

CHAPTER
4

Staffing and Organizational Structure

County offices of education and school districts throughout California have implemented independent study strategies designed by legislative intent to provide a range of “alternative learning programs . . . to respond to the different ways pupils learn.” Because independent study should be designed to address specific student and school needs, independent study options differ greatly in organization and staffing. Staffing and structural decisions will reflect local board policy and regulations, so the guidance and samples offered in Chapter 2 should be considered, along with the operational advice and aids supplied by this chapter.

A Staffing Considerations

Various levels and categories of employed staff can be considered for independent study. Regardless of the staff person’s administrative level, job title, or job description, *Education Code* Section 51747.5 requires that independent study “shall be coordinated, evaluated, and, notwithstanding subdivision (a) of Section 46300, under the general supervision of an employee of the school district or county office of

education who possesses a valid certification document pursuant to Section 44865, registered as required by law.”

When staffing independent study, the school board must consider student population characteristics (especially learning styles and needs), program size, facilities, budget, resources, and volunteers. Clerical support is essential not only for successful office management but also for the maintenance of student files, transcripts, and a complete audit trail.

Although the titles vary, independent study often has an appropriately qualified, credentialed employee designated as the representative of the governing board (e.g., independent study director, principal, or supervising teacher). This person is responsible for the implementation of board policy and administrative rules and regulations and for the coordination and evaluation of independent study for all pupils. In addition, a certificated person—usually a teacher—is required by law to be responsible for the design of the instructional plan covered by each written agreement, for evaluation of progress toward the objectives, and for the official assessment of student effort and recorded attendance (see Appendix A, *Education Code* Section 51747.5, and *California Code of Regulations, Title 5*, Section 11700(b) and (e)). No ADA is earned unless (i.e., “to the extent that”) the supervising teacher’s judgments of the time value of pupil or student work have been made personally in each instance (i.e., assignment) for each student engaged in independent study (*Education Code* Section 51747.5).

Appropriate staffing is one of the most important operational issues, if not the most important. Sound policy, and a sure way of achieving success, is to staff independent study with individuals who understand and appreciate the purpose of independent study, who are skilled at the tutorial/counseling relationship with students, and who are at ease in dealing with parents, guardians, and others in a partnership kind of relationship. In many situations staff in independent study also must be skilled in public relations, especially when the “public” is defined as all those who view the regular school and classroom as the only way or the best way to deliver education. Certificated staff must design lesson plans, write assignments for students, and assess all student work. Parents, instructional aides, and other support staff may only *assist* in the educational program under the supervision of a certificated staff member (*Education Code* Section 51747.5).

The new regulations adopted pursuant to the 1989 revision of the statutes may directly affect those districts that have engaged, or may be considering engaging, a contractor to assist pupils on independent study. It is now clearly not legal for any employee of a contractor—certificated or not—to have final responsibility for any of the staffing functions noted above (see *Education Code* Section 51747.5). A contractor may assist in the delivery of education through independent study.

Staffing Ratios/Patterns

To be eligible for apportionment, ADA for independent study must fall within the teacher-to-ADA limits set by the following:

Education Code Section 51745.6. Ratio of independent study pupils to certificated employees responsible for independent study:

- (a) The ratio of average daily attendance for independent study pupils 18 years of age or less to school district full-time equivalent certificated employees responsible for independent study, calculated as specified by the State Department of Education, shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other education programs operated by the school district. The ratio of average daily attendance for independent study pupils 18 years of age or less to county office of education full-time equivalent certificated employees responsible for independent study, to be calculated in a manner prescribed by the State Department of Education, shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other educational programs operated by the high school or unified school district with the largest average daily attendance of pupils in that county. The computation of those ratios shall be performed annually by the reporting agency at the time of, and in connection with, the second principal apportionment report to the Superintendent of Public Instruction.
- (b) Only those units of average daily attendance for independent study that reflect a pupil-teacher ratio that does not exceed the ratio described in subdivision (a) shall be eligible for apportionment pursuant to Section 42238.5, for school districts, and Section 2558, for county offices of education. Nothing in this section shall prevent a school district or county office of education from serving additional units of average daily attendance greater than the ratio described in subdivision (a), except that those additional units shall not be funded pursuant to Section 42238.5 or Section 2558.
- (c) The calculations performed for purposes of this section shall not include either of the following:
 - (1) The average daily attendance generated by special education pupils enrolled in special day classes on a full-time basis, or the teachers of those classes.
 - (2) The average daily attendance or teachers in necessary small schools that are eligible to receive funding pursuant to Article 4 (commencing with Section 42280) of Chapter 7 or Part 24.

