San Diego City Schools
Community Relations and Integration Services Division
Integration Support Services

I2a

SITE MONITORING OF INTEGRATION PROGRAMS

October 19, 1982 (First Reading)
October 26, 1982 (*Revised*)

GENERAL BACKGROUND AND OVERVIEW

1. Purpose

    The fundamental reasons for monitoring integration programs as described in the San Diego Plan for Racial Integration are:

    a. To improve the quality of the district's integration effort by identifying both strengths and weaknesses in program implementation. Strengths should be shared with other programs and/or sites. District resources should be focused on weaknesses so that these may be corrected as rapidly as possible.

    b. To assure the Board of Education, district staff, parents, and community members that the district's integration program is progressing in a fashion that improves the quality of the program, maintains identified strengths, and seeks to correct weaknesses.

    Programs to be monitored include selected VEEP sending and receiving schools, magnet schools and programs, elementary learning centers, exchange programs, and race/human relations and other integration programs.

2. Point of View

    Consistent with the philosophy adopted by the Board of Education for 1982-83, we believe that integration programs are most successful in schools whose educational programs are of high quality and whose staffs are dedicated to encouraging all students to reach maximum potential in both academic and personal/social development.

3. Areas of Emphasis

    The monitoring process described in the following pages is the result of brainstorming and input sessions in which more than 75 persons have participated. These sessions resulted in a focus on three major areas of emphasis:

    I. Campus Atmosphere (School Climate)

    II. Classroom Atmosphere (Learning Climate)

    III. Guidance/Counseling/Student Activities and Concerns

4. Contents of the Following Sections

    The following sections of this document include:

    - Summary of Monitoring Process

    - Proposed Listing of Schools to Be Monitored, 1982-83

    - Integration Monitoring: Site Background Information

    - Checklist for Monitoring Integration Programs

5. Recommendation

    It is recommended that the Board of Education approve the plans for site monitoring of integration programs for implementation during the 1982-83 school year.

SUMMARY OF MONITORING PROCESS
October 19, 1982 (First Reading)
October 26, 1982 (*Revised*)

NUMBER OF SCHOOLS TO BE MONITORED: Forty-five to fifty schools each year. (Court-identified, minority-isolated schools will be monitored during 1982-83. The remaining schools to be monitored during the current school year will be selected from VEEP receiving and magnet school sites. Integration program schools not monitored during 1982-83 will be monitored in subsequent years on a rotating schedule.)

MONITORING CALENDAR: As recommended by the CTS Committee (Committee to Investigate the Feasibility of Consolidating Time Schedules for the Various Site Program Planning, Monitoring, and Evaluation Requirements):

FIRST QUARTER (SEPTEMBER 13-NOVEMBER 12): This quarter will be used for planning, orientation, identification, and initial team inservice sessions. Site background information will be collected for use of monitoring teams. At a pre-monitoring visit to sites, principals will be inserviced on the monitoring checklist and its use. Principals will be encouraged to use the checklist in working with site staff to assure site readiness for monitoring process.

SECOND AND THIRD QUARTERS (NOVEMBER 15-APRIL 8): Monitoring visits occur. There will be immediate feedback to site principals as to the results of the teams' observations and inquiries. To the degree possible, monitoring visits will be arranged to include the following:

- site visits of elementary and secondary directors, and
- site visits of program evaluators as appropriate.

FOURTH QUARTER (APRIL 11-JUNE 17): Scheduled site monitoring visits will be completed. Follow-up visits will be made as appropriate.

Time will be allocated for review of process, preparation of reports, and planning for 1983-84.

MONITORING TEAMS: It is expected that most monitoring visits can be accomplished in a time frame of one to one-and-a-half days. Large schools will require two or more days; small schools may require only one day.

Monitoring teams (of three to five members) would consist of

- an administrator,
- a parent and/or community member (These persons will be asked to make, at least, a five-day commitment and will be rotated as required.),
- one to three additional staff persons (resource and/or classroom teachers, race/human relations facilitators, volunteer coordinator, and others to be identified), and
- one to two persons to be added by sites (community/staff/or students) on an optional basis.

Small schools will require a three-person monitoring team; large ones, at least five.

