



Administrative Regulation 6154 HOMEWORK

Responsible Office(s): Office of Academics

PURPOSE

This administrative regulation establishes the guidelines related to homework in the Washoe County School District ("District" or "WCSD").

REGULATION

1. Definition:

- a. Homework is defined as any school work that is required to be done outside of the regular instructional day, and includes assignments of short term and long term duration.
- b. Conventional purposes for homework are practice, preparation, check for understanding, and development of work habits.

2. Homework should:

- a. Reinforce principles, skills, concepts, and information taught in the classroom;
- b. Be differentiated, meaningful and appropriate;
- c. Be age appropriate in terms of content, activities, and length of assignment;
- d. Support creative, logical, critical and analytical thinking;
- e. Foster self-discipline, self-motivation and the wise and orderly use of time;
- f. Be adequately explained by teachers and clearly understood by parents;
- g. Be balanced with other aspects of childhood such as exercise and recreational activities;
- h. Not create inequity or otherwise cause a disadvantage to students' learning success due to time or resources available within the family to complete homework tasks; and
- i. Not be used as a disciplinary measure.

3. Responsibilities:

a. Teachers:

- i. Implement the WCSD/site homework policy in the classroom.
- ii. At the secondary level, homework and grading procedures should be defined at the beginning of a course and communicated to students and parents.
- iii. At the elementary level, homework procedures and expectations should be consistent within each grade level and should be communicated to parents at the beginning of the year.
- iv. For each homework assignment, teachers should have a clearly stated purpose, clearly stated expectations for quality work, and be an extension of class work. This can include using technology to “flip” the classroom experience which reverses the roles of homework and lectures.
- v. Create an effective mechanism or system to communicate homework assignments. If appropriate and accessible place homework assignments on the teacher’s website for further clarification.
- vi. Provide specific written explanation, rubric or model, of long term assignments so that the requirements, expectations and timelines are clearly understood by the students.
- vii. Provide students the opportunity to ask questions to clarify assignments before leaving class.
- viii. Provide appropriate accommodations or modifications for students receiving services for special education, or 504 disabilities according to the Individualized Education Program (IEP), or Section 504 plan.
- ix. Provide appropriate differentiated language and content assignments for limited English Proficiency according to the English Language Learner (ELL) plan.
- x. A modification could include creating time bound homework assignments by defining homework as a fixed amount of time. See what the child can do in a reasonable amount of time and work

with that child on using the time well. For example, tell the student to spend fifteen minutes on the assignment regardless of completion.

- b. Administrators:
 - i. Facilitate the development of written site homework guidelines in accordance with this regulation and District Policy.
 - ii. Communicate the District's homework policy and regulation, as well as any site-based guidelines, to parents/guardians and students.
 - iii. Provide teachers the time for professional development when utilizing homework as a strategy for learning.
 - iv. Engage teachers in discussion about the relationship between grades and homework.
 - v. Monitor the effective use of homework given by teachers and encourage cross-curricular discussion about homework practices.

- 4. Grading:
 - a. At the elementary level, homework should not count as part of the academic grade. Instead, homework scores should be reported as part of the "Learner Responsibility" category.
 - b. At the secondary level, homework should have a limited effect in determining a student's final grade and should be consistent across grade levels and/or content areas. The amount that homework counts towards the student's final grade should be part of each site's homework policy.
 - c. Timely and appropriate feedback should be provided. Research shows that specific feedback is the most effective, for example, comments can include next steps for growth and should be linked to the learning objective. Feedback can also be in the form of class discussions and peer conversations.
 - d. Keep tasks as student responsibilities, and not include them in academic grades. Tasks may include but are not limited to the following: (1) Covering books, (2) Securing parent signatures, (3) Showing parents tests or checking grades in Infinite Campus, (4) Bringing in supplies, (5) Paying lab fees.

