

## **VILLAGE SCHOOL HOMEWORK REGULATIONS**

The Holmdel Township Board of Education believes that one of the most important purposes of schooling is to develop each person into an independent learner capable of applying the skills, attitudes and habits of an education acquired over a lifetime. Cognizant of this goal and aware of the fact that learning may take place in many different settings and with a wide variety of resources, the Board directs that homework be an integral part of the educational process and that it address one or more of the following objectives:

- To enrich and extend the school experience;
- To direct students toward good work habits;
- To bring pupils into contact with out-of-school learning resources;
- To help children learn time management;
- To provide essential practice in developing skills;
- To permit growth in self-responsibility, self-direction and learning;
- To increase the students' sense of self-worth and self-efficiency; and
- To involve the family in a shared learning experience.

Homework is to have specific objectives. It should be planned, assigned carefully and followed up by members of the teaching staff. Homework may consist of either "study time" and/or "tasks assigned." "Study time" is defined as the review of notes, textbooks and other materials for reinforcement, required reading or test preparation. "Tasks assigned" necessitates the preparation of a specific product. Homework should be an extension of the classroom learning experience and not be used for discipline or punishment.

### **TYPES OF HOMEWORK**

1. Written assignments and/or drills to reinforce classroom learning;
2. Research assignments using outside information and reference materials;
3. Supplementary reading to gather new information or to practice reading skills;
4. Technology utilization to enhance the teaching of a specific subject;

5. Study time to commit facts to memory; and
6. Special projects and assignments to extend student learning and/or to encourage family involvement in learning.

### **TAXONOMY OF HOMEWORK**

Faculty members in the Holmdel Township Public Schools should keep in mind the following taxonomy of homework :

1. Assignments involving **practice** help students master specific skills and should be limited to information presented in class.
2. Assignments involving **preparation** help students gain benefits from future lessons.
3. Assignments involving **extension** determine whether students can transfer specific skills or concepts to new situations.
4. Assignments involving **creativity** require students to integrate many skills and concepts in order to produce original responses.

### **HOMEWORK GUIDELINES**

1. Homework assignments should be meaningful and appropriate to the needs of each student and to the Holmdel Township curricula.
2. Homework should be an integral part of each lesson for which it is assigned. Homework should build on classroom work and it should include the review of previously learned material when appropriate.
3. Classroom activities and lessons should build on homework assignments because this reinforces for students the idea that homework has value.
4. Homework assignments should be carefully planned and explained by the teacher.
5. Homework should be followed-up or reviewed in some way by the teacher and feedback provided to the student.
6. Homework assignments which are considered "long-range," should be periodically checked for progress by the teacher in accordance with previously established timelines.
7. Study skills should be taught in the various disciplines in order to develop independence within each student and assist students in addressing homework assignments.

8. Students of all ability levels will be assigned regular homework. As appropriate, assignments will reflect the range of abilities in a content area.
9. Regardless of the subject, students should be given a specific guiding purpose and instructions for reading and study assignments.

### **TIME ALLOTMENTS**

Homework is provided by teachers in an effort to enhance and reinforce the learning experiences which occur in the classroom and it may be varied to include both long-range and daily assignments. It is difficult to present a precise daily time allotment for homework in the primary grades since children work at varying rates and assignments are based on the individual needs of a child. The following guidelines present a flexible range regarding the amount of time a child in a primary school should spend on homework. These recommended time allotments are:

Grade K: at the discretion of the teacher.  
Grade 1: 15 to 30 minutes daily  
Grade 2: 15 to 30 minutes daily

- a. Homework may be assigned four days each week.
- b. Homework will not be assigned on weekends unless it is for make-up or to complete a long-range project.
- c. Students will have two days to make-up classwork and homework for every day absent from school for illness and other "excused absences."
- d. For students who have an absence from school for reasons other than illness or excused absences (i.e., family vacation, parent/guardian business trip, cultural trip), homework will be assigned upon the return to school and the student will have one calendar week (7 days) to complete the homework.
- e. Homework will not be specifically assigned for winter or spring recess periods except to encourage reading.

Teachers' discretion, within the guidelines of the Board-approved curriculum and district instructional program, is paramount in the determination of the number, type and length of assignments. However, consistency in the assignment of homework is a primary consideration for all grade levels and subject areas.

### **RESPONSIBILITIES**

We believe that education is a shared responsibility among student, teacher and parent.

**Teachers Are Expected To:**

1. Provide students with an awareness of their homework responsibilities.
2. Plan and make assignments which extend the classroom learning situation.
3. Identify both individual and group needs and assign homework as appropriate to meet these needs.
4. Check or correct assignments as appropriate and provide feedback to the students in a timely manner.
5. Utilize homework assignments to gain a better awareness of students' understanding of particular subjects.
6. Incorporate the results of homework assignments as appropriate into the grading of student progress.
7. Encourage students to make a record of homework assignments in their planner or by another appropriate method.
8. Establish and maintain high standards of organization, legibility, appearance and content.
9. Respond to parental requests for homework in accordance with Board policy and regulation.

**Students Are Expected To:**

1. Keep a record of all homework assignments in a manner appropriate to the grade level.
2. Submit homework at a quality level that is comparable to the students' regular classwork.
3. Make-up assignments promptly when absent from school; the amount of time allotted for make-up work in this regulation is a maximum and completion of make-up work in a shorter period of time is encouraged.
4. Communicate to the teacher about any problems encountered with homework assignments.

**Parents Are Expected to:**

1. Provide an environment which is conducive to the completion of homework.
2. Make available materials necessary for the completion of assignments.

3. Assist, support and monitor the student without doing the work for him/her.
4. Request assigned work during an absence.
5. Encourage students to read for pleasure as well as to complete assignments and study.
6. Ensure that the student has adequate time allocated for the completion of assignments.

To obtain maximum benefit from homework, teachers, students and parents are urged to meet their responsibilities and work cooperatively.

### **EXCEPTIONAL STUDENTS**

Students who are gifted or who have identifiable learning problems may have homework assignments structured quite differently from these regulations due to their individual needs. More abstract and long-range assignments attendant to independent study could be a means of challenging a gifted student's abilities while much shorter, more manipulative, or orally-oriented assignments might characterize a teacher's efforts to address the identified needs of an educationally disabled student according to the directions from the Child Study Team or Pupil Assistance Committee.

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