

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006

DISTRICT SURVEY OF ALTERNATIVE SCHOOLS AND PROGRAMS

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. NO.: 1850-0733
EXPIRATION DATE: 07/2002

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely.

LABEL

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Telephone: _____

Title/position: _____ Number of years at this school: _____

Best days and times to reach you (in case of questions): _____

E-mail: _____ Fax: _____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

WESTAT
Attn: Brian Kleiner (716614)
1650 Research Boulevard
Rockville, Maryland 20850-3819

IF YOU HAVE ANY QUESTIONS, CONTACT:

Brian Kleiner
800-937-8281, ext. 4469 or 301-294-4469
Fax: 800-254-0984
E-mail: kleineb1@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006.

DEFINITIONS FOR THIS SURVEY

Alternative schools and programs are designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically *at risk* of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school).

Alternative schools are usually housed in a separate facility where students are removed from regular schools. *Alternative programs* are usually housed within regular schools.

For the purposes of this survey, **include**:

- only alternative schools or programs for *at-risk* students,
- only alternative schools or programs *administered by your district*,
- only alternative schools or programs where the majority of students attend for at least *half* of their instructional time,
- charter schools (for at-risk students),
- alternative schools or programs (that are administered by your district) within juvenile detention centers,
- community-based schools or programs (administered by your district, but located within community organizations (e.g., boys and girls clubs, community or recreational centers)),
- alternative schools or programs that operate during weekday evenings or weekends.

For the purposes of this survey, **exclude**:

- alternative schools or programs that are *not* for at-risk students (e.g., gifted and talented programs, magnet schools),
- alternative schools or programs *not* administered by your district,
- alternative schools or programs where the majority of students attend for less than half of their instructional time,
- schools or programs that exclusively serve special education students,
- vocational education programs (unless specifically designated for at-risk students),
- child care/day care centers,
- privately run sites contracted by your district,
- short-term in-school suspension programs (lasting 2 weeks or less), detention, or in-home programs for ill or injured students.

Functional behavioral assessment (FBA) is a systematic process for describing problem behavior, identifying environmental factors and setting events that predict the problem behavior, and guiding the development of effective and efficient behavior support plans.

This questionnaire is intended for the person or persons most knowledgeable about the alternative schools and programs in your school district. Please feel free to collaborate with others who are able to help provide the required information.

I. Basic Information About Alternative Schools and Programs in Your District

1. During the current school year (2000-2001), are there any alternative schools or programs in your district?
 Yes 1 (Continue with question 2.) No..... 2 (Stop. Complete respondent section on front and return questionnaire.)
2. How many alternative schools and programs do you currently have in your district? _____
3. Of those schools and programs in question 2, how many are...
 - a. Housed within a separate facility, i.e., not within a regular school?..... _____
 - b. Charter schools?..... _____
 - c. Schools in juvenile detention centers?..... _____
 - d. Community-based programs?..... _____
4. During the current school year (2000-2001), what grades are taught in your district's alternative schools and programs? (Circle all that apply.)
 PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

II. Enrollment

5. As of October 1, 2000, about how many students in your district were enrolled in alternative schools and programs? _____ students
6. Of those students, about how many were special education students with an Individualized Education Program (IEP)? _____ students
- 7a. In any month during the **1999-2000** school year, were any of your district's alternative schools and programs unable to enroll new students because of staffing or space limitations?
 Yes 1 (Continue with question 7b.) No..... 2 (Skip to question 8.)
- 7b. During which months of the **1999-2000** school year were any of your district's alternative schools and programs unable to enroll new students because of staffing or space limitations? (Check all that apply)

a. August <input type="checkbox"/>	g. February <input type="checkbox"/>
b. September <input type="checkbox"/>	h. March <input type="checkbox"/>
c. October <input type="checkbox"/>	i. April <input type="checkbox"/>
d. November <input type="checkbox"/>	j. May <input type="checkbox"/>
e. December <input type="checkbox"/>	k. June <input type="checkbox"/>
f. January <input type="checkbox"/>	

8. In the past 3 years, what was your district's procedure when demand for enrollment in alternative schools and programs exceeded available capacity? If not applicable, check here and skip to question 9.
 (Circle one on each line.)

	Yes	No
a. Put students on waiting list.....	1	2
b. Increase capacity by adding staff/space.....	1	2
c. Provide home-bound instruction.....	1	2
d. Open new site.....	1	2
e. Refer students to another district.....	1	2
f. Refer students to private facility.....	1	2
g. Other (specify)_____	1	2

III. Entry and Exit Procedures

9. Can students in your district be transferred to alternative schools and programs solely on the basis of any of the following reasons? (Circle one on each line.)

