



In the Wake County Public School System, we are committed to maintaining rigorous performance and achievement standards for all students and to providing a fair and consistent process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

Homework

The following are school-wide expectations for homework:

At West Lake Elementary, we regard homework as important school-related instruction that is to be completed outside the classroom. It should fulfill the following purposes:

1. Be meaningful.
2. Enrich, extend, and reinforce school experiences through related home activities.
3. Stimulate effort, independence, responsibility, and self-direction.

Our teachers will follow the WCPSS guidelines concerning the amount of homework assigned and the length of time required for completion:

Kindergarten, 1st, and 2nd Grade - 20 minutes
 3rd, 4th, and 5th Grade – 50 minutes

Our homework plan is two-fold:

- We value the importance of reading and giving children a chance to read self-selected texts. Therefore, our homework plan is focused on sustained reading on a nightly basis as part of the assigned homework. This could look different for each child. You could read aloud to your child, read with your child, listen to reading, read a book as a family, etc. What is most important is that your child is reading and discussing literature.
- We value the importance of building math fluency with our students and taking the time to review skills that have been covered throughout the course of the school year and apply these skills to everyday life. (cooking, shopping, measuring, building, etc.)

The staff of West Lake Elementary believes that homework should not be a grueling process for families to complete. We are also aware of the frustration homework creates as students attempt new approaches to learning in which parents may not be familiar. If this were to occur, we simply ask parents

to write a note on top of the homework noting the frustration and attempt at completing the homework. The signature of the parent will count towards completion and the teacher will follow up with the student to support academic understanding.

Homework assignments are not to be graded but considered practice factored in when reporting a student's **Work Habits grade** with regard to completion and effort.

- 3 – meets expectation – consistently completes homework;
- 2 – inconsistently meets expectation – homework is completed sometimes;
- 1 – does not meet expectation – rarely completes homework

The following are grade/subject specific expectations for the completion and grading of homework:

- At K-2, we are working to develop good habits with regard to homework. Reading practice is fundamental and expected.
- At 3-5, while we continue to foster good habits and reading, the daily practice becomes more important with regard to skill development and content retention.

Homework should not be given as busy work or as punishment. Homework should not be assigned on weekends or track out, except as optional activities for extra practice or enrichment. *Homework will not be assigned by the AIG teacher or from Specialist teachers.*

Agendas are donated to all students by our school's PTA and are used to write assignments and by parents and teachers to communicate instructional information or behavioral notes.

The school's Homework Plan can be found on file in the school office.

Classwork & Assessments

At West Lake Elementary, we believe that classwork and assessments are an important part of instruction. We believe that all classwork and assessments must fulfill the following:

1. Be meaningful
2. Connect to appropriate standards
3. Must be rigorous
4. Support 21st Century Learning
5. Support the academic lessons that are being taught in the classroom
6. Teachers should collaborate together to ensure that students across the grade levels are afforded a consistent level of classwork and assessments.
7. Students will be given an adequate amount of time to complete their class assignments.
8. Teachers will provide feedback to students on a frequent basis to support improvement toward the learning goal.
9. Under no circumstances should classwork or assessments be given in a punitive manner.
10. West Lake Elementary will adhere to WCPSS School Board Policy 5520 and 5520 R&P

Missed Work

The following are school-wide expectations for missed work:

- If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should use discretion and may make exceptions in the case of students whose excused absences were not planned in advance, were beyond the student's control, and the nature of which would not support make-up work the day of return
- If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work. Special consideration will be given in the case of extended absences due to injury or chronic illness.
- It is the student's responsibility to submit to their classroom teacher all completed assignments in the specified amount of time.
- Not all missed classwork or missed assessments can be made up outside of the classroom. Many tasks require group contribution, building an understanding of the content through discussion, and class participation. This type of work will be marked incomplete but consideration of this will be given when final grades are calculated.

Prevention-Intervention Plan

For students at risk of academic failure, our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of work. Details of our plan are below.

