

SoloQuest  
Teacher/Tutor  
Procedure Manual  
2011

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## **I. Introduction**

### SoloQuest Philosophy

Individualized instruction and independent study are the primary instructional strategies used at SoloQuest. Over 450,000 high school students in California are currently learning through these methods as alternatives to classroom instruction.

The personalization of a student's educational program with one-to-one instruction by qualified teachers is the key factor of many students' academic success. An individualized approach works well because students set their own pace and study schedules to match their own learning needs.

SoloQuest actively seeks student participation in the learning process. Even less motivated students can develop responsibility and enthusiasm for learning and become successful. Our philosophy is that all students can learn college and career preparatory courses given the support and time necessary for their personal learning needs. Through a challenging curriculum, SoloQuest staff works to ensure that each student can achieve his/her potential.

SoloQuest graduation requirements are aligned with those designated by the California Board of Education for all schools. They have been augmented to require more computer, career exploration and personal development coursework, as well as NCAA approved courses.

SoloQuest is fully accredited by the Western Association of Schools and Colleges and was given a six year term in the spring of 2008.

All SoloQuest staff are required to be familiar with and to carry out the following policies of school purpose, philosophy, and expected school wide learning results:

### **Statement of Purpose**

SoloQuest provides students with an individualized curriculum and positive support, preparing them academically and personally to be successful in post-secondary careers and educational pursuits.

### **Philosophy**

The SoloQuest staff upholds the belief that all students can acquire the necessary learning habits and attitudes to be successful learners when given:

- educational programs tailored to their individual learning styles and interests
- individual support and one-on-one instruction
- necessary time for their individual learning needs

- the responsibility of being an active participant in the learning process
- the opportunity to learn through the instructional strategy of independent study as an alternative to classroom instruction

The SoloQuest staff believes in:

- treating each individual student with respect and sensitivity
- accommodating students for their special learning needs
- being flexible with students in order to help them become successful learners with positive images of themselves

### **Expected Schoolwide Learning Results (ESLRs)**

#### **Students at SoloQuest are:**

- effective communicators when speaking and writing
- critical thinkers and problem solvers
- knowledge pursuers who enjoy and value learning
- persons who have integrity, exhibit social responsibility, and respect others
- successful time managers who meet deadlines
- masters of the state content standards at their grade levels
- knowledgeable technology users
- creative and demonstrate pride in their work

### **Who's who at SoloQuest**

Deborah Stewart – owner/director  
 Bill Stewart – owner/business manager  
 Leslie Ready, office manager  
 Theresa McKenney-Olsen, Instructional and office assistant

#### **Teachers and Tutors:**

##### **Sonoma**

Jan Celio, lead teacher  
 Debbie Cahoon  
 Howard Egger-Bovet  
 Caitlin LaBoyteaux  
 Deborah Stewart  
 Gaeta Stratton, Learning Center Supervisor

##### **Marin**

Diane Balsler, Learning Center Clinician  
 Terry Egan  
 Caitlin LaBoyteaux  
 Howard Nakagawa  
 Amy Pollman  
 Deborah Stewart  
 Randy Teppen

# **Section One**

## **II. Employee Policies and Procedures**

### **Positions and Job Duties**

Director – The director is responsible for overseeing the general operations of SoloQuest including staffing, human resources and academic issues. This role is supported by the business manager and the lead teacher.

Lead Teacher – The lead teacher is responsible for overseeing the academic operations of SoloQuest, including coordination of students’ programs and supervision of teachers. This role is supported by the director and office manager.

Business Manager – The business manager is responsible for the maintenance of the business records, accounting and payroll. This role is supported by the director and office manager.

Office Manager – The office manager is responsible for maintaining the daily operations of the admissions office, scheduling, accounts receivable and facilitating communications between parents, students and teachers. This role is supported by the director, office assistant and lead teacher.

Office Assistant – The office assistant is responsible for helping maintain the office organization, communication between parents, students and teachers, scheduling and assisting teachers with clerical tasks. This role is supported by the office manager.

Instructional Assistant-The instructional assistant is responsible for supervising tudents in the Educational Support Program (ESP), communicating with parents of full-time ESP students regarding completion of assignments and assisting teachers with clerical tasks.

Teacher – Teacher(s) are responsible for meeting with students on a regular pre-arranged schedule and guiding them through coursework as required for the duration of an academic course. Teachers are responsible for assessment and oversight of student progress and are expected to communicate student progress to parents and the director or lead teacher. This role is supported by the lead teacher and the director. See the Section Two (Teaching and Tutoring) for complete information regarding course requirements.

