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Adult and
Continuing Education

5350 University Ave., San Diego, CA 92105 (714) 280-7610, Ext. 141

Office of the President
Philip del Campo, Ph.D.

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CURRICULUM DEPT.

October 3, 1978

MEMO TO: The Integrated Task Force Board Members

FROM: The Subcommittee of the Monitors; Phil del Campo, Beverly Yip, Judy McDonald and Hugh Friedman

SUBJECT: REPORT OF SUBCOMMITTEE - DUTIES OF MONITORS

The attached is a draft of the work that has been done by the subcommittee to develop the duties of monitors. Our prime concern was to develop questions for the monitors to observe programs not only quantitatively but qualitatively. How they are to do this will be determined in the near future along with the guidelines for the human relations training.

This is being forwarded for your information.

PdC:gd

Phil del Campo, Chairman
Beverly Yip, Member
Judy McDonald, Member
Hugh Friedman, Member

Duties of Monitors:

D.R.A.F.T.

SCHOOL INTEGRATION TASK FORCE SUBCOMMITTEE

1.0 ETHNIC INFORMATION

1.1 Student Mix

1.1.1 Full-time/Part-time

1.1.2 By class/grade

1.1.2.1 How classes are formed

1.2 Staff Mix

1.2.1 Length of service

1.2.2 Factors for selection

1.2.3 Who makes selection?

1.3 Continuity

1.3.1 Drop-out number? (Statistics)

1.3.2 Counseling (Pre/Post drop-out evaluation procedures)

1.4 Staff/Student Ratio

2.0 HUMAN RELATIONS PROGRAM

2.1 Describe plan/program (Goals and Objectives)

2.2 How functioning

2.2.1 Describe specific activities

2.2.2 How actually functioning

2.2.2.1 Who attends?

2.2.2.2 How often?

2.2.2.3 How long has each activity been in operation?

2.3 Grievance procedures

2.4 Strengths/weakness

3.0 TRANSPORTATION

3.1 Length of ride (distance/time?)

3.2 Distance from home to bus?

3.3 Punctuality (buses)

3.4 Time utilization (Programs?)

3.5 After school waiting time- How long?

3.6 Have early or late buses to accomodate extra-curricular activities?

3.7 Attitude,participation/skills of bus driver

3.8 Procedures for students on late arriving buses

3.9 Safety/Policies

3.10 Condition (General condition)

4.0 STAFF/ADMINISTRATION

4.1 Are there training programs for staff/others?

4.2 Are there start up procedures for orientation programs for staff/parents/students?

4.3 Is there follow-up communication with parents?

4.4 What are the emergency plans for school disturbances?

4.5 Inter-site relationships

5.0 SCHOOL MANAGEMENT

5.1 Is there a uniformly applies disciplinary code and what is the student/parent/staff perception of it?

5.2 Extent of supervision of playground/restroom/other areas

5.3 Process for parent complaints

5.4 Number/nature of grievances/complaints and disposition

5.5 What procedure for handling emergencies for students who are bused

5.6 Community/parent involvment

6.0 ATMOSPHERE AND ATTITUDES (General Perceptions)

6.1 Students

6.2 Parents

6.3 Teachers

6.4 Administrators

6.5 Others

SPECIAL PROGRAMS

7.0 MAGNETS WITHIN SCHOOLS

7.1 Extent of student contact between magnet students and other students

7.2 Planned or by choice

7.3 Any plans to increase contacts?

7.4 After school involvment

7.5 Is there preferential treatment for magnet students?

7.6 Do other students/parents observe differential treatment?

SCHOOL INTEGRATION TASK FORCE - SUBCOMMITTEE (Con't)
SPECIAL PROGRAMS
October 3, 1978

8.0 LEARNING CENTERS

8.1 How much interchange/contact with regular students of school?

8.2 Intersite Communications/planning?

8.3 Effect of learning center on rest of school?

9.0 BALBOA PARK PROGRAM

9.1 Pre & Post programs for students involved

9.2 What activities are in operation which promote purpose of the park experience?

10.0 CAMPING PROGRAM

10.1 Same as above

11.0 OTHERS

11.1 Oral communication

11.2 Instruction