

## **Instruction**

### **HOMEWORK/MAKEUP WORK**

**BP 6154**

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time, provide enrichment, and assist students in developing good study habits. Homework and/or makeup work shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

Homework, when effectively administered, occupies an important place in the educational program. Through homework, classroom instruction is reinforced, high expectations are supported, students are motivated toward self-direction, and the relationship between school and home in the learning process is strengthened.

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives and inspire students' interests.

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.

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At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. Students may also work with other students and use approved outside resources as directed by the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

### **Makeup**

### **Work**

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably 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 a reasonable period of time.

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The Superintendent or designee shall notify parents/guardians that no student may have a 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. (Education Code 48980)

### **Suspended**

### **Students**

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

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. (Education Code 48913)

According to research, homework should not be routinely assigned, but instead only be given when there is a clear purpose with regard to student learning. For homework to be effective, it should be carefully planned to support specific educational goals, align to instructional objectives, and take into account the specific abilities and needs of students. It should never be used as punishment nor should it be used for new learning or to teach a new skill. However, there is no conclusive evidence that it increases academic achievement in elementary students and appears to only have a moderate impact for middle school students. Further, although research varies about what is considered excessive, most researchers agree that more than two or three hours of homework in high school diminishes its effectiveness.

Studies also show that the achievement gap widens if homework success depends on support or assistance from adults in order to complete it. This reinforces the idea that quality homework must have a clear purpose and be used to enhance classroom learning, is personally relevant, and can be done without help from an adult. Additionally, home environments can have an impact on a student's ability to complete homework, and harsh late policies contribute to failing grades and discourage students from completing their work.

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Research shows that the focus of homework should be to check for understanding and to receive feedback so students can achieve the learning objectives. Feedback must be provided in a timely manner in order to be effective. In several research studies, students who received qualitative feedback and comments from teachers increased their academic achievement significantly more than students who did not receive any feedback or only received a letter grade.

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#### **Reference Disclaimer:**

*These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

#### **State**

*Ed. Code 46120*

*Ed. Code 48205*

*Ed. Code 48913*

*Ed. Code 48913.5*

*Ed. Code 48980*

*Ed. Code 56341.1*

*Ed. Code 8420-8428*

*Ed. Code 8482-8484.65*

*Ed. Code 8484.7-8484.9*

#### **Federal**

*20 USC 1401*

*20 USC 7171-7176*

#### **Management Resources**

*CSBA Publication*

*USDOE Office of Educational  
Technology Publication*

*Website*

*Website*

*Website*

*Website*

#### **Cross References**

#### **Description**

*Expanded Learning Opportunities Program*

*Absence from school for jury duty or precinct board  
service*

*Completion of work missed by suspended student*

*Suspended students; homework assignments*

*Parent/Guardian notifications*

*Assistive technology devices for a student with a  
disability*

*21st Century High School After School Safety and  
Enrichment for Teens*

*After School Education and Safety Program*

*21st Century Community Learning Centers*

#### **Description**

*Assistive technology device; definition*

*21st Century Community Learning Centers*

#### **Description**

*Research-Supported Strategies to Improve the Accuracy  
and Fairness of Grades, Governance Brief, July 2016*

*Artificial Intelligence and the Future of Teaching and  
Learning: Insights and Recommendations, May 2023*

*Metropolitan Educational Research Consortium*

*CSBA District and County Office of Education Legal  
Services*

[California State Parent Teacher Association](#)

[CSBA](#)

#### **Policy**

#### **Description**

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0470	<a href="#"><u>COVID-19 Mitigation Plan</u></a>
1240	<a href="#"><u>Volunteer Assistance</u></a>
1700	<a href="#"><u>Relations Between Private Industry And The Schools</u></a>
3541	<a href="#"><u>Transportation Routes And Services</u></a>
4131	<a href="#"><u>Staff Development</u></a>
5020	<a href="#"><u>Parent Rights And Responsibilities</u></a>
5113	<a href="#"><u>Absences And Excuses</u></a>
5121	<a href="#"><u>Grades/ Evaluation Of Student Achievement</u></a>
5131.9	<a href="#"><u>Academic Honesty</u></a>
5144.1	<a href="#"><u>Suspension And Expulsion/ Due Process</u></a>
5145.6	<a href="#"><u>Parent/ Guardian Notifications</u></a>
5145.6-E(1)	<a href="#"><u>Parent/ Guardian Notifications</u></a>
5148	<a href="#"><u>Child Care And Development</u></a>
5148.2	<a href="#"><u>Before/ After School Programs</u></a>
6011	<a href="#"><u>Academic Standards</u></a>
6020	<a href="#"><u>Parent Involvement</u></a>
6112	<a href="#"><u>School Day</u></a>
6141.2	<a href="#"><u>Recognition Of Religious Beliefs And Customs</u></a>
6142.4	<a href="#"><u>Service Learning/ Community Service Classes</u></a>
6159	<a href="#"><u>Individualized Education Program</u></a>
6163.1	<a href="#"><u>Library Media Centers</u></a>
6163.4	<a href="#"><u>Student Use Of Technology</u></a>
6163.4-E(1)	<a href="#"><u>Student Use Of Technology</u></a>
6176	<a href="#"><u>Weekend/ Saturday Classes</u></a>
6177	<a href="#"><u>Summer Learning Programs</u></a>

## Policy

## PASADENA UNIFIED SCHOOL DISTRICT

**Adopted:** January 23, 1996

Pasadena, California

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