- (d) The pupil-teacher ratio described in subdivision (a) in a unified school district participating in the class size reduction program pursuant to Chapter 6.10 (commencing with Section 52120) may, at the school district's option, be calculated separately for kindergarten and grades 1 to 6, inclusive, and for grades 7 to 12, inclusive.

The important ratio to consider is *pupil ADA unit to teacher*. If the attendance rate for independent study is low—for example, 75 percent, which might allow a ratio of enrolled independent study pupils to teacher of 40:1—it might indicate that some students are in independent study who should be in another alternative or the regular classroom situation. Administrators across the state report that increasing the enrolled pupil load per full-time or full-time equivalent (FTE) teacher above the level of 25:1 to 30:1 does not increase ADA. Higher ratios do make the student, teacher, and everyone else concerned more difficult to satisfy. If the ratio of independent study teacher to ADA exceeds the comparable ratio for all other instruction, the district will not earn apportionment credit for the excess ADA. In other words the *excess ADA will be worthless*. The monitoring is accomplished through auditing—first, by the district's or county office's auditor and, ultimately, by the State Controller's auditors. In both instances the instructions are prepared by the State Controller on the basis of the California Department of Education's guidelines as presented in this manual.

The instructions for calculating the ratio as required by subdivision (a) of Section 51745.6, above, may be found as the first addendum to this chapter, following the section on organizational structures. See also Chapter 8 in this manual.

For kindergarten and elementary level independent study, the class size limit must also receive attention because excessive class size or excess enrollment draws a penalty pursuant to *Education Code* sections 41376 and 41378.

Part-time Teachers

There is no uniform pattern of practice statewide in the hiring of part-time teachers. Master contracts for regular full-time teachers also have different formal time obligations from one district to another. For this reason, it is difficult to specify a precise method for equating part-time teachers' time

on a fractional basis to that of regular teachers' time to arrive at full-time equivalent. Because the purpose of the teacher-pupil ratio provisions in the 1989 statutory revisions was to prevent gross abuse, any reasonable means of arriving at full-time equivalent in a given district should suffice for audit purposes.

Substitute Teachers

Good substitutes in independent study are often teachers who already have taught independent study, such as retired persons, people who work part-time but have time to "fill in" for others, or persons who have taught in a home and hospital instruction program. In some situations an independent study teacher oversees the substitute teacher, who then becomes a helper, as needed, with either the absent teacher's students or the overseeing teacher's students (e.g., giving or scoring tests and recording hours).

Sometimes substitute teachers have forms to complete with the name of the student, hours submitted, homework, and test scores. This practice ensures that a substitute teacher does not alter or remove any papers from the student's folders but still obtains paperwork and information from the student. The substitute may be responsible for calling and rescheduling students who do not make their appointments.

Staffing Characteristics

The following attributes are characteristic of effective independent study staff members who work directly with students. Staff should be:

- Genuinely empathetic toward all students but particularly toward the underachieving student
- Creative and flexible in dealing with the wide variety of students who enter the program
- Able to interact with and provide in-service assistance to parents
- Reliable, self-directed, and self-motivated
- Good listeners and skilled counselors
- Academically prepared in one or more of the following areas: English, mathematics, social studies, science, counseling, and work experience
- Strong in curriculum development
- Respected by peers
- Familiar with the community and community resources and services that can be used

- Skilled in recordkeeping and accurate with paperwork
- Proficient in meeting deadlines

Staff Development

It is of the utmost importance that all independent study staff members have adequate in-service training, supervision, and support. All new staff should go through some form of orientation and training in procedures. A list of possible components for staff in-service training may be found at the end of this chapter.

Many districts and counties have developed a manual to assist new instructors. Such manuals need to be updated continually. A sample list of items to include in such a manual may also be found at the end of this chapter.

B Possible Job Descriptions and Titles

Independent Study Director

Various arrangements for the administration of the independent study option are possible. When district or county office staffing permits, it is advisable to assign responsibility for general supervision of development, operations, and evaluation to an administrator at the policy-making and direction level. A senior person as director will have the authority to promote independent study strategies to meet the needs of those individual students who will benefit most from the option, enabling them to achieve academic success.

Conversely, it is counterproductive to diffuse the responsibility for administration of independent study through several offices because the function becomes a low priority. Often the responsibility may be suitably assigned to the person responsible for direction of alternative education, in some cases the Director of Continuation Education in a unified or high school district, or the key administrator for instructional services in an elementary district.