Tutor – Tutor(s) are responsible for meeting with tutees as scheduled and to assist students with work in their particular subject area. Tutors are required to complete tutorial session reports and submit to the administration office within one day of the meeting. See Section Two (Teaching and Tutoring) for more information about tutoring requirements.

## **Teacher Conduct**

Teachers are expected to conduct themselves in a professional manner at all times. It is not acceptable for any SoloQuest teacher or staff member to pursue a relationship with any student beyond the scope of their academic responsibility to that student. It is not acceptable under any circumstances to use corporal punishment.

## **Procedures for Teachers**

### **ENTERING & EXITING THE SCHOOL**

**Building Key:** Any building keys issued to staff must be returned at the time employment is terminated. If a key is lost, a replacement fee of \$50.00 will be charged.

**The following applies only to Sonoma:** Make sure you have a key and a passcode for the alarm system (alarm is Sonoma only). If you are the first one in, enter your passcode to disarm the alarm system. (You don't need to push "enter" or any other key). Always close down your own room before leaving. If you are the last one out, make sure all doors and windows are closed, blinds are closed, lights are off, coffee pot is off, copy machine and computers are off, heater/air conditioner is off (there are 3 places to check), alarm is set and the doors are locked. Enter your passcode to set the alarm when leaving. If you key your passcode in and nothing happens, repeat once or twice more until you hear a beeping sound and the system says "armed". If you set off the alarm by accident, go to the telephone in the front office and find the numbers on the yellow paper stuck to the desk underneath the phone. Call the alarm company using the number listed, and tell them it's a false alarm. The code you need to give them is written there.

### **TUTORING**

Sonoma teachers will find your tutoring slips for the day in your box in the file room. If your slips are not there, you can find some in the office on the file cabinet next to the printer. The white copy goes to the student, and the yellow and pink copies are returned to the office and placed in the basket on the front counter. Please collect the payment from your student and have checks made out to "SoloQuest". Place the check with the tutoring slip in the basket. If the student pays cash, please put the cash in an envelope with their name and leave it in the basket. Circle the method of payment on the tutoring slip. If you have a new tutoring student, you may find a yellow enrollment form in your box. Have the student and parent fill it out and sign it, then place it in the basket too. (see additional details in Section Two)

Marin teachers should fill out a tutoring slip for any tutoring students. Put all completed slips in the drawer to be returned to Sonoma.

### **PART-TIME STUDENTS**

You will find a student course file and "notice of new student" form in your box. Place all student work, progress reports, and assignment sheet copies in the folder and keep it in the teacher course file drawer in the teacher room. Each teacher has a hanging file for his/her own part time students' files. Course files should not leave the school.

Use the two part assignment sheets for each class. Give the white copy to the student, and file the yellow copy in the student course folder. Track your student's attendance and other information weekly.

When you assign a book to a new student, fill out a yellow "book deposit" form, and put it in the basket in the office. The office will fill in the dollar amount and bill the family. When a student returns a book at the end of the course, fill out an orange "book reimbursement" form and turn it in to the office. Add this information to the appropriate section of the Course Progress form, as well.

Record any communication regarding the student in the contact log located behind the Course Progress form in the course file. When you write a progress report (at least once a month), place it in the basket on the front counter. If you have already made a copy for the student's course folder, say "copy made" in the top right-hand corner. If not, a copy will be made for you, and put in your box in the file closet. There is a sheet in the course file to record any significant contact with the parent or student.

When the student has completed the course, fill out the bottom portion of the white sheet in the course folder, entering the grade and credits earned, and turn the folder in to the office. (see additional details in Section Two)

## **FULL - TIME STUDENTS**

Follow the same procedures as for part time students in regard to book deposits and progress reports. Full time student course files are maintained in the same manner as part time course files, but are kept in the file drawer under the **student's** name. Assignments will be entered in Ariss, which will generate an assignment sheet for you, as well as track attendance. Attendance hours are based on the number of hours of completed work, not on whether or not the student was physically present. The office staff generates an attendance report on the 15<sup>th</sup> of each month, so please make sure all your students' hours for the previous month are recorded in Ariss by the 15<sup>th</sup> of the current month. Cum folders and transcripts for full-time students are filed in the office and available for you to see at any time. (see additional details in Section Two)

## **PAYROLL**

Enter your hours worked into the black payroll binder, which is kept in the file room between the two stacks of teacher boxes. You are paid twice a month, no later than the 5<sup>th</sup> and the 19<sup>th</sup>. Pay periods are from the 1<sup>st</sup> to the 14<sup>th</sup> and from the 15<sup>th</sup> to the last day of the month. At the end of each pay period, make sure that your name is on your payroll sheet, and your hours are all entered and totaled at the bottom of the sheet. Please sign the sheet in the front of the binder when you take your paycheck.

