



BOARD POLICY MANUAL	
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Policy Section School	Identification SCH-1056

CLASS PROJECTS POLICY

Many parents pose the perennial question:

“How much should I help my son or daughter with his or her school projects and assignments?”

Two general comments are in order before addressing the issue itself:

Our staff welcomes parental assistance as a positive note in the child’s educational development. In a Christian school we greatly appreciate the parental co-labouring that occurs in fine-tuning skills and supplying individual assistance that may not be available due to time demands within the classroom. Involvement on the part of moms and dads is therefore applauded and appreciated,

The goal of parental assistance should be to move students toward independence. If help is properly given, its necessity will diminish as your son or daughter grows in his or her ability to interpret and respond to project demands. It is no favour to children to do for them that which they should do for themselves. The theme should not be: *“How can we get them through another one?”* but rather: *How can we better equip them to tackle the next one?”*

Let’s state our expectations in terms of the teacher, the student, and the parents.

Expectations of the Teacher

1. The teacher will teach the students the skills required to complete the project successfully before assigning it.
2. Adequate direction in writing must be provided within the framework of the project or assignment. Students must be able to determine what is expected of them as well as the degree of effort required to ensure a successful project.
3. If the project is a large, complex one the teacher should provide a series of subheadings to provide some degree of direction.
4. A longer project should have a series of check-posts and time guidelines built in along the way.
5. The assignment will include, in writing, the proposed criteria for evaluation.
6. If the project is of a research nature, the teacher will consult with the students concerning the availability of sufficient and appropriate resources.
7. The concept of plagiarism and age appropriate research and writing skills will also be taught.

Expectations of the Student

1. The due date of the project will be known and respected.
2. Every effort will be made to function as independently and cooperatively as possible.
3. Work will be original; every quotation must be properly cited.
4. A responsible effort will be made to wisely use the time allotted. This should reduce the degree of frustration on the part of students, teachers and parents.
5. It is the responsibility of the student to make every effort in clarifying parts of the assignment that may prove confusing. This should be done by consulting the teacher in question, allowing ample time for rewriting or completing those areas of the assignment.

Expectations of the Parents

1. As much as possible, assignments should be initiated and authored by the child with minimal input from parents.
2. Help your son or daughter to understand the assignment.

Does he/she comprehend the questions?

Does he/she understand the focus or goal of the entire assignment?

3. Help schedule a plan of attack. Work will need to be sequenced and blocks of time allotted for particular tasks.
4. Help with accessing information. A trip to the library, forest, or backyard may be in order, depending on the age and independence level of your child.
5. Help to proofread the completed assignment. This lends a valuable helping hand. Errors should be indicated but the corrections should be left to the "author".