Since July 1, 1990, Adult Education has been able to use the independent study strategy. Consequently, the responsibility for supervision of independent study may be added to the duties of the administrator responsible for adult education.

Independent Study Manager or Coordinator

Whether the manager or coordinator is an administrator or a lead teacher depends on the size and scope of the independent study strategy. Someone, however, should have clearly stated and specifically assigned duties for the functions which are essential in a legally compliant and qualitatively adequate educational alternative. At a minimum these functions include responsibility for the written agreement with each student and for the mandated files. In a typical situation the manager or coordinator, as the agent of the responsible administrator, also will be responsible for implementation of assigned policy and administrative regulations on a continuing basis.

The person in this position is specifically responsible for the documents that become the legal record of student effort; this legal record is acceptable in place of attendance and the audit file. The documents are a record of various processes, including the implementation of board policy, the negotiation of agreements with students and their parents, the development of individualized educational programs and their implementation, the maintenance of positive relationships, and the separate evaluations needed for the ADA reports, academic records, and independent study evaluation. Recordkeeping is a significant responsibility that should be carried out by a qualified administrator when size and availability of staff make this possible.

Service in the position of manager or coordinator should be by someone who voluntarily accepts the assignment. It should be undertaken by someone who can demonstrate the essential attitudes and abilities and handle multiple duties.

Supervising Teacher

The supervising teacher must be an employee of the district, possess a valid certification document, and be assigned voluntarily. The “valid certification document” pursuant to *Education Code* Section 44865 is only a “valid teaching credential issued by the . . . Commission for Teacher Credentialing, based on a bachelor’s degree, student teaching, and a special fitness to perform,” and does not require the usual grade and subject specification. Therefore, the

pool from which selection can be made may be quite large. Criteria must be set to suit the needs of the district or county office. See the addendum to this chapter for a sample job description.

C Adjunct Staff

It is important that adjunct staff be available, according to district or county office policy, to perform various tasks. Small staffs will have a few individuals who assume all responsibilities. Larger staffs might be able to divide the responsibilities among several persons. In either case staff members should know whom to contact for assistance.

Counselor

Because of the nature of independent study, counseling services are an integral part of this educational strategy. For all age, grade, and performance levels of students, the guidance system should include these five areas: (1) academic counseling; (2) assessment services; (3) personal counseling; (4) career awareness and job counseling; and (5) staff in-service assistance and counseling. Some districts meet those needs by employing teachers who also are qualified counselors. Others meet the needs through a district services center.

The district or county office should not overlook or underemphasize how important the teacher can be in the role of a counselor. Therefore, the students should be matched with instructors to whom they can relate. The students then feel more comfortable approaching the teacher with a typical counseling problem. Consequently, the teacher needs in-service training in counseling techniques, such as active listening and communication skills and self-esteem building. If there are no program resources for in-service training, district and county resources can be used. The teacher also needs to be familiar with community outreach resources. The teacher-student relationship is especially critical if there is no program counselor. The quality of the relationship can affect the student's chances of success in independent study.

Career Counselor

Career counseling for students can be an important aspect of independent study. Each student

should have the opportunity to participate in job and career workshops, to use systems available in the district or county, and to meet individually with the career counselor to formulate short- and long-term career goals. Videotaping could be used as a learning tool to acquire job interview skills. Field trips to local employers could provide the student with usable information. Other beneficial contacts include coordination with outside agencies, such as the Employment Development Department (EDD), Regional Occupational Program (ROP), On-campus Work Experience (OWE) Coordinators, Job Training Partnership Act (JTPA) agencies, and community college career counseling centers.

Other Adjunct Staff

Other staff are necessary to perform a variety of duties. For example:

1. Instructional aides or paraprofessionals may perform many duties, such as tutoring students, maintaining student records, following up on student absences, marking, organizing, and reproducing instructional materials, and assisting with enrollment and exiting procedures.
2. Clerical support staff can perform other tasks, such as typing, answering telephones, greeting the public, processing teacher payroll sheets, purchasing supplies, and compiling the attendance accounting documents.
3. A registrar can generate academic transcripts, request records when the student enters, record credits and grades earned by the student in independent study, and forward records if needed.

