

Helping Out at Home

THE HOME

Many skills and attitudes are taught at home before the child reaches school. These continue to grow during the educational years at school. The home and school should support each other.

Parents can help by:

- Encouraging a positive attitude towards school
- Taking time to listen to and talk with their child(ren)
- Encouraging clear and correct speech
- Seeing to it that the child(ren) gets the proper amount of sleep
- Establishing desirable health habits and sensitivity for manners
- Praying for and with their child(ren) in matters that concern school



HOMEWORK

As a child progresses through school, homework will become inevitable. Class work may need to be finished, projects completed and students will need to study and prepare for tests. By completing assigned homework, the child learns to meet challenges and to gain satisfaction from doing so. Our students in grades four through eight are given a student agenda in which they record homework assignments and test dates. Parents are encouraged to check these agendas on a regular basis.

When your child is doing homework, encourage his/her creativity and initiative rather than giving answers. Praise work and effort that is well done.

Our staff assigns homework when the need arises. The amount varies from child to child, based on need and the amount not completed during class time. In general, in grades Kindergarten through two three students should have almost no homework.



Students in Grades three/four through six may have 30 to 60 minutes of homework two or three times a week, while students in grades seven and eight may have from 60 to 60 minutes of homework several times a week. A good rule of thumb is 10 minutes of homework per grade level (i.e. grade 3 = 30 minutes; Grade 6 = 60 minutes).

Some parents have found it helpful to have a scheduled study time each evening, and when there is no assigned homework, students are expected to read or to review previous lessons. Reading should be a regular daily homework activity.

Set aside one areas in your home for your child to study. Older students may function better in their bedroom a t a desk, while younger ones may work best at the kitchen table where assistance is more readily available. Doing homework while watching television should be strongly discouraged.

Students should have school supplies available at home. These should be kept together so time is not lost looking for a pencil, pen, etc. Have a specific drop spot for school books so each morning they can be picked up on the way out the door.

It is important that children get plenty of rest. Children need rest more than they need TV. Read to and with your child often. Reading is like many other things – the more you practice,

the better you become at it. Join a library and visit in on a regular basis.

Any degree of parental assistance is welcomed by the staff as a positive note in the child's educational development. In the Christian school we greatly appreciate the parents' assistance in fine tuning skills and supplying individual assistance that may not be available within the classroom due to time demands.

PROJECTS AND PARENTS

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. Don't do things for your child that he or she should do for himself or herself. The question should not be, "How can we get them through another one?" but rather, "How can we better equip them to tackle the next one?" Each project is a learning opportunity for the student.

Expectations of the Students

1. The due date for the project will be known and respected.
2. Work must be original; every effort will be made to avoid direct copying from sources or other acts of plagiarism. Plagiarism can result in a grade of zero.
3. Students should begin projects in good time to avoid last minute panic and frustration.

Expectations of the Parents

1. Help your son or daughter to understand the assignment. Do they comprehend the questions? Do they understand the focus or goal of the assignment?
2. Help schedule a plan of attack. Work will need to be sequenced and blocks of time allotted for particular tasks.
3. Help with gathering information. A trip to the library, forest or backyard may be in order, depending on the age and independence of your child.
4. 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".
5. As much as possible, assignments at all grade levels should be initiated and authored by the child with minimal input from parents.
6. Have the child use the computer appropriately for their grade level. Often hand drawn pictures will be requested by the teacher.

