

Coronado 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. Appears enjoyable and interesting.

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 introduced to parents and students at the beginning of each school year and remain posted in classrooms and 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 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 site-determined time limits.

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

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: August 19, 2010 Coronado, California;

revised: May 26, 2011

Coronado 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, when it is assigned, K-12 students will participate in homework that is meaningful, purposeful and appropriate, as determined by the teaching staff. While we understand that homework is merely one of many components of a 21st Century student's life, it is inevitable that at times, choices will need to be made between homework and other obligations.

Section I. Guidelines for All Grade Levels

Guidelines in this policy are based on the needs of the average student. 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 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 and 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. Since parents are the primary educators of their children, and their involvement is recognized as a critical dimension of effective schooling, the Governing Board expects teachers at all grade levels to involve parents/guardians as a contributing resource.
4. Homework is meant to be completed largely independently by students (see grade level guidelines). Homework should inspire curiosity and thoughtful performance.
5. Homework may:
 - a. Reinforce skills or further understanding of information introduced during daily lessons (practice),
 - b. Introduce students to new material to be reviewed and reinforced the next day (preparation), and/or
 - c. Provide an opportunity for students to independently apply knowledge gained in school (extension).
6. 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.
7. 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.
8. No homework may be assigned over the winter or spring break in any grade level.

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. Except for reading and work on projects assigned over a week or more, weekend and holiday homework is not to be assigned.
2. Long-term or multi-step projects 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. 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 good study habits and personal responsibility for time management and mastery of skills. Middle school homework provides opportunities for students to recognize the relevance of classroom learning to the outside world.

1. 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, and take advantage of extra-credit opportunities.
2. Homework, projects, and assessments requiring in-depth study should be scheduled with an awareness of and sensitivity to major tests, assignments, and projects for other classes/disciplines and/or all-school events and holidays occurring simultaneously.
3. Students opting to enroll in honors courses should expect rigorous content and homework, reading, and project time commitments which exceed those of regular courses, including the potential necessity to review material over weekends and holidays.
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. 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.

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; therefore, student may decide to use weekends as opportunities to catch up, get ahead, or work on long-term assignments.
3. When possible, homework and assessments requiring in-depth study should be scheduled with an awareness of and sensitivity to major tests, assignments, and projects for other classes/disciplines and/or all-school events and holidays occurring simultaneously.
4. 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 CUSD Board Guidelines and Responsibilities with respect to homework. The plan shall identify all of the following:

1. For each grade level, the amount of time that students shall be expected to spend on homework
2. For each grade level, the extent to which homework assignments shall systematically involve participation by parents/guardians
3. The means by which parents/guardians shall be informed about:
 - a. Homework expectations
 - b. How homework relates to the student's grades
 - c. 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. The access that students shall have to obtain:
 - a. Traditional, digital and/or virtual resource
 - b. Assistance and/or tutoring through telephone help lines and/or after-school centers
6. The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next
7. For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities

Makeup Work

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.

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.

Section III. Responsibilities

It is understood that these responsibilities evolve as students develop.

Students are responsible for:

1. Being prepared for the school day and class assignments by regularly reviewing previously covered information and materials and practicing good study habits and strategies.
2. Producing work to the best of their abilities and demonstrating academic honesty, being accountable for choices, and completing assignments with integrity.
3. Working with teachers to catch up on instruction and assignments when absent (in accordance with teacher, department, and attendance policy), and working with teachers to review assessments in order to solidify understanding and to determine missed material.
4. Creating a support group of peers from whom to ask for help with class information and assignments.
5. Communicating with teachers about external factors affecting classroom and homework performance.
6. Understanding his or her own strengths and areas of growth as a learner, and working with parents, counselors, and teachers to form expectations for himself or herself and set appropriate personal academic and extracurricular paths and college and career goals.
7. Considering the time commitment and workload of honors and AP courses before enrolling in them, and speaking with counselors and teachers, as well as other students who have taken the course(s), in order to gauge expectations and rigor.
8. Working with parents to manage the demands of extracurricular and academic obligations, prioritizing when necessary.
9. Keeping records/a calendar of homework, projects, and assignments, and checking and monitoring progress and achievement through online grade reports.

Parents/Guardians are responsible for:

1. Supporting the teacher's goals in providing education to students and fostering positive relations between their child and his or her teacher(s) in order to facilitate learning.
2. Recognizing the integral role they play in the success of students and providing a supportive environment for homework and sharing of learning.
3. Helping their child understand his/her strengths and areas of growth as a learner, and working with counselors and teachers to form expectations and set appropriate personal academic and extracurricular paths and college and career goals.
4. Guiding their child to advocate for him/herself and, when necessary, advocating for their child.
5. Reinforcing effective study habits and strategies, including but not limited to time management and organization, reading for pleasure, goal setting, and review of content.
6. Supporting students in setting priorities and managing healthy balance between extracurricular and academic obligations.
7. Encouraging their child to communicate, to teachers, counselors and/or administrators, external factors that might affect their performance and/or attentiveness to school.
8. Providing feedback for teachers on their student's ability to complete homework independently and efficiently (within a reasonable amount of time) so that appropriate steps can be taken to support the student.
9. Recognizing that the parents' role in homework and class assignments evolves as their child matures.
10. Reviewing their child's agenda/calendar of homework, projects, and assignments, and checking and monitoring progress and achievement through online grade reports.

Teachers are responsible for:

1. Assigning standards-based homework with purpose, meaning, and value and communicating clearly the expectations, objectives, and parameters of homework and class assignments.
2. Encouraging a partnership between family and students that promotes timely and clear communication about classwork, homework, and long-term projects and assignments.
3. Providing timely feedback on homework and clearly communicating the type, manner and frequency of feedback the students should expect to receive on their assignments, as well as the manner in which performance on the assignment will be incorporated into the grade of the student within the teacher's class.
4. Considering the resources, time, and logistics required for homework and projects (and families' potential limitations therein), particularly as they relate to group projects.
5. Assisting parents and students in understanding that homework is a multi-faceted opportunity, with tasks and outcomes that may vary in order to encourage creative thinking, analysis, synthesis, evaluation, patient problem-solving, mechanical practice, and a necessary degree of challenge.

Administrators are responsible for:

1. Guiding and serving as advocates for students, families, and teachers in their approach to and responsibilities for school, assignments, and homework.
2. Facilitating communication between students, families, and teachers.
3. Providing course descriptions, to students and parents that describe course rigor and define expectations.
4. Reviewing course syllabi and teacher and department policies to ensure accordance with Board policies and Education Code.
5. Supporting teachers in exercising discretion in determining the balance of in- and out-of-class schoolwork for the purpose of meeting standards and curricular and individual students' needs.

Regulation CORONADO UNIFIED SCHOOL DISTRICT Governing Board
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