



YORK CATHOLIC DISTRICT SCHOOL BOARD

No.: 213

Section: Students

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Implementation: Associate Director of Education,
Instructional Services

POLICY:

HOMEWORK

Preamble

The prime purpose of education is student achievement in terms of spiritual, academic, physical, social, emotional and vocational growth. The process of education in the Catholic schools of York Region will enable each student to reach full potential in a dynamic, Christ-centred learning community which accentuates our unique Canadian identity in partnership with home and Church. Curriculum involves all school-related experiences which contribute to that growth.

Homework consists of learning experiences which are associated with the in-school program, but are completed outside classroom time.

Policy

It is the policy of the YCDSB that:

- homework is an integral component of education, and will be assigned in all classrooms in accordance with the principles and guidelines in this document;
- with advice from their Catholic School Councils, all schools will develop and implement a site-based homework plan, communicate it to the school community, monitor its effectiveness, and review it annually;
- all such local homework plans must be congruent with the principles and guidelines contained in this document.

NOTE:

This policy statement and its accompanying principles and guidelines are included in *Curriculum Connections*, the Board's Curriculum Planning Guide (1997)

General Principles

The York Catholic District School Board requires that each site-based homework plan be based on the following principles:

1. The purpose of homework is to
 - reinforce and extend in-school experiences through related out-of-school activities,
 - assist students to achieve learning outcomes prescribed in the Common Curriculum and other Ministry documents,
 - enable students to assume responsibility, appropriate to their age and ability, for their own personal learning development,
 - assist students in preparing for subsequent planned learning activities;
 - enable each student to reach maximum potential as a learner.
2.
 - Homework is assigned as appropriate to each grade level, in addition to unfinished work intended to be completed in class.
 - Homework includes a variety of activities appropriate to the age, developmental level, learning style, and individual needs of students.
 - Some homework activities develop and extend concepts and knowledge related to the class program; others, using more repetitive strategies including drills and memorization, promote proficiency in basic skills and enable students to complete class activities at a faster pace and with a higher degree of accuracy.
3. Some homework activities will be completed in one evening; other homework activities, identified as projects and major assignments, will be completed over an extended period of time.
4. Homework assigned and recommended time allotments should reflect the wide variation in students' academic ability. Careful consideration should be given to modification of expectations and/or quantity of assigned work according to the individual needs of students (e.g., highly-motivated independent learners, students experiencing difficulty, students receiving Special Education support, students for whom English is a second language).
5. Projects and major assignments will include clear expectations, due dates, and criteria for evaluation, all of which are made known to students and parents when the assignment is given. When assignments are required to be typed, provision must be made for all students to have access to appropriate technology.
6. Due dates should be strictly observed by students and teachers. Penalties for incompleteness should be applied after due consideration of extenuating circumstances.
7. Teachers communicate with parents
 - early in the academic year, about the significance and relevance of homework to the student's overall educational experience, and about the teacher's expectations regarding daily homework, projects and major assignments, and,
 - as appropriate during the year, about the accomplishments of their children with regard to homework completion, and about any areas requiring improvement.

8. An appropriate variety of strategies should be employed to acknowledge that students have completed homework, and to evaluate assignments.
9. Due consideration should be given to the fact that students in Transition and Specialization Years may be responsible for significant assignments from different teachers in a number of subject areas at the same time.
10. Families should recognize that their children's homework responsibilities are of primary importance, notwithstanding the value of the wide variety of activities and family responsibilities which also contribute to students' growth during their hours away from school.
11. Homework is not to be assigned shortly before school holidays (at Christmas or in March) to be completed within a few days after return from holidays. [Note: This does not apply to Independent Study Projects and major assignments given well in advance.]
12. Homework is never assigned as punishment.