

**CURRICULUM, INSTRUCTION, AND ASSESSMENT**

# **SITE-BASED TEAM MANAGEMENT**

**SHARED DECISION-MAKING PLAN  
OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT**

Adopted	January 12, 1994
Amended	April 11, 1994
Revised	February 27, 1996
Amended	February 23, 1998
Amended	February 1, 2000
Amended	February 12, 2002

OYSTER BAY-EAST NORWICH CENTRAL SCHOOL  
DISTRICT

MEMBERSHIP OF THE OYSTER BAY-EAST NORWICH CSD  
STEERING COMMITTEE

We the undersigned participated in the preparation of the Biennial Review of the District Plan for School-Based Planning and Shared Decision-Making for the Oyster Bay-East Norwich Central School District. We endorse the revised report sent to the Board of Education on

Superintendent \_\_\_\_\_

Assistant Superintendent \_\_\_\_\_

Administration \_\_\_\_\_

Administration \_\_\_\_\_

Administration \_\_\_\_\_

Parent \_\_\_\_\_

Parent \_\_\_\_\_

Parent \_\_\_\_\_

Faculty Council \_\_\_\_\_

Faculty Council \_\_\_\_\_

Faculty Council \_\_\_\_\_

## SHARED DECISION-MAKING PLAN

### OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT

#### I MISSION STATEMENT

The purpose of this plan is to improve the education and performance of all students in the school. Each person should become all she or he is capable of being. This commitment to excel underscores the belief that the school programs must enrich every individual's academic, physical, emotional, and social well being. The educational opportunities for success must be designed to develop the knowledge, skills, abilities and attitudes needed for a productive and healthy life in the twenty-first century.

#### II ISSUES FOR STUDY/DECISION MAKING BY THE SITE-BASED COMMITTEE

- A. Developing, implementing and evaluating the curriculum.
- B. Establishing and implementing a staff selection process for teachers and administrators.
- C. Assessing student achievement.
- D. Establishing budget priorities in the building.
- E. Building a positive school spirit/school climate that affects student behavior.
- F. Assessing the facilities.
- G. Developing long range planning.

#### III THE MANNER AND EXTENT OF THE EXPECTED INVOLVEMENT OF ALL PARTIES

Each Site-Based Team is required to meet at least ten times between September and June, preferably once each month. The approved minutes and the proposed agenda will be maintained. One copy will be sent to each Site-Based Team, the Superintendent of Schools and the President of the Board of Education prior to the next meeting. The schedule of the Site-Based Team meetings will be chosen to maximize attendance/participation by its members. No more than four meetings requiring coverage can occur during the school day in a school year.

A. Purpose of Site-Based Team (SBT)

1. To prepare, lead and manage a building plan, which focused upon site issues and reflects district's goals.
2. To communicate with other Site-Based Teams and stakeholder groups regarding issues and results.
3. To build support and ownership for decisions, facilitating implementation.
4. To foster, through a team approach, innovation, creative thinking and meaningful problem solving.
5. To assess functioning and outcomes of the Site-Based Team.
6. To monitor the implementation of those programs/activities planned for the school year.

B. Roles and Responsibilities Assigned

1. To assess the needs of the site that will enable the staff to develop plans for achieving the established goals.
2. To ensure that all stakeholders are involved in the shared decision-making process.
3. To ensure that all decisions are in accordance with negotiated contracts, laws, regulations and policies.
4. To evaluate and assess the shared decision-making within the site and recommend plans for improvement.

Members of the Site-Based Teams will be selected by the officially recognized units, which represent the teachers, parents, and administrators respectively. If any stakeholder group chooses not to participate on the Site Based Team, the team will proceed accordingly. It is understood that the absent stakeholder group will not have a voice on any recommendations or decisions the Site Based Team makes during that time period.

C. Removal of Site-Based Member

When it appears that a member of a Site-Based Team is hindering the work of the team and all measure to resolve the issue have been exhausted, the following process will be instituted:

1. A motion will be made at a meeting by any member of the Site-Based Team to bring the matter of removal of a member to the attention of the respective stakeholder group President.
2. Since consensus is unlikely to occur, an immediate vote will be taken using procedures of proportional voting.
3. If passed, the chairperson of the Site-Based Team will notify the President of the respective stakeholder group.

4. The stakeholder group will take appropriate action and notify the Site-Based Team within 30 days of its decision.

D. Subcommittees

Subcommittees could be utilized to help a Site-Based Team accomplish its objectives. Any subcommittee must have at least one member who is also a member of the Team and is responsible for reporting back to the Team.

