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ALTERNATIVE SCHOOLING IN NORTH CAROLINA, 1977-1981

The University of North Carolina at Greensboro ED.D. 1982

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ALTERNATIVE SCHOOLING IN NORTH CAROLINA, 1977-1981

by

Etta Leath Gravely

A Dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1982

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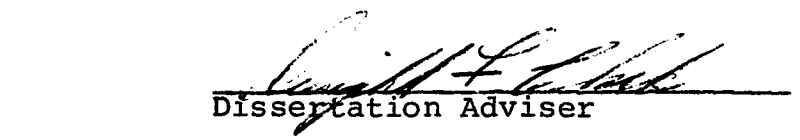

Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser _____

Committee Members _____

_____

_____

April 2, 1982
Date of Acceptance by Committee

April 2, 1982
Date of Final Oral Examination

GRAVELY, ETTA LEATH. Alternative Schooling in North Carolina, 1977-1981. (1982)
Directed by: Dr. Dwight Clark. Pp. 233.

The major purpose of this descriptive study was to provide information about the initiation and implementation of public alternative schooling in North Carolina. The study population consisted of the 144 public school districts in North Carolina and a special residential alternative public school under the direct jurisdiction of the state.

The research design included (1) identifying the school districts operating alternative schools or programs, (2) developing a survey instrument to elicit the necessary information, (3) collecting data via questionnaire, printed documents, and telephone and personal interviews, and (4) analyzing the data.

Some selected findings of the study were that (1) thirty-four percent of the school districts operated alternative programs or schools, (2) six school districts operated three or more types of alternatives, (3) ninety percent of the school districts defined alternatives as any kind of program that differs from the conventional school program, and (4) seventy percent of the students enrolled in alternatives were in high school.

Some of the conclusions of the study were that (1) with one exception, all of the programs considered truly optional were operating at the elementary level, (2) school district personnel were initiators of programs for the dropout and

the behaviorally disruptive student, (3) parents were among the initiators of elementary open programs and traditional programs, (4) all programs except the traditional program stressed individualized instruction or small group instruction, (5) only 15 percent of the alternatives were designed to serve students of all academic levels, (6) alternatives served more white students than black students, and (7) it appeared that approximately equal numbers of black and white students were referred to behavior modification programs.

ACKNOWLEDGMENTS

I am thankful and grateful to the following persons who have assisted me greatly in the completion of this research project:

The Chairman of my Committee, Dr. Dwight Clark, whose gentle prodding and patient counsel provided the necessary direction for me to complete this study;

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I wish also to express sincere appreciation to the North Carolina Board of Governors, whose financial support enabled me to complete this study.

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CHAPTER I

INTRODUCTION

Purpose of the Study

In view of the rapid rates of growth of alternative schools and programs in the nation, and in view of the dearth of descriptive information about these schools, especially in North Carolina, the purpose of this study was to provide information about the initiation and implementation of public alternative schooling in North Carolina. An additional purpose was to provide an up-to-date review of the descriptive research in the literature on alternative public schooling.

Background of the Study

During the past decade alternative public schools have been established throughout the nation. These schools are distinctly different in some way or ways from the regular contemporary schools in their district. They are designed to be more responsive to some need within their communities than the regular contemporary schools have been. In the Spring of 1975, ICOPE (International Consortium of Options in Public Education) estimated the number of alternative public schools in operation to be between 1250 and 1300.[1]

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[1]Robert Barr, "The Growth of Alternative Public Schools: 1975 ICOPE Report," Changing Schools, 12:3:2, 1975.

An update estimate for the 1978-79 school year places the total near 10,000.[2]

> Such numbers suggest that the most far reaching experimentation and innovation to ever occur in public education is now underway. When compared to other major movements in public education--progressive schools, Eight-Year Study Schools, performance contract schools, Trump's Model Schools, the Ford Foundation's Experimental Schools, or even the free school movement outside public education--there has never been anything like it.[3]

A 1977 survey indicates that 33 school districts in 21 states made some commitment to alternative education by establishing an office or designating personnel to be responsible for alternatives in their systems. School districts in California, Illinois, Minnesota, Missouri, New Mexico, New York, Ohio, Oregon, Pennsylvania, Texas, Washington, and Wisconsin have published directories or information packages on alternatives available in their districts.[4]

Several national organizations have been developed to serve as clearinghouses and centers for research for alternative education. Among these organizations are The National Coalition of Alternative Community Schools (NCACS), Chicago, Illinois; The Center for New Schools, Chicago, Illinois; The National Alternative Schools Program (NASP), University of

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[2]"A Decade of Alternative Schools and What of the Future?", NASSP Curriculum Report, October, 1978, p. 5.

[3]Barr, op. cit., p. 4.

[4]Anne Flaxman and Kerry Homstead, 1977-78 Directory of Public Alternative Schools (Amherst, Massachusetts: National Alternative School Program, 1978), pp. 50-70.

Massachusetts at Amherst; The International Center for Options in Public Education (ICOPE), now The Center for Options in Public Schools (COPE, 1977), Indiana University at Bloomington; and an assortment of regional networks.

Despite the widespread growth of alternative public schools, much confusion surrounds their classification. To date, no comprehensive system of classification has been devised. Several classification schemes exist but none are inclusive enough to describe all of the existing alternative programs. Mazzarella contributes the classification snafus to the following:

1. Schools are identified by only one aspect while the defining parameters overlap considerably. A "School-Within-A-School" may just as properly be classified as an "Open School."
2. Different districts use the same term differently. One district's "Magnet" School may be another district's "School-Without-Walls."
3. Different districts define the term "alternative" differently; For example, in Minneapolis, Minnesota, alternative schools are any schools that offer all students a distinctive choice of educational programs. In New York City, alternative schools are schools for students who have problems

> with the regular program.[5] In Cincinatti, Ohio, alternative schools refer to "open" or "humanistic" schools--schools permitting a high degree of staff and student involvement in the decision-making process.[6]

Most of the knowledge generated about alternative schooling has come from two sources: individual case studies and large-scale surveys. Generalizations about the state of educational alternatives have not been possible since the definitions of alternatives and the political circumstances vary so much from state to state.

If public alternative schools represent massive experimentation and innovation in American education, and if these schools are actual alternatives to conventional schools, it seems imperative to better understand the concept as developed in every region of the United States.

Thus, baseline data on the alternative schools and programs operating in North Carolina are needed to add to the pool of information so that an accurate assessment of the development and implementation of alternative schooling may be made. To date no attempts are known to have been made to

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[5]Jo Ann Mazzarella, Alternative Schools, ASCA School Management Digest Series 1, No. 13, ERIC Document ED 163560.

[6]Jerry Boyle, "Alternative Schools and a Plan of Action for Developing Alternatives" (Ph.D. Dissertation, University of Cincinnati, 1979), p. 17.

assess the process of initiation and implementation of public alternative programs or schools in North Carolina.

Statement of the Problem

The problem of this study was to describe the initiation and implementation of public alternative schooling in North Carolina. An analysis of the problem revealed several major components as indicated by the following questions:

1. Which public school districts in North Carolina promote alternative schooling?
2. How does each school district in North Carolina define alternative schooling and why?
3. Who initiated the alternative schools or programs in each school district?
4. Has the local college or university aided in the promotion of alternative schooling? If so, how?
5. What organizational structures are utilized by alternative schools in North Carolina?
6. What are the goals of different types of alternative schools in North Carolina?
7. What strategies are used by various alternative schools in North Carolina to achieve their goal?
8. What are the characteristics of the public alternative schools in North Carolina in terms of curriculum, student population, volunteerism, and school policy formulation processes?

9. What steps has the state of North Carolina taken to facilitate the development of public alternatives?

Significance of the Study

This study presents information about alternative schools or programs in North Carolina which may be useful to practitioners, administrators, researchers, and others who may influence the movement.

The identification of alternative public schools operating in North Carolina permits professional educators working in alternatives to establish lines of communication with one another. New lines of communication may lead to the formation of a statewide organization or a network whereby persons could share successes, discuss common problems, and establish an identity which could attract other persons interested in initiating alternatives. Moreover, this identification enables interested persons to look closely at programs whose components appeal to them. Finally, the identification of public alternatives in North Carolina serves as resource data for persons interested in conducting additional research on alternatives operating within the state.

Data from this study may help clarify the concept of alternative schooling that has emerged within North Carolina. Since the concept of alternative schooling is relatively new, the information provided by this study contributes to the

body of knowledge needed to assess this movement on a national level.

Limitations of the Study

This study is limited to information provided by the respondents through questionnaires, printed documents from the schools, and telephone and personal interviews. Some portions of the questionnaire data reflect the perceptions and personal bias of the respondents.

The school systems surveyed in this study included only public school systems supported by state and local tax funds. One state-supported residential school was also included. Parochial schools and the school systems funded federally at Fort Bragg, Camp Lejeune, and Cherokee were not included.

Finally, the study did not attempt to measure the effectiveness of the alternative schools or programs.

Definition of Terms

Certain terms used throughout the study are defined here for clarity of presentation and meaning.

Alternative school: in this study, a school which students may choose to attend in place of the assigned public school. The student population may be composed of all or a small percentage of voluntary clients.

Alternative program: an educational program which is part of an existing school; a program chosen by the students enrolled.

Alternatives: a combination of alternative schools and alternative programs.

Conventional school: a regularly assigned public school, subject centered, with a non-flexible curriculum organization.

Behavior modification program: a program designed to provide instruction to students exhibiting disruptive behavior at school. The program utilizes an established behavior improvement model or a combination of affective techniques which include activities in value clarification, reality therapy, and similar strategies.

Organization of the Study

Chapter I, the introduction to the study, presents the problem, the purposes of the study, significance of the problem, limitations of the study, definition of terms used, and the organization of the study.

In Chapter II, the pertinent literature is reviewed.

The methodology of the study is described in Chapter III. The study population, formulation of the instrument used and its field testing, and the nature of the analysis of data are also described.

Chapter IV presents an analysis of the data collected. A presentation of the reserach questions and the related data are also included.

