

7–8 HOMEWORK/MAKEUP WORK**Homework**

The Governing Board recognizes that homework influences students' ability to meet the district's academic standards when it is relevant and meaningful. The Board expects the outcome of homework to extend classroom instruction, promote responsibility and develop lifelong learning habits.

(cf. 6011 – Academic Standards)

The Superintendent or designee shall ensure that administrators and teachers implement the homework guidelines at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

(cf. 4115 – Evaluation/Supervision)

(cf. 4131 – Staff Development)

To be effective, homework assignments should reinforce classroom learning objectives, providing independent practice of previously learned skills or information. Independent practice can consist of an extension of classroom activities such as:

1. reasonable number of math problems
2. reading at an independent reading level
3. completion of a classroom project
4. research on topics presented in class
5. writing activities

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence according to a reasonable makeup schedule. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

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

7–8 HOMEWORK/MAKEUP WORK (continued)

Teachers may require a suspended student to complete any assignments and assessments missed during suspension. (Education Code 48913)

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended pupil

58700 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:

SEE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

7-8 HOMEWORK/MAKEUP WORK

The principal and staff at each school shall regularly review and implement homework policy that includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The guidelines are as follows:

1. Homework should be a risk-free chance for students to practice new skills without penalty. Students should fully understand the connection between work completed outside class and success on classroom assessments/assignments.
2. Homework assignments should be of value and interest to the student, should extend previously learned skills, should be appropriate for the developmental level of the student, should be completed with little outside assistance, should require independent thinking, and should reinforce positive attitudes toward learning.
3. Homework will not be included in a student's academic grade, but a student's success with or failure to do homework should be reflected in the individual teacher comments on the student's report card.
4. Homework should be reviewed/scored by the teacher, in a timely manner, for the purpose of corrective feedback and should be reviewed with the student.
5. Time spent on homework should be kept within acceptable limits and should take into consideration evening time for family activities. Middle school students should not be required to spend more than 20 minutes per subject area or exceed a total of 90 minutes an evening. Teachers should carefully consider the appropriateness of regularly requiring weekend homework.

Parental Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school inform parents/guardians how they can directly affect the success of their children's learning and provide them techniques and strategies that may be used to improve their children's academic success and help their children in learning at home.

Parents/teachers should be encouraged to initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities

Regulation
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VISALIA UNIFIED SCHOOL DISTRICT
Visalia, California