage and foster a love of learning.
- Reflect individual student needs, learning styles, social-emotional health and abilities.
- Provide timely feedback.
- Include clear instructions and clear performance expectations.
- Ensure students can complete the work independently.
- Be assigned in reasonable amounts that can be completed within a reasonable time frame.
- Provide teachers with feedback regarding overall classroom progress toward expected outcomes.

HESD teachers are not required to give homework on a daily basis. If assigning homework, the following minutes for each grade level shall not exceed:

Grades	Not to Exceed (Monday - Thursday only)	Independent / Shared Reading (accountability measures beyond a parent/guardian signature are not recommended)
TK - 1	10 minutes	15 minutes
2	15 minutes	20 minutes
3-5	20 - 30 minutes	30 minutes
6-8	30-60 minutes (all content areas combined)	30 - 45 minutes

Students may choose to use weekends for review, voluntary work (student choice), or completion of make-up assignments.

School breaks (winter, spring, and summer) and weekends are intended to be a time that is free from school work and homework for students and teachers. There should be no expectations on the part of students or teachers that school work is done over these periods. Long-term assignments given before school breaks should not be due during the first week back from breaks.

Independent and shared reading of student selected books (with no accountability measures) is highly recommended and encouraged during weekends and school breaks.

Students may choose, as a time management strategy, to allocate school break times and weekends to work on long-term assignments and projects. This should not be seen as the teacher assigning homework, but as the student employing a valuable time management technique.

If homework is assigned, teachers are encouraged to incorporate student choice. Student interest and creativity is to be strongly supported.

Students shall not be able to pass, nor shall they fail a subject/class based on homework. Homework should be monitored, not graded.

Homework is not to be used to teach responsibility. Organizational strategies and responsibility will be addressed in class:

- Maximize age-appropriate calendar planners or agendas to manage time.
- Target effective learning characteristics.
- Use classroom jobs and participation in school events to demonstrate responsibility.
- Illustrate accountability with think-alouds that naturally arise in the classroom.
- Embed lessons that teach responsibility.
- Acknowledge responsible acts.
- Transfer strategies to support students at home.

Teachers shall employ positive and supportive responses to address late homework and make generous allowances when circumstances affect a student's ability to complete the work on time. (Education Code 48205)

Project-based assignments should not require significant assistance from parents/guardians or costly materials. Teachers should monitor and be mindful of the logistical and financial challenges of assignments outside of the classroom.

With administrative support, teachers by site should collaborate and coordinate with one another (elementary: grade level teams and junior high: departments and cross-curricular grade level teams) on:

- Consistent homework practices and tasks
- Effective homework feedback
- Coordinated and reasonable deadlines and due dates (non-conflicting) for projects

The above will enable sites to provide targeted and coordinated homework and tutoring support for students.

If assigning homework, teachers should clearly explain purpose/objectives and ensure that students have the required materials. Homework should be communicated in a manner that is clear and easily accessible by the student both in and outside of the classroom. The use of online communication tools is strongly encouraged.

Students should be able to independently complete any assigned homework. When circumstances present challenges, teachers must consider alternative approaches to support students as they complete homework assignments.

Teachers should differentiate homework assignments when it is determined that, despite appropriate effort and learning habits, a student is spending more than the expected time on homework. Additional input will be considered from parents/guardians, administration, school staff and the student.

Expectations regarding homework shall be clearly communicated to parents/guardians and students through such means as:

- Beginning of the year “welcome” communications
- School agendas/planners
- Back to School Nights
- Parent Conferences
- Online communication tools

If there is a concern regarding homework. Parents and students are expected to communicate concerns in a timely and positive manner.

Site and district administration shall support the implementation of the district homework policy in the following ways:

- Provide professional learning on district homework policy and research-based best practice
- Provide time for grade level teams or departments to collaborate, coordinate, plan and prepare
- Facilitate ongoing discussions with staff regarding effective homework strategies and practices
- Coordinate school-wide resources for homework support
- Ensure homework policy is accessible on the school’s website or upon request in school office
- Provide parent/guardian support in understanding district homework policy and research-based best practice