Chapter V contains the summary, conclusions, and recommendations that resulted from the study.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents a review of the literature in three sections: (1) history of the emergence of alternative schools in the United States, (2) descriptive research of public alternatives, and (3) summary. In section two, the conceptual framework for describing the initiation and implementation of public alternatives is established.

History of the Emergence of Alternative Schools in the United States

Historical reviews of the literature noted that alternative forms of schooling have always existed in American education. Sally Wertheim stated:

> Alternative schools have been a part of the American educational experience since schooling began in our country in the seventeenth century. Public schools, as we know them today, did not exist at that time; rather, people could choose the type of education they preferred from among many alternatives available.[1]

Lawrence Cremin described the status of educational alternatives during the colonial period in America:

> By the middle of the eighteenth century the educational institutions of provincial American

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[1]Sally Wertheim, Alternative Schools in Greater Cleveland, (Cleveland Jennings Foundation Journal Report, Cleveland, Ohio, 1973) pp. 3-4. Cited by Jerry Boyle, "Alternative Schools and a Plan of Action for Developing Alternatives" (Ph.D. Dissertation, University of Cincinnati, 1979), p. 10.

> constituted a fascinating kaleidoscope of endless diversity and change. . . . It is difficult to generalize with any degree of precision about the schooling in early America, largely because of the phenomenal variation in types and modes of instruction and the consequent difficulty of what to call a school.[2]

By 1800 the Latin Grammar School, the Academy, the English or Common School, and the Parochial Schools were available in well populated areas of America. Between the late nineteenth century and the 1960's, several other categories of nonpublic alternative schools emerged.

In 1896, a Laboratory School was established at the University of Chicago. This school became known as the Dewey School after its first administrator, John Dewey. In the classroom, Dewey ventured to connect schools with the outside, to give learning a practical content, to show that for effective education, children need not only books but also people and experiences from which they can learn to guide future action.[3] Duke referred to this school as a demonstration center, a place where educators, teachers in training, and nonprofessionals could observe new instructional methods and organizational techniques in operation.[4]

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[2]Lawrence A. Cremin, American Education: The Colonial Experience (New York: Harper and Row, 1970), p. 27.

[3]Ben Brodinsky, "12 Major Events that Shaped America's Schools," Readings in Education 78/79 (Guilford, Ct.: Dushkin, 1978), p. 28.

[4]Daniel L. Duke, The Retransformation of the School (Chicago: Nelson-Hall, 1978), p. 36.

Other demonstration centers referred to as "lab," "experimental," and "lighthouse" schools were later established. Later, the British experience supporting the progressive principles of education articulated by John Dewey influenced the creation of schools referred to as "integrated day," "open," "informal education," or "British infant." Schools stressing the importance of student responsibility and decision-making were established as early as 1915. Founded in 1915, the Stony Ford School in Stony Ford, New York embodied in its philosophy the belief that adult and student members (aged 14 and less) of the school community should enjoy the same social rights and obligations. The school's attitude toward the child was described as follows:

> He is someday to become part of the great community, the world, and he can best be fitted to be a responsible unit in it by first becoming part of a smaller community which he can understand. Responsibility like other qualities, can best be developed by its exercise. Practically, the whole management of the school is shared in by the children.[5]

In the late nineteenth century, the disciples of Frederick Froebel began establishing kindergartens and day schools in the United States. The purpose of these schools was to help children "create their spontaneous needs and interests."[6] The New York City's Children's School established by Margaret Namburg in 1914 espoused the same purpose. The

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[5]Charlotte Winsor, ed., Experimental Schools Revisted: Bulletins of the Bureau of Educational Experiments (New York: Agathon Press, 1973) cited in Daniel Duke, Retransformation of the School, (Chicago: Nelson-Hall, 1978), p. 35.

[6]Ibid., p. 46.

curriculum of the Children's School "would have to be subordinated and even sacrificed temporarily if need be to the personal problems of each child."[7]

At various times during the development of the country, commune-based schools have been established in the states of Indiana, Alabama, New York and others. Duke refers to these schools as possessing revolutionary goals. He stated:

> In 1907, Marietta Johnson established her famous organic school in Fairhope, Alabama, site of a community developed by single-tax disciplines of Henry George. She strove to amalgamate progressive educational theory with radical social ideas. Other schools pursuing revolutionary goals included the Modern School formed in 1910 by a group of New York City "anarchists, socialists, single taxers, and free thinkers" and Manumit, a boarding school set up in 1924 for the children of workers.[8]

Even though these schools existed they were not accessible to the majority of the students. The great majority of families could not afford the cost involved in private school education. In 1970, less than 10 percent of the youth in America attended private schools.

Reform of the Sixties

During the decade of the sixties, many new changes and innovations occurred. Organizational changes such as team teaching and individualization of instruction and differentiated staffing were adopted by public school districts. Technological innovations such as teaching

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[7]Ibid.

[8]Duke, op. cit., p. 34.

machines and programmed learning instruction appeared in the schools. Many curriculum changes were made, especially in science and mathematics.

In 1970, the National Science Foundation[9] listed 69 curriculum improvement projects that had been implemented in public school systems. These as well as programs in mathematics followed the theme of inquiry-discovery.[10] In 1971, 111 different social studies projects were identified[11], and much like the science and mathematics programs they sought to follow an inquiry-discovery approach.

Corporations and huge foundations--Ford, Carnegie, Rockefeller--generously supported experimental programs. Government funds became available to school districts under several different programs of the Elementary and Secondary Education Act (ESEA) of 1965.[12]

Evaluation of these programs resulted in the finding of "no significant difference." Nachtigal[13] reported that when teams from the Ford Foundation visited funded schools to see if their classrooms looked or operated any differently than other classrooms, the differences were hard to find.

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[9]"Course and Curriculum Improvement Projects," quoted in Daniel Tanner, Secondary Education: Perspectives and Prospectives (New York: Macmillan, 1972), p. 255.

[10]Ibid., pp. 256-280. [11]Ibid.

[12]Mary Ann Raywid, "The First Decade of Public School Alternatives," Phi Delta Kappan 62:55, April, 1981.

[13]Paul Nachtigal, A Foundation Goes to School (New York: Ford Foundation, 1972).

They concluded that perhaps the biggest thing to come out of it all was the knowledge of what are not the significant variables. In a report funded by the Carnegie Foundation, Charles Silberman, after studying public schools for three and one-half years, proclaimed that there was a crisis in the schools. He assessed the great number of changes that had taken place, and concluded that the reform movements had been quantitative but not qualitative. He accused the schools of mutilating the spirit, spontaneity, joy of learning, creativity and sensitivity of their students.[14] Tanner examined the reform activities of the fifties and sixties. He concluded that the real results of reform were curriculum fragmentation and the neglect of the "interrelationships of knowledge and the ecological nature of the school."[15]

Using knowledge about the historical development of the schools, a set of values for observing educational practices, and ten expectations for schools, Goodlad and Klein et al.[16] analyzed 151 classrooms in 67 schools to find the degree to which actual school practices met their expectations.

> The findings revealed that change stopped at the classroom door. A synthesis of the findings relating to the expectations set forth shows that

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[14]Charles Silberman, Crisis in the Classroom (New York: Random House, 1970), pp. 158-159.

[15]Daniel Tanner, Secondary Education: Perspectives and Prospectives (New York: Macmillan, 1972), p. 249.

[16]John I. Goodlad, Francis Klein and others, Behind the Classroom Door (Worthington, Ohio: Charles A. Jones, 1970), pp. 1-19.

> there was no clear sense of direction at the school level or within individual classrooms. The practices in individual classrooms did not reflect educational practices or learning principles. Instructional practices were primarily group-oriented and made few provisions for individual differences. . . . Interaction between and among students was restricted. . . . The curriculum was limited; language arts dominated all subjects and although new math was recognized as part of the curriculum, the pedagogy was the same as it had been for the traditional math.[17]

Impetus for Contemporary Alternatives

Due to the social and political climate of the sixties, two new types of alternative schools were created in the private sector. These schools, "freedom schools" and "free schools" owe their existence to the civil rights movement and the counterculture or free school movement, respectively. As the quest for desegregation gained momentum, freedom schools were established to continue the education of black students boycotting segregated public schools. According to Fantini, these schools, specifically geared to the needs of black children, provided many parents, both black and white, with their first glimpse of a school program tailored to the perceived needs and desires of a specific group.[18]

Viewing public schools as repressive and authoritarian institutions, members of the counterculture attempted to sponsor alternative institutions that were free to develop new learning environments that were personally liberating

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[17]Ibid., pp. 77-94.

[18]Mario Fantini, "The What, Why and Where of the Alternative Movement," National Elementary Principal, 52: 14-22, April, 1973.

and geared to individual and group lifestyles. The free school maintained that students are naturally motivated to learn, and do so best when given "freedom supported by adults who enrich the environment and offer to help."[19]

As the media spotlighted these two alternative schools as well as several which had been around for years (open school or British infant school and Montessori School), parents, educators, and administrators began to request the establishment of alternative schools within their public school districts. The so-called romantic education writers produced many books which helped increase interest in public alternatives. Allen Graubard divides these writings into four basic genres:

> (1) Critical analysis of the structure and function of the public school system--Paul Goodman, Compulsory Miseducation; Jules Henry, Culture Against Man; John Holt, How Children Fail and The Underachieving School: Edgar Friedenber, Coming of Age in America; Ivan Illich, De-schooling Society . . .
>
> (2) Personal accounts of experiences of teaching in public schools and of sometimes attempting to try out free education ideas--Jonathan Kozol, Death at an Early Age; Herbert Kohl, 36 Children; James Herndon, The Way It Spozed to Be and How to Survive in Your Native Land; Nat Hentoff, Our Children Are Dying.
>
> (3) Personal accounts of doing new schools--A. S. Neill, Summerhill; George Dennison, The Lives of Children; Sylvia Ashton-Wamer, Teacher; Elwyn Richardson, In the Early World . . .

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[19]Allen Graubard, "The Free School Movement," Harvard Educational Review 50:353, August, 1972.