## **TEACHER MAILBOXES**

Please be sure to check your email and the box in the file closet frequently, as messages to teachers and other important papers are placed there for you periodically.

## **SCHEDULING**

Please fill out a form letting the office know what courses you will teach and what hours you are available to work, and keep it updated as your schedule changes. If there is a change in your schedule, write it into the schedule book, or let us know about it so that we can make sure the book is accurate and current. If you will be gone on vacation or absent for any other reason, please give the office as much notice as possible and make sure that your students know when you will return and have their assigned work.

## **TIME & BILLING**

All course appointments are 45 minutes in length. All tutoring appointments are 1 hour in length. Teachers bill 1 hour for either appointment, as the course hour includes 15 minutes of prep time. When you are teaching a full-semester course that lasts less than 15 weeks and requires double homework from the student (as in summer courses), the billing formula is different. Please see the billing formula in the Teacher/Tutor Procedure Manual for a detailed explanation of teacher billing practices.

## **III. Child Abuse Reporting Requirements**

As employees in an institution which works closely with children, we are deemed “mandated reporters”. This means that all staff at SoloQuest are required by law to report any known or suspected cases of child abuse. You must read the handbook, “Child Abuse: Educator’s Responsibilities”, which details your responsibility and can be found on the internet at <http://images.pcmac.org>. Please sign and return the form in Appendix A which indicates that you read the handbook. If you cannot access the handbook on-line, please contact us to receive a printed version of the handbook.

Child Abuse is defined by the State as:

- Physical Abuse; unlawful corporal punishment or injury
- General and severe neglect
- Sexual Abuse; sexual assault; exploitation
- Willful cruelty or unjustifiable punishment; emotional maltreatment

Known or suspected child abuse should be reported by teachers to school administration who will complete a SS-8583 report (Appendix B) with the assistance of the teacher making the allegation. The report is filed with the local sheriff. Further instructions for identifying and reporting suspected child abuse are detailed in the handbook.

## IV. Safety & Earthquake Procedures

In case of any of the following emergencies/injuries, call 9-1-1:

Victim not breathing  
Victim unconscious  
Victim shocked by electric wire(s)  
Heart attack symptoms  
Severe bleeding  
Bleeding from ear or head  
Coughing or vomiting blood  
Broken bone  
Seizure

Poisoning(includes drug overdose)  
Large burns or chemical burns

First Aid information is  
posted in each classroom along  
with detailed fire and  
earthquake procedures

### Earthquake

In case of an earthquake do not call 9-1-1. Listen to a radio for news and information. Stay away from heavy furniture, appliances, windows, bookcases etc. Do not use the telephone except in emergency.

During an earthquake, duck or drop to the floor. Duck under a desk or table. Stay away from windows or other heavy objects until the movement stops. Do not run outside. If you are outside, get away from buildings. Get out into the open, away from potentially falling debris. Again, do not rush to exit. Stay calm and encourage others to stay calm as well.

### Fire

Small fires should be extinguished, if possible, with the fire extinguishers in the building. If the fire is too large or is out of control, staff should alert all occupants to evacuate the building. Staff should call 9-1-1 and calmly ask students and others to exit the school. Teachers are responsible for taking the schedule book and must do a roll call once in the parking lot to ensure that everyone is accounted for who was in the building at the time of the evacuation. Staff present are responsible for checking all rooms for students before exiting the building, assuming it is safe to do so. Wait outside in the parking lot for the fire department to arrive and follow all instructions from fire department personnel.

# Section Two

## **V. Teaching & Tutoring**

### **Job Descriptions and Expectations for Teachers & Tutors**

The following explains the duties typically required and describes the expectations for performance of the duties of “Teacher” and “Tutor” at SoloQuest School & Learning Center.

#### Teacher:

Teach courses to SoloQuest students in grades and subjects as their expertise allows. Teachers are expected to meet with their students at prearranged times and frequencies. Teachers are expected to ensure that course assignments cover the topics prescribed by the course of study and syllabus. Also, teachers need to pace the student according to the specifications in the student file from the Enrollment Agreement. Teachers are required to conform to the expectations described within the Teacher/Tutor Procedure Manual. They are expected to complete all paperwork and attendance reporting and comply with all other policies and procedures of SoloQuest Learning Center.

#### Meetings:

During course meetings, teachers will present new course material, provide feedback on student performance and assign new work in the course. Teachers are expected to provide assistance to those students who may have trouble understanding work from previous sessions. Teachers are expected to attend all meetings or give 7 days notice of appointment cancellation (except when unexpected illness or emergency prevents such notice).

