

Dear Parents and Guardians,

With Spring Break behind us and as we enter the final stretch of the school year, we would like to use this opportunity to remind members of the District community about the homework policy which was adopted by The Board of Education in June 2010. The entire policy is posted on the DJUSD website at <http://www.djUSD.net/> under "Hot Topics."

Administrative and site-level discussions about goals and best practices are ongoing. Teachers are working hard to realign instructional strategies and conform to the new policy. We appreciate your patience during this transitional stage. Closer to the end of the school year, families and teachers will receive a survey to help us assess the impact of this policy.

Some quick reminders are posted here:

Question: Why do we have a new homework policy?

Answer: The district regularly reviews its policies. The timing for this review was aided by the general perception that the original policy (adopted in 2003) needed a tune up. Enough time had passed to discover shortcomings and successes; and new research is available.

Question: How was the new homework policy developed?

Answer: A Superintendent's Advisory committee comprised of teachers, parents, and administrators convened publicly-noticed meetings for over a year. After reviewing the original policy, other districts' policies, and latest research, the committee submitted a 144 page report to the Superintendent. They presented their findings at multiple meetings of the Board of Education, and, based on their report and public input, the Superintendent made recommendations to the Board. With additional modifications, the Board adopted a new policy.

Question: What is the goal of the new policy?

Answer: While the policy is multifaceted, it has one central philosophy: Students are most successful when they are able to access all developmental milestones by living balanced lives.

Question: What should I do if I have concerns about homework?

When there are concerns, we ask all parties to be mindful of the following:

- Process—Most issues are best resolved between the student and the teacher. If this primary intervention is unsuccessful, a staged progression is outlined below.
- Respect—We each have unique roles and perspectives, and face external demands and challenges. We must support one another as vital components to the wellbeing of students.
- Open Minds—Approach conflicts as opportunities to reach positive solutions. Challenge your assumptions, ask questions, and remain open to the answers. The best resolution is one where everyone has been heard and valued.

Question: What steps are available to resolve concerns?

Answer: The following steps are available to resolve concerns, and vary by individual roles. While not always easy, each stage should be pursued only if previous interventions are unsuccessful.

STUDENTS

- 1) Communicate with your teacher; 2) Discuss outcome with family; 3) Request intervention by adult family member; 4) Be patient and do your best.

PARENTS & GUARDIANS

- 1) Encourage student to communicate with teacher; 2) Follow-up with student; 3) Communicate with teacher; 4) Request conference with teacher; 5) Communicate with Principal; 6) Request conference with Principal; 7) Contact Pam Mari, Director of Student Services (530)757-5300 ext. 140.

TEACHERS

- 1) Respond to inquiries by students and parents/guardians; 2) Meet with students and/or parents/guardians; 3) Request clarification and/or involvement of Principal; 4) Contact Pam Mari, Director of Student Services at 530-757-5300 ext. 140