(4) What could very loosely be called theory of free education and advice on how to translate theory into practice, either in new schools or in public school classrooms--George Leonard, Education and Ecstasy; Neil Postman and Charles Weingartner, Teaching as a Subversive Activity; Herbert Kohl, The Open Classroom; John Holt, How Children Learn and What Do I Do Monday?; Carl Rogers, Freedom to Learn; Johnathan Kozol, Free Schools.[20]

Although these works are often listed together as a kind of united front against the authoritarian system of public school education, there are substantial conflicts among them, and these conflicts reflect the tensions of theory and practice within the free schools movement.[21]

Public school administrators and other educators, many of whom had been active in previous attempts at introducing change into the public school system, sought external sources of funding for establishing public alternative schools. Using grant funds from Ford Foundation, Philadelphia established Parkway, the nation's first "school without walls," in 1969.

National support for the concept of alternatives has appeared in many forms. The 1970 White House Conference on Children recommended "immediate, massive funding for the development of optional (alternative) forms of public education." The 1972 President's Commission on School Finance recommended that alternative schools be developed for both parents and students. The 1973 National Commission on the Reform of

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[20]Allen Graubard, Free the Children: Radical Reform and the Free School Movement (New York: Vintage Books, 1974), pp. 9-10.

[21]Ibid.

Secondary Education advocated that each district in the country develop a wide range of optional schools. The 1974 Panel on Youth of the President's Science Advisory Committee recommended that public schools of the United States diversify their programs and learning environments to include alternative schools and approaches.

The National Consortium on Options in Public Education, organized at Indiana University in 1971, quickly became an international consortium (ICOPE). Under the leadership of Robert Barr, Daniel Burke, and Vernon Smith, ICOPE soon became a major voice for alternatives and options systems.

Educators representing both liberal and conservative perspectives have made statements supporting the concept of alternatives. In 1972, the late Robert Hutchins[22] called for a break in the lockstep approach to education. He suggested the development of optional structures in education which included a no-fail atmosphere and approach, individualized instruction and testing, smaller schools, and a concentrated effort to rid the system of all types of discrimination. Owen Kierman, the executive secretary of the National Association of Secondary School Principals, has stated:

> In a society as diverse and complex as ours, no institution can effectively serve all the people. Most people respond well to what educators have come to describe as the traditional approach, while

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[22]Robert Hutchins, "Why the Schools Must Stay," Elementary School Principal, 52:63-76, April, 1973.

> others require alternatives in non-traditional categories. The fact that we continue to have one million high school dropouts each year gives credence to the fact that the standard offerings do not meet the needs of all students.[23]

Richard Kammann stated the case for alternatives in a vivid passage:

> Imagine a town where every family is assigned arbitrarily to one local doctor by a ruling of the board of health. Imagine that the board of health assigns families only on the basis of the shortest distance from the home to the doctor's office. Imagine, finally, that when a family complains that the assigned doctor is not helping one of its ailing members, the board of health replies: "Sorry, no exceptions to doctor assignments." If this sounds like a totalitarian nightmare, it also is a description of the way school boards assign children to schools and teachers . . .[24]

K. C. Cole Janssen reports voucher programs, performance contracts and community control have all had historical influence on the development of public alternatives.[25]

Mario Fantini agreed with the Janssen assessment. He postulated that voucher proposal and free schools have posed a threat to public shools because of their basic premise to stimulate development of alternative schools outside the

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[23]Quoted in Vernon Smith, Robert Barr, and Daniel Burke, Alternatives in Education: Freedom to Choose (Bloomington, Indiana: Phi Delta Kappan, 1976), pp. 13-14.

[24]Richard Kammann, "The Case for Making Each School in Your District Different," American School Board Journal, 159:37-38, January, 1972.

[25]K. C. Cole Janssen, Matters of Choice: A Ford Foundation Report on Alternative Schools (New York: Ford Foundation, 1974), pp. 3-4.

system. He hypothesized that the threat created by these phenomena have stimulated development of alternative schools within the public school system.

Assumptions Undergirding Alternatives

Basically, the concept of alternatives was founded on three assumptions: Different people learn in different ways. Different teachers teach in different ways. People are more committed to that which they choose.

Thus, alternative schools were not designed nor intended to serve the total student population of any given school system. They were designed to meet unique or special needs of a certain group of students within a school system. In school systems in which students are free to attend the school of their choice, the conventional public school becomes an alternative.[26]

Types of Alternative Schools

Smith, Barr, and Burke have categorized public alternative schools according to their area of focus. These foci were curriculum, special resources, special enrollment, instructional approaches, and administrative structures.[27] This typology describes a number of alternatives currently operating; however, it is not all-inclusive. Robert Barr reported in 1975 that 12 percent of the public alternative

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[26]Smith et al., op. cit., p. 20.

[27]Ibid.

schools were too difficult to classify.[28]

Alternative schools that focus on curriculum.

1. Fundamental or Traditional Schools. In the elementary schools, the emphasis is on reading, writing and arithmetic. In the secondary schools, the curriculum is composed of a series of academic courses--English, science, math, and history. A teacher specializing in the academic field teaches each course. At all levels the teacher directs all learning experiences and makes classroom decisions, curricular or otherwise. Methodology includes drill, recitation, and daily homework.[29] The basic pattern is usually one of more formalized structure for students and greater learning responsibility for teachers.[30]

2. Fine Arts Schools. These schools create an artistic environment with a strong curricular emphasis on drama, art, music and broadcasting, etc. in addition to the academic disciplines. Specialty courses may be offered, such as opera workshop, non-Western music, playwriting, scenic design and lighting, or history of America as seen through the fine arts and choreography. Individual and small-group instruction are

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[28]Robert Barr, "The Growth of Alternative Public Schools: The 1975 ICOPE Report," Changing Schools, 12:3:9, 1975.

[29]Brodinsky, op. cit., p. 58.

[30]Mario D. Fantini, "Education by Choice," NASSP Bulletin, 57:10-19, September, 1973.

usually emphasized. Students having special talents, interests, and abilities are encouraged to enroll.

3. Magnet Schools. Specialized curricular offerings characterize these schools. Subjects are instituted in the curriculum that will attract a variety of students throughout the total community.

4. Environmental Schools. These alternative schools focus on the environment and environmental deterioration. Subject matter in the academic curriculum is integrated and related to specific environmental problems and projects.

5. Multicultural Schools. Designed to be more responsive to a variety of ethnic students, the curriculum in these schools places heavy emphasis on ethnic and racial awareness and cultural pluralism. During part of the day the students meet and work together. At other times they meet in their own ethnic, social, or educational groups, learning their own culture, language customs, history and heritage, or other special curriculum. These aspects are later shared with the wider group.

Alternative schools that focus on special resources.

1. Schools-Without-Walls or Community Schools. These schools utilize the resources of the entire city or community as their learning environment. The organization, curriculum, and teaching approaches come from outside the school plant--from the community. Classrooms are located throughout the community.

2. Educational Parks. The physical facility of these schools is usually larger than that of conventional schools. Part of a multicomplex consisting of housing units and a shopping mall, their curriculum contains programs for all, ranging from pre-school and kindergarten children to adults and senior citizens. Resources and programs are available that would not be feasible in conventional schools.

Alternative schools that focus on special enrollments.

1. Street Academies. These alternative schools, located in the urban areas of very large cities, were created to attract high school dropouts.

2. Continuation Schools. High school dropouts, or potential dropouts, pregnant students and teenage parents are the targeted populations for these schools. The program is usually flexible and designed to accommodate interruptions. Instructional programs may include contact learning, individualized learning packets, individualized tutoring in basic skills, behavior modification techniques and programmed instruction.

Alternative schools that focus on instructional approaches.

1. Open Schools. In these schools, learning activities are usually individualized and organized around interest centers dispersed throughout the school building. Competition is usually not encouraged and students are encouraged to proceed at their own rates. Many open schools have nongraded multi-aged classrooms which allow students of varying ages

to work together on common learning activities. Self-evaluation by students is often used. Students usually participate in rule making.

2. Montessori Schools. Montessori programs attempt to develop positive learning attitudes and habits in children from about 3 to 6 years of age. Special teaching materials and learning tasks are used for developing awareness and confidence. Each child is encouraged to work on self-chosen tasks in an environment especially equipped and designed to meet his or her needs. A variety of devices are used to teach the child how to perform practical, everyday tasks without the help of adults. While engaging in these tasks, a lasting curiosity toward learning and self-discipline should develop.[31]

3. Continuous Progress or Nongraded Schools. In these schools traditional grade level indicators have been removed. The technique of team teaching is often a part of this program. Teachers are given more freedom to diagnose and prescribe in terms of the instructional program. After the needs of each student are diagnosed, a specific learning program is prescribed for that student. Individual differences are considered both before and after assignment to teachers and classes. The Continuous Progress Program may include such features as teacher-pupil collaboration, individual contract

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[31]R. C. Oren, Montessori Today (New York: G. P. Putnam, 1971).

learning, independent study, programmed instruction, and computer-aided instruction.[32]

4. Individually Guided Education (IGE). This program includes a comprehensive support system comprised of adaptations of team teaching, differentiated staffing, shared decision-making among teachers and administrators, nongrading of students, diagnostic teaching, grouping practices based on diagnosis and the use of varied multilevel and multimedia materials.[33]

Descriptive Research

Because of the embryonic nature of public alternative schooling in the United States, fruitful descriptive research is limited. Much of the research conducted during the early stages of development provided inconclusive results. The national surveys and dissertation studies serve as major information sources.

Most of the components in this section are the same as those investigated by the National Alternative Schools Program in its 1974 national survey of public alternative schools. These components are also accreditation standards for alternative schools within the territory of the North Central Association of Colleges and Schools.

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[32]Maruie Hillson and Joseph Bongo, Continuous Progress Education: A Practical Approach (Palo Alto, California: Science Research Associates, Inc., 1971).

[33]Edward J. Nussel, Joan D. Inglis, and William Wursma, The Teacher and Individually Guided Education (Reading, Mass.: Addison-Wesley, 1976), p. 4.