#### Course Preparation:

Courses are designed with preparation time (see The Formula) for teachers to complete the required paperwork as described in this manual. This includes grading homework, tests and other assignments as needed. In addition, teachers are expected to provide feedback to parents regarding students’ progress and performance in courses. Teachers may complete course preparation before or after each course or may elect to pool the allotted time periods and complete all course preparation in blocks of time throughout the week.

#### Tutoring:

Tutor students in subjects and grades as expertise allows. Tutors will meet with tutees at predetermined times and frequencies. During the sessions, tutors will assist students in understanding material presented to them in their school classroom or homework. Tutors should have expertise in the subjects and be capable of explaining particularly challenging aspects of the subjects, as these are the areas where students typically need assistance.

### Administration:

Tutors are required to complete Tutorial Session Reports for each student at each meeting. These reports must include the date, time, and duration of each meeting as well as list the courses or subjects tutored. These also serve as feedback to parents and should include some comments on the students' progress in the subject area or specifics about the work covered. The white copy of the Tutorial Session Report is given to the student, the yellow and pink copies must be turned into the front desk at the end of the tutor's shift.

Tutors will receive a copy of the Tutoring Enrollment Agreement. On the reverse side, they are to read the goals for the student, develop and document a plan of action and return it to the office.

### **Evaluations**

Teacher evaluations are an opportunity for teachers and supervisors to meet and discuss strategies and methods as well as determine areas needing improvement. Over the semester, the director and lead teacher will check students' course files, observe class meetings and observe teacher performance in a variety of areas. Teachers will be asked to complete a self-evaluation, which is reviewed by their evaluator. The evaluator will add comments and areas for discussion and will then meet with the teacher to go over the evaluation. A copy of the evaluation form and criteria can be found in Appendix B.

### **The Formula**

SoloQuest teachers are paid based on a formula which includes administrative and teacher prep time and student meeting time. There are six basic course configurations from which students may choose. In addition, courses which require labs include extra preparation time for the instructor to set-up and clean-up labs. Following is a list and explanation of the course pay formulas. More detailed information about course content and teaching strategies is covered in the next section of this manual.

### **Course Types**

#### Fifteen Week Single Semester Courses (5 credits):

This is the most typical course and the one which works best for most students. This course is one semester in length and covers one semester of a high school academic course. Students are assigned 5 hours of work per week and earn 5 academic credits. Each 15 week course consists of fifteen 45 minute meetings with the student over a fifteen week period and fifteen 15 minute periods for course preparation. The teacher will be paid for 15 hours total.

### Eight Week Single Semester Courses (5 Credits):

This course is designed for students who would like to complete a course in a shorter period of time. These students will meet with their teacher once a week for 45 minutes. Each eight week course typically consists of eight 45-minute meetings with a teacher over eight weeks. The teacher is paid for 30 minutes of preparation time for each meeting. The student is assigned 10 hours of work for the week. The teacher will be paid for 10 hours total.

### Six Week Single Semester Course (5 credits):

Summer school courses are six weeks in length and require the student to complete the same amount of work as a regular course. The student is assigned 13 hours of work each week. The teacher will meet with the student for 6 once-a-week meetings. The meetings are 45 minutes in length and the teacher is allowed 30 minutes of course preparation time for each meeting. The teacher will be paid a total of 7.5 hours for a six week summer course.

### Six Week Two Semester Courses (10 credits):

The teacher meets with the students for 1.5 hours once a week or 45 min. twice a week for 6 weeks. The student is assigned 26 hours of work per week. The teacher is paid 2 hours per meeting for a total of 12 hours for the course.

### Eight Week Two Semester Courses (10 credits):

The teacher meets with the students 8 times for 1.25 hours once a week. The student is assigned 20 hours of work per week. The teacher is paid 2 hours per meeting for a total of 16 hours for the course.

### Fifteen Week Two Semester Courses (10 credits):

A two semester series may be completed in 15 weeks. The student is assigned 10 hours of work a week. The teacher will meet with the student once per week for 45 minutes each week. Since the teacher will be assigning and correcting twice the normal amount of homework, the teacher is allowed a period of 30 minutes of preparation time per week. The teacher will be paid 1.25 hours per week for these courses for a total of 18.75 hours in a fifteen week period.

### Lab Courses:

The structure of these courses can take on most of the forms mentioned above. The laboratory component of the courses, however, constitutes a different pay formula. The lab courses typically have 8 labs per semester. The lab periods are 1 hour in length and the teacher is allowed 30 minutes for lab preparation and clean-up. For each 1 hour lab period, the teacher will be paid 1.5 hours. Teachers will be paid a total of 12 hours for the lab portion of a lab course.

