

WILLIAM R. SATZ 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 punishment or discipline.

TYPES OF HOMEWORK may include, but not be limited to:

1. Written assignments and/or drills to reinforce classroom learning;
2. Research assignments using outside information and reference materials;
3. Supplementary reading to gather information or to practice reading skills;
4. Technology utilization to enhance knowledge of a specific subject or topic;
5. Study time to commit facts to memory; and
6. Special projects to enhance and extend student learning experiences.

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 include both long-range and daily assignments.

The following time allotments for homework should serve as guidelines for faculty, students and parents in Holmdel Township. It must be kept in mind that the length of homework assignments may vary from night to night and at different parts of the year depending upon the curriculum as well as upon the skills and abilities of students. The following guidelines are based upon an “average” student:

Grade 7: 60-120 minutes daily

Grade 8: 60-120 minutes daily

- a. Homework will be assigned five days each week.
- b. Homework and long-term projects will not be assigned specifically for winter or spring recess except to encourage reading. Long-term projects may be assigned no later than a minimum of one week before a recess period.
- 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. At grade levels, such as seventh and eighth grade, when students have more than one academic teacher, the **total** homework time each day will be 60-120 minutes.

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 being specific as to what the assignment is, how it is to be done and when it is to be completed and submitted; checkpoints for long-range assignments are suggested.
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 in a timely manner to the students.
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. Coordinate amount of homework with other faculty whenever possible if assigned in a departmental or team teaching situation.
8. Encourage students to make a record of homework assignments in their planner or by another appropriate method.
9. Establish and maintain high standards of organization, legibility, appearance and content.
10. 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 their planners or by another appropriate method.
2. Complete homework in accordance with specified timelines and guidelines.
3. Submit homework at a quality level that is comparable to the students' regular classwork.
4. 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.
5. 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 directions from the Child Study Team or Pupil Assistance Committee.

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