5. Projects:

- a. Project-based learning and assessment are important components to a well-rounded curriculum and can be especially powerful tools for students to demonstrate understanding, synthesis, evaluation, and application of learning. For the purposes of understanding how projects fit into the WCSD homework policy framework, please adhere to the following guidelines:
 - i. If a project is intended as a summative assessment of student learning, the bulk of the project grade should be under the assessment category and not considered to be a part of the grade reserved for homework. However, projects often require long-term planning and preparation on the part of a student. It is advised that teachers provide intermediate due dates at the onset of a project, and, when appropriate, provide feedback and scoring on small parts of the project that have been completed for homework according to these dates. Assigning parts of the project over time will not only assist in teaching students time management skills, but will also offer the teacher time to provide feedback along the way. In addition, if these project pieces are assigned for homework, it is less likely that the project will be completed in addition to the regular homework load for the course.

6. Average Homework Time:

- a. Average homework times are suggested total time recommendations only and are not meant to be minimum or maximum times.
 - i. Parents: If your child is spending an inordinate amount of time doing homework, you should contact your child's teacher(s). Students are encouraged to pursue non-assigned, independent, leisure reading.
- b. The time varies with the subject area, content matter, teacher, the student's ability, and the complexity of the assigned task. Honors or Advanced Placement courses may require additional time.

Grades K:	15 minutes per night
Grades 1-3:	30 minutes per night
Grades 4-6:	45 minutes per night
Grades 7-8:	90 minutes per night (across all subjects)
Grades 9-12:	120-180 minutes per night (across all subjects)

- c. At the elementary level independent reading is often assigned for homework and does not count towards the suggested minutes outlined above.
7. Extended Breaks – Fall, Spring, and/or Winter
- a. New projects or homework assignments should not be assigned over fall, winter or spring break. Any work assigned to be taken home during these breaks are at the discretion of and must be pre-approved by the principal.
8. Homework over summer break:
- a. Summer assignments are at the discretion of the principal. All summer assignments must be pre-approved by the principal or designee by the deadline set by the principal.
 - b. Because these assignments are often a barrier to students, if school policy allows for work to be assigned, appropriate supports must be in place to ensure students are given access to assistance and resources.
 - i. Summer assignments must have a stated purpose and link to grade level standards.
 - ii. Summer assignments should be of reasonable length.
 - iii. Assignments must be given to students two weeks before the last day of school. This will enable students to access the teacher for questions or assistance.
 - iv. Assignments must be posted to the school website or posted in a location that is accessible to all students.
 - v. No portion of the assignment should be due prior to the third week of school.
 - 1. Classroom activities based on the summer assignment must accommodate students who have not yet completed the assignment.
 - 2. The three week due date includes all graded items including but not limited to tests, quizzes, papers, projects, text annotations and worksheets.
 - vi. Students who enroll late or transfer in should be given every opportunity to complete the assignment.

- vii. Assignments should be consistent across grade level/content area within the school.
- viii. Students will not be dropped from courses due to lack of completion of a summer assignment.

DEFINITIONS

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DESIRED OUTCOMES

1. Homework shall serve a valid purpose with measurable outcomes.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This document reflects the goals of the District's Strategic Plan and aligns/complies with the governing documents of the District, to include:
 - a. Board Policy 6154, Homework
 - b. Board Policy 6200, Literacy
 - c. Board Policy 6300, Mathematics
 - d. Administrative Procedure ACCT-P102, Attendance Checking, Absences, Missed Instruction, Truancy, Minimum Attendance, Make-Up Work and Parent/School Responsibilities
2. This document aligns with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
 - a. Chapter 392, Pupils, and specifically:
 - i. NRS 392.4575, Educational involvement accords; policy by school districts for development and distribution; annual review; submission of information to school support team.

REVIEW AND REPORTING

1. This administrative regulation shall be reviewed as part of the bi-annual review and reporting process, following each regular session of the Nevada Legislature. The Board of Trustees shall receive notification of any required changes to the guiding policy as well as an audit of the accompanying governing documents.
2. Additional administrative regulations and/or other associated documents may be developed as necessary to implement and support this administrative regulation.

REVIEW HISTORY

Date	Revision	Modification
4/27/1993	1.0	Adopted
7/17/2012	2.0	Revised
10/28/2013	3.0	Revised
5/22/2014	4.0	Revised
1/11/2018	5.0	Revised to clarify homework over extended breaks and summer