**Please note:** The following guidelines apply to homework and billing for **summer courses**.

Six Week One Semester Course:

Meeting time – 45 minutes  
Homework assigned – 13 hours per week  
Payroll – bill at 1.25 hours per class for extra prep time

Six Week Two Semester Course:

Meeting time – 1.5 hours (one or two appointments per week)  
Homework assigned – 26 hours per week  
Payroll – bill at 2 hours

Eight Week One Semester Course:

Meeting time – 45 minutes  
Homework assigned – 10 hours per week  
Payroll – bill at 1.25 hours per class

Eight Week Two Semester Course:

Meeting time – 1.25 hours (one or two appointments per week)  
Homework assigned – 20 hours per week  
Payroll – bill at 2 hours per class

Summer School Course Folders & Progress Reports:

Please fill out the dates in the course folder when you determine them with your student, accounting for vacations, etc. Give a copy of the course dates and ending date to the office.

**Teaching Courses**

Teaching is a very individual and special skill. SoloQuest encourages its teachers to express their own personal teaching styles and methods while working with students. While there are as many teaching styles as there are teachers, it is important to ensure that each student receives the same high level of academic support. To that end, the following guidelines have been developed to help teachers as they design student assignments and assess student achievement.

<b>COURSE</b>	<b># WEEKS</b>	<b># MEETINGS</b>	<b>MEETING LENGTH</b>	<b>HRS HW/WK</b>	<b>CREDITS</b>
Regular/5 credits	15	15	45 min.	5	5
Accelerated/ 8 weeks/5 credits	8	8	45 min.	10	5
Accelerated/ 6 weeks/5 credits	6	6	45 min.	13	5
Double/15 weeks 10credits	15	15	45 min.	10	10
6weeks/10 credits	6	6	1.5 hours	26	10
	6	12	45 minutes	26	10
8weeks/10 credits	8	8	1.25 hours	20	10
Labs	8	6	varies	45min-1 hr	*

\* Labs can be added to any of the above course configurations. Students do not earn additional credit for the lab portion of the course.

Both full-time and part-time students take these courses (except 6-week summer courses) throughout the year. These courses are designed to most closely match a semester of work at a typical high school. The student and the teacher meet from one to three times per week for a period of six to fifteen weeks. The meetings should be about 45 minutes in length. During this time the students turn in the previous week's work and should have an opportunity to ask questions about material not fully understood. The teacher should present new material and assign the next week's assignments. Students must arrange time outside of their meeting time to take exams required for the course.

## Overview of Course Structure

### Scheduling Appointments

Appointments for students and their teachers are made at times which are individually and mutually agreed upon. Teachers should be sure their availability is kept current with the front office. Every effort will be made to pool students together so that teachers only have to make one trip to SoloQuest in a day and to avoid empty spaces in teachers' schedules. Appointments are made by front office staff and must be written in the SoloQuest daily schedule book maintained at the front desk. In general, teachers should **ask office staff** to add, erase or alter the schedule when changes are necessary. If a student or parent requests a schedule change, refer them to the administration office.

Teachers and students agree to the schedule of meetings in the first week of a course. If a student misses a meeting, the teacher is not required to reschedule it. The teacher is expected to contact the student and determine whether the student has completed the work for the week. The teacher should assign new work appropriately for the next week as if the student were there for the meeting. The assignment should be put into the student work pick-up box in the lobby and /or faxed or mailed to the student if they request it. If the student does not call and does not show up for the meeting, the teacher should attempt to contact the student and/or parent by phone. During the time that the teacher would normally be meeting with that student, the teacher can complete any preparative work needed for that student or may work on other student files. **Teachers are expected to be at SoloQuest engaged in SoloQuest business in order to put that time on their timesheet. The SoloQuest Director/lead teacher may ask teachers to complete other tasks during that time.**

### Attendance

Student attendance at SoloQuest is tracked for full-time students. Ariss is the software used for full time attendance. The attendance is calculated by counting the number of hours per week of homework completed by the student. Teachers are responsible for accurately reporting the number hours of coursework completed by each full-time student. California State Law requires that students 18 years old and younger attend school for a minimum of 240 minutes (4 hours) per day. As a private school, SoloQuest must sign an affidavit that ensures that students at our school meet this attendance requirement. As our students are not physically here every day for four hours and because they learn through independent study with weekly meetings and assignments, our attendance accounting is as follows:

1. Teachers meet with each student for 3/4 of an hour each week to create weekly assignments in the course (written on the Ariss software.)
2. When the student returns the following week, the teacher records the number of homework hours completed in Ariss and on the course progress sheet.
3. All attendance hours (completed work) for a given month must be recorded in Ariss by the 15<sup>th</sup> of the following month. If an assignment has not been turned in by that time, then the teacher will record a “0” for the assignment. If an assignment has been partially completed at that time, then the teacher will record the number of hours actually completed.

