

## **HOMEWORK**

The Board of Trustees acknowledges the educational validity of homework, as an adjunct to and extension of the instructional program of the schools.

The Board agrees with the State Board of Education and the California Department of Education that homework is an essential ingredient in improving student learning. This meaningful out-of-school activity reinforces and supports students in their efforts to achieve successful completion of rigorous academic standards. Homework is a significant experience that also provides parents an opportunity to share in their child's education and success.

Homework greatly enhances student learning and achievement when intelligently designed, applied, and completed. When properly conceptualized and implemented, homework is a vital component in the continuing effort to improve student learning, performance, and achievement. Properly conceptualized and implemented, homework is also an important contributor to "responsibility building" in students and a key way of strengthening the involvement of parents, guardians, and other care providers in the educational process. However, the Board readily acknowledges that poorly conceptualized and implemented homework efforts can be counterproductive, actually setting students behind.

"Homework" shall refer to those assignments to be prepared by the student outside of the school. Homework is broadly defined as student learning activities conducted outside of school hours under the guidance of a professional educator, although typically not under the direct supervision of a professional educator. Homework should be an extension of learning opportunities, not a displacement of or substitute for classroom instruction. Homework need not be exclusively "paper and pencil" activities; it can include a wide variety of student learning activities related to the curriculum under study.

The assignment of homework, then, shall be done according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
2. Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.
3. Teachers may provide options and alternative ways for students to complete their homework assignments.
4. The number, frequency, and degree of difficulty of homework assignments must be based on the ability and needs of the student.
5. Worksheets and other types of short-term, skill-building, practice- and reinforcement-oriented assignments have a place, but should not be the only homework given.
6. As a valid educational tool, homework should be clearly assigned and the results carefully evaluated.

ADOPTED: 2/25 /98

**HOMEWORK**

7. The purpose of homework must be clearly imparted to the student and the parent, guardian, or other care provider. In order to enhance respect for homework in school and home, the Board strongly urges that homework assignments be formally and explicitly a part of each student's grades.
8. The schools should recognize the role of parents by suggesting ways in which parents may assist the school in helping a student carry out homework responsibilities. School-home communication is exceedingly important with regard to homework and its place in student learning and achievement.
9. Homework should always serve as a valid learning purpose rather than be used as a punitive measure.
10. Teachers will designate a reasonable make-up period for homework missed due to excused absences.
11. Students are to have access to the resources necessary to complete homework assignments, by loaning materials or supplies, making referrals to tutoring services, or modifying the nature of homework assignments, but not the rigor.

ADOPTED: 2/25 / 98