

DRAFT  
ADMINISTRATIVE CIRCULAR NO.  
School Operations No.

SAN DIEGO CITY SCHOOLS

Date:

To: Elementary and Secondary School Principals

Subject: GUIDELINES FOR IMPLEMENTATION OF HOMEWORK POLICY

Department and or  
Persons Concerned: Elementary and Secondary School Principals and Teachers

Due Date: Official school plan to be submitted by October 3, 1983 for  
traditional calendar schools; October 24, 1983 for year-  
round calendar schools.

Reference Board Adopted Policy on Homework, June 21, 1983

Action Requested: Review guidelines and establish school implementation plan

Brief Explanation:

The Board of Education adopted on June 21, 1983 a homework policy for all district students. While homework has been assigned to students in prior years, this policy reinforces a requirement for homework on a regular basis for all students. Schools should take the following steps to implement the homework policy:

1. Develop a school homework plan (See Attachment A, suggested School Homework Plan).
2. Incorporate the program of required reading outside regular classroom instruction into the school homework plan (Reference: Administrative Circular No. 12, Guidelines for Implementing Board of Education Required Reading Program, Attachment B).
3. Develop system to ensure availability of textbooks for student use (Reference: Information Circular No. 8, Suggested Guidelines for Providing Basic Textbooks for Homework, Attachment C).

This circular provides guidelines for implementing the newly adopted homework policy. District procedures are currently being revised to reflect the new policy.

Brochures describing the homework policy including responsibilities for students, staff, and parents have been distributed to schools for use with students and parents. Principals should encourage teachers to continue their practice of assigning homework from the beginning of school pending development and implementation of the school homework plan.



### Organization

Each school staff will develop a plan for implementing the homework policy. Formal written plans are to be completed by October 3 for traditional calendar schools; October 24 for year-round calendar schools and must include provision for the following components:

- definition of types of homework
- scheduling and coordination plan
- how homework will be evaluated
- communication to students and parents
- system for monitoring implementation
- how the required reading program will be implemented
- how availability of textbooks will be ensured for student use.

Teachers will use the site plan as a framework for defining their own classroom plan. Each teacher will submit a plan description (See Attachment D, Teacher's Homework Plan) to the principal. Assistant superintendents and area operations managers will assume responsibility for monitoring implementation of the policy through building principals. Reports on how the plan is working will be part of the quarterly visit for each school.

### Suggested Guidelines

The following procedures should be used to ensure the development and communication of a general homework plan:

1. At the beginning of the school year, each principal will discuss the Board of Education Homework Policy and Administrative Regulations with the staff.
2. Principals shall ensure the development of a homework plan that includes daily homework assignments in the academic areas and other subjects when appropriate. Principals may wish to use faculty advisory committees, instructional councils, or other appropriate groups to establish a general school plan.
3. The principal shall ensure that each teacher has an appropriate homework plan for his/her classroom, which is consistent with the site developed plan. (Reference, Attachment D).
4. The principal and staff shall integrate individual teacher plans into a general homework plan for the school that incorporates the reading outside of classroom requirement and the total time required is consistent with the board policy (Reference, Attachment A and Attachment B).



