

**Oyster River Cooperative School District**

**May 23, 2018**

**ORHS - Library**

**7:00 p.m.**

**BOARD WORKSHOP MINUTES – Homework**

**SCHOOL BOARD MEMBERS:** Tom Newkirk, Denise Day, Dan Klein, Kenny Rotner, Al Howland, Brian Cisneros. Absent: Michael Williams

**ADMINISTRATORS:** Superintendent Dr. James Morse, Asst. Superintendent Todd Allen, Bill Sullivan, Mark Milliken.

Members of the High School and Middle School Staff and students.

**I. CALL TO ORDER:**

**II. BACK UP INFORMATION**

**III. HOMEWORK DISCUSSION**

Todd Allen opened with highlights of the student survey.

8<sup>th</sup> begins “heavier” load of homework  
9<sup>th</sup> 1 – 3 hours  
10<sup>th</sup> 11% 4+ hours  
11<sup>th</sup> 26% 4+ hours – most homework  
12<sup>th</sup>

90% of the teachers less than 30 minutes.

Students

79% feel some level of success.

Highest volume = math starts in 8<sup>th</sup>.

Parent/student perception consistent in MS, less consistent in HS.

Students outside of school

3 hours or less structured  
3 hours or less unstructured

Teachers largely say do not assign homework on weekends. Students say they do.

7 courses = 32%  
11/12<sup>th</sup> = 25%

Summary 8 -11 homework increases.

Homework is an instructional strategy but too much or inappropriate is “bad”

Research = benefit to “some” amount 90 minutes to 2 hours

No research supports K-6 homework

It’s difficult to study homework as it can take many forms. Researchers are challenged to study homework.

Suzanne Filippone:

Work assigned outside of the classroom is designed to support classroom:

1. frequency
2. quality
3. duration

Beyond 2 hours = negative effect

- a) Multi-tier = Tier 1 – applies to all.  
Will provide data that can inform us/impact on mental health and wellness.
- b) Master schedule will impact student load  
Students believe in “choice” model. Next year = most = 6 courses  
Other factors = choices made, multiple AP, Running starts, college level.

Sophomore year – begins choice system.

Teachers have conversation with students and make adjustments:

See a lot of that in high school

We have tried with a board in faculty room

New schedule allows for more contact time for kids.

Looking at options on targeted instruction – executive functioning skills.

Two – three intentionally teach these skills. Lots of project-based work – students find time – vacations, long weekends.

Alana Ervin – taking 9 courses: 1 VLAC, 1 afterschool guitar, economics – majority do attend college. Does not favor eliminating homework.

Need more balance and consistency between teachers.

If I understand a concept, I did not do homework

Different types of homework between humanities and math/science

Signing up with classes/know workloads.

Parent pressure/too much

Describe homework load in course description.

Kenny Rotner – how did you decide when/how much homework to do?

Maggie – assigned homework helps me. 3 season athlete, violin in/out school

Denise Day – How much time do you spend?

Maggie – 90 minutes

Cameron – Homework increases from freshman year. I keep study hall to do homework. On-line school 2 – 3 hours a night.

Tom Newkirk – Homework somewhat voluntary? Do you think students make good decisions?

Cameron: “voluntary homework” not checked/not graded.  
Frustration/majority level difficult to figure out.

Al Howland – If cannot do initial math problems/will not go forward.

How you effectively deal with homework.

\*Informed consent\* 8-11<sup>th</sup> increase more activities. Need to add homework load discussion. How can we manage.

Suzanne F. – Counselors do counsel kids. Let’s talk about what that means. Could be doing a better job of talking with parents.

Dave – Elective system = choice. Nearly impossible to reconcile. 2002 No AP courses. AP courses lots of reading and summer time. Amazingly engaged students. Pressure to take as many courses as they can.

Jon – I like Alana’s point on consent. Consistency is important between departments and within commonly taught courses. It’s about measuring knowledge, formative not graded. Solution = time. Interdepartmental time

Al Howland: Sudoku problem. Period in day – Can we use advisory flex to talk to kids to see totality of schedule.

Suzanne – that will happen.

Denise Day – Syllabus would be a great thing to do/knowing that road map. Part of solution when big projects due/major assign.

Kenny Rotner – My three different kinds:

Know what’s going on/Prepare discussion/Project based step by step  
very different types.

Number of classes taken – add drop deadline

Five and struggle – how to support them

Tom Newkirk – Do you anticipate with the bigger blocks – do you see guided practice occurring?

Suzanne – Depends on the individual teachers

Tom Newkirk – It’s an opportunity.

### Middle School

Many changes in homework. Competency work has impacted homework.

Changing the name to “practice” coordinate/tests due projects.

Belief – support competencies. No busy work/not punish.

Use as formative/not summative.

Homework not part of grade. “Bobcat” time is the same.

Hire new staff. “Philosophy” on homework. Culture important for specific reasons.

Habits of learning (HOL) – counts toward their learning, more targeted. Homework should be lower end/practice end.

Valerie – How you structure your classroom “Bobcat” time is to discuss with individual. Also, we begin work in class. We use homework to inform in structure. We practice together.

Brian Cisneros – Curious is homework prep for next day or practice

Aaron – reinforcement, facilitated practice. Stipend math teachers to help at 7:30.

Is there something about math nature of subject? Why?

Todd – a little of both. Sequential/methodical. Change in practice from doing.

Chris – Homework is for practice.

Try to start homework every day  
Guided instruction  
Write down the struggle.

Todd – How much personalization?

Chris – Tough/upper levels = standard

Dan Klein – Self-reflection more critical. 5<sup>th</sup>/6<sup>th</sup> grade cannot expect 100%.  
Self-reflection.

Kids are so different. Weight & Burden = mental health/wellness.

Todd – personalized learning/every student needs met.

Chris – Video supports tutorial – Algebra 1, Algebra 2, geometry.

Aaron – MS/HS different expectations

Felicia – Mindset, perseverance. Making mistakes is a learning process.

Kenny Rotner – excellent point. Resiliency and working hard.

Growth Mind set.

Tom Newkirk – Reached end of time.

## **VI. ADJOURNMENT**

Workshop ended at 8:45 PM.