Support Staff Characteristics

The involvement of adjunct and support staff members contributes to the success or failure of independent study strategies. This group includes clerical support staff, registrars, and receptionists who are:

- Enthusiastic
- Genuinely empathetic toward all students
- Creative and flexible

D Organizational Structures

There are three common organizational structures for independent study: the on-school site, the off-site center, and some combination of on-site and off-site arrangement. Because the organizational structure affects staffing, the following basic considerations may help determine the best structure:

1. In some cases the on-school site for independent study tends to make independent study an instructional option available to the existing staff, teachers, and counselors. When there is need to use the strategy, it is implemented through the existing staff, perhaps with assistance from someone who becomes a specialist or resource person in independent study. The specialist or a designated administrator usually serves as coordinator and carries the formal responsibilities for the written agreements and the audit trail (files). The principal duties for staff are screening and selection of students, coordination, policy and rule implementation, reporting and record-keeping, instruction, and counseling. If use of the strategy is optional for each teacher, a staff member may make a referral to another staff member who has an interest and has volunteered. Existing staff may experience, voluntarily, an adjustment (usually an increase) in their workload as they take on the supervision and contact responsibilities for one or more agreements in place of a student or students in class.
2. In other cases the on-school site for independent study is completely separate from the regular school. The only link is the shared facility.
3. The off-site program or center, which in some cases is a network of centers located close to students, is typically staffed as a complete unit. Full-time staff handle essential roles, supplemented by part-time employees. When the center's hours are compatible, a "regular" school teacher can carry a part-time independent study load in addition to his or her regular assignment. When that happens, that part-time teacher or other staff member may have his or her benefits covered under the regular full-time appointment, making the cost of the additional part-time service only an hourly salary contract cost. In some cases only certificated personnel who only work part-time in independent study are employed. The basic staff group for the off-site center is usually a coordinator-teacher, one or more teachers, one or more clerical support persons, and the part-time services of specialists, resource teachers, and others. *Education Code* Section 39141.9 states that off-site structures must meet Field Act requirements for earthquake safety standards and lists the conditions for which an exemption may be granted.

In any event, every student on independent study must be enrolled in a school of the district (see *Education Code* Section 51748). Service through any of the structures identified above does not separate the student from the duties, rights, and opportunities associated with regular enrollment in a particular school.

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INSTRUCTIONS FOR CALCULATING:

- 1) The Ratio of ADA to Supervising Teacher in Independent Study, Pursuant to Education Code § 51745.6, and**
- 2) The 10 Percent Cap on Independent Study in Continuation and Opportunity Education, Pursuant to Education Code § 51745(b)**

Teacher-to-ADA Ratio Cap

For school districts:

Step 1. From the total number of units of ADA reported on lines A-1 through A-7 of the District's Second Period Report of Attendance (J-18/19-P2), subtract the number of attendance (ADA) units reported for full-time independent study pupils (excluding any ADA from short-term independent study supervised by a regular classroom teacher for pupils enrolled in that teacher's class).

Step 2. Determine a ratio with the difference resulting from Step 1, using the total number of certificated teachers and full-time equivalent (FTE) certificated teachers who directly provided instruction to all pupils whose ADA was reported on lines A-1 through A-7 other than those whose ADA was earned through full-time independent study. (Excluded are employees whose services supplement direct instruction or who perform administrative duties.) For a certificated employee who provides direct instruction as well as supplemental or administrative services, count only the fractional amount of time that employee provided direct instruction. Fractional numbers in the total are to be rounded down, unless the total is less than one (1.0)—for example, 5.3 or 5.6 FTE supervising teachers rounds down to 5 in both instances, but 0.4 FTE is reported as 1.0.

Step 3. For purposes of computing the maximum ADA to be funded for independent study, multiply the ADA portion of the ratio computed in steps 1 and 2 by the combined number of full-time and FTE certificated independent study teachers. (Exclude from this computation any ADA attributed to independent study as a temporary alternative to classroom-based study that is supervised by the pupil's regular classroom teacher. Do not include in the number of teachers those certificated persons who exclusively provide administrative or supplementary services. If a certificated person is responsible for both administration and direct instruction, count only the amount of time the employee provided direct instruction.)

Districts shall be funded on the lesser of the maximum ADA computed per these instructions or the actual ADA reported for independent study.

For unified districts participating in the class size reduction program:

Unified districts have the option of calculating separate teacher-to-ADA ratios for the K–6 grades and the 7–12 grades. Districts that choose to exercise this option should follow the instructions above, using all pupils whose ADA was reported on lines A-1 through A-3 for the K–6 grades, and lines A-4 through A-6 for the 7–12 grades, and include ADA reported on line A-7 in their choice of either the K–6 or the 7–12 grade calculations.