Initiation of Public Alternatives

Case studies and a national survey conducted by the National Alternative Schools Program (NASP) at the School of Education, University of Massachusetts at Amherst, during the 1973-74 academic year, provide empirical data on the nature and initiation of alternative schools. Although both sources concur, the NASP survey is more extensive since it was conducted nationwide. The survey was sent to 570 schools; 348 responded to the survey; 94 were reported to be no longer in existence. In the area of initiation, the report indicates the following:

1. Public alternative schools are definitely a "grass-roots" local community effort. To the question, "From what group(s) did the major impetus for the school come?", the mean of total schools in each group answered:

1.	School district staff	51.4%
2.	Teachers	55.5%
3.	Students	32.8%
4.	Parents	34.2%
5.	Community members	31.6%
6.	University personnel	6.6%
7.	Educational consultants	9.2%
8.	School board members	16.7%

2. Once initial planning efforts were underway, the involvement of parents, teachers, students, and the community increased. The following question:

"Who was involved in the initial planning of the school?" indicates alternative school participants were in on the development of the school from the beginning:

1.	School district personnel	70.4%
2.	Teachers	76.7%
3.	Students	43.7%
4.	Parents	41.7%
5.	Community members	40.2%
6.	University personnel	15.5%
7.	Educational consultants	25.0%
8.	School board members	17.0%

NASP data indicated that schools on the average spent six months in planning, at an average cost of $13,000 before opening their doors. In the Minneapolis school system, one hundred community meetings were held to discuss implications of each alternative school proposed. The detailed plans were then printed in the city newspapers.[34]

The planning phases lasted two years for the Cincinnati School District. In the Fall of 1975, the School Foundation of Greater Cincinnati, a citizen's group, established a committee to study alternatives. Members of the committee familiarized themselves with various programs by visiting

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[34]John Davis, "A Case Study: Change in a Big City School District," Journal of Teacher Education, 26:1: 124-5, Spring, 1975.

alternative schools, talking to principals and teachers, and observing the programs in action. Subcommittees were formed to research independently the three areas in which the committee decided it would focus its study: background, goals, and finance. In May 1976, two subcommittees were formed. One studied the impact of alternatives on the neighborhood schools; the other studied the prevailing attitudes about alternative programs. Eleven neighborhood schools and eight alternative programs were visited. Teachers, principals, and parents of children in randomly selected schools were interviewed. The subcommittee reports were then presented to the citizens in a series of meetings.[35]

Curriculum and Instruction

The NASP investigation of over three hundred schools found that 85 percent of the schools surveyed ranked basic skill development as their highest curricular priority. Seventy-five percent of the schools viewed human relations as an important part of their curriculum, but reading, writing and computational skills were at the top of the list. Other areas emphasized were interdisciplinary studies (62%), social and political issues (55%), and career or vocational education (49%). A large number of out-of-school activities were offered. Seventy-nine percent of the schools made use of learning experiences in the community. Sixty-one percent

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[35]School Foundation of Greater Cincinnati, Alternative Programs in the Cincinnati Public Schools, 1977, p. 5.

of the schools offered work-study programs and 30 percent arranged student apprenticeships.

This study also found that students were largely responsible for determining their courses of study. Students in 82 percent of the programs assumed this responsibility although teachers were viewed as playing a major role in the process in 68 percent of the schools. One-third of the schools assigned major responsibility of this function to the parent.

In some school districts, public alternatives offer the same courses or class activities as the conventional schools in their district. Others offer fewer learning opportunities of a "diluted academic preparation."[36] For example, less than half of the students enrolled in the public alternative high schools in Dade County indicated that they were taking a science course and only 53 percent were in a social studies course.[37] In Jefferson County, Kentucky, students in the RISE Program (Rearranging Instruction for Successful Education) were not permitted to enroll in laboratory

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[36]Robert F. Arnove and Toby Strout, "Alternative Schools for Disruptive Youth," Educational Forum, 44:466,May,1980.

[37]Dade County Public Schools, "Impact and Operational Features," p. 36, cited in Arnove and Strout, op. cit., p. 464.

courses.[38] Still others offer a greater variety of courses including courses of a more specialized, avant-garde, or esoteric nature than the conventional schools in their districts.

All of the public alternative high schools investigated by Duke were found to offer a greater variety of courses than the conventional secondary schools. The curriculum offerings at the elementary schools in the same study were found to be mixed. The curricula were more varied in three schools, less varied in one, and equivalent to the conventional public school in one.

Peal studied five alternative and five nonalternative high schools in the School District of Philadelphia. He reported that:

> In alternative schools, English, mathematics, social studies, and science courses were more likely to be taught in a community setting; whereas, in nonalternative schools, English, mathematics, science and social studies courses were more likely to be taught in a school building. (2) In alternative schools, students of English, mathematics, science and social studies courses were not required to attend all class meetings but were given the option of doing certain assignments in lieu of class attendance whereas in nonalternative schools, students of these same classes were required to attend all class meetings and were not given the option of doing certain assignments in lieu of class attendance. (3) In alternative schools, English courses were

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[38]Jefferson County Board of Education, The RISE Program (Rearranging Instruction for Successful Education) (Louisville, Kentucky: Curriculum Office, 1975), p. 8. Cited in Arnove and Strout, op. cit., p. 464.

> conducted more hours per week than were mathematics, science, and social studies whereas in nonalternative schools, mathematics and science courses were generally conducted more hours per week than were English and social studies courses. In alternative schools, mathematics faculty committees existed for the development of interdisciplinary courses; whereas in nonalternative schools, science faculty committees existed for the development of interdisciplinary courses.[39]

Lungren found that there is little emphasis on music and art programs in public alternative high schools in the state of Massachusetts. (1) That existing music and art programs in public alternative high schools tend to be atypical when compared to music and art programs of regular high schools. (2) That student interest and participation in music and art programs are dependent upon the presence of a music and/or art staff specialist.[40]

A number of studies have focused on the methodology of alternative schools. Bostow, Baker, and Parrett separately conducted studies comparing the instructional styles of teachers in alternative and conventional public secondary schools. They concluded that the alternative school teachers' instructional style was disctinctly different from that of the conventional school teachers.

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[39]James Peal, "A Comparative Analysis of Selected Alternative and Nonalternative High School Curricula," Dissertation Abstracts International, 39:649A, July 1978.

[40]Linda Lungren, "A Descriptive Study of Music and Art Programs in Public Alternative High Schools in Massachusetts and Their Relationship to School Philosophy and Curricular Implementation," Dissertation Abstracts International, 37: 2045A, October, 1976.

Baker studied teachers' and students' perceptions of thirty-six teaching functions in public alternative and conventional secondary schools in Grand Rapids, Michigan. He found marked differences in the perceived importance of planning, selection and use of materials, instruction and classmanagement, evaluation, and counseling between the teachers in each setting. Analysis of the top ten priorities of teachers in each setting yielded only four functions common to each set of ranking and each of those was prioritized differently by each subgroup[41] (see Table 1).

Surveying teachers and students in public alternative and conventional secondary schools in five different areas of the country including Indiana, Illinois, Minnesota, Colorado, and Texas, Parrett replicated the Baker study. The findings of this study concurred with those of Baker. Further analysis found a high correlation between teachers' and students' perceptions of the use of the functions.[42]

Bostow found that teachers in the conventional schools studied used more direct methods of instruction than alternative teachers. Direct methods were listed as lecturing to

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[41]Thomas Baker, "An Investigation of Teachers' and Students' Perceptions of Instructional Practices in Selected Conventional and Alternative Public Schools," (Ph.D. dissertation, Indiana University, 1976), pp. 103-104.

[42]William Parrett, "An Investigation of Teachers' and Students' Perceptions of Instructional Practices in Nationally Recognized Alternative Schools and Their Conventional Counterparts" (Ph.D. dissertation, Indiana University, 1979), pp. 165-168.

Table 1

Comparison of Rankings

Alternative School Teachers		Conventional School Teachers	
Rank	Function	Rank	Function
1.	Select or prepare materials for individualized learning.	1.	Maintain an orderly classroom.
2.	Select learning objectives appropriate for students.	2.	Plan learning activities for the class.
3.	Act as a resource for individuals or small groups.	3.	Present subject matter orally and visually.
4.	Assist students in planning their own learning activities.	4.	Ask questions that provide for student recall and integration or prior knowledge.
5.	Assist students in clarifying and deciding on their learning objectives.	5.	Evaluate student work and assign numerical or letter grades.
6.	Adapt material from several sources in lieu of a text book.	6.	Ask questions that elicit students' ideas.
7.	Ask questions that elicit student ideas.	7.	Locate and select material to supplement textbooks.
8.	Provide remedial instruction.	8.	Select learning objectives appropriate for students.
9.	Invent and prepare learning materials.	9.	Adapt material from several sources in lieu of a textbook.
10.	Assist individual students in dealing with personal concerns AND Locate and select material to supplement textbooks.	10.	Lead discussions.

Thomas Baker. "Teachers' and Students' Perceptions of Practices in Selected Alternative and Conventional Schools."

students, asking students questions and having them recall information, and having students review information. A greater percentage of teachers in alternative programs reported that they led open discussions, allowed class time for students to investigate topics and perform research projects. Boston concluded that although teachers in conventional programs thought nondirect methods were effective, they used direct methods more than teachers in alternative programs because they felt the school system wanted direct methods used; they did not feel as free as alternative teachers to experiment with nondirect methods for fear of not being totally successful; and, they felt the organization of the school limited the use of nondirect methods.[43]

Zahorik conducted a study of teaching practices in eight elementary schools--two open schools, two individualized schools (Individually Guided Education, I.G.E.), two fundamental and two conventional. He found that teachers in the open schools differed appreciably and consistently from teachers in the I.G.E., the fundamental,and the conventional schools in many teaching practices, but the teachers in the remaining schools differed from one another only occasionally. Although the practices of teachers in the I.G.E., the

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[43]Marvin Bostow, "A Comparison of the Methods of Instruction by Teachers in Alternative and Conventional Public Secondary Schools in Three Suburban Counties in the Washington, D.C. Area," Dissertation Abstracts International, 40:3907 A, September, 1980.

fundamental, and conventional schools were similar, their beliefs were less similar.[44]

Climate

The North Central Association of Schools and Colleges indicate that the climates of the alternative schools in the mid-west are distinguishable from those found in the conventional schools in the area. Several research studies concurred with this premise.