SCHEDULING: Following orientation of site principals, the schedule for monitoring individual sites will be announced. It is expected that most site visits will be completed between November 15, 1982 and April 29, 1983. *Principals will be notified of site visits two to three days in advance of the actual visit of the monitoring team.*

LPH:la

San Diego City Schools
Community Relations and Integration Services Division

PROPOSED LISTING OF SCHOOLS TO BE MONITORED, 1982-83

ELEMENTARY: REGION I (SAWYERS)

Burbank   Sherman
La Jolla Elem.   Stockton
Logan   Cadman
                  Lowell

ELEMENTARY: REGION II (CRAIG)

Baker   Johnson
Balboa   Kennedy
Chollas   Knox
Emerson   Mead
Horton   Webster
              Green

ELEMENTARY: REGION III (MATTHEWS)

Fulton   Encanto
Valencia Park   Holmes
Lindbergh   Freese   Lafayette

ELEMENTARY: REGION IV (McCLURE)

Ross   Franklin
Alcott   Mason
Chesterton   Jerabek

SECONDARY: REGION I (SMITH)

San Diego   Point Loma
Memorial   Collier

SECONDARY: REGION II (RITCHEY)

Lincoln   Henry
Gompers   Pershing
              Muir

SECONDARY: REGION III (KAUPP)

Morse   Madison
O'Farrell SCPA   Hale

SECONDARY: REGION IV (PETERSEN)

Clairemont   Kearny
Marston   Wright Brothers

*NOTE: Integration program schools not monitored during 1982-83 will be
        scheduled for monitoring (on the basis of a rotating schedule) during
        subsequent years.*

LPH:la

INTEGRATION MONITORING SITE BACKGROUND INFORMATION
SECTION 1

I. School and Key Personnel

NAME OF SCHOOL: _____

PRINCIPAL: _____ VICE PRINCIPAL(S): _____,

_____, _____ OTHER KEY PERSON(S): _____

_____, _____, _____, _____

II. Scheduling Information

STARTING TIME: _____ ENDING TIME: _____

MINIMUM DAY: _____ LUNCH TIMES: _____,

_____, _____ OTHER: _____

_____

III. Pertinent Data

NOTE: Please indicate date and source for information recorded in this section.

ENROLLMENT: _____ AS OF _____
             (number)   (date)

ETHNIC BREAKDOWN OF STUDENTS:

ETHNIC CENSUS 1981-82	ACTUAL NUMBER	HISPANIC	WHITE	BLACK	ASIAN	ALASKAN/INDIAN	OTHER
	PERCENT:	%	%	%	%	%	%

ETHNIC CENSUS 1982-83	ACTUAL NUMBER	HISPANIC	WHITE	BLACK	ASIAN	ALASKAN/INDIAN	OTHER
	PERCENT:	%	%	%	%	%	%

ETHNIC BREAKDOWN OF STAFF+(MONTHLY):

DISTRICT ETHNIC STAFFING REPORT 11/1982	PERCENT ACTUAL NUMBER Certificated Classified PERCENT:	HISPANIC	WHITE	BLACK	ASIAN	ALASKAN/INDIAN	OTHER
		%	%	%	%	%	%

STANDARDIZED ACHIEVEMENT DATA: See attachment(s) number(s) _____

SUSPENSION DATA (YEAR TOTALS): DATE: _____ SOURCE: _____

ACTUAL NUMBER	INDIAN/ALASKAN	ASIAN	BLACK	WHITE	HISPANIC	OTHER	TOTAL
PERCENT:	%	%	%	%	%	%	

ATTENDANCE DATA: See attachment number _____.

IV. Special Services to Students

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS:	NUMBER 1981-82	NUMBER 1982-83	COMMENT
NUMBER OF LEP STUDENTS:	___	___	___

PROGRAM	YES	NO	COMMENT
ENGLISH LANGUAGE DEVELOPMENT	___	___	___
PRIMARY LANGUAGE INSTRUCTION	___	___	___
BILINGUAL EDUCATION	___	___	___
OTHER: _____	___	___	___

GIFTED PROGRAMS:

	YES	NO	COMMENT
CLUSTER	___	___	___
SEMINAR	___	___	___
OTHER: _____	___	___	___

SPECIAL EDUCATION PROGRAMS:

	YES	NO	COMMENT
RESOURCE SPECIALIST PROGRAM	___	___	___
SMALL GROUP INSTRUCTION PROGRAM	___	___	___
COMMUNICATIVELY HANDICAPPED (SDL)	___	___	___
COMMUNICATIVELY HANDICAPPED (D/HH)	___	___	___
LEARNING HANDICAPPED (LH)	___	___	___
PHYSICALLY HANDICAPPED (PH)	___	___	___
SEVERELY HANDICAPPED (SED)	___	___	___
SEVERELY HANDICAPPED (TMR)	___	___	___
SEVERELY HANDICAPPED (DCH)	___	___	___
SEVERELY HANDICAPPED (AUT.)	___	___	___
OTHER: _____	___	___	___

SPECIAL PROJECT PROGRAMS:

	YES	NO	COMMENT
ECIA, CHAPTER I	___	___	___
SCHOOL IMPROVEMENT PROGRAM (S.I.P.)	___	___	___
FOLLOW THROUGH	___	___	___
STATE PRESCHOOL	___	___	___
CHILDREN'S CENTER	___	___	___
OTHER: _____	___	___	___

V. Integration Program Description
(Reference: San Diego Plan for Racial Integration)

See attachment number _____.