The following are school-wide expectations for how we support prevention-intervention efforts:

- Core instruction is protected for the majority of students
- Intervention/literacy teachers, ESL, AIG, CCR provide support instruction via the pull-out model and/or co-teaching model
- K-5 teachers provide personal differentiation to meet all student needs
- K-5 teachers provide multiple opportunities to re-assess core standards

The following are grade/subject specific expectations for prevention and intervention:

- K-5 teachers create Tier II plans for all students who are not meeting benchmarks on their report cards for two consecutive quarters in reading and/or math. Based on data, teachers progress monitor individual needs to ensure the growth of every student
- Grade level professional learning teams participate in kid talk to develop strategies for interventions for at-risk students
- K-5 students who show progress continue with their Tier II plan until they reach proficiency
- Literacy Coaching is available to work with teachers of K-2 students
- An Intervention Teacher works with 3-5 students demonstrating need.
- K-5 students who do not show sufficient progress, according to data, are referred to the school based MTSS Intervention Team

Extra Credit

Extra Credit is not necessary with standards-based grading and will not be offered. Enrichment opportunities will be integrated through classroom instruction.

Honor Code

Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self-discipline in students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning.

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty require that all stakeholders share responsibility in the fulfillment of this policy.

In fulfilling these responsibilities:

- students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code;
- parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;
- staff will establish and annually teach expectations regarding academic integrity and honesty; and promote the honor code.

A. Prohibited Behavior

1. Cheating: Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work. Cheating includes, but is not limited to:

- copying from another student's examination, assignment, or other coursework with or without permission;
- allowing another student to copy work without authorization from a teacher or administrator;
- taking an examination, writing a paper, or completing any other assigned academic task on another student's behalf;
- using notes or resources in any form, including written or online, without authorization;
- sharing or accepting from another, without authorization, any examination content, questions, answers, or tips on an assessment or assignment through the use of notes, scratch paper, social media, or any type of written, oral, or electronic communication.

2. Plagiarism: Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.

Plagiarism includes, but is not limited to:

- copying text, images, charts, or other materials from digital or print sources without proper citation;
- intentional misrepresentation of work as your own by paraphrasing of items from digital or print sources without proper citation;
- using translation tools or resources to translate sentences or passages without permission;
- using a thesis, hypothesis, or idea obtained from another source without proper citation.

3. Falsification or Deceit: Intentional acts of falsification or serious deceitful misconduct that threaten the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals are prohibited.

Falsification or deceit includes, but is not limited to:

- falsifying another person's name on a school-related document such as a test or report;
- buying or selling test questions or answers;
- copying secure test materials and providing the materials to others;
- paying for or receiving anything of value to complete a school assignment.

B. Violations

1) Staff will intervene and reeducate students to promote positive change in student behavior.

2) A student's grade may or may not be impacted by a violation. If the violation impacts a student's grade, the school may impose academic consequences according to the following criteria: (a) when reasonably possible, the student will be expected to complete the assignment or an alternative assignment as determined by the professional learning team (PLT) guidelines and will do so in an honest manner consistent with the honor code, and (b) the student may receive full, partial, or no grading credit for the assignment as determined by PLT guidelines approved by the principal. Guidelines will consider the age of the student, the student's performance on a repeated or alternative assignment, the student's number of violations of the Honor Code during the school year, and the gravity or level of the violation.

3) A violation of the Honor Code may or may not result in disciplinary consequences. Staff will address violations of this policy under Board Policy 4309, Student Behavior – Code of Conduct, Levels I-11 (Honor Code) and Level II-1 (Falsification or Deceit) as applicable.

Level I-11 (Honor Code) states: "All students are expected to adhere to the academic Honor Code. Disciplinary consequences for violations of this policy will typically be consistent with Level I violations."

Level II-1 states that "Intentional acts of falsification or serious deceitful misconduct that threatens the health, safety, or welfare of others, or that cause a substantial detrimental impact

on school operations or other individuals, are prohibited.” A further description of Falsification or Deceit is set forth above in this policy.

4) Violations of the Honor Code may impact eligibility for school privileges including but not limited to athletic participation, honors, or awards. Further, this policy does not prevent consequences from being imposed by other organizations or regulations.