

Academic Achievement and Growth Committee Meeting

Tuesday, September 15, 2026 5:00 PM

Administration Building, 5800 Murray Avenue, Bethel Park, PA 15102

A. MEETING OPENING

A.1. Pledge of Allegiance

A.2. Roll Call

A.3. Public Comments

B. DISCUSSION ITEMS

B.1. Achievement and Growth Data Review

B.2. Homework

C. MEETING CLOSING

C.1. Public Comments

C.2. Board Comments

C.3. Adjournment

BETHEL PARK SCHOOL DISTRICT

ADMINISTRATIVE REGULATIONS

APPROVED: 08/05/2025

REVISED:

130-AR - HOMEWORK GUIDELINES AND RESPONSIBILITIES

Homework Guidelines

1. Homework is defined as academic tasks that are assigned by teachers to be completed by students outside of the classroom.
2. Homework should:
 - a. have a clear academic purpose tied to the curriculum – it's not just an exercise of compliance;
 - b. be efficient – help students reach a standard with the least amount of time and energy required;
 - c. build self-efficacy – tasks should have a positive effect on a student's sense of academic competence;
 - d. be equitable – keep in mind the portion of students who do not have high-speed internet at home or do not have enough money to purchase supplies to complete an assignment.
3. Homework should be directly related to the curriculum of the course and aim to achieve one or more of these purposes: (a) practice newly taught skills; (b) review previously mastered skills (spiraling); (c) develop independence on newly learned skills; and/ or (d) and to extend and enrich the curriculum. Therefore, for the educational value to be maximized, it is recommended the teacher employs some process to review the student's work to be sure it was complete and the student has obtained an educational benefit. This process does not have to detract from the overall productivity of the class period, but it is more than just looking for any writing on the paper. It is not, however, a requirement for teachers to assign homework at all.
4. Points given for merely completing homework is seen as grading a student's compliance, not assessing their understanding. So, for point value(s) assigned to homework to be meaningful to the learning, it should be reviewed and/or discussed as a formative learning tool as discussed in #3 above.
5. Homework is not to be used as a behavior management tool or as a form of punishment.
6. Students who are absent from school due to illness or for medical reasons are afforded one day for each day of absence to complete missing assignments. Teachers should arrange for instructional assistance necessary for the student to be successful with the missed assignments.
7. Homework may be given as much as four nights per week in the elementary grades and should not be assigned on weekends. Homework may be assigned on Fridays and weekends in grades 6-12. It is not, however, a requirement for teachers to assign homework at all.

8. Teachers are asked to be cognizant of the amount of time that children at each grade level are asked to devote to homework each night. A rule of thumb is to multiply a grade level by ten minutes to achieve a reasonable approximation of the time homework should take a student to complete on average. For example, a third grader would have a maximum of 30 minutes of homework per night.
9. Projects completed out of school should be assigned well in advance of the due date.
10. Homework guidelines for students with special needs may be determined by the student's Individual Educational Plan and should be specifically related to the student's I.E.P.

Homework Responsibilities

Students' responsibilities:

- ✓ Get the assignment and ask for help if the assignment is not clear.
- ✓ Maintain a system for recording assignments, due dates and important information about assignments.
- ✓ Set a time each day to do homework.
- ✓ Check work and, if possible, explain it to an adult.
- ✓ Maintain the highest quality work on homework assignments, especially honesty and integrity.
- ✓ Take home all necessary resources, such as packets, textbooks, notes, and study guides.
- ✓ Bring the completed homework to school when it is due.
- ✓ Be responsible for getting and completing assignments when absent from school. Ask for help if needed.
- ✓ Be responsible for taking care of, and returning, any borrowed resource materials.
- ✓ Check the Student Information System regularly.

Parents' responsibilities:

- ✓ Promote a positive attitude toward homework as part of the learning process.
- ✓ Understand and reinforce expectations for the quality of student work.
- ✓ Provide structure and support needed to help the child organize and complete homework.
- ✓ Be available to provide supervision and support, but do not do the assignment.
- ✓ Understand the amount of assistance appropriate for homework assignments.
- ✓ Communicate often with the student and his or her teacher, giving feedback to the teacher when there is a homework concern.
- ✓ Check your child's progress and assignments in the Student Information System regularly.

