

REGIONAL SCHOOL UNIT No. 67**INDEPENDENT PRACTICE AND PREPARATION PROCEDURES**

Because teachers, families, and students must work together to ensure that students have the skills and support needed to complete work assigned as independent practice and preparation, guidelines and problem-solving procedures for each are set forth below:

Guidelines for Teachers:

1. Determine when independent practice and/or preparation is needed based on learning goals.
2. Design assignments that clearly state the purpose and intended outcome(s).
3. Make sure students have a sufficient degree of skill and familiarity with the work assigned to be able to complete the work without assistance.
4. With a complex, multi-step skill or process, focus the independent work on one or a few of the steps until the skill or practice is mastered.
5. Model and/or provide models for targeted skills and processes.
6. Only assign work if all students have the resources at home to complete the assignment or such resources are provided to all students.
7. If independent practice is assigned, ensure that high quality specific feedback on the work is provided.
8. If possible, involve students in assessing their own independent work against agreed upon criteria for speed and accuracy.
9. Contact the family if a student consistently fails to take advantage of the time provided to complete independent work during the school day.

Guidelines for Families:

1. Set up a consistent, organized place for independent work to be done.
2. Help the student establish a consistent schedule for doing independent work.
3. Encourage and prompt the student; but do not do the homework for him/her.

REGIONAL SCHOOL UNIT No. 67

4. Ask the student which parts of the assignment are easy, which are difficult, or how he/she is going to improve.
5. Ask the student the purpose of the independent work. If he/she consistently is unable to talk about the purpose, contact the teacher.
6. If the student consistently takes longer than the recommended time to complete his/her work, contact the teacher.

Guidelines for Students:

1. Bring the necessary instructions and materials from school to complete the work.
2. Ask the teacher questions in order to understand the purpose of the assignment and how to do the work.
3. Show good effort on the assignments for the recommended amount of time every day.
4. Participate in assessing individual achievement and progress against agreed upon standards.
5. Obtain and complete missed assignments in a timely fashion when absent from class.

It is understood that, even with a clear policy, there may be times when a student has difficulty completing the assigned work. The following procedures are recommended for resolving any issues about independent practice and preparation. Contact information is available via the district web site: www.rsu67.org or by calling the schools.

Problem Solving Procedure for Students:

- Step 1: Contact the teacher to discuss the problem and develop a plan to address the problem.
- Step 2: Ask family members to assist and/or contact the principal if the problem persists.

REGIONAL SCHOOL UNIT No. 67

Problem Solving Procedure for Families:

- Step 1: Contact the teacher to discuss the problem and develop a plan to address the problem.
- Step 2: Contact the principal if the problem persists.
- Step 3: Contact the Superintendent of Schools if the problem persists.

Problem Solving Procedure for Teachers:

- Step 1: Contact the student to discuss the problem and develop a plan to address the problem.
- Step 2: Contact the family to discuss the problem and develop a plan to address the problem if the problem persists.
- Step 3: Contact the principal to discuss the problem and develop a plan to access available school resources to address the problem if the problem persists.

Because most assignments completed outside of class occur while a student is still learning a concept or skill and because a student may not have control over his/her environment and/or the support needed to successfully comply with independent practice and preparation requirements, a value of no more than 10% of the final assessment for a class may be placed on formative assignments.* Long-term projects or assignments that are intended as summative measures of what students know and can do may be weighted more heavily, but provisions for students needing to complete such assignments at school should be made (e.g., after-school club; learning laboratory; supervised, quiet study).

*Formative assignments/assessments are those that are designed to provide information that teachers can use to adjust instruction and that students can use to improve performance during a lesson or unit (assessment for learning). Summative assignments/assessments are those that are designed to determine the extent to which students have mastered a concept or skill after students have had sufficient opportunities to learn and practice a concept or skill (assessment of learning).