[MS-0234.0006.001.017]

130 for LUNCH

# Monitor Training Session
Saturday, Jan. 20 - 9am to 5pm

| | will attend |
|---|---|
| Jim Anderson (drop out - Virginia Glass, Mary Ann Marlix - Pt. Loma) | ~~8~~ 5 |
| Bill Rohan (5) | 6 |
| Fred Castro (9) | 10 |
| Mel Lopez? | 6 |
| Gildred | 5 |
| Deep | 2 |
| Diaz | 7 |
| O'Campo | 6 |
| del Campo | 7 |
| Rosedale | 2 |

# MONITOR TRAINING SESSION

January 20, 1979
San Diego, California

| | |
|---|---|
| 9:00 - 9:15 | Welcome and General Comments - Bill Kolender |
| 9:15 - 10:30 | Explanation of San Diego Unified School District Integration Plan - Ed Fletcher |
| 10:30 - 10:45 | Coffee |
| 10:45 - 11:45 | Explanation of San Diego Unified School District Integration Plan - Cont. |
| 11:45 - 12:30 | Lunch |
| 12:30 - 1:15 | The Role and Duties of Monitors - Judy McDonald, Elvira Diaz |
| 1:15 - 1:45 | Procedures for Coordinating Monitors - Hal Brown |
| 1:45 - 2:45 | Summary of School Integration Experiences - Helene Smookler |
| 2:45 - 3:00 | Coffee |
| 3:00 - 3:30 | Task Force Member-Monitor Groups - Phil Del Campo |
| 3:30 - 4:00 | Monitor Form - Beverley Yip |
| | Adjourn - Bill Kolender |

GUIDELINE

Procedures for Coordination of Monitors

1. Task Force members should visit each of their assigned schools and meet with the principal prior to the beginning of the second semester.

2. There should be a meeting of all monitors as a group with their assigned Task Force member one week after the first day of the semester. At this meeting the Task Force member should have an airing of the monitors' first week experience to determine how things are going. Monitors' problems, if any, should be discussed and resolutions sought. The Task Force member should seek suggestions from the monitors that could be helpful to the Task Force.

3. The Task Force member should hold a meeting of all monitors two weeks after the first day of the semester. The purpose of this meeting is to discuss the programs at each of the schools. Each monitor should report to the group what part of the integration plan is present at her/his school.

4. Subsequent meetings should be held with monitors as often as necessary, at least once a month. It is important that Task Force members be extremely supportive of the monitors they are coordinating and be available to give them the direction they need.

5. Monitors should keep a log of activities during each school visit and submit a written report to the chairman of the Task Force at the end of each month.

6. The Task Force member will review the monthly monitor reports and will be responsible for bringing problems contained in the reports to the attention of the Task Force.

7. Each Task Force member will give a brief progress report to the Task Force at the first meeting of the month.

8. The Task Force member is expected to visit her/his assigned schools occasionally to insure a good understanding of those schools.

9. Emergency problems should be brought to the attention of the Task Force member immediately who will report those problems immediately to the chairman or vice chairman.

10. A form is provided to the Task Force member to record their meetings with monitors, visits to schools and meetings with civic and community organizations.

1/79

San Diego Integration Task Force

MONITOR LOG

Name: _____

School: _____ Date: _____

Objective of Visit: _____

Observations: _____

Persons Interviewed:

| Name | Position | Comments |
| --- | --- | --- |
| | | |

Comments: _____

INTEGRATION TASK FORCE

San Diego, Calfironia
January, 1979

Name: _____

School visited _____

Meeting with: _____

Date: _____ / _____ / 1979

Purpose: _____

Comments: _____

Problems: _____

Suggestions/Plans: _____

OBSERVER NAME: _____

DATE OF OBSERVATION: _____

SCHOOL: _____

NAME OF PERSON INTERVIEWED: _____

TYPE OF INTEGRATION PROGRAM: _____

## GENERAL OBSERVATION FORM FOR MONITORS

The purpose of this form is to assist the monitors and the Task Force in familiarizing themselves about the specific school to be observed. It can be used to gather information on certain variables which can be replicated at the beginning and at certain intervals for comparative analysis. Follow up forms which will measure other aspects of integration will be introduced after monitors have received training and obtained more experience in observing behaviors which are manifestations of attitudes we are trying to evaluate. Additional forms will also be developed for other topics and for the following categories of schools:

