

YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY

<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 313
<i>Former Policy #</i> 213	<i>Page</i> 1 of 9
<i>Original Approved Date</i> February, 1997	<i>Subsequent Approval Dates</i> January, 1999 November 26, 2013 June 18, 2019 April 28, 2020

4.6 Parents/Guardians

- 4.6.1 To promote a positive attitude and outlook toward homework.
- 4.6.2
- 4.6.3 To provide a suitable environment for the completion of homework (e.g. work space, regular scheduled block of time) and the needed supplies.
- 4.6.4 To provide encouragement and support (e.g. clarify expectations, establish homework routines, provide guidance as necessary).
- 4.6.5 To support a healthy balance among homework, co-curricular activities and family commitments.
- 4.6.6 To participate actively in the home and school partnership and communicate student needs/frustrations to the teacher.
- 4.6.7 To ensure their child gets adequate sleep whether homework is completed or not.

5. DEFINITIO

POLICY TITLE: HOMEWORK

SECTION B: GUIDELINES

York Catholic District School Board recognizes and supports families as partners in the learning process. As a Catholic Learning Community, we recognize that the stronger the partnership, the more effectively students are able to learn and to develop the unique talents and gifts with which they are blessed.

Homework is a co-operative out-of-classroom effort between home and school involving parents, teachers, and students. Homework should cover material taught in class, directly connecting the

Homework is an opportunity for parents/guardians to have meaningful conversations with their children about their learning, and to provide support and encouragement.

It is a requirement that homework be understood, purposeful, and developmentally appropriate while respecting individual needs and differentiating for student diversity, including English language learners (ELL), students with special education needs and all post-secondary destinations.

Homework gives students opportunities to complete work begun in class and to apply the skills and knowledge taught. When checking if the homework has been completed, teachers are evaluating the grades.

The amount of homework assigned to students will vary from the Elementary to Secondary panel while the amount of time a student spends on assigned homework will depend on such factors as: student's needs, learning ability, subject, school schedule, proximity to tests, examinations and assigned homework due dates. Time spent on homework should be balanced with the importance of personal and family wellness and the wide array of obligations experienced in our society today.

As a general guideline, the daily average number of homework minutes is ten (10) minutes per grade as follows:
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Guidelines for Implementation of Homework Policy and Principles

	The Early Years: Kindergarten Year 1 and Year 2
Purpose	<p>As the student begins school, in-home activities become an extension of the classroom. In Kindergarten, homework while not formally assigned or assessed, may be embraced by the student and their parents through the extension of classroom activities which will develop the student's language and mathematics concepts, social skills and personal learning development.</p> <p>Activities could include:</p> <ul style="list-style-type: none">- read aloud to your child- listen to stories- have conversations with your child about daily events and activities- sing songs and say rhymes repeatedly to help your child develop an ear for language- visit the public library-
Samples of Extended Learning Opportunities in the Home	

Guidelines for Implementation of Homework Policy and Principles

	Primary Division: Grades 1 to 3
Purpose	The purpose of homework is to practice skills, consolidate knowledge and skills, and/or prepare for the next class.
Samples of Extended Learning Opportunities in the Home	<p>Activities that practice and consolidate concepts introduced in the classroom program, may include:</p> <ul style="list-style-type: none"> - reading to and with your child - reading, writing, and talking about current subject content and daily school events - listen to stories (e.g. audio books, eBooks) - have conversations with your child about daily events and activities - sing songs and recite poems to build fluency and vocabulary - visit the public library - play a variety of indoor and outdoor games with increasing complexity - encourage independence with homework and routines - provide opportunities for your child to take turns, share and cooperate - give your child choices in learning experiences - provide opportunities for indoor/outdoor creativity
Projects / Culminating Tasks	<p>Projects/Culminating tasks are not age appropriate as homework at this level. Skills and strategies for completing projects/culminating tasks are to be taught in class, with time provided for completion.</p>
Assessment	<p>When checking if homework has been completed, teachers are evaluating Learning</p> <p>To ensure equity for all students, assignments for evaluation are to be completed whenever possible.</p>

Guidelines for Implementation of Homework Policy and Principles

	Junior Division: Grades 4-5-6
Purpose	The purpose of homework is to practice skills, consolidate knowledge and skills, and/or prepare for the next class. Homework activities will continue to reinforce and extend concepts, while learning skills and work habits continue to be developed.

**Samples of
Extended**

Guidelines for Implementation of Homework Policy and Principles

	Grades 7 - 12
Purpose of Homework	The purpose of homework is to practice skills, consolidate knowledge and skills, and/or prepare for next class. On-