

Millbrae ESD

Board Policy

Homework/~~Makeup Work~~ Learning beyond the Classroom

BP 6154

Instruction

Existing Text	The Board of Trustees recognizes that meaningful homework...
Strike	The Board of Trustees recognizes that meaningful homework...
To Consider	The Board of Trustees recognizes that meaningful homework...

MSD Vision and Purpose of Homework

The Governing Board is committed to providing equitable learning opportunities for every student in the Millbrae Elementary School District with access to highly qualified teachers, and extending student learning beyond the classroom in partnership with parents/guardians.

The Governing Board recognizes that the purpose of meaningful homework assignments include nurturing emotional intelligence, promoting a passion for learning, fostering an innovative learning environment, and connecting self and learning to the world. ~~can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.~~ These goals can be achieved by practicing a learned skill, providing valuable extensions of student learning time, and assisting students in developing learning objectives including good study habits, responsibility, self-discipline, and independence.

The Board believes that family time, extra-curricular activities, and self-guided time for students are critical to the development of the whole child. Accordingly, homework will be assigned to allow for all aspects of social, emotional and intellectual growth to occur, including the learning that happens through family and other social interaction outside of assigned homework.

The Board further believes that outside of school learning, whether teacher-assigned or student-driven, homework should be purposeful and tailored to individual student needs with respect to quantity, rigor and learning objectives.

~~Age-appropriate instruction may be given to help students allocate their time wisely, meet their~~

deadlines, and develop good personal study habits.

Responsibilities

1. **The Superintendent or designee** shall ensure that administrators and teachers are adhering to the homework policy and that homework is developed and implemented in an effective way, consistent both within and across all school sites, to ensure that any assigned learning to be completed outside of school will meet the above expectations.
2. **Site Administration** is responsible for implementing and coordinating the Board homework policy at their sites, communicating the Board's homework policy and guidelines to parents/guardians, and supporting staff members as needed. The Board homework policy and guidelines shall also be included in student and/or parent handbooks and be reviewed with staff, parents, and students annually.
3. Throughout the school year, teachers are responsible for adhering to the Board homework policy—~~teachers~~ and communicating homework expectations effectively to students and their parents/guardians. ~~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.~~ The **Teacher** is also responsible for incorporating and connecting out-of-school learning activities with classroom instruction, and coordinating with all grade-level colleagues to ensure that expectations for out-of-school work is consistent and reasonable across classes and with this policy. **Teachers** will:
 - a. assign homework with clear deadlines.
 - b. define what role, if any, parents/guardians will play with various types of homework assignments, especially for long-term projects.
 - c. actively encourage reading at all grade levels, working to instill lifelong reading habits in all students.
 - d. implement and follow students' accommodations and modifications set forth in students' 504/IEPs.
4. **Parents/guardians** are responsible for cooperatively supporting this portion of the educational program through encouragement and involvement with their student(s). 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 on time. When a student repeatedly fails

to complete his/her homework, the teacher shall notify the student's parents/guardians as soon as possible so that a plan to assist the student can be formed. Likewise, parents/guardians will contact the teacher(s) if their child is constantly not able to complete homework assignments independently or if challenges or questions arise. Parents/guardians will actively encourage reading at every grade level.

- 5. The student** is expected to take ownership of his or her own learning both within and outside of the classroom. He/she will complete and turn in assignments, self-selected/directed or assigned by a teacher, on time. Students are encouraged to ask for help as needed if they are unable to understand or complete assignments. Students who are not able to complete assignments on time for reasons other than absence, are encouraged to discuss this with their teacher(s) in advance of the deadline so that extensions can be provided at the teacher's discretion and in the student's best interest.

~~To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines, 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.~~

(cf. 1240 - Volunteer Assistance)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 3541 - Transportation Routes and Services)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6112 - School Day)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6163.1 - Library Media Centers)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

Guidelines/Differentiation

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.

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.

Pre- Kindergarten through Eighth Grades

1. Homework assignments: Homework assignments may be assigned to be completed in a single day or may take several days to complete.