## **Course Paperwork**

### Folder Set-up & Maintenance

The following few pages include information regarding the preparation and maintenance of student course folders. Teachers use these folders to record student progress and keep student work and assignment sheets. The folders should be kept in a consistent and professional manner as these are permanent student records. Teachers should keep records of all homework assigned and hours completed. Student work or copies should be kept in the folder as well as an accurate and up-to-date record of exams and other projects. Exam grades and scores for homework or other projects should be clear and up-to-date. The next sections will discuss the contents of student folders and will explain how to complete the required forms. If you have questions about the maintenance of folders, please ask the lead teacher, office staff or another experienced teacher. It is very important to keep complete and correct records of the students’ progress.

### Forms

#### **COURSE PROGRESS FORM**

A new course folder will contain a course progress form stapled to the inside left face. The course progress form must be completely filled out (except for the “transfer students” “extra meetings/labs” sections). An example appears in Appendix B. It is important that teachers use the form to keep track of student attendance, homework assignments, test scores, grades, hours completed, progress notes etc. At the first meeting the teacher must fill out the appointment dates for the duration of the course. The teacher must also make clear the goals and requirements of the course including grading policies. Whenever possible the teacher should give the student a copy of the course syllabus. Included on the course progress form is a section for character evaluation, where the teacher will rate each student on his or her achievement of integrity, social responsibility, and respect for others according to the definitions listed on the character evaluation rubric.

#### **CHARACTER EVALUATION RUBRIC**

Each course folder will contain a character evaluation rubric. An example appears in Appendix B. Teachers will give a copy of this form to the student and discuss it, emphasizing that the student will be rated on these qualities at the end of the course. Teachers will discuss the values of integrity, social responsibility, and respect for others as defined on the rubric as necessary with the student.

## COMMUNICATION RECORD

Each course folder will contain a communication record (contact log) stapled to the inside left face. An example appears in Appendix B. The teacher will use this sheet to record any information related to communications with the student and/or parents that is significant. It should be used to document special circumstances or other important messages.

## WEEKLY ASSIGNMENT SHEET

At each meeting with a student, the teacher will complete a Weekly Assignment Sheet either on ARISS or by hand. The assignment sheet should list the assignment in a clear manner that the student understands. Hours assigned should be totaled at the bottom left. The next appointment date and time should be clearly written at the top of the form along with the student's full name and the teacher's full name. The inclusive dates should be written at the bottom right, starting with the date of the current meeting and ending with the date one day prior to the next meeting.

The student receives the white copy of the form. When the student returns the following week, the teacher marks on the yellow copy how many hours of the assignment were completed. This should be marked on the Weekly Assignment sheet in the bottom right corner and should also be marked on the Course Progress Form. The yellow copy is kept in the student's folder. **For full-time students,** teachers will use the Ariss program assignment sheets and attendance record. If partial or no work is completed, the hours not completed are reassigned and added to the next weekly assignment Sheet as "Reassigned Work". **Do not hold the previous week's assignment sheet to wait for a student to turn in an assignment which is listed on it. Simply tally the number of hours completed and record on the appropriate forms and in Ariss, if applicable.**

## STUDENT PROGRESS REPORT

Progress reports must be sent to parents at least three times per course at weeks #4, 8 and 12 for 15 week agreements. For accelerated and summer courses progress reports should be sent at least once. **Be sure to document that the progress report has been sent by recording it on the course progress form.** Completed progress reports should be turned in to the front desk. The originals will be sent to the parents and a copy will be returned to the teacher to be kept in the student's course file. Please write as legibly as possible and be concise and direct about student performance.

It is important for parents to be informed of the student performance early and often especially if there is a problem. Progress notes must represent a true picture of the student's performance in the course. Be sure to keep comments professional, constructive and non-judgmental. The progress report is often the only glimpse a parent has into the course their student is taking . They rely on us to give them an accurate picture, since students can sometimes be vague when communicating with their parents.

If a student misses two meetings, comes twice without having completed the homework or fails a test, a progress report must go out to the parents right away, regardless of whether a report is due at that time.

There are two types of progress report forms. The regular progress report should be used during the course to keep parents up-to-date about their student's progress in the course. The final progress report may be used at the end of a course to inform the parents of any extra meetings the student

needs. If the student has more than two weeks worth of unfinished course work (other than the normal final assignment), the teacher should recommend additional meetings (one meeting per 5 hours of unfinished work). The teacher should list all work due on the student's last weekly assignment sheet and staple a photocopy to the final progress report before turning it in to the front desk.