5. Each principal shall communicate the district homework policy to the community and also provide information concerning the general homework plan for the school.
6. The basic thrusts of the homework program are improved performance in basic skills areas and the development of good study habits and self discipline. The principal shall ensure that homework is regularly assigned in disciplines such as language arts, social studies, math, and science. However, it is appropriate to have assignments for classes such as art, music, consumer and family studies, and physical education.
7. The amount of time usually required should gradually increase from 20 to 30 minutes a day for elementary students; to two or more hours for high school students. Naturally, the time may vary slightly from day to day and from subject to subject, depending upon the nature of the assignment introduced in the classroom and the ability of individual students. Where students receive assignments from more than one teacher, the school must coordinate assignments among various subject areas so that student homework loads are balanced.
8. Homework assignments will vary in type and length. Some may be brief while others are long term projects. Assignments should include other than paper-pencil type.
9. School and teacher plans must include provisions for how homework will be evaluated. Teachers, parents, and students should know every assignment may not receive the same kind of review. Students may sometimes exchange papers or score their own. However, students must receive sufficient feedback for further direction and for understanding the value of the assignment.
10. Principals shall encourage parents to support the district's policy and the school's general homework plan. (Refer to homework policy brochure, section on "Parents Have an Important Role to Play.")
11. The principal shall ensure that each teacher communicates to students and parents the homework plan for his/her classes. (See Attachment E, sample letter to parents). The teacher should indicate how homework will relate to the course grade.
12. The principal shall ensure that students have access to textbooks in basic skills subject areas for homework assignments (Reference, Attachment C).
13. The proper background for homework assignments must be developed in class so that students understand the task. Homework should be on items and topics not totally new, particularly in foreign language, math, and science concepts. It should also be work that has a high percentage of success and accomplishment



14. Principals shall submit the School Homework Plan form for their school plan to the appropriate area assistant superintendent by October 3, 1983 for traditional calendar schools and by October 24, 1983 for year-round calendar schools.

Resources:

1. Teachers Manual: Missouri Mathematics Effectiveness Project; page 15.  
Used in the RITE Changing Teacher Practice Study with permission of the principal investigators, Thomas L. Good & Douglas A. Grouws.
2. Classroom Research: What We Know and What We Need to Know by Thomas L. Good.
3. Organizing and Managing the Elementary School Classroom; Carolyn M. Evertson, Edmund T. Emmer, Barbara S. Clements, Julie P. Sanford, Murray E. Worsham, and Ellen L. Williams.
4. Homework, The Policy and Procedures of the San Diego City Schools - order from Mary Bell at Stevenson Elementary School

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Attachments

Distribution Lists: C and P



SAN DIEGO CITY SCHOOLS  
School Operations Division

SCHOOL HOMEWORK PLAN

The school plan is a framework of agreed upon procedures which serve as the basis for development of individual teacher homework plans. The school plan includes a description of the following components and should be submitted to the area assistant superintendent by the following dates:

Traditional Calendar Schools  
Year-Round Calendar Schools

October 3, 1983  
October 24, 1984

School \_\_\_\_\_ Date \_\_\_\_\_

COMPONENTS

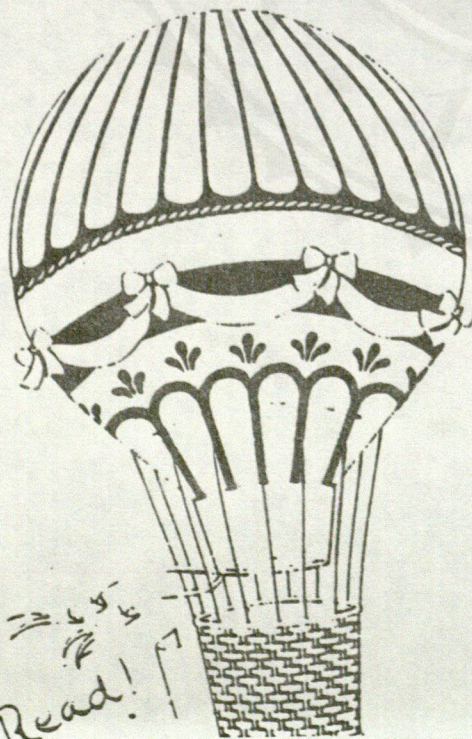
- What will be your school's system for scheduling and coordinating homework among subject areas?
- Types of homework assignments to be made
- How homework plan will be communicated to students and parents
- Evaluation of homework
- System for monitoring implementation of homework plan



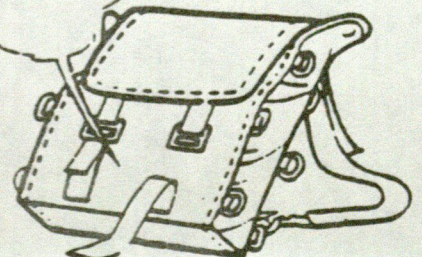
S A M P L EBookmark Record & Report Form

_____ (Name) is reading this book.	
TITLE _____	
AUTHOR _____	
* * * * *	
After book has been read, sign and return to teacher.	
_____ Student's signature	
_____ Parent's signature	
Date _____	Teacher _____
Reading is basic...in the San Diego City Schools	

(5 per student K-12)



Books  
are my  
bag!