The subcommittee report to the Site-Based Team must be in written form and signed by all subcommittee members. A said report will be given by the Site-Based Team member assigned to the subcommittee and at least one other member representing the subcommittee.

E. Consensus

Each Site-Based Team will reach all decisions on the basis of a consensus. A consensus decision is valid when there is representation from participating stakeholder groups. More than 50% of the permanent members must be in attendance and the consultant members must be invited. If a consensus is not reached after a full discussion, the Team will:

1. "Parking lot" the item
2. Try consensus again, after more discussion at the next meeting
3. Use set procedures of the proportional voting. (Proportional voting is 85% of the participating members present.)

F. Training

There will be a training session each year for new members conducted by the individual site based teams as needed.

G. Funds

The school district will provide the necessary funds for the Site-Based Team to function.

IV THE MEANS AND STANDARDS BY WHICH THE SITE BASED TEAMS WILL EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT WILL BE:

- A. To assess the needs of the site, establish goals and develop and evaluate plans to achieve these goals.
- B. To ensure that all participating stakeholder groups are represented in the shared-decision making process.
- C. To ensure that all decisions are in accordance with negotiated contracts, laws, regulations and policies.
- D. To communicate to the other site-Based Teams and stakeholder groups regarding issues and results.
- E. To evaluate and assess the shared decision-making processes within the site and recommend plans for improvement.
- F. To establish the standards and specify the means by which student improvement is attained.
- G. To adopt standards of measurement which may include, but are not limited to, such evaluation data as:
  - 1. Report card grades
  - 2. Attendance records
  - 3. Disciplinary records
  - 4. Standardized test results
  - 5. Advanced placement test results
  - 6. New York State test results
  - 7. Locally developed tests
  - 8. Student portfolios
  - 9. Survey Instruments



V THE MEANS BY WHICH ALL PARTICIPATING PARTIES WILL BE HELD ACCOUNTABLE FOR THE DECISIONS

Whatever authority is vested in any member of the committee is also vested in the Site-Based Team provided consensus or vote is reached to exercise that authority.

The Site-Based Team may implement any decision where it is already in the domain of a member of the committee to implement and where the implementation and impact are limited to that domain.

Each team member will sign all decisions of the Site-Based Team, which require either Superintendent or Board approval. Copies of these decisions will be sent to the Superintendent and the Board.

Receipt of said decision will be acknowledged in writing by the President of the Board of Education and Superintendent of Schools.

VI THE PROCESS IN WHICH DISPUTES ABOUT THE EDUCATIONAL ISSUES BEING DECIDED WILL BE RESOLVED AT THE LOCAL LEVEL

When disputes rise and the Site-Based Team deems it necessary, it can call on an Advisory Team consisting of two parents, two teachers, and two administrators, one from each of the other two Site-Based Teams, for the purpose of providing alternatives. Each Site-Based Team will designate its members for the Advisory Team annually and communicate that list in writing to the other Site-Based Teams.

VII THE MANNER IN WHICH ALL STATE AND FEDERAL REQUIREMENTS FOR THE INVOLVEMENT OF PARENTS IN PLANNING AND DECISION-MAKING WILL BE COORDINATED WITH AND MET BY THE OVERALL PLAN

Nothing herein will preclude adherence to State and Federal requirements for parental involvement. All Site-Based Teams will be made aware of areas beyond their purview, such as matters affecting special education and confidentiality.

VIII COMPOSITION OF SITE BASED TEAMS

Administrators, Teachers, Parents, Support Staff, and Students (Oyster Bay High School) will serve on the Site-Based Teams. The permanent members will be parents, teachers, students, and administrators. The consulting members will be secretaries, custodians, and teacher assistants/teacher aides. Each stakeholder group may choose to have an alternate on each Site-Based Team. Alternate members have full participating privileges only when replacing an absent member.