In the Spring of 1977, Duke and Perry conducted on-site observations and structured interviews in eighteen California schools-within-schools. Contrasting the alternative school rules to those of the conventional school in which they were situated, they found that the alternative schools had very few rules.

> Those rules that existed, however, tended to be developed collaboratively by staff and students and enforced consistently. Students knew the rules as well as the consequences for breaking them.[45]

They concluded that behavior problems in the alternative schools were fewer in number and qualitatively less severe than those in the adjacent high schools. They further suggested that this condition existed because alternative school students were allowed to make decisions about the rules they were to

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[44]John Zahorik, "Teaching Practices and Beliefs in Elementary Specialty Schools," Elementary School Journal, 80:145-147, January 1980.

[45]Daniel L. Duke and Cheryl L. Perry, "Lessons to be Learned About Discipline from Alternative High Schools," Journal of Research and Development in Education, 11:4:89, Summer, 1978.

live by and the curriculum they were to study, they were treated as young adults, and they were provided opportunities to exercise personal responsibility.[46]

Tricket compared and contrasted the normative classroom environments of five types of public schools: urban, rural, suburban, vocational, and alternative. He administered the Classroom Environment Scale (CES), a 9-dimension instrument which assesses the perceived classroom environment, to 6,141 students in 409 high school classes in over thirty "schools without walls" serving urban populations. Alternative schools were by far the highest scoring in terms of personal relationship dimensions, order and organization, and innovation in teaching practices. Personal relationship dimensions referred to general involvement (a global sense of relatedness to the class), affiliation (peer relatedness), and teacher support (teacher-peer relatedness). Order and organization assessed the degree to which classroom material was well organized and the class "under control." Trickett also found that the alternative classroom was quite high in the clarity of rules but lowest in teacher control in all types of schools.[47]

Gluckstern described the climate of alternative schools in terms of twelve personality characteristics and seven

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[46]Ibid., p. 90.

[47]Edison J. Trickett, "Toward a Social-Ecological Conception of Adolescent Socialization: Normative Data on Contrasting Types of Public School Classrooms," Child Development, 49:408-414, March, 1978.

environmental factors. Using the newest version of the George A. Stern Activities Index and the Elementary/Secondary Environment Index in a stratified random sample of 43 public alternative schools, Gluckstern identified five distinct alternative school cultures[48] (see Table 2).

Several studies report that students like alternative schools.[49] The 1977 Urban Education Studies Report indicated that

> an overwhelming majority of those enrolled in alternative programs which they had chosen on the basis of interest and career plans said they were happy with the choices made. Among the students in one magnet high school the ratio of satisfied to dissatisfied was 21:1. Typical comments regarding their reasons for their satisfaction were: more advantages and opportunities; atmosphere where I can explore; more fun than home school: learning a lot--not boring.[50]

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[48]Sidney Gluckstern, "Assessment of Educational Environments: The Public Alternative School and Its Students." (Ph.D. dissertation, University of Massachusetts, 1974), p. 156.

[49]Robert Barr, Bruce Colson, and William Parrett, "The Effectiveness of Alternative Public Schools: An Analysis of Six School Evaluations," Viewpoints, 53:4:1-30, July, 1977; Daniel L. Duke and Irene Muzio, "How Effective Are Alternative Schools? A Review of Recent Evaluations and Reports," Teachers College Record, 79:461-483, February 1978; Heather S. Doob, Evaluation of Alternative Schools (Chicago: Educational Research Service, Inc., 1977); Francis Chase, Urban Education Studies, 1977-78: Council on the Great City Schools, ERIC Document ED 159284, 1978.

[50]Francis Chase, op. cit.

Table 2

Alternative School Cultures

	1	2	3	4	5
High	Expressiveness Intellectual Climate	Intellectual Interests Motivation Applied Interests Submissiveness	Closeness Sensuousness Friendliness	Self-Assertion Sensuousness Peer Group Dominance	Order Submissiveness Group Social Life Personal Dignity Achievement Control
Low	Orderliness Friendliness Control Peer Group Dominance	Expressiveness Egoism		Motivation Expressiveness	

Using an instrument bearing the top four levels of the Maslow needs hierarchy--security, social, esteem, self-actualization--Smith, Gregory and Pugh surveyed the alternative students and teachers in seven alternative schools and six comprehensive high schools in four states. They found that alternative school students were far more satisfied than conventional school students with how well their schools were meeting their needs for social interaction and a sense of belonging, for esteem and a sense of accomplishment, and for personal growth and self-actualization. Moreover, alternative school teachers were "significantly more satisfied with their success in those areas than were their conventional school colleagues."[51] There was essentially no difference in the extent to which the two groups of schools were meeting the students' needs for order, safety, security, and control.[52]

One report indicated that alternative school teachers preferred the autonomy and psychic rewards of the alternative school, even though the school required more effort.

Lytle reported that a traumatic personnel shake-up in the Philadelphia schools in 1977 resulted in teachers being assigned to both the conventional school and the alternative school (Parkway) against their will. In 1978, when teachers

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[51]Gerald Smith, Thomas Gregory, and R. Pugh, "Meeting Student Needs: Evidence for the Superiority of Alternative Schools," Phi Delta Kappan, 62:561-564, April, 1981.

[52]Ibid.

were given a choice of school assignment, all former Parkway teachers requested to return to Parkway. Fourteen met the racial and subject criteria and were reassigned. Five of the subject areas matched those of teachers who had originally been assigned to Parkway against their will. These teachers all chose to remain.[53]

Administration and Organization

Data collected by NASP indicated that 20 percent of the directors (principals) had never taught in a classroom situation and almost half of them were without previous administrative experiences. However, about one-third of the directors had been instrumental in beginning other educational projects.

Miller, Duke, and Fluck separately conducted studies to determine whom administrators included in the decision-making process. They found adminstrators operating on a continuum of practically total exclusion of staff and students to total inclusion of staff and students. In addition, the Duke study found one school which included parents in the decision-making process and one in which "teachers exercised virtually complete control over decision-making processes." These studies present varied typologies for classifying schools with respect to the people involved in making decisions in alternative

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[53]James H. Lytle, "An Untimely (but significant) Experiment in Teacher Motivation," Phi Delta Kappan, 61:700-702, June, 1980.

schools[54] (see Tables 3, 4, and 5).

The schools represented in Table 3 were classified according to their original organizational format. Duke noted that over a period of time, changes in personnel and organizational format resulted in increased teacher involvement in decision-making processes. This typology delineated the responsibilities of the participants as follows:

> Parent-Teacher-Administrator Type. The administrator functions more as a coordinator than as a leader. Parents typically meet as a group or in committee to handle matters pertaining to hiring, finances and facilities. Teachers deal with day-to-day decisions, including ones concerned with discipline, evaluation, and academic programs.
> Teacher-Administrator Type. A division of responsibility exists between the teaching staff and an elected or appointed administrator. This type resembles the conventional public school model, but for the fact that teachers generally exercise more decision-making power in the alternative school setting.
> Headmaster Type. Most decision-making power is vested in the hands of the headmaster or principal.
> Teacher Type. Teachers exercise virtually complete control of the decision-making processes.
> Student-Teacher-Administrator Type. A division of responsibilities exists between the three parties. Students make decisions with teachers concerning day-to-day operations. Teachers determine the academic program and the bases for evaluation. The administrator coordinates school affairs, handles finances, and sets board policy.[55]

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[54]Lynne Miller, "Patterns of Decision-Making in Public Alternative Schools" (Amherst: National Alternative School Program, University of Massachusetts), pp. 2-12 (Mimeographed); Daniel L. Duke, The Retransformation of the School (Chicago: Nelson-Hall, 1978), pp. 52-73; Maryellen Fluck, "An Analysis of Decision-Making Patterns in K-12 Alternative Schools in Northern Illinois," Dissertation Abstracts International, 40:5707A, April ,1980.

[55]Duke, Retransformation, p. 57.

Table 3

Administrative Organization in Contemporary Alternative Schools

Type	Public Elementary (5)	Public Elementary (6)
Parent-Teacher-Administrator	1	0
Teacher-Administrator	4	1
Headmaster	0	1
Teacher	0	1
Student-Teacher-Administrator	0	3

Duke, The Retransformation of the School, p. 57.

Table 4

Administrative Organization in Contemporary

Alternative Schools

Type	Number	Inclusion
I Hierarchal	11	Director is chief decision-maker; most staff and all students are exluded.
II Adult Collaborative	15	Director and staff involved as colleagues in most decisions. Students are exluded.
III Participant Determinant	11	Director, staff and students are involved is intent, but is not successfully operationalized.
IV Representative/ Multilevel Consensus	9	Director, staff, and students involved is intent and is operationalized.

Lynn Miller,"Patterns of Decision-Making in Alternative Schools," p. 43.

Table 5

Decision-Making Patterns in K-12 Alternative Schools

in Northern Illinois

Type	Inclusion
I Ds	Monocratic decision-making process with the director of the alternative school as the primary decision-maker. The director received input from students in specific areas before making final decision.
II Dtp	Adult consultative decision-making process. The director made most final decisions after receiving input from teachers and parents.
III DT	Collegial decision-making process among professional adults. Directors and teachers decided issues without consulting students or parents.
IV DTs	Collegial decision-making process among the professional staff. Students were often consulted before final decisions were made.

As described by Fluck.

Although a variety of forms have been enumerated by the three studies, joint decision-making between directors and teachers appear to be the most prevalent. Duke suggested that students are excluded from the decision-making process in elementary schools because of immaturity.