Teachers' responsibilities:

- ✓ Identify the purpose of homework assignments for parents and students.
- ✓ Establish objectives and guidelines for special projects, including any expectations for parent participation.
- ✓ Follow the guidelines for the amount of time designated for homework, including special projects.
- ✓ Communicate expectations to students.
- ✓ Post all assignments and provide time for students to record them.
- ✓ Model homework strategies and provide models as appropriate throughout the school year.
- ✓ Review homework and return it in a timely manner, if collected.
- ✓ Ensure that resources and materials required for homework projects are easily obtained by students.
- ✓ Provide ways for parents to communicate with teachers about homework.

BETHEL PARK SCHOOL DISTRICT

ADMINISTRATIVE REGULATIONS

APPROVED: 08/05/2025

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213-AR - GRADING PRACTICES AND GUIDING PRINCIPLES

The purpose of evaluating and reporting student performance in the Bethel Park School District is to foster communication between the school, the student and his/her parents regarding the student's achievement of academic standards. The process is a vital component of and should be a positive influence on the student's education.

In the era of standards and accountability, as well as having “live” grade books available to student and parents, it is vital that teachers adhere to standard grading policies and practices to avoid troublesome differences between teachers which can be exploited. All teachers are required to observe the following standards:

- *Departments are charged with the responsibility of establishing and maintaining standard grade “weights” across similar courses (i.e. assign values to each category of graded work).*
- Grades should be aligned with the scale: 90-100 = “A”; 80-89 = “B”; 70-79 = “C”; 60-69 = “D”; 59 and lower = Failure.
- Grades are to reflect the student's achievement. Behavior comments are recorded separately on the report card. Points cannot be lowered as a means of punishment for behavior.
- When students receive an incomplete grade on their report card, they are expected to make up the missing work within a predetermined timeframe, as discussed with the teacher and student. The teacher should issue the grade earned to date and submit a Grade Change/Correction Form if the grade changes when late work is submitted. For the 4th grading period, an incomplete grade should only be given in rare circumstances and only if arrangements are made with the principal in advance of the grades submission deadline.
- All teachers are required to use the district’s Student Information System to maintain student grades.
- The use of rubrics is highly encouraged when multiple skills / competencies / objectives are being assessed in one assignment. Providing students with helpful feedback is also best practice.
- Timeliness: Though everyone understands that grading takes time, in general, major assessments, essays, projects, etc. should be graded and returned before the next major assessment, essay, or project is assigned. Generally speaking, grading should not take more than three weeks to complete.
- Student Responsibilities for Making Up Assignments, Quizzes, and Tests: Classroom teachers are expected to communicate District guidelines to each class for making up work, quizzes, tests, and other assignments missed during excused absences or tardies. Generally, students are expected to make up work within the number of days equaling the number of days of excused absences. Students with excused absences due to illness who ask for work to be sent home should return with as much work completed as possible.

- For school-sanctioned activities, it is expected that the student will obtain assignments in advance of the absence and submit the completed work after returning. Following school-sanctioned activities, it is expected that students will be prepared to take any quizzes and tests on the regularly scheduled date, unless special arrangements have been made with the teacher. An alternate test may be given if the rest of the class(es) has/have completed the assessment.
- Suspension: An opportunity to make up work must be provided to the student in cases of suspension (but not expulsion) from school. Failure to make up work as described above may result in loss of credit or reduction in grade.
- “Penalty” points / Late Work: points should not be leveraged to obtain a desired behavior from students; this practice misrepresents the student’s actual mastery of the course curriculum. Penalties for late work submissions should not be the sole reason a student fails the assignment.
- Extra Credit: Teachers may offer extra credit opportunities to classes. Extra credit opportunities should focus on the course curriculum and objectives. These opportunities should be offered to everyone throughout the term or unit, not as a make-up opportunity at the end of a term or unit. Extra credit should not be allowed in replacement for regularly required work. Further, extra credit points cannot be leveraged to obtain a desired behavior from students.

Best practices / suggestions for using / giving extra credit:

1. Extra credit and bonus points are good ways to challenge students to try difficult tasks, questions or activities.
2. The value of the extra credit or bonus should have only a minimal effect on a grade.
3. Offer extra credit opportunities throughout a grading period as is a way to avoid the requests for “rescue” points later in the term. In other words, build-in opportunities as you go through a term.
4. It is never appropriate to give extra credit or bonus points to students for good behavior (i.e. being good for a sub or at an assembly). Likewise, it is never appropriate to offer extra credit or bonus points to students to be compliant with necessary tasks (i.e. bringing mid-term reports back signed or bringing in food for an activity).

In general, the District expects a student’s grade reports the student’s overall mastery of course curriculum and objectives, (i.e. a student who gets a 90% in the course should have mastery of approximately 90% or more of the course curriculum).