Site Based Committee Roosevelt School	Site Based Committee Vernon School	Site Based Committee Oyster Bay H.S.
1 Principal (Permanent Member)	1 Principal (Permanent Member)	1 Principal (Permanent Member)
1 Administrator (Permanent Member)	1 Administrator (Permanent Member)	1 Administrator (Permanent Member)
3 Teachers (Permanent Members)	4 Teachers (Permanent Members)	4 Teachers (Permanent Members)
3 Parents (Permanent Members)	4 Parents (Permanent Members)	3 Parents (Permanent Members)
3 Support Staff (Consulting Members)	3 Support Staff (Consulting Members)	3 Support Staff (Consulting Members)
		2 Students (Permanent Members)
11 Total	13 Total	14 Total

### COMMITTEE ASSIGNMENTS

- A. Chair
- B. Facilitator
- C. Timekeeper
- D. Secretary
- E. Recorder

Initial members for the Site-Based Teams will be selected for spring 1994 and the 1994-1995 school year. For the purpose of staggering changes in membership, those selected thereafter will serve one and two-year terms.

### IX AMMENDMENTS/CHANGES TO THIS PLAN

Experience will no doubt indicate a need to make alterations to this School-Based Management Plan. During the initial implementation phase (two years), each Site-Based Team should forward all recommendations for change to the Office of the Superintendent of Schools. At the end of the initial two-year period, a representative committee, modeled after the original District Steering Committee, will be convened by the Superintendent to consider each recommendation. Recommended modifications will subsequently be presented to the Board of Education for consideration. Thereafter, the District Steering Committee, modeled after the original Steering Committee, will meet biennially to review the plan unless otherwise directed by the State.

February 2002 Biennial Review of the District Plan  
for  
School-Based Planning and Shared Decision Making

Many school districts are now engaging in a comprehensive district educational planning process (CDEP or DCEP), using or in conjunction with their District Committee for Shared Decision Making. Such districts are not required to convene the committee to conduct the biennial review of their plan. These districts may complete the District Information Sheet and provide signatures of a representative of the required constituency group, which will confirm that they have endorsed the comprehensive educational plan.

Instructions and Worksheet for Completing CR 100.11 Biennial Review Items

Check when Completed	
<input type="checkbox"/>	<p><b>1. District information Sheet:</b> Provide information about the school district (or BOCES and the person submitting the form. Note the endorsement of the biennial review by the designated representatives of the required constituency groups, or provide a statement indicating why endorsement was not given.</p>
<input type="checkbox"/>	<p><b>2a. Statement of Success: Planning</b> On the enclosed form, answer each of the questions related to educational planning processes in your school district.</p>
<input type="checkbox"/>	<p><b>2b. Statement of Success: Required Components</b> For each of the six (6) required components of the plan, check the box that most closely reflects the opinion of the board of education, in collaboration with the district committee, regarding the successful implementation of that component.</p> <p><b>NOT REQUIRED FOR DISTRICTS engaging in a comprehensive district educational planning process, using or in conjunction with their District Committee for Shared Decision Making</b></p>
<input type="checkbox"/>	<p><b>3. Statement of Assurance:</b> Following the amendment or re-certification of the district's (or the BOCES') plan for planning and shared decision making by the board of education at a public meeting the board president completes and signs the form. 2/12/02</p>
<input type="checkbox"/>	<p><b>4a. Amended Plan:</b> Submit two (2) copies of the plan, with all revised sections <u>underlined</u>. <b>Submission of CDEP or DCEP is not required.</b></p>
<input type="checkbox"/>	<p><b>4b. Re-certified Plan:</b> <i>Do NOT submit a copy of the re-certified plan!</i> Re-Certification indicate that there are no changes in the plan and it remains as approved in 2000. <b>Submission of CDEP or DCEP is not required.</b></p>

**2002 BIENNIAL REVIEW OF SHARED DECISION MAKING  
CR 100.11**

**1. DISTRICT/BOCES INFORMATION SHEET**

<b>School District/BOCES:</b>	<b>OYSTER BAY – EAST NORWICH</b>
<b>Address:</b>	<b>1 McCouns Lane Oyster Bay, NY 11771</b>
<b>BEDS Code:</b>	<b>2 8 0 5 0 6 0 6 0 0 0 0</b>
<b>Person Submitting Form: (Print or Type Name)</b>	<b>Phyllis Harrington, ED. D.</b>
<b>Title:</b>	<b>Superintendent</b>
<b>Telephone:</b>	<b>(516) 624-6507</b>

<b>Endorsements Received:</b>	<b>Signatures:</b>
<b>Administrators</b>	
<b>Teachers</b>	
<b>School-Related Parent Organizations</b>	

**RETURN TWO (2) COPIES OF ALL ITEMS BY FEBRUARY 1, 2002 TO:**

**Office of Innovative Programs  
Room 464 EBA  
New York State Education Department  
Albany, New York 12234**

## 2a. STATEMENT OF SUCCESS PLANNING

1. For 100.11, how many members are there on your district planning committee? 11

Of those members, how many representatives are school community members, i.e., persons other than those representing administrators, teachers, or parents? 0

What constituencies do they represent? \_\_\_\_\_

2. Districts conduct several different educational planning processes. In your district, do you determine the priorities for each of these different planning processes using the same or different **data**?