PROGRAM PARTICIPATION:

	YES	NO	COMMENT
ACHIEVEMENT GOALS PROGRAM (AGP)	___	___	___
DISTAR	___	___	___
OTHER: _____	___	___	___

STUDENT ENROLLMENT:	NUMBER 1981-82	NUMBER 1982-83	COMMENT
VEEP STUDENTS	___	___	___
MAGNET STUDENTS (TOTAL)	___	___	___
NONRESIDENT MAGNET STUDENTS	___	___	___
LEARNING CENTER STUDENTS	___	___	___
EXCHANGE PROGRAM STUDENTS	___	___	___
OTHER: _____	___	___	___

LPH:1a

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

A. SUPPORT SERVICES FOR STUDENTS: BACKGROUND INFORMATION	YES	NO	NA	COMMENT
1. Has the principal been at this site ____ less than one year? ____ one to three years? ____ more than three years?				

2.a.2. How many teachers at this site have total district experience as follows:
____ less than one year?
~~____ less than five years?~~
____ two to three years?
~~____ over five years?~~
____ four to 15 years?
____ over 15 years?
2.b. How many leave subs are employed? ___ In what capacity?
3. Does the school have a
   a. resource teacher? (Specify type & funding.)
   b. ~~a.~~ special reading teacher?				

c. ~~b.~~ nurse and/or health aide?				
d. ~~c.~~ counselor and/or counseling staff?				
e. ~~d.~~ community aide(s)?				
f. ~~e.~~ guidance aide(s)?				
g. ~~f.~~ instructional and/or bus aide(s)? (Please indicate numbers of employees in categories listed above and how utilized.)				
4. For magnet schools only. What specialized courses are offered? Please attach brochure or explain below: _____ _____ _____				

P R O F I L E

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

	YES	NO	NA	COMMENT
A. SUPPORT SERVICES FOR STUDENTS: BACKGROUND INFORMATION (Continued)				

5. What parent groups and/or organizations are active?
   List major ones below.

   _____

   _____

   _____

6. Does the school have a library/media center? If
   "yes," comment briefly on how it is used. *(Include
   number of students participating in scheduled activi-
   ties each week; integration purpose served, etc.)*

   _____

   _____

   _____

7. What volunteer programs are active at the site?
   Explain below: *(Include number of people involved,
   range of activities, integration purposes served,
   etc.)*

   _____

   _____

   _____

8. Does the school have a student council/ASB or
   other organization to encourage all students to
   participate in school activities? ~~Explain below.~~
   *Do student body officers reflect the racial/ethnic
   composition of the student body?*

   _____

   _____

   _____

9. AGP schools only. How does the Achievement Goals
   Program function at this site? (All classrooms,
   selected classrooms, etc.?) Explain below.

   _____

   _____

   _____

10. Was the interim goal for AGP met? If not, what
    corrective steps are in place? (AGP schools only)

    _____

    _____

    _____

B. GUIDANCE AND COUNSELING: BACKGROUND INFORMATION	YES	NO	NA	COMMENT

1. Does the site have a plan for orientation of
   parents and students?

   _____
   _____
   _____
   _____

2. Does the site have a guidance plan or program to
   address the personal/social, educational, and
   career needs of students (secondary) of all racial/
   ethnic backgrounds? Explain below:

   _____
   _____
   _____
   _____

3. Does the site guidance plan or program provide for

   a. early identification of students in need?

   b. preventive counseling and follow up?

   c. crisis intervention and disciplinary
      remediation?

   Explain below:

   _____
   _____
   _____
   _____

4a Does the site have a written discipline plan or
   code? If yes, please provide a copy for
   pre-monitoring visit.
4b Have students and parents received a copy?

   _____
   _____
   _____
   _____

5. Does the site discipline plan or code include
   parent/student rights? Explain how parents and
   students are informed of these rights.

   _____
   _____
   _____
   _____

6. Does the site have a written attendance improve-
   ment plan? Explain how parents and students are
   informed.

   _____
   _____
   _____
   _____

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

3. GUIDANCE AND COUNSELING: BACKGROUND INFORMATION	YES	NO	NA	COMMENT	
76. If the school receives VEEP students, is the VEEP site committee active? *functioning?* (Include *information as to how VEEP students are welcomed to the site, who is scheduled to meet busses on a daily basis, etc.)*					
87. Does counseling and instruction for all students include information on a wide variety of career options and/or requirements? Explain below.					
98. At the secondary school level, do students-of-all racial/ethnic-backgrounds *both minority/majority students* receive follow-up counseling based on the Career Planning Inventory and on their individual needs, interests, aptitudes, skills, and achievements?					
9. Do-site-disciplin-ary-actions-generally-reflect the-racial/ethnic-distribution-of-the-student body-with-regards-to-disparity-(if-any)-in-the a.--number-of-suspensions? b.--number-of-exemptions? c.--shortened-day? Explain-below.					
10. *SENIOR HIGH SCHOOLS only.* Are students *enrolled in college prep classes generally representative of the racial/ethnic composition of the student body as a whole?*					
10. If-a-disparity-exists-(see-no,-9-above),-were district-procedures-and-practices-followed? Explain-below.					

