



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

**TITLE:** Homework and Makeup Assignments in Grades K-12

**NUMBER:** BUL-3491.0

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**MAJOR CHANGES:** This Bulletin replaces the Instructional Services' Bulletin No. M-22 (Rev.) titled *Homework and Makeup Assignments for School Absences in Grades K-12*, dated January 28, 2002. The content has been revised to reflect updated information and current California Education Code.

**POLICY:** Homework is a necessary part of each student's educational program, and yields a positive effect on student achievement when it is purposeful and 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 the standards-based coursework and objectives, emphasizes quality and rigor rather than quantity, is consistent with the grade level and maturity level of the student, and should be reflected in the subject mark.

**GUIDELINES:** I. 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 grade-level standards for 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

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extended period, regular checks on progress should be made by the teacher. Parents should be notified of long-term assignments and projects, especially if they overlap part of a vacation period.

- D. Homework should be directly related to the content and standards 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 in addition to 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 subject content, standards, and course objectives provided to parents at the beginning of the course should include homework requirements, criteria and consequences that may apply if homework is not submitted according to the teacher's instructions.
- 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. The effects of purposeful homework on student achievement are almost tripled when teachers take time to grade the homework, make corrections and specific comments on improvements that can be made, and discuss problems and remedies with individual students or the whole class.
- 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 any of the A-G courses or 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.



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## II. 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.

<b>Grade Level</b>	<b>Number of Homework Minutes per Day</b>
Kindergarten	15 - 20
1st	30 - 35
2nd	30 - 35
3rd	35 - 45
4th	35 - 45
5th	50 - 60

### B. Secondary School

Homework should be assigned in each academic class. In non-academic 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 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.

<b>Grade Level</b>	<b>Minimum Homework Time Allocation</b>
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 two academic classes
9 - 12	40 minutes for each academic class daily



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C. Special consideration must be given to students in honors, Advanced Placement, International Baccalaureate, and highly gifted classes and programs. It is understood that due to the extent and nature of the curriculum guidelines, teachers may feel the need to require longer hours of homework time. It is essential that teachers in these programs remain sensitive to the **overall** course load of a student, and make every attempt to collaborate with other teachers so as not to overburden a student in one subject area.

D. Special Education Schools and Centers

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

### III. MAKEUP ASSIGNMENTS FOR SCHOOL ABSENCES

- A. Students with excused absences must be given the opportunity to complete the missed coursework, homework, or test with other equivalent assignments and must be given credit equal to that which 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 teacher shall determine in what period of time the student must complete such assignments. Teachers must take into consideration that students will have work from multiple subjects to make up. Teachers should collaborate with each other to assure that the student will have the opportunity to get all of the work completed. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.
- C. Students who have been suspended from a class may be required to complete assignments or tests 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



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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 coursework, homework, or tests missed. However, in the interest of helping these students succeed academically, 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.

**AUTHORITY:** This is a District policy and a recommended state law.

**ASSISTANCE:** For assistance or further information, please contact:  
Elementary School Programs Director at (213) 241-6444,  
Middle School Programs Director at (213) 241-6040 or  
High School Programs Director at (213) 241-6895.