With regard to their own roles, alternative school directors (principals) perceive that they are significantly more involved in nonadministrative areas than their conventional school counterpart.[56] The majority of the directors considered themselves to be more involved in teaching and counseling, informal interaction with students, research, developing curriculum, social reform, teacher training, insuring the survival of the school, and program planning and evaluation[57] (see Table 6).

Nirenberg compared the responses of alternative school teachers with those of teachers in conventional schools in the same sociopolitical environment. Using instruments, possessing Spearman-Brown reliability coefficients of greater than .80, he found significant differences in administrative climate, in teacher sense of power, in degree of bureaucratization, and in degree of teacher autonomy: Teachers sense of power in the alternative schools was twice that of teachers in traditional schools. Teachers in traditional schools reported a higher degree of bureaucratization than those in the

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[56]National Alternative Schools Program, Summary of the NASP Survey, 1974 (Amherst, University of Massachusetts, 1974).

[57]Ibid.

Table 6

Alternative School Directors' Perceptions of How Their Roles Differ from Those of Other Administrators in Their District

Activity	More	Same	Less
Teaching and counseling	80.6	16.3	3.1
Informal interaction with students	89.5	9.8	0.7
Involvement with research	53.8	35.5	10.8
Developing curriculum	75.9	18.6	5.5
Publishing	35.1	45.9	18.5
Involvement in social reform (school as a means of meeting the needs of disenfranchised youth)	77.7	20.4	1.8
Involvement in administrative duties	26.2	49.7	24.1
Involvement in teacher training	52.3	36.9	10.8
Involvement in ensuring the survival of the school	88.3	11.4	0.3
Involvement in program planning and evaluation	84.4	12.5	3.1
Involvement in student discipline	25.4	29.3	45.2

NASP, op. cit.

in the alternative setting. The administrative climate of the alternative school was consultative (Likert Scale).[58]

Instructional Personnel

Although several studies have investigated the characteristics and roles of alternative school instructional personnel, few refer specifically to public alternative school personnel. Duke characterized public alternative school teachers as

> individuals in their late twenties, thirties and forties who have tried with varying degrees of success to innovate in conventional settings. They turn to public alternative schools because they can do what they have done for years without as much "red tape" and administrative interference. Teachers in public alternative schools, though dissatisfied in general with the quality of American education, do not tend to manifest countercultural habits and radical lifestyles as much as their counterparts in non-public alternative schools. They still adhere to a philosophy based on change within the existing educational system.[59]

After observing and talking with teachers in a number of alternative public schools, Capron, Kluman, and Levy described them as individuals who possessed a tolerance for ambiguities and unfinished tasks and a willingness to take risks by allowing students the power to make certain decisions. The teachers were not constantly concerned with control of students. They found that these alternative teachers desired

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[58]John Nirenberg, "A Comparison of the Management Systems of Traditional and Alternative Public High Schools." Educational Administration Quarterly, 13:86-104, Winter 1977.

[59]Duke, op. cit., p. 82-83.

and expected more autonomy than conventional teachers. According to Capron and her colleagues, the goal of many alternative school teachers is to develop in students the love of learning for learning's sake. They reported that the teachers "seem to be excited, to enjoy what they were doing."[60] New roles for teachers seem to be emerging in many alternative schools.

In a study of experienced-based learning programs located in 52 public alternative high schools, Barbara Bontempo found that one or more staff members had been employed to coordinate student out-of-school learning experiences. The coordinators were responsible for developing community resources, maintaining contact with community persons, on-site visitation of students, arranging transportation for students, training of community persons, structuring the students' learning experience, counseling and evaluating the students' progress. All coordinators had additional professional duties which ranged from administration, to teaching in-house classes, to lunch duty.[61]

The NASP study reported that alternative school directors perceived their teaching staff to be more involved than their conventional school counterparts in informal

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[60]Barbara Capron, Stanley Kluman, and Tedd Levy, "Alternative Schools: Agents for Change?," Social Science Education Newsletter, 13:1-5, May, 1972.

[61]Barbara Taddeo Bontempo, "A Study of Experience-Based Learning in Alternative Public High Schools: Implications for a New Role for Educators" (Ph.D. dissertation, Indiana University), 1979.

Table 7

Alternative School Teachers' Perceptions of How Their Roles Differ from Those of Teachers in Other District Schools

Activity	More	Same	Less
Teaching and counseling	86.5	12.3	1.2
Informal interaction with students	96.8	3.2	0.0
Involvement in research	41.5	49.8	8.7
Development of curriculum	90.0	8.0	2.0
Publishing	20.1	67.3	12.0
Involvement in social reform (school as a way of meeting needs of disenfranchised youth)	66.6	30.9	2.5
Involvement in administrative duties	57.7	28.4	13.9
Involvement in teacher training	55.7	36.9	6.7
Involvement in insuring survival of the school	86.7	12.1	1.2
Involvement in program planning and evaluation	92.6	7.1	0.3
Involvement in student discipline	45.6	26.0	28.4

student-teacher interactions, teaching and counseling, program development, and social reform (see Table 7).

Research studies indicate that a large number of public alternative staff members are committed to their schools. Eighty-six percent of the respondents in one national survey[62] and 96 percent in another national survey[63] indicated that their professional staff turnover each year was 20 percent or less. Eight-six percent of the respondents in the Boyle Survey indicated their turnover to be 10 percent or less.[64]

Students

Research studies indicate that no generalization can be made that really applies to students in contemporary alternative public schools. One study indicated that all of the students enrolled in the public elementary alternative schools in the study had previously had successful public school experiences or preschool experiences.[65] This same study indicated that half of the public alternative high schools in the study had a student population composed of students with both successful and unsuccessful public school experiences. Unsuccessful public school experience was based on the existence of recorded disciplinary, emotional, or serious motivational problems. A capable student who

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[62]National Alternative School Program, op. cit., p. p. 12.

[63]Boyle, op. cit., p. 98. [64]Ibid.

[65]Duke, Retransformation, p. 75.

withdrew from a conventional public school because he did not have enough opportunity for artistic ability or because he had personality clashes with a particular teacher was not characterized as a student who had had an unsuccessful experience.[66]

If the student population of Philadelphia's Parkway program is indicative, then some public alternative schools can attract a diverse body of students. In a description of the formal evaluation of the Parkway Program, Leonard Finklestein writes,

> While it was agreed that Parkway does serve the three groups mentioned in the report 1) some of the most academically talented students who find themselves turned off by regular schooling; 2) the nonconforming, rebellious students; and, 3) low skilled, low income minority students, it was felt that Parkway is also serving a group which was omitted: the average student who is doing well in a traditional school setting, but who is also somewhat of a risk-taker, and is therefore willing or anxious to try something new. This is an important group of students at Parkway which may have been overlooked.[67]

A second study by Henry Terrell compared the characteristics of 520 elementary school students who chose to attend four optional schools in Minneapolis. Comparison was made on the basis of absentee rate, number of parents in the household, father's occupation, and academic achievement. Terrell described two of the schools, the Contemporary School and the Continuous

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[66]Ibid.

[67]Leonard B. Finklestein, "The Parkway Program Evaluation: The Director's Perspective." Changing Schools, No. 6, p. 17, n.d.

Progress, as providing more structure. The remaining schools, the Open School and the Free School, were described as the less structured options. Students who chose the same kind of options and had the highest or lowest group mean scores on standardized mathematics and reading tests were classified as "higher achievers" or "lower achievers," respectively. Higher achievers chose to attend the less-structured schools and lower achievers chose to attend the more structured schools.[68]

Students choosing the less structured schools had fathers who had higher professional occupations and backgrounds than the fathers of students choosing the more structured schools. Contrary to the assumption that the better student is absent from school less, Terrell found that the group of students having the lowest group mean scores on the achievement test had the lowest absentee rate of the four groups.[69]

Funding

Data obtained in two national surveys indicated that alternative schools received about the same monies per pupil as other schools in their district. The 1974 survey reported extreme variations in the amount of monies per pupil received. Twenty-seven percent of the schools surveyed received $800 or less per pupil as compared to only 18 percent of the

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[68]Henry Terrell, "Alternative School Programs: What Kind of Students Do They Attract?," Changing Schools, No. 010, n.d., pp. 5-10.

[69]Ibid.

districts expending that amount of money per pupil annually; 6.4 percent of the schools were budgeted for over $2,000 per pupil compared to only 2 percent of the disctricts expending that figure overall. Overall, 50 percent of the alternative schools in this survey spent $1,000 or less per pupil annually and another 30 percent spent between $1,100 and $1,400.[70]

In the 1977 survey, 80 percent of the responding schools indicated that it cost $1,000 or more to educate a student in either an alternative or a non-alternative school within their school district. While the major source of funds for public alternative schools were derived from the public school system, 15 percent of the schools surveyed depended upon outside sources for their financial support, most often from state or federal agencies. Many of the programs funded from local tax dollars also received state and federal monies of various kinds.[71]

Although the majority of alternative schools claim to use the same per pupil monies as the non-alternative schools in their district, some have cost less and some have cost much more.

Theroux cites the following factors which could cause the alternative school to cost less:

1. utilization of volunteer staff;

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[70]NASP, op. cit., p. 10.

[71]Boyle, op. cit., pp. 89-90.

2. use of the community as an instructional resource;
3. solicitation of materials and equipment from the community;
4. offering the school district some services that would otherwise cost additional resource.

Several factors could cause the alternative school to cost more than the non-alternative school in its districts:

1. start up cost;
2. hiring staff instead of transferring staff from within the school district;
3. transportation cost involved in getting students to the community for learning experiences;
4. student population too small for efficient use of resources.[72]

Student Evaluation

The majority of the schools in the NASP survey used primarily "criterion referenced" evaluation with the students. Thirty-seven percent relied upon anecdotal evaluation--narrative assessments of student progress. Only five percent of the schools used normative techniques--student performance judged against that of other students.

Summary

Public alternative schools were definitely a "grass root" local community effort. Once the initial planning

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[72]John Theroux, "Financing Public Alternative Schools," National Alternative School Program (Amherst, University of Massachusetts), pp. 1-5. (Mimeographed)

efforts were underway, the involvement of parents, teachers, students, and the community increased. Ranging from six months to two years, the planning period consisted of many meetings.