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

B. GUIDANCE AND COUNSELING: BACKGROUND INFORMATION (Continued)	YES	NO	NA	COMMENT
11. *SENIOR HIGH SCHOOLS only*. If the answer to no. 10 above is "No," what steps are being taken to improve the racial/ethnic balance of college prep classes? _____ _____ _____ _____				
12. *SENIOR HIGH SCHOOLS only*. Are students taking the Scholastic Aptitude Test (SAT) generally representative of the racial/ethnic composition of the student body as a whole? _____ _____ _____ _____				
13. *SENIOR HIGH SCHOOLS only*. If the answer to no. 12 is "No," what steps are being taken to encourage underrepresented groups to participate? Explain below. _____ _____ _____ _____				
14 9. Do site disciplinary actions generally reflect the racial/ethnic distribution of the student body with regards to disparity (if any) in the a. number of suspensions? b. number of exemptions? c. shortened day? Explain below. _____ _____ _____ _____				
15 10. If a disparity exists (see no. 9 14 above), were district procedures and practices followed? Explain below: _____ _____ _____ _____				

7

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. *Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).*

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)

MONITOR'S REACTION SCALE

	Very Frequently 75% - 100%	Frequently 50% - 75%	O.K.	Infrequently 25% - 50%	Seldom 0 - 25%	NOT OBSERVED OR ASCERTAINED	NOT APPLICABLE

A SCHOOL CAMPUS SHOULD BE A FRIENDLY, PRODUCTIVE CARING PLACE FOR STUDENTS AND STAFF WHO WORK THERE DAILY, AS WELL AS FOR THE PARENTS, COMMUNITY MEMBERS, AND OTHER VISITORS WHO COME TO THE CAMPUSES SEEKING TO SUCCESSFULLY INTEGRATE STUDENTS OF VARIED RACIAL/ETHNIC BACKGROUNDS INTO THE ACADEMIC AND/OR SOCIAL LIFE OF THE SCHOOL. THE FOLLOWING OBSERVABLE BEHAVIORS AND POINTS OF INQUIRY WILL ASSIST IN IDENTIFYING STRENGTHS AND WEAKNESSES IN THIS AREA AT A GIVEN POINT IN TIME.

A. *CAMPUS ATMOSPHERE--STAFF WITH STUDENTS*

1. In hallways, lunch areas, play areas, etc., does staff acknowledge students of all racial/ethnic groups by a greeting, smile, and/or comment or question?

    COMMENT: _____
    _____
    _____

2. If a student ~~seems to have~~ *has* a problem, ~~be concerned, or needs assistance, does staff provide appropriate support?~~ *is assistance given*?

    COMMENT: _____
    _____
    _____

~~3. Are teachers often at, or near, their classroom door to greet students entering the room?~~

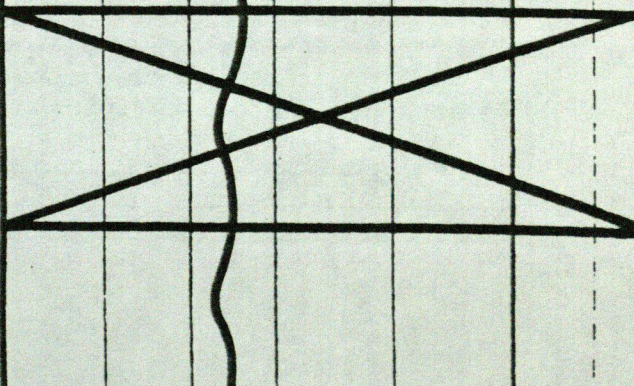   COMMENT: _____
    _____
    _____

3.~~4.~~ Does staff provide direction and/or assistance to *all* students promptly, ~~fairly,~~ and in a manner that demonstrates respect?

    COMMENT: _____
    _____
    _____

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE					NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
	Very frequently 75% - 100%	Frequently 50% - 75%	O.K.	Infrequently 25% - 50%	Seldom 0 - 25%	

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. *Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).*

A. *CAMPUS ATMOSPHERE--STAFF WITH STUDENTS (CONT.)*

4. 5̶.̶ S̶t̶a̶f̶f̶ ̶i̶s̶ ̶a̶l̶e̶r̶t̶.̶ If a problem appears to be developing, staff moves quickly to avert trouble.

