

Oelrichs Late Work Policy

Late Work Policy

1. Teachers allow a two-day grace period for work to be turned in after posted due date. (Additional days should be added for any excused absences.)

2. If assignment still isn't completed, the student is required to meet with the teacher and construct a plan to complete it: filling out the extension request form. *The form would have students explain why they weren't able to complete the assignment on time. This not only gives the students a chance to reflect on their habits; it also invites the teacher to help students solve larger problems that might be getting in the way of their academic success.*

3. If progress still isn't made one week after the due date, a phone call home needs to be made/attempted.

4. If an additional week passes, the student will be pulled by admin to construct a short-term behavior plan to get the missing work done (and to stay better caught up in the future). *At this point, there needs to be effort put into seeing to what extent executive functioning skills are playing a part in the work being late, and how staff can facilitate the student in getting better at these skills.*

Assignment Extension Request Form

Name:

Date:

Class:

Assignment:

This assignment was due:

I haven't finished this assignment yet because _____

I am requesting an extension. I will have this assignment done by _____.

This is my detailed plan for getting it done.

Things to Consider and Include in Your Responses:

- *Do I need help understanding what I'm supposed to do?*
 - *Do I have all the supplies I need to successfully complete this assignment?*
- *Do I need help understanding HOW to do this skill?*
- *How much time will this assignment probably take me to complete?*
 - *Do I need to set aside dedicated time to work on this? When will that time be?*
- *What are the things/people distracting me?*
 - *How will I avoid them in order to get this done?*

Points to Consider

Within any late work policy that Oelrichs would adopt there would have to be the clear distinction made between academics (grades) and behavior (work being turned in late for example). There will be appropriate consequences for late work, but once it is turned in, there will be no penalty imposed on the grade received for that work.

Teachers and administrators need to reflect on the assumptions they are making about students when work is not turned in. Although a general lack of motivation and laziness may be part of the problem, there could be issues with students' executive functioning skills that can be supported and developed (Gonzalez, 2019). Executive functioning skills, once mastered, are done without thinking (Scully, 2021) and staff need to be sure to not assume our kids already possess these skills and instead become proficient at teaching them and providing structured support.

Students who struggle with executive functioning skills might (Scully, 2021):

- Have difficulty starting or finishing tasks.
- Frequently lose or misplace materials.
- Have trouble getting or staying organized.
- Forget directions or steps of a task.
- Have difficulty focusing on a task, or switching from one task to another.
- Act in impulsive ways (acting without thinking through a situation).
- Rush to finish work at the last minute.
- Have difficulty managing time well.
- Become frustrated with schedule changes.

Executive functioning deficits often arise in later grades when students outgrow self-management approaches like mentally keeping track of assignments and relying too heavily on a teacher to keep track of everything for them. Additionally, having more academic teachers means more information students must manage. Self-regulation, like any other skill, is something that gets better with practice; so, if teachers promote and help students practice in concrete ways, they will be strengthening their ability to do it independently in the future (DiTullio, 2018; ECRA Group, Inc., 2011; Fein, 2021). This means, through the explicit and repeated teaching of executive functioning skills now, students will be better prepared to succeed independently as adults.