## TUTORIAL SESSION REPORTS

The tutorial session report is completed after the session. The student receives the white copy and the other copies are turned in to the front desk. The report must document the student's and the tutor's full name and the date, time and duration of the meeting. The "subject and objective" is where the subject and area of tutoring is documented. The session report is where the tutor documents the progress, areas of improvement or areas needing more work etc.

## NEW STUDENT NOTIFICATION FORM

When teachers are assigned a new student, they will receive a new student notification form. This form lists the students name, course and day and time of the meetings. The teacher is responsible for making sure that the course materials are available. The teacher must inform the office promptly if the materials are not available or if the meeting time is a problem. While every attempt will be made to ensure timely notification when new students sign up, it is the teacher's responsibility to check their schedule ahead of time. Teachers will be notified by telephone if a student signs up and the teacher is not scheduled to be at SoloQuest before that meeting.

## BOOK DEPOSIT & RETURN FORMS

Teachers will assign and check out books to students for use in their courses. In order to use a book owned by SoloQuest, students are required to pay a deposit which is held until the text is returned. The deposit (minus 15% usage fee) is refunded when the book is returned in usable condition.

Teachers may also require students to purchase workbooks for use in their courses. These are processed the same as book deposits, but are not returnable or refundable.

To complete a book deposit form, fill out the student's full name and the book title, author or publisher and textbook number. Sign the form. Return the form to the front desk and the student will be billed for the deposit. If it is a workbook, write "consumable" on the form.

When a student returns a book at the end of a course, the teacher completes a book return form. Complete the book return by filling out the student's name and the book title, author and textbook number. Sign the form and return it to the front office. **Record the book return in the appropriate place in the course file as well.** Return the book to the book room.

## PE, WORK EXPERIENCE AND MUSIC LOGS

Many students take elective courses that require them to keep logs for their credits. These logs must be collected and maintained by the student's master teacher. Logs are kept in the student's course folder. The elective course should be listed inside the student's folder on the Course Progress Form. Logs will be turned in to the office along with the course folder when the student has completed the course. The student will receive one credit per 15 hours of logged time.

## **Administrative Miscellaneous**

### Student Non-Compliance

Independent Study is a challenging way to learn for most students. It requires them to hone their time management and self-motivational skills. For many students this is a great way to prepare for college and careers. For a few students, independent study presents a challenge for which they are unprepared. Students can be considered non-compliant if they either do not attend their appointments or do not complete their homework assignments. Teachers should initially address non-compliance with the student directly, but ultimately must report the problem to parents and to the master teacher if the problem persists beyond two weeks. Reporting to parents should include a progress note detailing the nature of the problem. The master teacher should be notified by the teacher as soon as a problem is suspected.

### Missing or Late Work

Any full time student who is 15 hours or more behind in any subject MUST attend Educational Support Program each weekday (Monday through Thursday) and will be charged the Educational Support Program fee until the student has caught up in all subjects.

Late work must be completed by the 15<sup>th</sup> of the following month or the grade for that assignment will be reduced. For example, late work from September must be completed by October 15<sup>th</sup> or the grade will be reduced.

All assignments MUST be completed in order to get course credit.

### Accommodations

The SoloQuest philosophy that "given enough time and support, the student can succeed" may lead to special accommodations such as modifying course content or testing procedures. Course content is generally laid out by the syllabus and will typically cover certain chapters in a given text, require a paper, report, labs, a poster, model or other projects. Sometimes the load of a course is too much for a student's abilities. In these cases the course can be modified (usually based on an IEP) to allow the student to be challenged, but not overwhelmed. Most of the time, minor modifications can be made by the teacher without affecting the integrity of the course. Occasionally, if drastic modifications are

required (such as for special education students) the director should be notified by the teacher that a course modification is required. The teacher and the director will formalize and document the best course modifications for the student and make the appropriate adjustments to the student's grade.

### SoloQuest Testing Policies

1. Tests will be taken in one sitting.
2. In order to receive an A on a test, the student must take the test within two weeks of completing the chapter, or within two weeks of the test being assigned.
3. Tests will be taken at a time other than the weekly 45 minute class session.
4. No books are allowed during a test unless formal accommodations are agreed upon for that particular student.
5. At the teacher's discretion students may use their own handwritten notebook when taking tests.
6. Students will answer test questions in full sentences or paragraphs, when appropriate.
7. Students will show all work on math and science tests.
8. Students may use a calculator on their tests and/or may use the internet for on-line research at the discretion of the teacher.
9. Students will comply with all testing policies, will not distract others while test taking, will be ethical and not use outside help on tests, including cell phones or other electronic devices, and will take responsibility for their own behavior.
10. Students will be neat and turn in tests that reflect the hard work put into them.