COMMENT: _____

5. 6̶.̶ If a problem develops anyway (see no. 5 above), it is addressed immediately. w̶i̶t̶h̶ ̶f̶a̶i̶r̶n̶e̶s̶s̶ ̶a̶n̶d̶ f̶i̶r̶m̶n̶e̶s̶s̶.̶

COMMENT: _____

6. 7̶.̶ For students of all racial/ethnic groups, are accomplishments and/or special events recognized publicly *(multicultural fairs, bulletin board displays, student publications, newsletters, video tapes, etc.)? Please collect samples.*

COMMENT: _____

7. 8̶.̶ Is the multiracial/multiethnic background of the students reflected in bulletin board displays, publications, video tapes, speakers, assemblies, etc.?

COMMENT: _____

B. *CAMPUS ATMOSPHERE--STAFF WITH STAFF*

1. A̶r̶e̶ ̶t̶e̶a̶c̶h̶e̶r̶s̶ ̶f̶r̶i̶e̶n̶d̶l̶y̶ ̶a̶n̶d̶ ̶h̶e̶l̶p̶f̶u̶l̶ ̶t̶o̶ ̶e̶a̶c̶h̶ ̶o̶t̶h̶e̶r̶;̶ i̶.̶e̶.̶,̶ ̶d̶o̶ ̶t̶h̶e̶y̶ ̶g̶r̶e̶e̶t̶ ̶e̶a̶c̶h̶ ̶o̶t̶h̶e̶r̶ ̶i̶n̶ ̶t̶h̶e̶ ̶h̶a̶l̶l̶s̶;̶ ̶s̶h̶a̶r̶e̶ i̶d̶e̶a̶s̶ ̶a̶n̶d̶ ̶m̶a̶t̶e̶r̶i̶a̶l̶s̶;̶ ̶s̶u̶p̶p̶o̶r̶t̶ ̶e̶a̶c̶h̶ ̶o̶t̶h̶e̶r̶? *Is there evidence of mutual respect among staff members, both certificated and classified?*
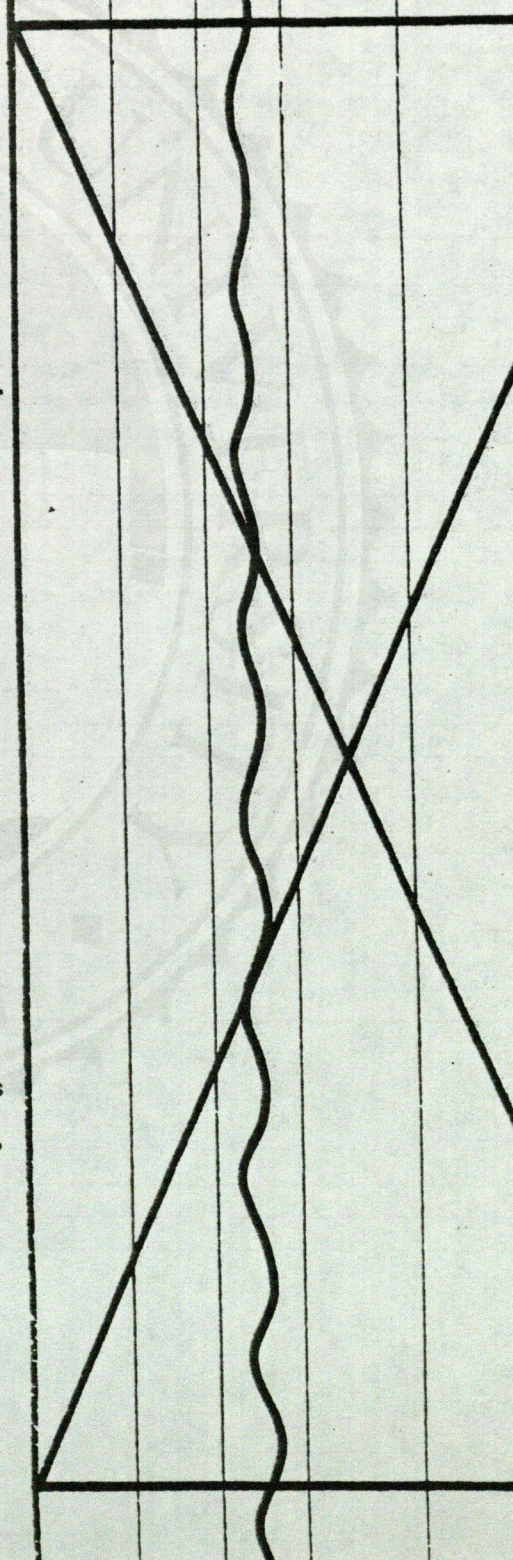
COMMENT: _____

2

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE					NOT APPLICABLE
	Very frequently 75% - 100%	Frequently 50% - 75%	O.K.	Infrequently 25% - 50%	Seldom 0 - 25%	NOT OBSERVED OR ASCERTAINED

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. *Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).*

B. *CAMPUS ATMOSPHERE--STAFF WITH STAFF (CONT.)*

2. ~~Does the relationship between certificated and classified staff seem to be friendly and helpful; i.e., do they greet each other and~~ *Does staff* work together in a mutually supportive way?