The same       Mostly the same       Usually different

In your district, do you determine the priorities for each of these different planning processes using the same or different **criteria** (i.e., needs, root cause, resource availability)?

The same       Mostly the same       Usually different

3. Are you satisfied with the relationship between building and district level planning in your district?       No       Yes

Would you say that the relationship between building and district level planning in your district is:

Interdependent       Related but still independent       Very independent, not related

And would you say the relationship is:  Strong       Building in strength       Weak

4. Does your district engage in district comprehensive planning? (*a continuous process to improve educational performance of all students through data analysis, dissolving of root causes, and focusing on results*)

Yes, please continue with Question 5.       No, please go to Question 6.

5. If yes to Question 4, what is the model you use? **Self-Assessment and evaluation of student achievement.**

6. Please indicate any of the following that you have noted as outcomes of the planning process in your district.

improved communication among building administrative staff

blending of funded programs (Title I, Special Education, or similar)

improved communication among teachers in different building/levels

favorable impact on teacher classroom practice       more efficient resource allocation

the need for a curriculum development framework       fewer organizational barriers to teaching and learning

other (please specify) **improved communication among parents, teachers and administrators**

- Do you provide professional development for members of planning committees to support planning for school improvement, for example, in the areas of team building, meeting facilitation, use of data, etc.?
- No       Yes

8. Please tell us if you communicate with the following groups about the progress of planning in your district and how you affect that communication below.

Groups you communicate with regularly.	How do you communicate with them?	How often do you communicate with them?
<input checked="" type="checkbox"/> Staff from across buildings and/or levels.	Shared minutes	Monthly
<input checked="" type="checkbox"/> Administrators from different levels.	Verbally	As needed
<input checked="" type="checkbox"/> Parents and/or principal caregivers.	Posted minutes	Monthly
<input type="checkbox"/> Community members		
<input type="checkbox"/> Businesses and/or business organizations		
<input type="checkbox"/> Local service agencies/ organizations		
<input type="checkbox"/> Other		

## 2b. STATEMENT OF SUCCESS: REQUIRED COMPONENTS

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2b. provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

Component Areas	A Not addressed or Not Implemented	B Inconsistent Implementatio n and Success	C Minimal Implementation and Success	D Moderate Implementation and Success	E Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making				X	
Involvement of all Parties				X	
Means & Standards Used to Evaluate Improvement of Student Achievement				X	
Accountability for Decisions					X
Dispute Resolution Process					X
Coordination of State and Federal Requirements for Parental Involvement					X

### 3. STATEMENT OF ASSURANCES

I, \_\_\_\_\_, President of the Board of  
*(Print or Type Name)*

Education of \_\_\_\_\_ School District (or BOCES), do assure that the district's (or BOCES') plan for the participation of teachers and parents with administrators and school board members in school-based planning and shared decision making was

(check one)

- Incorporated in or aligned with the CDEP or DCEP
- AMENDED and is attached in its entirety, with amendments underlined:
- or
- RE-CERTIFIED as previously approved by the Commissioner and therefore not attached;

at a public meeting held on \_\_\_\_\_  
*(Date)*

My signature below affirms that the board of education reviewed the district plan previously adopted and submitted to the Commissioner for approval. The amended/re-certified plan was adopted at a public meeting, after consultations with and full participation by the district committee convened for the purpose of the biennial review as required by CR 100.1 (b), (d), and (f), and after seeking the endorsement of the following representatives of the committee:

- the superintendent of schools (or BOCES district superintendent):
- administrators selected, where represented, by the administrators' collective bargaining organization:
- teachers selected by the teachers' collective bargaining organization: and,
- parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district (or BOCES) selected by a school-related parent organization(s) or, where no such organization(s) exists, by their peers under a process developed by the board of education.)

The amended/re-certified plan incorporates all of the components listed in CR 100.11 (c). As required by CR 100.11 (f), a statement of success is attached, and it reflects both the planning component and the six required parts of the plan. The amended/recertified plan has been made available to the public, and, for districts with a population of less than 125,000, the plan has been filed with the BOCES District Superintendent.

