

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Deputy Superintendent, Instructional Services

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| DISTRIBUTION: | All schools and Offices | <u>ROUTING</u> |
| SUBJECT: | BULLETIN NO. M-22 (Rev.) HOMEWORK AND MAKEUP ASSIGNMENTS FOR SCHOOL ABSENCES IN GRADES K-12 | Local District Superintendents Local District School Support Directors Administrators |
| DATE: | January 28, 2002 | |
| DIVISION: | Instructional Services | |
| APPROVED: | MERLE PRICE, Deputy Superintendent | |

For assistance, please call Pamela Sasada, Coordinator, Elementary District Reading Programs at (213) 625-4244.

This revision replaces the bulletin of the same number and title issued on July 24, 1998.

I. INTRODUCTION

Homework, which is a necessary part of each student's educational program, is purposeful when it provides the student with time to complete or expand upon assignments begun in class. It develops good work habits and a sense of responsibility for completing tasks on time. In addition, homework provides opportunities for the student to engage in creative projects, self-directed activities and research in the area of his or her developing interests. Furthermore, purposeful homework is related to classwork and the objectives of the course, emphasizes quality rather than quantity, is consistent with the grade level and maturity of the student, and should be reflected in the subject mark.

II. ASSIGNMENT OF HOMEWORK

- A. Homework assignments should be reasonable in content, length, and resources required. Books and other materials required for assignments should be provided or easily obtainable.
- B. Homework for all students should be purposeful and clear and should be based on the needs of the class. It should be modified for students with special needs. It should never be assigned as a punishment.
- C. Homework may be scheduled over an extended period of time that may include weekends and vacations. If homework is assigned over an extended period, regular checks on progress should be made by the teacher.

- D. Homework should be directly related to the content and objectives being taught. Students should not be given homework assignments they have not been taught how to do. Homework should be assigned to reinforce and enrich student knowledge or extend learning abilities. The assignment should always be stated in terms of the standard, skill or concept being reinforced rather than in terms of the chapter, unit, or page number in a given text.
- E. Homework assignments and due dates should be thoroughly explained by the teacher in advance and thoroughly understood by the students. The written description of the goals and subject content provided to parents at the beginning of the course should include homework requirements and criteria.
- F. When appropriately assigned and explained by the teacher, homework becomes the responsibility of the student to understand, complete and return by the expected due date.
- G. Completed homework assignments should be acknowledged and recorded by teachers in a timely manner and reviewed with students.
- H. Parents should be notified when students do not complete homework assignments or show signs of significant decline in effort or achievement.
- I. Contrary to the time allocations listed on page 3, the amount of homework in a college preparatory class should be the same for all students, regardless of their grade level. In other words, a ninth grader taking Algebra 1A in a middle school should have just as much homework as a twelfth grader in the same class in high school.

III. TIME ALLOCATIONS

A. Elementary School

Homework should be assigned for a minimum of four days a week. A Monday-to-Thursday schedule is preferable. For extended assignments, see Section D above.

| Grade Level | Number of Homework Minutes per Day |
|--------------|------------------------------------|
| Kindergarten | 15 - 20 |
| 1 | 30 - 35 |
| 2 | 30 - 35 |
| 3 | 35 - 45 |
| 4 | 35 - 45 |
| 5 | 50 - 60 |

B. Secondary School

Homework should be assigned in each academic class. In nonacademic classes, homework may be assigned when appropriate. Instead of following the minimum time allocations listed below, middle schools have the option of requiring an increased amount of homework in two academic subjects on specific nights of the week and a specific amount of time in other subject areas on the remaining nights. For example, a school may wish to concentrate on English and mathematics on Mondays, Wednesdays, and Fridays by increasing the amount of homework to 30 minutes in each of these subjects and not requiring homework in other subjects on these nights. This decision must be a coordinated effort among teachers of all subjects.

In high school, homework should be assigned each day in each academic class. To ensure that the cumulative amount of time spent on daily homework is not excessive or detrimental to the health of a student, schools should establish local school guidelines.

| Grade Level | Minimum Homework Time Allocations |
|-------------|--|
| 6 | 15 minutes for each academic class daily or 30 minutes for each two academic classes |
| 7-8 | 30 minutes for each academic class daily or 60 minutes for each of two academic classes |
| 9-12 | 40 minutes for each academic class daily |

C. Special Education Schools and Centers

To ensure that the total amount of time spent on homework is appropriate to the students' individual needs, assignments should be related to the goals of each student's Individual Educational Plan (IEP).

IV. MAKEUP ASSIGNMENTS FOR SCHOOL ABSENCES

- A. Students with excused absences must be given the opportunity to complete the missed classroom work, homework, or test with other equivalent assignments and must be given credit equal to that they would have received on the original assignment or test for the same quality of work.
- B. Students absent for justifiable personal reasons, upon written request of the parent or guardian and approved by the principal or designated representatives, shall be allowed to complete all assignments and tests missed during the absence which can reasonably be provided and, upon satisfactory completion, shall receive credit equal to the credit they would have received on the original assignment or test.

The principal or administrative designee will consult with the teacher before the final determination is made on whether or not the personal reason is justifiable. The teacher shall determine what assignments the student must make up and in what period of time the student must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to the tests and assignments, which the student missed during the absence.

- C. Students who have been suspended from a class may be required to complete assignments or test missed during the suspension if the assignments and tests can reasonably be provided and upon satisfactory completion shall receive credit equal to that they would have received on the original assignment or test. The teacher shall determine what assignments must be made up and in what period of time the student must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the suspension.
- D. Students who are truant or absent without verified justifiable personal reasons or students who have returned to school without a note need not be given the opportunity to complete classroom work, homework, or tests missed. However, in the interest of helping these students, teachers should give them such opportunities.
- E. Students who fail to complete assignments satisfactorily may receive a mark of "Fail/Not Proficient" on such assignments.

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