OVER

For County Offices of Education:

Follow the instructions for school districts using as the base ratio the ratio for the unified school district with the greatest ADA in that county.

ADA in excess of the maximum set by the teacher-ADA ratio used as the basis for comparison shall be ineligible for apportionment pursuant to Section 42238.5 for school districts and Section 2558 for county offices of education. See Education Code Section 51745.6.

EXAMPLE:

Step 1: Total ADA for lines A-1 through A-7	25,000
Subtract ADA from full-time I.S.	<u>- 300</u> ¹
Difference	24,700

Step 2: Full-time and FTE certificated teachers in direct instruction to pupils in Step 1	830 ²
<u>(Ratio – 830: 24,700 = 1 : 29.76 = 1 : 29³)</u>	

Step 3: Full-time and FTE certificated teachers in direct independent study instruction	8 ⁴
<u>(Ratio – 8 : 300 = 1 : 37.5 = 1 : 37⁵)</u>	

(a) 37 I.S. ratio	(b) 8
- <u>29</u> direct instruction ratio	<u>x 8</u> teachers
8 excess ADA/teacher	64 excess ADA

Instructions for Computing the 10 Percent Cap on Independent Study in Continuation and Opportunity Education, per Education Code Section 51745(b):

For the purpose of Education Code Section 51745(b), “pupils participating” shall be defined as P-2 ADA. Therefore, in computing the limit on pupils in these two types of instruction who may be eligible for independent study, use the number for each that represents 10 percent of the current year’s ADA as reported on Lines A-6 and A-7 of the J-18/19-P2 form, Second Period Report of Attendance for Students Residing in the District.

Contact the following persons directly with questions about independent study:

Kim Clement, Fiscal Consultant, Education Finance Division, Phone: 916-327-0857; FAX 916-324-4534
Lynn P. Hartzler, Program Consultant for Independent Study, Phone: 916-323-5034; FAX 916-323-2039

¹ This number should not include any amounts for pupils who were temporarily on independent study under the supervision of their regular classroom teacher.

² Exclude from the number all staff who did not deliver direct instruction per the instructions for Step 2, above.

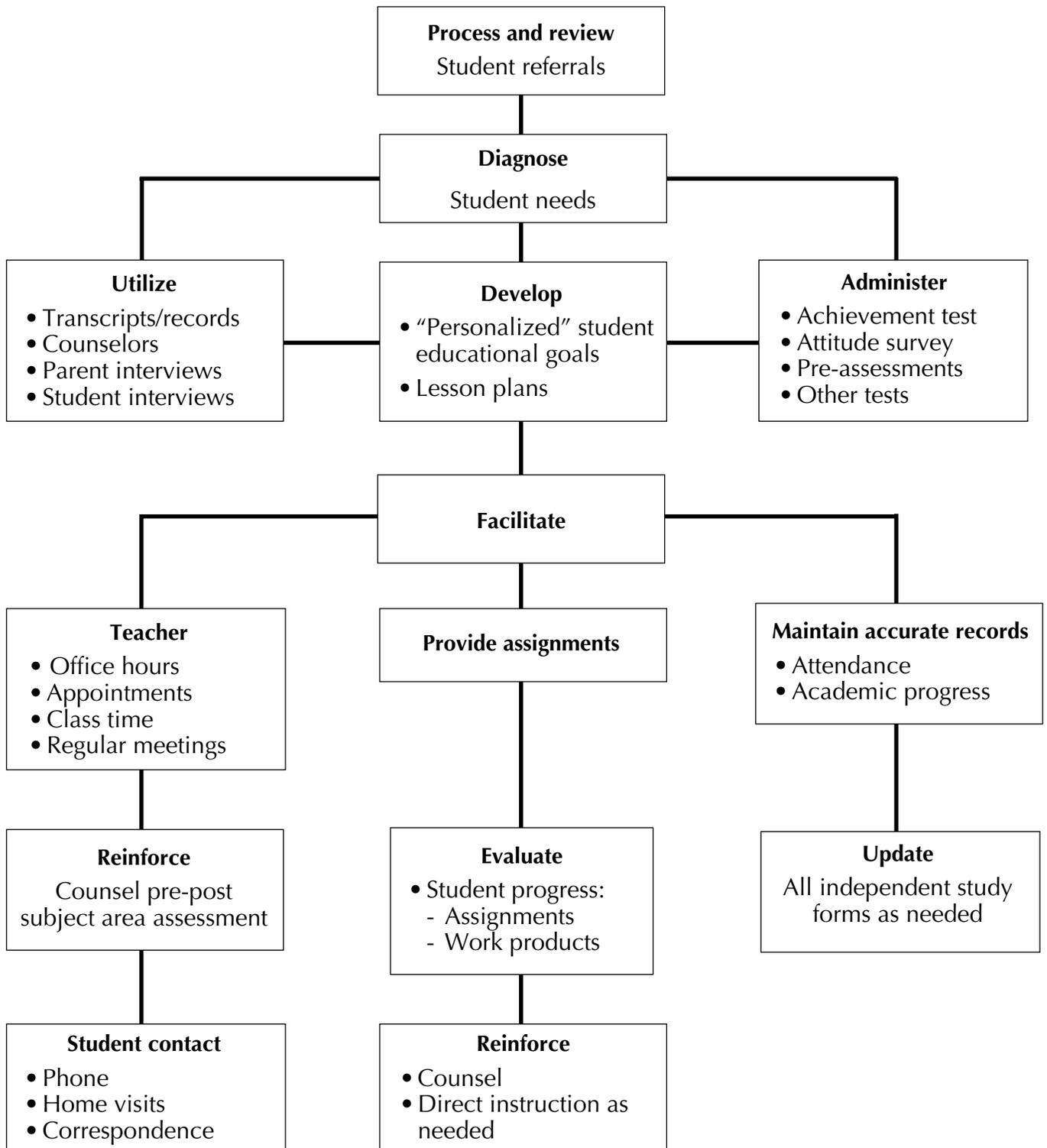
³ Round down to the nearest whole number.