\_\_\_\_\_  
Name, President, Board of Education





## GRADING GUIDELINES AND PROCEDURES

1. It is important to establish and distribute clear grading policies and procedures for each of your classes. Be sure that your students understand your policy and how their grades are determined for each of the four quarters. Be specific regarding the relative weight of each factor used in determining grades.

As you think about the directions outlined in the Standards, you may want to ask yourself some questions as you develop your grading guidelines for students. For example:

- a. Do you assign homework? If so, for what purpose do you make these assignments?
- b. How frequently do you assign homework?
- c. Do you grade homework? If so, how frequently? Also, how do you grade homework – letter grade, checks, numerical grade, etc.?
- d. If you grade homework, are students who don't understand assignments penalized because of their lack of understanding?
- e. If you don't collect and/or grade homework but continue to assign it, how do you motivate students to continue to do these assignments?
- f. What percentage of the quarterly grade is determined by homework? tests? quizzes? major projects? labs?
- g. If students never do homework but consistently do very well on all tests and quizzes, can they pass your class? Should they be able to do so?
- h. If students always do homework but consistently fail tests and quizzes, can they pass your class? Should they be able to do so?
- i. Do you give partial credit for incomplete work? Can students complete work for full credit?
- j. How long do students have to make up tests, classwork, or homework after an absence?
- k. If students are truant, do you still permit them to make up work?
- l. Do you allow students to do extra credit work? If so, under what conditions?
- m. Does your grading policy reward students who have made significant improvements?
- n. To what extent do you use discretion when calculating grades and to what extent do you rely on strict arithmetic averages?
- o. To what degree do your grading policies and procedures reflect the new directions of student assessment as outlined in the Standards?

2. Set up a means by which you can easily review with students their achievement and progress several times during a marking period. Whenever possible, arrange to hold brief but private

conferences with students about their achievement. Perhaps you might want to consider devising a method whereby your students can log their own grades and keep track of their own academic status as the year progresses.

3. Check students' understanding of material by giving frequent tests and quizzes or using other performance assessment tools. At no time should two or three marks be used to determine a student's grade. Grade student work frequently so that no one test, essay, etc. dramatically impacts a student's grade for the quarter. Always return tests and quizzes promptly and spend time reviewing the questions and answers.
4. Do not use a grade of 64 on the report card except as the grade on the Regents or local final examination.
5. At the earliest appropriate time, notify parents in writing whenever students are performing unsatisfactorily. Call parents and ask them to meet with you to discuss appropriate corrective action.
6. There may be times when students are legitimately absent from school and unable to complete all work assigned. In such cases, it may be appropriate to assign a grade of "Inc" (Incomplete); however, students must make up all incomplete grades by the end of the following quarter. No grade of "Inc" can be given for the final marking period of any course.
7. The following formulas are used for determining final grades:

- a. Formula for semester courses:

$$\frac{2(\text{1st} + \text{2nd}) + \text{final exam}}{5} = \text{final grade}$$

- b. Formula for full year courses:

1Q	2Q	Mid-Term	3Q	4Q	Final Exam
20%	20%	10%	20%	20%	10%

\*At times, a strict arithmetic average may not accurately represent a student's achievement. Use professional judgment in these circumstances; however, please keep in mind that the general formula is to be used for all courses and that students should never be given a grade which is lower than that which they have earned.

8. If no midterm or final exams are given in courses such as art or music, then the quarterly grade is weighted as follows:

Semester Courses  
 $\frac{1}{2} + \frac{1}{2} = \text{final grade}$

Full-Year Courses  
 $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \text{final grade}$

9. Transfer Students – The guidance secretary will compute any grades earned by transfer students in their prior school. Average these grades in with the grades earned here and figure the student's final grade by the above formula.
10. Be sure that the final examination mark appears on the report card.

11. Designate comments as often as possible.
12. If a student withdraws from a class within the first five weeks of a semester course or the first ten weeks of a full-year course, the course will be deleted from the student's schedule and will not appear on your grade sheet. A student who withdraws after that period should receive either a WP or WF on his/her report card and permanent record card (transcript). No withdrawals are permitted after 10 weeks (semester course) or 20 weeks (full-year course) without permission of the principal.
13. When a student transfers from one section to another of the same course, the student's name will appear on both teachers' grade sheets. Teachers need to exchange grade information so that the receiving teacher can enter the appropriate grade.