The alternative schools emphasized both basic skill development and affective enrichment. A large number of alternative schools made use of learning experiences in the community. In some schools, students were given the responsibility of determining their course of study. Some alternative schools offered students the same learning experiences as the conventional school and some offered less.

Teachers in some alternatives had instructional styles that differed significantly from the styles of teachers in conventional schools. Alternative school teachers were found to use more indirect methods of instruction.

Teachers in the open schools differed appreciably and consistently from teachers in the other schools of the study in many teaching practices. Several studies showed that alternatives have climates that are distinctly different from the conventional school. Behavior problems were less in the alternative than in the non-alternative. Alternative schools were seen as meeting the students' needs for social interaction, a sense of belonging, for esteem and a sense of accomplishment, and for personal growth and self-actualization. Teachers were also more satisfied with their alternative school than the conventional teachers with theirs.

Alternative school administrators operated on a continuum of practically total exclusion of staff and students in the decision-making process to total inclusion of students and staff. Joint decision-making between directors and teachers appeared to be most prevalent. Directors of alternative schools perceived that they were more involved in teaching and counseling, in informal interaction with students and program development than other non-alternative administrators in their district.

Teachers in traditional schools viewed their schools as more bureaucratic than teachers in alternative settings. Alternative teachers desired more autonomy than conventional school teachers. Alternative teachers were perceived as being more involved in teaching and counseling, program development and informal interaction with students than their conventional counterparts. They were also viewed as being very committed to their alternative.

Some alternative schools can attract a diverse body of students, while others cannot. One study indicated that students classified as high achievers choose to attend less structured schools and lower achievers choose to attend the more structured schools.

Public alternatives received the same monies per pupil as other schools in their district.

The progress of alternative students was assessed by the use of criterion-referenced evaluation student performance judged against specific negotiated or prescribed educational objectives.

In the following chapter, the investigator will continue the study through the method and procedures of the study.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to describe the initiation and implementation of alternative schooling in North Carolina. Information relevant to the study was collected via questionnaires, written documents, and telephone and personal interviews.

The Study Population

The 144 public school districts in North Carolina were surveyed through a two-phase process. During the first phase, a letter was sent to the superintendents of 86 public school districts in North Carolina requesting information about the status of alternatives in their district. To the superintendents of the 58 public school districts listed under the heading of Extended School Day Programs in Statistical Profile: North Carolina Schools, 1978, issued by the State Department of Public Instruction, a questionnaire and a card eliciting the status of alternatives were sent. The cover letter described the emphases of the study and requested both assistance with the questionnaire and descriptive printed materials concerning the areas under study. A cover letter and questionnaire were also sent to the residential public alternative school that is classified as a "special school."

Ninety-two cards describing the status of alternatives and 31 questionnaires were received from the first phase mailing.

During the second phase of the survey, a questionnaire was mailed to the superintendents of the districts responding that alternatives were part of their program. The accompanying cover letter contained the same content as previously described. Six questionnaires were received from this phase. The cover letters from the first phase mailing, card, printed questionnaire, cover letter from the second phase and follow-up request are found in Appendices A, B, C, D, and E, respectively.

After a reasonable length of time to respond, non-respondents were sent a follow-up letter. Districts not responding to the follow-up letter were contacted by telephone. Of the 144 districts in the State, 130 or 90.3 percent responded to the status of alternatives in their district. Twelve of the non-responding school districts were listed in Statistical Profile: North Carolina, 1980, as operating Extended Day Programs. The names of all districts contacted are in Appendix F along with an indication of the status of alternatives in their district.

Instrumentation

Two questionnaires were designed to elicit information from the study population. One questionnaire was designed to obtain information regarding the status of alternatives

in a particular public school district. This questionnaire contained six items.

The second questionnaire was designed to collect baseline data about an alternative school program. This questionnaire sought data which the investigator felt may not have been included in the descriptive printed material available. The 40-item survey instrument requested information on the student population, faculty and staff, curriculum and instruction, volunteerism, and school policy formulation.

Thirty of the 40 items on the survey instrument were designed so that the respondent could circle the appropriate response(s). The remaining 10 items required some write-in information but only two of these items required essay-type answers. Write-in space was provided at the end of most of the multiple choice questions.

As a means of refining the questionniare, it was pilot tested in March 1981. The preliminary questionnaires, cover letter, and an evaluation form were delivered to the principals, assistant principals, and teachers in the four public alternative schools in Greensboro, North Carolina. The pilot respondents reacted to the format, clarity of the questions, and the concept of the study.

After this preliminary testing and discussion of questionable portions of the questionnaire with the Committee Chairman and a committee member, the final questionnaire was constructed. The preliminary questionnaire, cover letter, and

evaluation form are found in Appendices G, H, and I, respectively.

Data Analysis

As questionnaire #1 was received, its results and the data of the response were recorded on a chart. Questionnaire #2 contained the baseline data.

Upon receiving Questionnaire #1, the responses to the status of alternatives in a particular district were recorded on a large chart along with the receiving data. This information was hand tabulated. The second questionnaire, designed to collect baseline data, was examined carefully to see if the alternative met the criteria of being attended voluntarily by students. The responses from 58 of the 69 questionnaries received were transferred to computer coding form for analysis. Eleven questionnaires from five districts were excluded from the analysis due to questionable or incomplete responses or reference that the programs were non-optional in-school suspension programs.

The items requiring essay type answers were not categorized for computer analysis; they were recorded by hand in a systematic format.

A numerical coding system was devised by the Research Consultant of North Carolina Agricultural and Technical State University for data analysis. This coding included identification number of the responding institution, type of alternative as determined by the respondents' definition

of alternative or by the position of the respondent, and the grade level of the alternative.

The Statistical Package for the Social Sciences (SPSS) Program was used to analyze the data. The program provided adjusted and cumulative frequencies, as well as absolute frequencies for the 178 variables processed. Statistics provided included mean, mode, median, range, variance and standard deviation.

Baseline data from the questionnaire were analyzed as follows:

1. All Reporting Alternatives
2. Extended Day
3. Programs for Disruptive Behavior
4. Schools with Main Focus on Optionality
    a. Open
    b. Traditional
5. Special Program Schools

Since several issues addressed in this study required nonstatistical data, it was recognized that personal opinion and bias of the respondents would be reflected in the returns.

The instrument was not designed to evaluate any alternative, nor to investigate a possible cause-and-effect relationship. Furthermore, no attempt was made to test the respondent on the extent of his knowledge of the alternative. Since the correspondence occurred with the superintendent's office, it was assumed that knowledgeable

persons would reply. Thus, measures of content validity and coefficients of reliability were not considered.

In this chapter, the methods and procedures of the study were presented. Chapter IV, Findings of the Study, contains the analysis of the data and the answers to the nine research questions the study addresses.

CHAPTER IV

FINDINGS OF THE STUDY

This chapter presents a numerical and descriptive analysis of alternatives in North Carolina, 1977-1981. The data from two questionnaires, printed documents, and personal interviews are used to answer the nine research questions the study addresses.

The data from Questionnaire #2 indicate absolute frequencies, adjusted frequencies, median and range where appropriate. In most instances, multiple responses were requested of the respondents and the total adjusted frequencies exceed 100 percent. These questionnaire data are presented for all reporting alternatives and for five types of schools/programs in response to some issues.

Research Question #1

Which public schools districts in North Carolina promote alternative schooling?

Initial classification of responding school districts placed each into one of two caregories; those districts which reported that they operate alternative programs and those which reported that they do not. Fifty-three (53) districts reported that they operate alternative programs or schools. These are listed in Table 8. Of the 53 districts reporting alternatives, 9 did not return the

Table 8

School Districts Reporting

Alternative Programs

County	
Alamance	Lee
Alexander	McDowell
Bertie	Charlotte/Mecklenberg
Brunswick	New Hanover
Burke	Northhampton
Caldwell	Onslow
Caswell	Pamlico
Catawba	Elizabeth City/ Pasquotank
Chowan Edenton	
Columbus	Pitt
Cumberland	Polk
Currituck	Robeson
Dare	Rowan
Davidson	Scotland
Duplin	Transylvania
Durham	Vance
Forsyth	Wake
Gaston	Washington
Henderson	Wayne
Iredell	Wilkes
	Yadkin

City	
Asheville	Kings Mountain
Burlington	Lexington
Fayetteville	New Bern
Greensboro	Shelby
Hickory	Statesville
High Point	Whiteville
	Newton

questionnaire designed to collect baseline data concerning the alternatives in their district. Seventy-seven districts reported that they do not operate alternative programs. Of these nonoperating alternative districts, nine reported that they had considered alternative programs but decided against implementation. These districts are shown in Table 9.

Table 9

Districts Deciding Against Implementation of Alternatives

County	City
Granville	Asheboro
Haywood	Fairmont
Perquimans	Franklinton
Stanly	Salisbury
Yancey	

One county district and two city districts indicated that they are planning to begin operation of an alternative school. Alleghany County and the Madison-Mayodan City School districts each reported one public alternative in the planning stage. Roanoke Rapids Graded School district envisions operating an alternative school during the 1981-1982 school year.

Eight of the 57 school districts listed in "Statistical Profile--North Carolina Public Schools, 1978" as having extended day reported that they did not have alternative programs or schools during the 1980-1981 school year.

Seven school districts indicated that they operate joint extended day programs or cooperative programs with adjacent school districts. These are listed in Table 10.

Table 10

Joint Programs

I	II
Buncombe County	Asheville City
Reidsville City	Rockingham County
Robeson County	Lumberton City
Beaufort County	Washington City
Cleveland County	Shelby City
	Hickory City

Students from school systems in Column I attend the extended day programs in Column II. Carteret County reported that it operates a cooperative program with the local Technical College in that county.

Five of the school districts promoting alternative programs have a committee on alternative programs appointed by the school board of education or the county commissioners. These districts are shown in Table 11.