⁴ Excluded are FTE certificated classroom teachers who supervised independent study of their own students on a temporary basis and certificated staff to the extent that they taught Special Day Classes or were not on direct instructional duty, such as counselors, special education specialists, and administrators.

⁵ Round down to the nearest whole number.

Process Chart

Activities and Responsibilities of Independent Study Teachers



Teacher Position Description

Position Title: Teacher, Independent Study

Definition: Provides supervision and individualized instruction for non–high school graduates so that pupils can complete high school graduation requirements, prepare for California High School Proficiency Examination or GED, participate in Regional Occupational Programs and work experience programs, or acquire a work permit; and performs other noninstructional duties as assigned, according to district policies and procedures.

Reporting Responsibility: Reports directly to the site administrator or his or her designee.

Duties and Responsibilities: Responsibilities will include but not be limited to the following:

Curriculum Responsibilities. Utilizes the course of study adopted by the Board of Education, California state curriculum frameworks, and appropriate learning activities to teach the curriculum necessary for students to graduate from high school, prepare for California High School Proficiency Examination or GED, participate in Regional Occupational Programs and work experience programs, or acquire a work permit; diagnoses pupils' needs and develops lesson plans for individual pupils according to needs; evaluates pupils' progress and prepares progress reports to be shared with pupils and parents; and provides counseling services for pupils in social and family relationships, educational goals, and employment planning.

Instruction Management. Develops student learning plans and organizes individual written agreements and assignment and work record forms so that instruction can be accomplished and work completed in the allotted time period; prepares appropriate instructional materials to enhance learning; establishes and maintains standards of behavior for pupils to provide a productive learning environment; selects and

requisitions books, instructional aids, equipment, and instructional supplies and maintains required inventory records; performs basic attendance accounting and other business services as required; performs other noninstructional duties as assigned, according to district policies and procedures; maintains accurate records of students' assignments, grades, credits and each student's written agreement; personally judges the time value of student work; computes attendance based on completed assignments and progress evaluations; and maintains a monitoring process that will allow the teacher to provide an up-to-date progress report when requested by a parent or supervisor.

Professional Activities and Growth. Maintains professional competence through participation in in-service education activities provided by the district and in self-selected professional growth activities; identifies pupils' needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems; participates in curriculum and other developmental programs within the independent study assignment or on a district level; participates in faculty meetings and committees; and maintains current vocational information for pupils.

Qualifications:

Training, Education, and Experience. An approved credential issued by the California Commission on Teacher Credentialing in the areas of responsibility.

Knowledge and Skills. Knowledge of district-adopted policies and procedures which govern program and curriculum; knowledge of California state curriculum frameworks and effective teaching strategies to ensure pupils' learning in subjects taught; ability to plan and teach individualized lessons for one-to-one instruction;

knowledge of pupil management techniques and organizational skills; and ability to understand and accept individual differences in pupils and parents.