COMMENT: _____
_____
_____

3. Is *there evidence of positive interaction* ~~friendship and cooperation evident~~ among staff members of differing racial/ethnic backgrounds?

COMMENT: _____
_____
_____

4. Is the administration visible on campus?

COMMENT: _____
_____
_____

5. Is the administration readily available to staff--both certificated and classified?

COMMENT: _____
_____
_____

6. Is note taken of staff accomplishments and other special events of importance to staff members?

COMMENT: _____
_____
_____

7. Does staff have clearly understood channels for communication and feedback? *(Point of inquiry)*

COMMENT: _____
_____
_____

3

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE—NONCLASSROOM)

MONITOR'S REACTION SCALE

	Very frequently 75% - 100%	Frequently 50% - 75%	o.k.	Infrequently 25% - 50%	Seldom 0 - 25%	NOT APPLICABLE	NOT OBSERVED OR ASCERTAINED

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. *Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).*

C. *CAMPUS ATMOSPHERE—STAFF WITH PARENTS AND COMMUNITY*

1. Are visitors to the office greeted promptly and given assistance in a friendly, courteous manner?

COMMENT: _____
_____
_____

2. Does staff greet visitors on campus ~~in a friendly fashion,~~ *and* offering assistance as appropriate?

COMMENT: _____
_____
_____

3. Are parents ~~welcomed and~~ utilized as volunteers, tutors, members of school advisory committees, etc.?

COMMENT: _____
_____
_____

4. Are parents encouraged to initiate calls or visits to the school to discuss student progress and/or concerns? *(Point of inquiry)*

COMMENT: _____
_____
_____

5. Are parents kept abreast of school events through regular communication devices such as newsletters, brochures, flyers, etc.? *(Point of inquiry)*

COMMENT: _____
_____
_____

6. *How are parents notified*
~~Do parents receive prompt notification~~ of potential or actual problems that affect their students' school performance? *(Point of inquiry)*

COMMENT: _____
_____
_____

4

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE—NONCLASSROOM)	MONITOR'S REACTION SCALE					NOT APPLICABLE / NOT OBSERVED OR ASCERTAINED
	Very frequently 75% - 100%	Frequently 50% - 75%		Infrequently 25% - 50%	Seldom 0 - 25%	

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. *Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).*

C. *CAMPUS ATMOSPHERE—STAFF WITH PARENTS AND COMMUNITY*
    (CONT.)

7. Are parents also promptly notified of student accomplishments and other signs of positive growth? *(Point of inquiry)*

    COMMENT: _____
    _____
    _____

8. Do parents have well-understood channels for giving input and receiving feedback regarding educational matters of concern to them? *(Point of inquiry)*

    COMMENT: _____
    _____
    _____

9. In scheduling school activities, is an effort made to accommodate the schedules of working parents and parents who live a distance from the school? *(Point of inquiry)*

    COMMENT: _____
    _____
    _____

10. *Are school activities for VEEP and magnet school parents sometimes scheduled in the "sending" community?* *(Point of inquiry)*

    COMMENT: _____
    _____
    _____

11. Are the needs of limited-English-speaking parents considered by arranging translations for school-to-home communication, meetings, and conferences? *(Point of inquiry)*

    COMMENT: _____
    _____
    _____

12. Are parents encouraged to visit classes when school is in session? *Point of inquiry)*

    COMMENT: _____
    _____
    _____

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE					NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
	Very frequently 75% - 100%	Frequently 50% - 75%		Infrequently 25% - 50%	Seldom 0 - 25%	

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY

Reactions will be recorded on the basis of a percent of observed interactions (positive or negative.

IN INTEGRATED SITUATIONS, ACADEMIC LEARNING OCCURS BEST IN AN ATMOSPHERE OF RESPECT, MUTUAL SUPPORT, AND A PRODUCTIVE APPROACH TO LEARNING. RESPONSES SHOULD REFLECT A <u>COMPOSITE</u> OF ALL CLASSROOMS VISITED AND SHOULD <u>NOT</u> IDENTIFY ANY PARTICULAR CLASSROOM AND/OR TEACHER. *Composites for each monitoring team member should reflect a minimum of 8-10 classroom visitations.*

A. *CLASSROOM ATMOSPHERE--ROOM ARRANGEMENT AND ENVIRONMENT*

   1. ~~Do classroom bulletin boards and displays give the visitor an indication of what the classes are studying?~~ *Are the physical facilities conducive to learning?*

   COMMENT: _____
   _____
   _____

   2. Do classroom ~~bulletin boards and~~ displays reflect a multiethnic/multiracial ~~student~~ population?/ *as appropriate?*

   COMMENT: _____
   _____
   _____

   3. Do class enrollments generally reflect the ethnic composition of the school? (Note reason give for any all- or nearly all-minority/majority classes or groups.)