	Yes	No
a. Possession or use of a firearm	1	2
b. Possession or use of weapon other than a firearm.....	1	2
c. Possession, distribution, or use of alcohol or drugs (excluding tobacco)	1	2
d. Arrest or involvement with juvenile justice system.....	1	2
e. Physical attacks or fights.....	1	2
f. Disruptive verbal behavior.....	1	2
g. Chronic truancy	1	2
h. Continual academic failure	1	2
i. Pregnancy/teen parenthood.....	1	2
j. Mental health needs	1	2
k. Other (specify) _____	1	2

10. To what extent are **special education students with IEPs** placed in alternative schools or programs through each of the following means? If you have no special education students, check here and skip to question 11. (Circle one on each line.)

Means of placement	Not at all	Small extent	Moderate extent	Large extent
a. Support of Director of Special Education (district level).....	1	2	3	4
b. IEP team decision.....	1	2	3	4
c. Regular school staff recommendation (e.g., teacher, administrator, or counselor)	1	2	3	4
d. Student request.....	1	2	3	4
e. Parent request.....	1	2	3	4
f. As a result of Functional Behavioral Assessment (FBA)	1	2	3	4
g. Referral by the juvenile justice system	1	2	3	4
h. Other (specify) _____	1	2	3	4

11. Is it your district's policy to allow students enrolled in alternative schools and programs to return to a regular school in your district? (Circle one.)

- a. Yes, for all students 1 (Continue with question 12.)
- b. Yes, for some students 2 (Continue with question 12.)
- c. No, never for any students 3 (Skip to question 13.)

12. According to your district's policy, how important are each of the following in determining whether a student is able to return to a regular school? (Circle one on each line.)

Factor	Not important	Somewhat important	Very important
a. Improved grades	1	2	3
b. Improved attitude/behavior.....	1	2	3
c. Student motivation to return.....	1	2	3
d. Student readiness as measured by a standardized assessment	1	2	3
e. Availability of space in regular school	1	2	3
f. Approval of the regular school administrator or counselor	1	2	3
g. Approval of alternative school/program staff (e.g., teacher, administrator, or counselor).....	1	2	3
h. Other (specify) _____	1	2	3

IV. Staffing

13. Were any of the teachers in your district's alternative schools and programs... (Circle one on each line.)

	Yes	No
a. Hired specifically to teach in alternative schools and programs?	1	2
b. Transferred by choice from a regular school to an alternative school or program?	1	2
c. Involuntarily assigned to teach in an alternative school or program?.....	1	2

V. Curriculum and Services Offered

14. According to district policy, are any of the following services or practices required to be made routinely available in alternative schools and programs? (Circle one on each line.)

	Yes	No
a. Smaller class size than regular schools.....	1	2
b. Remedial instruction for students performing below grade level	1	2
c. Academic counseling.....	1	2
d. Career counseling	1	2
e. Psychological counseling	1	2
f. Crisis/behavioral intervention.....	1	2
g. Social work services	1	2
h. Peer mediation.....	1	2
i. Extended school day or school year.....	1	2
j. Evening or weekend classes	1	2
k. Curricula leading toward a regular high school diploma.....	1	2
l. Preparation for the GED exam.....	1	2
m. Vocational or skills training	1	2
n. Opportunity to take classes at other schools, colleges, or local institutions .	1	2
o. Security personnel on site.....	1	2
p. Opportunity for self-paced instruction	1	2
q. Other (specify) _____	1	2

15. Does your district collaborate with any of the following agencies to provide services to students in alternative schools and programs? (Circle one on each line.)

	Yes	No
a. Child protective services	1	2
b. Community mental health agency.....	1	2
c. Community organization.....	1	2
d. Job placement center.....	1	2
e. Crisis intervention center.....	1	2
f. Drug and/or alcohol clinic	1	2
g. Family organizations or associations	1	2
h. Family planning/child care/child placement agency	1	2
i. Health and human services agency or hospital	1	2
j. Juvenile justice system	1	2
k. Parks and recreation department	1	2
l. Police or sheriff's department	1	2
m. Other (specify) _____	1	2

VI. Background Question About Schools in Your District

16. What percent of the students in your district are eligible for free or reduced-price lunch? _____percent

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