2. Weekends and Holidays: In order to preserve family time and minimize student stress, homework will not be assigned to be completed wholly on weekends or during holiday breaks. Although homework assignments that span several days or long-term projects may include a time span that includes weekends or holiday breaks, these projects should not be due immediately following a weekend or holiday break. Independent of assigned homework or projects at any time, reading should always be a part of every student's daily life, including weekends and holidays.

3. Feedback: Effective communication between teachers and students is critically important, and teachers should provide appropriate feedback to students in a timely manner. Feedback may take a variety of forms throughout the year.

4. Family Engagement/Activity Time: Teachers are encouraged to suggest, but will not require assignments that encourage grade level appropriate play, movement, and discussion with family/guardians at home to develop whole child.

5. Reading: Students will read at school and at home at every grade level, employing a variety of strategies will be with the goal of instilling a love of reading and the lifelong habit of reading.

6. Mathematics: Daily practice in math may be assigned in order to support students in mastering critical skills required to progress to the level of study in their math courses.

Long Term Projects

For the purposes of this policy, a “long-term project” is any activity which takes place over an extended period of time, is designed to be completed in stages or parts, and which is designed to demonstrate deep engagement with a skill or subject. Students are given detailed information about expectations at the beginning of the project, and formal feedback is given according to the expectations set at the start of the project. As an example, a rubric may be used to set expectations and give formal feedback. Collaborative projects are key opportunities for learning. Due to the complexity of student schedules after school hours, the need for an adult to monitor individual contributions, and group dynamics, assigned and required collaborative projects that require students to physically meet and work together should occur only during the school day. Optional collaborative assignments may be offered to or suggested by students, but no student will be required to complete an at-home collaborative project. Individual, at-home long-term projects are allowed as defined in the grade level descriptions below.

- **Pre - Kindergarten through Second:** Individual Long-Term Projects: Teachers may assign individual long-term projects to be completed at home up to two (2) times a year. These projects will focus on critical concepts, be broken down into manageable parts to aid students in time management, and clearly delineate the role parents/guardians will take (if any) in the completion of the project. Once completed, students will be given feedback that will guide their future learning.
- **Third through Fifth:** Individual Long-Term Projects: Teachers may assign individual long-term projects to be completed at home up to four (4) times a year. These will focus on critical concepts and clearly delineate the role parents/guardians will take (if any) in the completion of the project. Teachers will support students in determining how to break down the project into manageable parts. Although students will not be required to independently break down a project, the teacher will ensure that students take on increasing levels of ownership of this task. Once a project is completed, students will be given feedback that will guide their future learning.
- **Sixth through Eighth:** For the purposes of this policy, a “long-term project” is any activity which takes place over an extended period of time, is designed to be completed in stages or parts, and which is designed to demonstrate deep engagement with a skill or subject. Students are given detailed information about expectations at the beginning of the project, and feedback is given which is attuned to the expectations set at the start of the project. When adding long-term projects to homework, the consideration for limiting other homework in the same subject area should occur. Collaborative assignments should be organized in such a way as it does not require students to physically meet together outside of school hours. Students will need to learn to balance their home studies with

extra-curricular activities and family time; therefore, keeping communications open between school and family is critical.

If a student's homework load is unreasonable for his/her capacity in any given night, communication to the teacher(s) is welcomed and appreciated. Work can then be adjusted and individualized for student success. Students who choose to take accelerated, advanced, or instrumental music classes will have additional responsibilities, which may add to their homework.

(cf. 6011 - Academic Standards)

(cf. 4131 - Staff Development)

Missed Assignments/Makeup Work

Students who miss school work 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 reasonably 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.

Students will receive full credit for work satisfactorily completed within the period of time prescribed by the teacher. Students who miss school work and/or homework because of an unexcused absence will be given the opportunity to make up missed assignments. 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)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5113 - Absences and Excuses)

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. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.6 - Parental Notifications)

Homework and Missed Assignments

Students who are not able to complete assigned tasks within the assigned deadlines for reasons other than absence are encouraged to discuss this with their teacher in advance

of the deadline.

Legal Reference:

EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

UNITED STATES CODE, TITLE 20

7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

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

WEB SITES

CSBA: <http://www.csba.org>

California State PTA: <http://www.capta.org>

Policy MILLBRAE ELEMENTARY SCHOOL DISTRICT

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