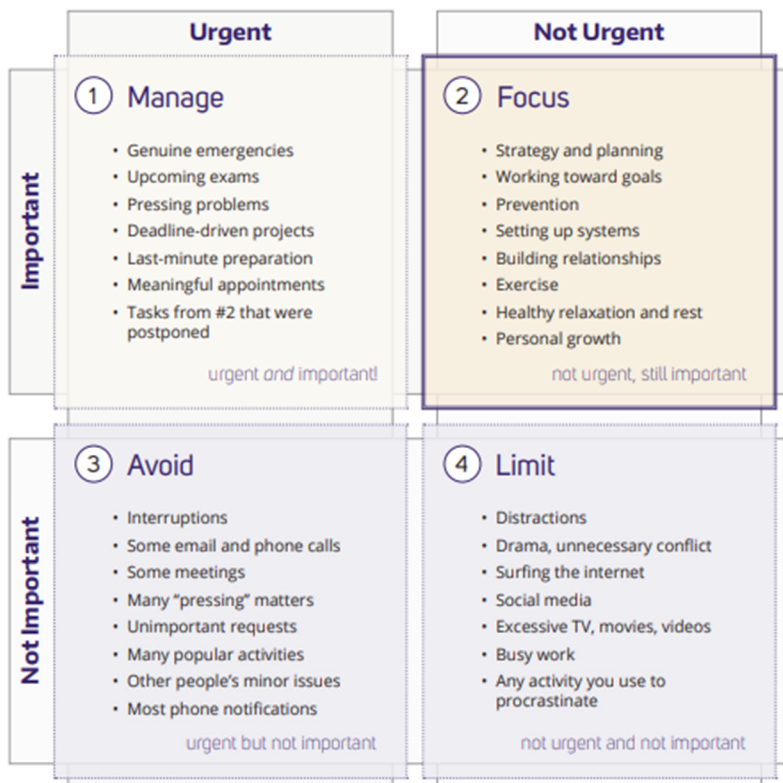
One means to do this that Oelrichs could implement for the benefit of all students is the use of planners. When students attempt to use working memory to remember assignment directions, due dates, etc., they are eliminating space for more important information as well as setting themselves up for the possibility of forgetting. Learning how to use the planners effectively will be an ongoing process that staff members will need to play an active part in. It will take time and mental energy to develop this valuable life skills habit (Fein, 2021). A part of this will be the expectation that each class implements a routine to write in planners every day, even if there is no assignment; this will develop the habit (Scully, 2021). In addition to planners, providing labeled and color-coded folders or accordion files to students who would benefit from that organizational support would be advisable (ECRA Group, Inc., 2011).

Strategies to Help Staff Facilitate the Teaching of Executive Functioning Skills

While many tips and strategies exist for helping students develop executive functioning skills, the following are just a few that could be easily implemented on a daily or weekly basis as study hall and in-class expectations for all staff. It should be remembered that taking the time to teach these skills is a way of investing in our students future and empowering them to understand how their brain works (Scully, 2021).

- Teaching Students How to Access, Regularly Check, and Use Email
 - This is a life skill that many of our students are not proficient as.
- Repeating Directions
 - Have students repeat directions to a partner.
 - *This allows for auditory processing and repetition for students who will benefit from it (DiTullio, 2018).*
- Stimulating Flexible Thinking:
 - Have each student list 6-8 current and upcoming tasks.
 - Divide their lists into three categories based on due dates.
 - Identify one action step for each step to encourage students to segment work into manageable chunks (Fein, 2021).
- Class Assignment Checklists
 - Teachers can create a checklist (either paper or digital) where students keep track of anything assigned and whether or not they have completed it.
 - This can include practice in taking a larger task and dividing it into action steps (Scully, 2021).
- Reflection Time:
 - This has to do with self-awareness and can be used in conjunction with learning to effectively use planners.
 - It is crucial helping students become mentally aware of the goal-making and problem-solving skills they are developing and utilizing.
- Model Think-Alouds
 - Staff can verbalize ways in which they keep themselves organized and allow their to be discussions.
- Time Management Matrix:
 - The following [image](#) published by the University of Washington is based off of Stephen Covey's work in *7 Habits of Highly Effective People*.
 - This can be used to help student's self-monitor and to ask questions of students to help them better understand and prioritize their time.

THE TIME MANAGEMENT MATRIX



Where do you spend your time?

1 Quadrant 1: Important and urgent items that need to be handled right away.

2 Quadrant 2: Important but not urgent items that need planning. This is the place to focus your energy to achieve your long-term goals!



3 Quadrant 3: Urgent but unimportant items to be minimized or eliminated. Often pleasant, but time-consuming!

4 Quadrant 4: Unimportant items that are not time-sensitive; time-wasters can be minimized or eliminated.