   COMMENT: _____
   _____
   _____

   4. Are regular classroom seating patterns (also committee or small-group assignments) integrated? (If not, note reason given.)

   COMMENT: _____
   _____
   _____

6

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING
       DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUG-
       MENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE
       POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE
       SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY
       *Reactions will be recorded on the basis of a percent
       of observed interactions (positive or negative).*

	MONITOR'S REACTION SCALE					NOT OBSERVED OR ASCERTAINED	NOT APPLICABLE
	Very frequently 75% - 100%	Frequently 50% - 75%	O.K.	Infrequently 25% - 50%	Seldom 0 - 25%		

A. *CLASSROOM ATMOSPHERE--ROOM ARRANGEMENT AND*
    ENVIRONMENT (CONT.)

   5. Do students seem friendly and helpful to other
       students including students of different racial/
       ethnic backgrounds?

       COMMENT: _____
       _____
       _____

   6. Are racial/ethnic slurs heard?

       COMMENT: _____
       _____
       _____

   7. If a racial/ethnic slur is heard, does the
       teacher ~~intervene promptly and~~ *deal with the*
       situation appropriately?

       COMMENT: _____
       _____
       _____

   8. If a racial/ethnic slur is heard, how do the
       other students perceive the remark? *(Comment*
       only.)
       COMMENT: _____
       _____
       _____

B. *CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS*

   1. Are lessons begun promptly~~?~~ *and do teachers*
       stay "on task" unless interrupted by a need to
       respond to a school or student concern (illness.
       behavior problem, etc.)?

       COMMENT: _____
       _____
       _____

   ~~2. Do the teachers stay "on task"?~~

   2. ~~3.~~ ~~Do~~ *Are* students of ~~all~~ *the various* racial/ethnic
       groups ~~have~~ *given* an equal opportunity to respond
       to questions asked by the teachers?

       COMMENT: _____
       _____
       _____

7

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE					NOT OBSERVED OR ASCERTAINED	NOT APPLICABLE
	Very frequently	Frequently	O.K.	Infrequently	Seldom		

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. *Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).*

B. *CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS (CONT.)*

3. 4. ~~Do teachers give corrective~~ *Is timely* feedback *given* to student responses?

   COMMENT: _____

4. 5. ~~Do teachers give~~ *Is* personal attention *given* to ~~all~~ *as many* students *as possible* at some point during the lesson?

   COMMENT: _____

5. 6. ~~Do all~~ *Are* students *from the various racial/ethnic groups given* an opportunity to receive individual help with work that is hard for them? ~~(In-classroom assistance.)~~

   COMMENT: _____

6. 7. ~~Do teachers use~~ *Is* (verbal and/or nonverbal) praise or encouragement *used* to foster learning?

   COMMENT: _____

7. 8. *Are* ~~Do teachers use~~ expressions of courtesy/in interacting with the students? *used*

   COMMENT: _____

8.a 9. ~~Do teachers allow~~ *Are* students *allowed* enough time to respond to a question? (For example, approximately five seconds may be necessary for students whose English is limited.)

8.b. *If appropriate, is the question rephrased and/or a clue given?*

   COMMENT: _____

8

	MONITOR'S REACTION SCALE					NOT OBSERVED OR ASCERTAINED	NOT APPLICABLE
	Very frequently 75%-100%	Frequently 50%-75%	O.K.	Infrequently 25%-50%	Seldom 0-25%		

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).

B. *CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS (CONT.)*

9. ~~10.~~ Do teachers ~~seem to~~ take a personal interest in the students and commend or praise them*? ~~appropriately?~~

COMMENT: _____

~~11. When asking students a question, do teachers provide any additional information such as giving a clue or rephrasing the question to help the students respond?~~

~~COMMENT:~~ _____

~~12. Do teachers listen attentively to all students?~~
~~COMMENT:~~ _____

~~13. Do teachers convey to all students that their feelings are understood and accepted in a nonjudgmental manner?~~

~~COMMENT:~~ _____

10. ~~14.~~ ~~Do teachers deal with~~ *Is the* misbehavior of all students *dealt with* in a firm, fair manner?

COMMENT: _____

11. ~~15.~~ Are students needing academic assistance scheduled to receive special help from volunteers, aides, tutors, etc.*/ if such assistance is available. (Point of inquiry)*
COMMENT: _____

9

	MONITOR'S REACTION SCALE					NOT APPLICABLE	

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)

Column headers (Monitor's Reaction Scale): Very frequently 75% - 100% · Frequently 50% - 75% · Infrequently 25% - 50% · Seldom 0 - 25% · NOT OBSERVED OR ASCERTAINED · NOT APPLICABLE

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING
DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUG-
MENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE
POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE
SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY.
*Reactions will be recorded on the basis of a percent-
of observed interactions (positive or negative).*

C. *CLASSROOM ATMOSPHERE--STUDENTS WITH STUDENTS*

1. ~~Do~~ *Are* students ~~stay on task throughout~~ *actively involved in* their
class assignments?