Physical Characteristics. Consideration will be given to reasonable accommodation in the following abilities with or without the use of aids: sufficient vision to read printed material; sufficient hearing to conduct in-person and

telephone conversations; sufficient physical mobility to meet the needs of all students; ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups; and physical, mental, and emotional stamina to perform the duties and responsibilities of the position.

Teacher's Checklist of Responsibilities

The following checklist will assist staff in the smooth transition of students into independent study as well as facilitate the completion of necessary paperwork.

A New Student's Folder

Check for the following forms, which should be in each student's folder:

1. Copies of all required enrollment papers must be complete with appropriate signatures. These documents may include but will not be limited to:
 - Locator form
 - Master agreement (signed by parent and student)
 - Conditions of enrollment (signed by parent and student)
 - Transcript analysis and evaluation
 - Orientation contract and orientation assignment
 - Emergency card
 - Assessment test data
 - Student information papers/portfolio
2. Copies of the following documents should be maintained in the student's folder as they are completed:
 - Verification of enrollment in Work Experience Education (WEE) and/or work permit
 - Assignment and Work Record forms
 - Sample of student's work
3. Check that the student's transcripts have been requested and, once received, that a copy is in the student's folder.

B First Appointment with Student

1. Issue credit or grade for completion of the orientation course if appropriate.

2. Emphasize master agreement and discuss course requirements needed for high school graduation.
3. Review individualized plans to attain objectives; review course requirements and descriptions.
4. Explain Assignment and Work Record form, which verifies completion of assignments.
5. Emphasize purpose and importance of attendance at regularly scheduled meetings.
6. Ensure that a firm meeting schedule, including frequency, time, and place, is clearly understood between teacher and student.
7. Review procedures, and consequences of failure, to report to an appointment and to turn in completed assignments.
8. Issue necessary books and materials for work currently being attempted. (*Note: Write the book title and number on the Assignment and Work Record form and put a "book card" in the student's folder. Adult education independent study students may not be charged for books (Education Code Section 60411).*)

C Students' Failure to Keep an Appointment

Students' failure to keep an appointment must be handled in a timely manner. When a student is under 18 years of age, contact the parent for help in correcting the problem.

1. Attempt to contact the student by telephone and reschedule an appointment for the same week.
2. When unable to reach the student, send a letter (see samples in Chapter 6). If the student does not respond to the letter, complete a counselor referral form. Do not give the counselor the folder.

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3. When any student misses two appointments without valid reasons, refer the student to the counselor/administrator. If the student is over age 18, send the student a drop letter and drop the student.

D Regular Scheduled Teacher-Student Meetings

Complete these tasks in the first meeting and all succeeding appointments:

1. Correct work during the appointment time period while the student is in attendance.
2. Review subject material with the student.
3. Evaluate student's learning.
4. Make the next assignment and be sure the student is clear about expectations.
5. If the student's work is incomplete and unsatisfactory, clarify the expectations and establish a new deadline for completion.
6. If a parent is involved in the teaching process, allow adequate time for in-service training on instructional materials and strategies.

7. When a course has been satisfactorily completed, issue a report card for grades and credits earned and submit the report to the independent study office. (*Note:* The student and any other pertinent staff should also receive a copy.)

E Weekly Tasks

At the end of each week, submit the following to the independent study coordinator:

1. Teacher's schedule of appointments for the upcoming week with students' names and times of appointment
2. List of students' absences with notations of actions taken

F Monthly Tasks

Staff members are responsible for submitting these items to the designated staff person in a timely manner, usually monthly:

1. When appropriate, submit signed time cards that are accurately completed.
2. When appropriate, submit signed mileage forms, accurately completed, for legal travel between work sites and for additional assigned duties.

Persons to Contact (Adjunct Responsibilities)

Secretary

- Time cards
- Payroll
- Printing
- Diploma orders
- Work permits
- Typing
- Special letters
- CHSPE school verification
- Purchase requisition
- Supply orders

Coordinator

- Teacher absences and substitute authorizations
- Petty cash
- Student problems
- Drops
- Books and instructional materials (orders)
- Graduation verification
- Weekly student absence lists
- IWE help
- Weekly teacher schedules
- Social security, welfare, and good student driver verifications

Student Aide

- Books owed
- Phone or marking assistance
- Copying on office machine

Registrar

- Typing transcripts
- ROP/OWE credits
- Career guidance

Counselor or Coordinator

- Transcript analysis
- Graduation verification
- Students' personal problems
- Community resources
- School and career guidance

Instructional Aide

- GPA's
- ADA register
- Ordering transcripts and cumulative files
- Phone and marking assistance
- Competency tests
- Enrollment and drops
- Comparison report
- Coordinator's ADA
- Transfer slips

Note: Often many of the above responsibilities are combined in one or a few positions.

