

## 2330 HOMEWORK

A critical and integral component in the teaching-learning process is the outside assignment. Assignments can and should be used as an aid in the instructional process in every teaching discipline.

The difficulty, length, type and circumstances of each assignment should vary depending on its effectiveness in reaching a desired educational goal. To insist that one type of assignment be associated with a specific subject imposes an unwarranted restriction on teacher planning and procedures and while variations in assignments are desirable, there are certain procedures which are inherent in every assignment if it is to contribute to the learning process:

1. The assignment must be related to the improvement of learning if it is to have any educational value.
2. The assignment should be utilized in the daily instructional process as a reinforcement tool. All homework must be evaluated by the teacher and the teacher's evaluation must be communicated to the student.
3. The assignment should be clearly understood by every student with specific directions and well-defined due dates when assigned. Assignments should reflect classroom expectations to be engaging, relevant and rigorous in nature.
4. When students lack background information essential to the completion of an assignment, the teacher should plan experiences that will provide the necessary knowledge.
5. Homework is a means of providing students with opportunities for self-directed learning as a supplement to classroom instruction. Homework must never serve a punitive or disciplinary function; learning in school or at home must always be a positive experience, rewarding for its own sake.
6. The assignment should fit in logically and consistently with other learning activities
7. Pupils absent from school for any reason must make-up assignments, class work and tests within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.



# POLICY

8. Homework and large assignments should not be assigned right before Thanksgiving, Winter and/or Spring Break with the intended due date immediately after the return from break.

9. The number and degree of difficulty of homework assignments should be based on the ability and needs of individual students. Time allotments include all aspects of homework assignments - outside reading, research, drill work, etc. The amount of time allocated should be reflective of age, needs, and abilities of students. General guidelines follow the 10 minute rule: Children should have no more than 10 minutes of homework each day for each grade reached. In 1st grade, students would have 10 minutes of daily homework; in 2nd grade, 20 minutes; by 12th, 120 minutes.

10. In some circumstances larger projects or assignments expected to exceed the accepted time limitations described in this policy may be appropriate. The Board of Education has determined these should only be assigned after strong consideration of the varied demands on students' time and attention, (Co-Curricular, Athletic, Enrichment, Work, Family, Religious Obligations, Volunteering, etc). This leaves room to mandate assignments teachers feel strongly about. All students should be strongly encouraged by teachers to participate in as many voluntary enrichment activities as their time, activity level, and family situation allow.

The Toms River Regional Schools Board of Education believes this policy will enable our students to take more ownership of their education and encourage students to manage their time to their own advantage, and the district respects the reality that they and their families have interests and obligations outside of school.

Adopted:

