

ADMINISTRATIVE REGULATION

Placentia-Yorba Linda Unified School District

Instruction

6154 - AR

HOMEWORK

K-12 Homework Plans

Homework in the PYLUSD is an essential part of the learning process. Assignments vary in accordance to the needs of the class and relate to classroom instruction. Homework assignments intend to reinforce and extend learning initiated in the classroom and serve as a tool for teachers to monitor student understanding. Completion of routine homework can motivate students to develop good work habits while increasing the opportunity for individual initiative and responsibility. Homework can stimulate creativity, critical thinking and awareness that learning can take place outside of the classroom.

The principal and staff at each school shall annually review the district homework policy and administrative regulations that include guidelines for the assignment of homework.

Length of homework assignments will vary according to purpose and level. Effective long-term assignments require clear checkpoints along the way to monitor progress towards completion. Teachers should instruct the students in how to complete such projects and monitor progress regularly.

Beginning in fifth grade, weekend homework may be assigned occasionally. The amount should not exceed a regular day's assignment. However, students may choose to use weekends for review, voluntary work, or completion of make up assignments. Assigning homework over holidays is discouraged.

Elementary Level Homework

In grades Kindergarten through 5th homework is considered a component of "Responsibility for Learning" and students will be given an effort mark only. Homework at the elementary level is **not to be** used as part of the academic grade.

Project-based assignments should primarily be undertaken and completed in the classroom. Some portions of projects may be assigned as homework; however, these tasks should not require significant assistance from parents/guardians, or costly materials.

At elementary schools, the nightly homework will be based on the basic concepts that apply to each designated subject matter.

Secondary Level Homework

Homework for secondary students may take many forms. These may include problem solving, reading and/or writing assignments, but may also be expanded to cover other areas such as projects, study groups, research, and presentations.

Project-based assignments should be presented with guidance and appropriate time in class and/or at home to ensure student completion.

Nightly homework will relate and extend concepts aligned with course curriculum. Amount and levels of nightly homework should stay within the district guidelines.

Homework Guidelines

Characteristics of Good Homework

1. Homework should emphasize quality rather than quantity.
2. Homework should broaden the students learning experiences and expand interest.
3. Homework should be at the appropriate level for independent work.
4. Homework reinforces and/or extends learning and practice and is not intended for initial instruction.
5. Homework should provide a spiral review of the recent weeks/months of instruction

Homework Guidelines for Students

1. Students should always do their best work.
2. Assignments should be clearly understood before students leave class.
3. Students should have all materials required to complete homework assignments.
4. All assignments should be completed on time.
5. Any work missed due to absence from class should be completed.
6. Students should talk to their parents and teacher if they are having difficulty with homework.

Homework Guidelines for Teachers

1. Homework should be assigned on a regular basis in keeping with the district homework policy.
2. Teachers should provide specific written guidelines to parents/guardians regarding late or missing assignments. The guidelines should include details related to how much time students will have to turn in late/missing assignments and if full or partial credit will be given.
3. Homework should be posted in the classroom, online, or distributed to students regularly.
4. Teachers should collaborate with grade level partners and/or across departments to ensure total homework falls within the district guidelines and does not overburden students.
5. Homework should relate directly to the educational program and enhance learning. Homework should not be pointless busy-work.

6. Students should understand all homework assignments before leaving school. Students may be given some time to start homework in class to assure understanding.
7. Consideration should be given to the fact that there may be other competing activities in the daily lives of students.
8. Procedures for homework assignments provided to absent students are established by the board policy.
9. Homework should have value for students and should be monitored, collected, checked and returned with, appropriate feedback, in a timely manner.
10. Specific classroom policies/practices should be clearly communicated to students, parents/guardians, and principals.
11. Teachers are responsible for communicating with parents of students who are falling behind in completing homework assignments.
12. Homework may be differentiated based on the student's abilities and/or needs.
13. Teachers should provide homework that aligns with individual student's IEP goals, 504 plans and specified accommodations.
14. Homework is discouraged over holidays.

Homework Guidelines for Parents/Guardians

1. Parents/guardians should be familiar with the guidelines of the homework policy.
2. Students' assignment notebook and/or Aeries/ABI should be checked regularly.
3. A time and place to complete homework assignments with limited interruptions is highly desirable and increases student success.
4. Parents/guardians should actively supervise homework completion, assisting, but not doing the work.
5. Along with the teacher, parents/guardians should oversee completion of any long-term assignments to promote an understanding of time management.
6. Parents/guardians should contact the teacher promptly with questions or concerns especially if a student is exceeding the allotted time frame each night.

Homework Guidelines for Administrators

1. Homework policy, administrative regulations and parent brochure should be reviewed annually with staff.
2. The homework policy should be included in all teacher, parent, and student handbooks.

3. Teachers are required to communicate the District homework policy to students and parents.
4. Administrators should make certain that teachers are implementing the homework policy consistently and uniformly.
5. Assistance should be provided to teachers, when necessary, in implementing the homework policy.
6. Homework assignments may be reviewed periodically to ensure alignment with the District homework policy.
7. Mentoring and collaboration should be encouraged to improve the quality of assignments.
8. Provide technology access and designate on-campus study zones and research centers to facilitate completion of homework, as needed.

Time Frame of Homework Assignments

While it is understood that the time it takes to complete homework assignments may vary with each child, the times below are the general guidelines for each grade level. If a student consistently has difficulty completing assignments within the time frames established, appropriate accommodations should be made in collaboration with parent/guardian and teacher(s).

Listed below are the appropriate time limits that children should devote to homework. **Daily times listed are inclusive of studying for tests, assigned reading and assigned work.**

Primary Grades

Kindergarten	Up to 10-15 minutes per night	3-4 times per week No weekend assignments
Grade 1	Up to 10-15 minutes per night	3-4 times per week No weekend assignments
Grade 2	Up to 20 minutes per night	3-4 times per week No weekend assignments
Grade 3	Up to 30 minutes per night	3-4 times per week No weekend assignments

In addition to homework assignments, research supports that nightly recreational reading to and with a child is extremely beneficial. Families are highly encouraged to make recreational reading part of their regular routines.

Upper Elementary Grades

Grade 4	Up to 40 minutes per night (Inclusive of assigned reading)	3-4 times per week Occasional long-term projects may be required
Grade 5	Up to 50 minutes per night (Inclusive of assigned reading)	3-5 times per week Long-term projects may be required

Middle Grades

Grade 6	Up to 60 minutes per night (Inclusive of assigned reading)	3-5 times per week Long-term projects may be required
Grades 7- 8	Average of 20 minutes per core content class – Courses other than core content may periodically assign homework	3-5 times per week Long-term projects may be required

High School

Grades 9 – 12	Average of 30 minutes per core content class – Courses other than core content may periodically assign homework	3-5 times per week Long-term projects may be required
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GATE and Honors Courses

Due to additional rigor of GATE courses, it is anticipated that homework will have greater depth and complexity and may require additional time to complete. Students in such courses should not be provided with merely a larger quantity of homework, but rather homework differentiated to match the level of their studies.

Honors courses are more rigorous and serve as a pathway to AP and IB courses. As a result, it is anticipated that homework will have greater depth and complexity and may require additional time to complete. Students in such courses should not be provided with merely a larger quantity of homework, but rather homework differentiated to match the level of their studies

AP and IB Courses

AP and IB courses are college level classes and may include significant study or research requiring homework in excess of 30 minutes per academic class per night. In addition, there may be weekend, holiday, summer, and/or long-range assignments.

Approved by:

Candy Plahy 9-9-14
Responsible Head Date

Doug Domene 9-9-14
Superintendent Date