COMMENT: _____
_____
_____

~~2. Do students appear interested in their lessons?~~

COMMENT: _____
_____
_____

2. ~~3.~~ Do students of ~~all racial/ethnic~~ *the various*
racial/ethnic groups participate in asking and
answering questions, taking part in class
discussions, working in small groups, etc.?

COMMENT: _____
_____
_____

3. ~~4.~~ Do students ~~have an opportunity to~~ work together
in a supportive way?

COMMENT: _____
_____
_____

4. ~~5.~~ Do students demonstrate appreciation for
accomplishments of others?

COMMENT: _____
_____
_____

5 ~~6.~~ *Did* ~~Are~~ students ~~able to~~ proceed with assigned work
independently?

COMMENT: _____
_____
_____

10

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE					NOT OBSERVED OR ASCERTAINED	NOT APPLICABLE
	Very frequently 75% - 100%	Frequently 50% - 75%	o.k.	Infrequently 25% - 50%	Seldom 0 - 25%		
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. *Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).*							

C. *CLASSROOM ATMOSPHERE--STUDENTS WITH STUDENTS (CONT.)*

6. 7. Do students demonstrate friendly, supportive behavior for classmates of all racial/ethnic groups?

COMMENT: _____
_____
_____

7. 8. If student-to-student or peer tutoring or counseling was used, were both tutors and tutees representative of various racial/ethnic groups?

COMMENT: _____
_____
_____

III. GUIDANCE/COUNSELING/STUDENT ACTIVITIES AND CONCERNS	MONITOR'S REACTION SCALE					NOT OBSERVED OR ASCERTAINED	NOT APPLICABLE
	Very frequently 75% - 100%	Frequently 50% - 75%	O.k.	Infrequently 25% - 50%	Seldom 0 - 25%		

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY.
Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).

EDUCATIONAL EQUITY INFERS EQUAL ACCESS TO CAREER AND PERSONAL COUNSELING; ACADEMIC PROGRAMMING BASED UPON INDIVIDUAL NEEDS, GOALS, SKILLS, APTITUDES, AND ACHIEVEMENTS; AND PARTICIPATION IN SCHOOL ACTIVITIES AND PERFORMING GROUPS.

A. *EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES*

1. Do students receiving assistance in the counseling office/center seem to reflect the racial/ethnic balance of the school?

COMMENT: _____
_____
_____

2. Do students sent to the principal's office or other location for discipline seem to reflect the racial/ethnic balance of the school?

COMMENT: _____
_____
_____

3. Do students in "pull out" programs such as remedial reading or math, group counseling, tutoring, etc., generally reflect the racial/ethnic balance of the school? (Please note reasons for exceptions such as programs for limited-English-proficient students.)

COMMENT: _____
_____
_____

4. Are performing and special-interest groups (music, drama, school newspaper, cheer leaders, ASB, etc.) integrated?

COMMENT: _____
_____
_____

5. *Do graduation exercises, assemblies, plays, etc. include students of all racial/ethnic backgrounds?*
COMMENT: _____
_____

12

II. GUIDANCE/COUNSELING/STUDENT ACTIVITIES AND CONCERNS	MONITOR'S REACTION SCALE					NOT OBSERVED OR ASCERTAINED	NOT APPLICABLE
	Very frequently 75% - 100%	Frequently 50% - 75%		Infrequently 25% - 50%	Seldom 0 - 25%		

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS STUDENTS/PARENTS/COMMUNITY. *Reactions will be recorded on the basis of a percent of observed interactions (positive or negative).*

A. *EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES (CONT.)*

6a-5. * Are student activities such as dances, clubs, etc.. integrated?

6b   *Is transportation provided for after-school activities? Please comment.*

COMMENT: _____
_____

B. *EDUCATIONAL EQUITY--COUNSELING AND GUIDANCE*

1. *Are* ~~Do~~ counselors/guidance aides ~~appear to be easily~~ accessible to students (visible on campus, student sign-up sheets for seeing the counselor responded to promptly, etc.)?

COMMENT: _____
_____
_____

2. Do counselors/guidance aides *have a program for* ~~appear to be in~~ regular contact with parents? *(Point of inquiry.)*

COMMENT: _____
_____
_____

3. Do students of all racial/ethnic backgrounds ~~appear to~~ receive academic and/or career counseling on the basis of individual interests, aptitudes, and achievements?

COMMENT: _____
_____
_____

4. If group counseling is observed, is racial/ethnic representation equitable?

COMMENT: _____
_____
_____