## SAN DIEGO CITY SCHOOLS

Date: August 24, 1983

To: All K-12 Principals

Subject: SUGGESTED GUIDELINES FOR PROVIDING BASIC  
TEXTBOOKS FOR HOMEWORK

Department and/or Administrators and Teachers, K-12  
Persons Concerned:

Reference: None

Information in Brief:

The Board of Education has adopted a homework policy and each school is required to prepare a plan for implementing the policy. Adequate numbers of textbooks in basic skill subject areas are needed at each school so that students can take books home for study. In recent years, the school district has experienced financial reduction while the cost of textbooks and instructional materials has increased. This has resulted in a shortage of textbooks and measures taken to prevent loss. The following guidelines are suggested in order to make basic skill textbooks available for homework to students:

1. Principals should analyze all funding sources available to the site in order to purchase additional basic skills textbooks. Appropriate funding sources include the following:
  - a. Integration
  - b. Discretionary Funds
  - c. Instructional Supplies
  - d. Library and Book Budgets
  - e. Site Instructional Materials (SIM)
  - f. Supplementary Support for Low-Achieving Students
2. Principals should inform parents that textbooks taken home must be protected. Parents and students will be billed for lost or damaged textbooks according to provisions of Procedure 8375.
3. Books that are to be used for homework should have book covers or be otherwise protected.



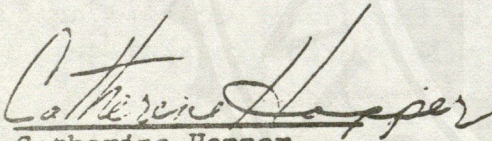
4. The cost of textbooks should be identified. The cost of textbooks used in the school could be posted on bulletin boards and published in PTA bulletins and local papers.
5. A definite number of textbooks should be reserved for overnight check out if one text in the class is not available for each student.

A plan should be devised to rotate nights for check out of these textbooks so that students have equal access.

6. Consideration should be given to central assignment and check out of textbooks for homework if sufficient personnel is available. Provision should be made for checking out books to parents on the basis of interest and need.
7. Identify supplementary textbooks and basic textbooks no longer being used that could be made available for homework assignments.
8. Alert your area manager if a serious textbook shortage exists in a specific basic skills area.

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SAN DIEGO CITY SCHOOLS  
School Operations Division

TEACHER'S HOMEWORK PLAN

School \_\_\_\_\_

Teacher signature \_\_\_\_\_

(Please complete all areas)

1. Kind of homework activities planned for year or semester
2. Amount of time for assignments and schedule
3. How homework will be evaluated
4. Date(s) when homework plan was explained to students and parents
5. How outside reading program will be conducted
6. How textbooks will be made available to students for homework



SAMPLE LETTER TO PARENTS

September 1983

Dear Parent(s):

As part of the fourth grade math instructional program this year, I will be regularly assigning some work for the students to complete at home. It should take your son or daughter about fifteen minutes to complete this homework. If you find that it regularly takes considerably longer for him/her to finish this assignment or the assignment causes other difficulties, please let me know in that I may be assigning too many or too difficult problems.

Programs in other school districts, educational research, and common sense indicate that the more a student practices important math concepts and problems, the more proficient he becomes in essential math skills. I view homework as an opportunity for the student to practice the concepts and skills that he/she has learned in class. I hope that you will encourage your son or daughter to complete every assignment to the best of his/her ability. Parental support is very helpful. Thank you for your cooperation in this matter.

Sincerely,