Substitute's Record of Student Attendance

Directions: Complete one for every student scheduled and any students who come in who are not on the schedule. When completed, place inside of the student's folder on top of all other paperwork.

Substitute name: _____ Date: _____

Student name: _____ Appointment time In: _____ Out: _____

1. Scheduled for next week Date _____ Time _____

2. Time sheet turned in: Yes No

3. Assigned work turned in: Yes No Corrected/graded: Yes No

4. Books turned in: Yes No

Titles: 1. _____
 2. _____
 3. _____

5. Tests taken: _____

Grade: _____

Comments: _____

To be filled out by regular teacher

6. New assignments: _____

Materials to be checked out:

Books: _____

Packets: _____

Work sheets: _____

7. Student telephone number: _____

Notes: _____

To be filled out if student is absent

*If contact is made with student, make sure that he or she is given next week's assignment.

Student did not show, but is rescheduled for: _____

Details of student phone contact

___ 1. I called—no answer. 1st/date _____ Time _____ 2nd/date _____ Time _____

___ 2. I called and left a message on the answering machine: Date _____ Time _____

Message: _____

___ 3. I called and spoke with _____. Date _____ Time _____

Message: _____

___ 4. Student called in and rescheduled as per above: Date _____ Time _____

___ 5. Comments: _____

Possible Items to Include in a Teacher's Manual

1. Procedures
2. School year calendar
3. Testing schedule
4. Graduation requirements
5. California High School Proficiency Examination
6. Child abuse reporting checklist
7. Accident/injury reporting checklist
8. Forms
9. Letters
10. Community resources
11. Legal references for independent study
12. Teacher, Independent Study—job description
13. Recommendations from WASC and Program Quality Review
14. Attendance accounting procedures
15. Program goals and objectives
16. Course list
17. Course descriptions
18. California state curriculum frameworks and selected supporting publications
19. New student packet
20. Procedures for substitute teachers

Possible Components for Staff In-service Training

Topic	Possible areas to emphasize
Student Profile	Types of students served (GATE, ESL, remedial, adult, pregnant, special education) Ways to assess student needs
Legal Regulations	<i>Education Code</i> and <i>California Code of Regulations, Title 5</i> Local board of education policy
Attendance Accounting Procedures/Audit Trail	Attendance recording which is legal and accurate District/county attendance reporting sheets or attendance books (manual or computerized)
Forms	Enrollment/Drop Transcript analysis (high school only) Written agreements Contracts Letters to parents and students Field trips Teacher comment sheets Diploma/graduation form
Procedures	Enrollment Paperwork for audit trail backup Student testing (weekly; standardized tests, competencies) Entering and dropping students Reporting child abuse/injury and/or accidents Follow-up on nonattenders/nonproductive students Evaluation of student work, grades, and credits Graduation/promotion procedures
Curriculum	Courses offered State curriculum frameworks and related publications District/county curriculum guidelines Course goals, objectives, and descriptions Textbooks and supplementary materials available Tests, work sheets, activity packets, etc. Audiovisual resources How to develop new courses
Resources	School counseling services District/county/community for curriculum, student health and social services, personal and career counseling

<i>Topic</i>	<i>Possible areas to emphasize</i>		
Working with the Home Study Family	Providing in-service training to the parents who directly supervise the students on curriculum, recordkeeping, lesson planning		
Office Procedures	Time cards Absences Petty cash	Mileage forms Supply/book orders Purchase requisitions	Printing requests Typing requests
New Teacher Checklist (See sample)	<p>It might be beneficial to make checklists for new teachers on:</p> <ul style="list-style-type: none"> • Paperwork that needs to be submitted when a student enrolls • Paperwork/student work/backup that needs to be kept in student folders • What needs to be done the first week when a new student begins • Dates on which time cards, attendance sheets, supply orders, and other office items need to be submitted • What needs to be done to drop students • Procedures that need to be done for semester or year-end closeout • Procedures that need to be followed for a student who graduates • What paper flow needs to be followed when a student completes a contract 		