### **HONOR ROLL**

Oyster Bay High School recognizes all students who excel academically. Selection for this honor is determined by a simple arithmetic average of all numerical grades received during each report card period. Student members of the Oyster Bay High School National Honor Society will be placed on probation if they do not earn Honor Roll status. Continued failure to earn Honor Roll status **may result in dismissal** from the Honor Society.

1. A grade point average between 85% and 92%
2. No grade below 75
3. No grades of Incomplete
4. No "cuts" in any class and no more than three unexcused "lates" to school

### **PRINCIPAL'S HONOR ROLL**

1. A grade point average between 93% and 100%
2. No grade below 80
3. No grades of Incomplete
4. No "cuts" in any class and no more than three unexcused "lates" to school

### **INTERIM REPORT GUIDELINES**

Communication between the school and parents is a necessary ingredient in the education of adolescents. As such, communication from school personnel to parents must occur early, must be meaningful, must be often and must be consistent.

To that end, and in addition to regularly made phone calls, two types of interim reports are used to communicate between teachers and parents. First, approximately each five weeks you must complete computerized interim reports for all students. These reports are to contain at least two comments per student, and one of the comments must be the student's current grade range. The second comment should be used as a qualifier for the grade range. A third comment is at your disposal should you feel the need to provide additional information.

A second type of interim report which you can personalize by writing your own specific comments also is available. These forms are in the Assistant Principals' offices and should be used to alert parents of problems as soon as they occur. Generally, whenever a student is performing in an exceptional manner, either above or below the expected norm for a given class, you should inform the parent of this fact. It is important to realize that interim reports can be used for positive comments as well as negative.

## GRADING OPTIONS

<u>GRADE</u>	<u>TYPE OF COURSE</u>
NUMERICAL GRADES	Used for all courses except those warranting an alternative grading system. (See range of alternative grading options below.)
-----	
P (Pass) F (Fail)	Used for courses where assessment is predominantly subjective, thereby making a specific numerical grade difficult to determine.
-----	
INC (Incomplete)	Used for students who have not completed the required work during a given marking period. Work must be made up by the end of the next quarter and a grade given at that time. INC <u>cannot</u> be given as the <u>final</u> grade in a course.
-----	
WP (Withdrawing Passing) WF (Withdrawing Failing)	Used for students who withdraw from a course <u>after the five weeks</u> in a semester course, or <u>after ten weeks</u> in a full year course. (As per school policy, withdrawals <u>before</u> these times result in <u>no</u> grade on the transcript.)

OYSTER BAY HIGH SCHOOL  
HOMEWORK POLICY

Policy 4730-R

Homework is a potentially valuable and appropriate extension of activities begun at school.

The Board of Education defines homework as any assignment to be prepared by the student outside of the allotted school time for the subject(s).

Homework should:

1. Reinforce learning by providing distributed practice in the mastery of skills.
2. Always serve a valid learning purpose.
3. Be a properly planned component of the curriculum.
4. Help develop a student's sense of responsibility by providing opportunities for independent work and time management.
5. Provide for teacher feedback.
6. Be corrected/returned for student feedback.
7. Be weighted in the student's course average.

Homework should not:

1. Be punitive.
2. Be busy work.

The number, frequency and time involved for homework assignments will depend on the educational capabilities of the class and will generally adhere to the following guidelines:

Honors:	5 nights a week	30-45 minutes a night
Regents:	4-5	20-30
Non-Regents:	3-4	20-30
Electives:	3-5	20-30

Typical assignments shall include:

1. Reading new material for follow-up classroom discussion the next day.
2. Memorizing vocabulary.
3. Studying class notes.
4. Taking notes from textbook readings.
5. Answering questions about textbook readings.
6. Doing research at the library.
7. Reading books.
8. Writing papers (essays, reports, etc.)
9. Completing activity sheets.
10. Preparing oral presentations.
11. Practicing problems taught in class that day.

#### Parents' Role

The most important thing parents can do to help their sons/daughters with homework is to help them believe that the hours spent studying can and do make a difference.

First, parents can stress that homework is important. That means that you will help your son/daughter find a time and place for homework.

You can also help them set appropriate study goals. Sometimes it's easier to review the main points of a study assignment by talking with someone. Let your son/daughter know you're available to listen.

Students do their best work when they believe they can be successful in school. When your sons/daughters have completed a study session, reinforce the idea that the study time will help them do better in school.

ADOPTED: 3/15/88

