Conejo Valley Unified School District

HOMEWORK POLICY

Definition

Homework is defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom.

Philosophy

The Board of Education acknowledges the importance of current research in developing and implementing homework policies and guidelines that will maximize the effectiveness of homework as a strategy for improving student success.

The overall effectiveness of homework in achieving improved student success is dependent on many variables including the purpose, type, and quantity of homework assigned, the grade level of the student, as well as the role played by teachers, students, and parents in the design, completion, evaluation, and grading of homework.

Purpose

Research has clearly shown that homework has different purposes at different grade levels. Homework for younger students should be designed to develop positive attitudes and work habits while homework for older students should develop or expand content knowledge. Student performance is enhanced by five types of homework:

A. Study skills and habits: Homework assignments designed to improve skills such as concentration, discipline, notetaking, reading for understanding, and reading for pleasure.

B. Practice/Review: Homework assignments designed to reinforce material presented in class and/or develop mastery of skills.

C. Preparation: Homework assignments designed to introduce material that will be helpful in understanding future instruction.

D. Skill Integration: Homework assignments designed to utilize separately learned skills and concepts and apply them in the completion of a single product such as a book report, science project, or writing assignment.

E. Extension: Homework assignments designed to transfer previously learned skills and concepts to other situations such as making real world and cross-curricular connections.

Guidelines for Quantity and Type of Homework

The research is clear that the effectiveness of homework in improving student performance increases with the age of the child. The research also strongly suggests that the quantity and type of homework assigned must be grade level appropriate. Based on this research, homework should be assigned within the following guidelines.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cumulative Minutes/ School Day</th>
<th>Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kdg</td>
<td>0 - 10</td>
<td>Study skills/Habits</td>
</tr>
<tr>
<td>1-2</td>
<td>10 - 20</td>
<td>Study skills/Habits Practice/Review</td>
</tr>
<tr>
<td>3-5</td>
<td>30 - 50</td>
<td>Study skills/Habits Practice/Review Preparation Skill Integration</td>
</tr>
<tr>
<td>6-8</td>
<td>60 - 90</td>
<td>Practice/Review Preparation Skill integration Extension</td>
</tr>
<tr>
<td>9-12</td>
<td>90 - 120</td>
<td>Practice/Review Preparation Skill integration Extension</td>
</tr>
</tbody>
</table>

It is widely recognized that activities such as independent and recreational reading, practicing musical instruments and practice for extracurricular activities are also essential for improving student performance. These types of activities are generally expected to be completed in addition to study skill and content homework.

Use of Homework for Grading

At the Federal, State, and District level there is an expectation that student performance is to be measured and reported on the basis of clear curriculum content and student performance standards. Therefore, academic grades should be directly based on student performance in mastering approved State and District curriculum standards. Whereas homework is an instructional strategy for improving student success, it may only be used to formally evaluate student performance when it is directly related to the student’s mastery of academic curriculum standards.

Responsibilities

A. Teacher

There is substantial evidence that the quality of the homework assigned and teacher response to homework enhance its value in improving student success. While it is neither practical nor necessary to give in-depth feedback on every homework assignment, teachers should use strategies that will maximize the effectiveness of homework assignments. Therefore, teachers must:

1. design the homework for one of the appropriate purposes noted above;
2. design the homework so that it can be accomplished by the child independent of direct support from others;
3. clearly communicate to the student the purpose, directions, and expectations for all homework assignments;
4. clearly establish and communicate to parents the general purpose and expectations for homework, and encourage feedback regarding quantity and difficulty of homework.
5. provide timely and appropriate feedback to students and parents using strategies that will a. acknowledge receipt of the homework;
   b. monitor for completion and accuracy;
   c. give timely feedback on key assignments;
   d. give significant feedback on assignments based on extension, or skill integration

The Board strongly encourages Teachers to:

1. utilize emerging technologies to improve parent/teacher communication.
2. avoid assigning homework over long weekends, holidays, and summer break (with the exception of AP/IB coursework).

B. Student

There is strong evidence that students who complete appropriate homework assignments will demonstrate significant improvement in academic achievement. Therefore, students have a responsibility to develop the discipline and study skills necessary to complete homework on a regular basis. Students must:

1. have a system for recording homework assignments on a daily basis;
2. have a clear understanding of the homework assignment before leaving school;
3. have the books and materials necessary to complete the assigned homework;
4. allocate an appropriate amount of time daily for the completion of homework;
5. turn in homework assignments when requested.
for your student.

Your support is vital in promoting the importance of quality family time, creating a positive attitude toward homework, and encouraging the development of good study habits. This support is also crucial in guiding your child in mastering the material covered in class and preparing for future challenges.

Home isn't the only place for learning; it's also a place for growth and development. By encouraging a positive attitude toward homework, you're helping your child develop the skills and habits necessary for success in school and beyond.

Homework is a valuable tool in the educational process. It helps students reinforce what they've learned in class, develop critical thinking skills, and prepare for future academic challenges. It's important to view homework as an opportunity to support your child's learning at home.

As parents, we play a crucial role in encouraging our children to take homework seriously. By setting a good example and demonstrating the value of education, we can help our children develop a lifelong love of learning.

In conclusion, homework is a valuable tool in the educational process. It's important for parents to support their children in completing their homework and to foster a positive attitude toward learning. By doing so, we can help our children develop the skills and habits necessary for success in school and beyond.