1) magnet within school
2) total school magnet
3) learning centers
4) VEEP schools
5) others

The information on this form can be obtained by interviewing the school principal or his/her designate.

| I. STUDENT POPULATION | | Number | Percent |
|---|---|---|---|
| (a) Total School Site: | Black | | |
| | Hispanic | | |
| | Asian | | |
| | Anglo | | |
| | Other | | |

| | | NUMBER | % OF TOTAL (a) |
|---|---|---|---|
| (b) Resident Student Population: | Black | | |
| | Hispanic | | |
| | Asian | | |
| | Anglo | | |
| | Other | | |
| (c) Non-resident Student Population: | Black | | |
| | Hispanic | | |
| | Asian | | |
| | Anglo | | |
| | Other | | |

II. STAFF COMPOSITION

| | Black | Hispanic | Asian | Anglo | Other | TOTAL |
|---|---|---|---|---|---|---|
| Administrator | | | | | | |
| Secretary | | | | | | |
| Teachers: Full-time | | | | | | |
| Part-time | | | | | | |
| Counselors | | | | | | |
| Custodians | | | | | | |
| Security | | | | | | |
| Other: Please list each | | | | | | |
| Cafeteria | | | | | | |
| Nurse | | | | | | |
| Library/Media Centers | | | | | | |

III. INTEGRATION PROGRAM other than race/human relations, such as: magnet, learning centers, pairing, clustering, career centers, individual site initiated, etc.

Please describe what these programs are. _____

_____

_____

_____

_____

_____

_____

_____

Please state program goals as adopted for this school year.

(integration goals) _____

_____

_____

(educational goals) _____

_____

_____

What is the current status of the programs? _____

_____

_____

What are the strengths of these programs in helping integration? _____

_____

_____

_____

_____

What are the weaknesses of these programs in helping integration? _____

_____

_____

_____

IV. RACE/HUMAN RELATIONS PROGRAM (get copy of school's Race/Human Relations Program)

1. Please list the various activities with the following information:

| Type of Activity | How often does the activity occur/meet? | Where does the activity take place? | check appropriate columns: Mandatory for Staff | Voluntary for Staff | Mandatory for Students | Voluntary for Students | Number of Parents Involved | Number of Staff Involved | Number of Students Involved | Number of business/neighborhood people involved |
|---|---|---|---|---|---|---|---|---|---|---|
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2. Obtain copies of attendance records, if available.

3. Describe the programs with specific reference to content on race. (attend and observe)

_____

_____

_____

_____

_____

_____

_____

_____

4. Describe the school's plans to evaluate the effectiveness of the program_____

_____

_____

_____

_____

_____

_____

_____

5. What program is the most effective from perspective of school administrator? (describe only one)

_____

_____

_____

_____

_____

_____

_____

_____

V. COMMUNITY INVOLVEMENT IN SCHOOL

| ORGANIZATION | Existing at School | Number of Members | Number of Black Members | Number of Hispanic Members | Number of Asian Members | Number of Anglo Members | Number of Other Members | DESCRIBE Role/Function |
|---|---|---|---|---|---|---|---|---|
| Parent Teachers Assoc. (PTA)<br>_____ Chairperson | | | | | | | | |
| Community Advisory Council (CAC)<br>_____ Chairperson | | | | | | | | |
| School Advisory Council (SAC)<br>_____ Chairperson | | | | | | | | |
| School Site Committee (SSC)<br>_____ Chairperson | | | | | | | | |
| Follow through Parent Advisory Committee<br>_____ Chairperson | | | | | | | | |
| Title I Parent Advisory Committee<br>_____ Chairperson | | | | | | | | |
| Other special advisory committees<br>_____ Chairperson | | | | | | | | |

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