**Retaking Tests:** If a student earns between a 60 – 69% on a test, the teacher will review the test with the student and the student may make corrections to the test in order to earn a 70% (C-).

If a student elects to re-take a test, the scores will be averaged if the same test is given.

If the student takes a different version of the test, the new grade will replace the former grade, but a student cannot earn an A for a test that has been retaken.

If a student earns less than a 60% on a test, the teacher will re-teach the material, the student will do review work, and then the student will re-take the same or another version of the test.

**Assistance:** Students who have exhausted other accommodations and continue to have difficulty passing tests may request to have a teacher or tutor at SoloQuest assist them while they take the test. This accommodation will (usually) require additional meetings and thus will incur additional cost. These sessions should be scheduled separately from the student's regular meeting time with the teacher. Students may receive no higher than a C- on any test taken with this accommodation.

### Grading

Grading should be consistent among all students taking a particular course and also between teachers within the same course. Grading schemes should follow the course syllabi. This should not be altered without prior approval by the director.

An accommodated syllabus must be approved by the director if it deviates substantially from the basic syllabus established for the course. Students with IEP's will be assessed and courses will be

tailored to meet their needs and abilities. In these cases the teacher will work closely with the parents and a Special Education Specialist to design an appropriate course.

### Teaching Materials

Teachers should use the basic materials provided for each course as described on the syllabus. Books are loaned to students on deposit which is partially refunded when they return the book in usable condition. Students are charged a 15% usage fee per book which is deducted from their refund. The initial book deposit would be 100% refunded if a teacher requires the student to change books during the course.

Teachers may supplement the course texts by requiring students to purchase additional workbooks and study materials. SoloQuest can usually purchase these materials directly from the publishers at a discount and sell them directly to students at discounted rates. Teachers should request the items from the Office Manager. If the items are a regular stock item and we have an open account with the publisher, it will take about 2-3 weeks for your order to arrive. If it is a new item or we do not have an open account with the publisher, it can take up to 5 weeks to arrive. Workbooks and any other materials in which students write are not returnable. These are considered “consumable” and are sold to the students.

## Tutoring Overview

### Scheduling Appointments

Appointments for students and their tutors are made at times which are individually and mutually agreed upon. Tutors should be sure their availability is kept current with the front office. Every effort will be made to pool students together so that teachers/tutors only have to make one trip to SoloQuest in a day and to avoid empty spaces in their schedules. Appointments are made by front office staff and must be written in the SoloQuest daily schedule book maintained at the front desk. In general, teachers/tutors should **ask office staff** to add, erase or alter the schedule when changes are necessary. If a student or parent requests a schedule change, refer them to the administration office.

### Sessions

Tutors will meet with tutees at predetermined times and frequencies. During the sessions, tutors will assist students in understanding material presented to them in their school classroom or homework. Tutors should have expertise in the subjects and be capable of explaining particularly challenging aspects of the subjects as these are the areas where students typically need assistance.

### Paperwork

Tutors are required to complete Tutorial Session Reports for each student at each meeting. These reports must include the date, time, and duration of each meeting as well as list the courses or subjects tutored. These also serve as feedback to parents and should include some comments on the students' progress in the subject area or specifics about the work covered. The white copy of the

Tutorial Session Report is given to the student, the yellow and pink copies must be turned into the front desk at the end of the tutor's shift.

### Student Absence

Students are expected to give 24 hour notice when cancellation is necessary. The office will contact the teacher/tutor of a cancellation as soon as possible. If notified the day before the appointment, the teacher/tutor is not eligible to be paid. If the teacher/tutor is not notified of a cancellation or is notified on the day of the scheduled appointment, he/she is eligible to bill SoloQuest for his/her time. If the teacher/tutor decides to bill SoloQuest, he/she must work at SoloQuest during the entire time for which the appointment was scheduled. **Teachers are expected to be at SoloQuest engaged in SoloQuest business in order to put that time on their timesheet.**

# **Appendix A**

At Will Agreement  
Confidentiality Agreement  
Child Abuse Reporting  
Procedure Manual Receipt

# Appendix B

## Form Examples:

Course Progress  
Weekly Assignment Sheet  
Student Progress Report  
Final Course Progress Report  
Tutorial Session Report  
Book Deposit  
Book Reimbursement  
PE, Music & Work Experience Logs

Date: \_\_\_\_\_

Name: \_\_\_\_\_

I hereby certify that I have received and will read the Teacher/Tutor Procedure Manual. I understand that I am responsible for all the information contained within the manual. I am responsible for asking my supervisors to clarify any points or issues which I do not understand.

Signature: \_\_\_\_\_