Table 11

Districts with a Committee

on Alternatives

Districts
Charlotte-Mecklenburg
Lexington City
Robeson County
Gaston--County Commissioners
New Hanover

Although some districts reported that they do not currently have a formal committee on alternatives, histories and other printed materials contained references to the formation of committees on alternatives during the initial planning stage.

A document on alternative schools within the Greensboro Public School System indicated that in February 1975, after the Gateways Subcommittee on Alternative Schools proposed the establishment of a K-12 alternative school, the board of education appointed an ad hoc committee to study the proposal. This committee suggested that a Director of Planning be designated to "develop a plan which includes the broad spectrum of alternatives, the expansion of the regular program and the maintenance of ongoing programs." The board then named a Special Assistant for Planning. An Advisory Council for

Planning, representative of the total Greensboro Community, was named to assist in the development of goal statements for the Greensboro Public Schools and a comprehensive five-year plan for system operation.

The 1977 Handbook for Extended School Day Programs recommended the formation of advisory committees in districts operating these programs. It stated:

> Each local board of education should appoint a committee to function in an advisory capacity with respect to organization and management of programs, identification of eligible students, liason with regular programs, and evaluation.

Sixteen school districts reported that their local board of education had appointed such a committee. These districts are listed in Table 12.

Table 12

Districts with Advisory Committees

Districts	
Alexander City	Gaston County--
Burlington City	County Commissioners
Burke County	New Hanover
New Bern City	Bertie County
Duplin County	Edenton-Chowan
Pitt County--Informal Committee	High Point City
Robeson County	McDowell County
Wayne County	Statesville City
	Winston-Salem

Six of the reporting school districts offered three or more types of alternative programs or schools to the students in their district. These are listed in Table 13.

Table 13

Districts with Multiple Programs/Schools

Districts	
Charlotte-Mecklenburg	New Hanover
Caldwell	Wake
Greensboro	Winston-Salem/Forsyth

Research Question #2

How does each school district in North Carolina define alternative schooling?

In order to determine how each school district in North Carolina defines alternative schooling, the survey questionnaire asked each respondent to give his definition of alternatives. The definitions provided fell into basically four categories with some overlap: 15 (25.9%) described some aspect of the respondent's program (philosophy, time frame, or curricular offerings); 15 (25.9%) referred to the target population served (dropouts, discipline problems, social and behavioral problems, pregnancy, etc.); 13 (22.4%) characterized alternatives as programs other than the regular conventional school program and 8 (13.8%) referred to alternatives as programs available to students, parents, and staff by choice instead of the regular assigned program. Seven (12.1%) did not respond to this question.

Although some students attended each of the programs voluntarily, the element of choice did not appear to be high priority.

The survey results and information obtained from printed data accompanying the Survey Questionnaire indicated that the majority of the school districts defined alternatives as programs or schools that are different from the conventionally assigned school or program in some identifiable way. Only three school districts, Forsyth/Winston-Salem, Greensboro, and Mecklenberg/Charlotte defined alternatives as programs of choice. Northampton County appeared to merge both concepts. One of its alternative schools included the concept of choice as part of its philosophy, while other programs labeled as alternatives (In-School Suspension and Time-Out Rooms) excluded the element of choice.

Research Question #3

Who initiated the alternative schools or programs in each school district? and why?

Parents (P), students (S), teachers (T), school board members (SBM), university/college consultants (U/CC), various community groups and others initiated the idea of the alternative school program. More than half of the schools surveyed, (60.3%), indicated that school district personnel initiated the idea of the alternative program. In some instances two groups were active initiators (therefore, figures total over 100%) with community groups and local and state

administrators (31%), teachers (19%), parents (17.2%), and school board members playing moderate roles.

Sixty-two percent of the Open and Traditional Schools indicated parents as one of the groups initiating the idea of their alternative program (see Table 14).

Table 14

Initiators of Open and Traditional Schools

	T	P	S	SBM	SDP	U/CC	Other
Dudley Open	X	X				X	
East Harper Open	X					(Principal)	X
Elizabeth Traditional		X					
Erwin Open		X					
Irwin Open	X	X		X	X		
J. C. Price Traditional			(Gateway Subcommittee)				X
Moore Open				X	X		
Piedmont Middle	X	X					

Parents were less involved in formulating the idea of programs focusing on changing the behavior of the students. They were among the groups initiating the idea for two (14.2%) of the fourteen programs. Over half of these programs, 64.3 percent, were initiated by school district personnel with community groups (28.6%) playing a major role (see Table 15). Community groups and agencies also formulated the idea for the Teen-Age Parents Services Program in the Charlotte-Mecklenburg School System.

Table 15

Initiators of Behavior Modification Programs

	T	P	S	SBM	SDP	U/CC	Other
Gaston County	(Community Based Alternative Force)						X
OSI					X		
Interim Skills-Extension					X		
Bertie Jr. High	X						
Green Park	(Task Force on the Needs of Youth)						X
Edenton-Chowan					X		
Ashley School					X		
Leonard Street	X	X	X		X		
E. McDowell Jr. High					X		
Hope	(Youth Services Council)						X
Statesville Alternative	X	X		X	X		
Polk County	(Group of Interested Community Members)						X
Redirection					X		
Woodwald Junior High					X		

The major initiators of the Extended Day Programs, the Magnet School, the Community School, and the Demonstration School were school district personnel (See Table 16). The Governor of North Carolina, the Honorable James B. Hunt, was the initiator of the North Carolina School of Science and Mathematics.

Survey results indicated that once the idea was accepted, the involvement of parents, teachers, students and the community increased.

"Who was involved in the actual planning of the program?"

56.9% teachers

31.0% parents

34.5% school board members

17.2% students

86.2% school district personnel

17.2% university/college consultants

25.9% others, including community groups, principals, Juvenile Court Judge, personnel from other districts

Both parents (90%) and teachers (100%) were overwhelmingly involved in actually planning the Open and Traditional Schools in their district. Additional members of the core planning group consisted of school district personnel (70%), school board members (50%), university/college consultants (60%), students (40%).

During the planning stage for the Dudley School-Within-A-School, the parent school offered as part of its curriculum

Table 16

Initiators of Extended Day Programs

and Other Alternative Programs

	T	P	S	SBM	SDP	U/CC	Other
Alamance County				X	X		
Alexander County					X		
Bartlett-Yancey					X		
Broad Street					X		
Burke County					X		
Currituck				(Superintendent)			X
Davidson County					X		
Douglas Byrd					X		
Enloe Magnet	(N.C. Department of Public Instruction)						X
Fred Olds & Phillips Elementary					X		
Greensboro Optional				X	X		
Hibriten					X		
Hilly Branch			X				
Hoggard					X		
Jackson Community					X		
Kings Mountain							
Learning Opportunity Center					X		
Lee County	X			X	X		
Maxton	(N.C. Department of Public Instruction)						X
New Bern					X		

Table 16 (cont'd.)

	T	P	S	SBM	SDP	U/CC	Other
Onslow				(Vocational Director)			X
Optional-- Winston-Salem					X		
Pitt County	(Assistant Superintendent for Instruction and Pupil Personnel Services)				X		X
Plymouth				(Adopted from Other School Systems)			X
E. E. Smith, Fayetteville					X		
E. E. Smith, Kenansville	X						
Shelby High	(N.C. Department of Public Instruction) (Vocational Director)						X
South Iredell					X		
Vance Senior High	(Superintendent)				X		X
Wayne County	(N.C. Department of Public Instruction)						X
Whiteville City	X	X	X		X		

a one-hour course entitled the "Planning School." Seventy students volunteered to enroll in this course which was devoted to the creation of the new alternative program (see Table 17).

Table 17

Groups Involved in Planning Open and Traditional Schools

	T	P	S	SBM	SDP	U/CC	Other
Dudley (SWS)	X	X					
East Harper	X	X	X	X			
Elizabeth Traditional Elementary	X	X					
Erwin	X	X			X	X	
Irwin Open	X	X	X	X	X	X	
J. C. Price	X	X		X	X	X	
Meyers Park Elementary	X	X			X		
Moore Elementary	X	X			X	X	
Piedmont Middle	X	X					
Wiley Junior High	X	X	X	X	X	X	X (Personnel from Other Districts)

Programs designed to alter the behavior of students were planned by the following core groups:

92.9% school district staff

64.3% teachers

28.8% school board members

21.4% parents

21.4% students

28.8% community groups, Juvenile Court Judge, and principal

School district personnel and teachers jointly planned the majority of the behavior modification programs (see Table 18).

School district personnel were involved in the actual planning of 93 percent of the Extended Day Programs operating during 1980-81. In 40 percent of these programs, teachers were active participants in planning. Other groups participated to a lesser extent (see Table 19).

Nearly all of the respondents indicated that formal guidelines were used in developing their alternative program. Only one of the 58 programs (1.7%) did not use formal guidelines. Seventy-two and four-tenths percent indicated that they made use of existing guidelines from other school districts while developing their own guidelines. Fifteen schools (25.9%) designed their own guidelines and four schools (6.9%) made exclusive use of guidelines from other school districts.

Historical descriptions of various alternative schools or programs indicated that the programs were developed to meet the needs of a group of students whose needs parents, students, and community members felt were not being met.

Table 18

Groups Involved In Planning Behavior Modification Programs

	T	P	S	SBM	SDP	U/CC	Other
Ashley School					X		
Bertie Junior High	X				X		
East McDowell Junior High	X				X		
Edenton-Chowan	X	X	X		X		
Gaston County		X	X	X	X	(Citizen Group)	X
Green Park				X	X	(Principal)	X
Henderson Option	X				X		
Leonard Street	X	X	X	X	X		
Mt. Vernon School (Redirections Program)	X				X		
New Hanover High (Interim Skills-Extension)	X						
Polk County					X	(Task Force)	X
Statesville	X			X	X		
Washington Catlett School (OSI)					X	(Juvenile Court Judge)	
Woodward Junior High (Alt. Class)	X				X		

Table 19

Groups Involved in Planning

Extended Day Programs

	T	P	S	SBM	SDP	U/CC	Other
Alamance County ESD				X	X		
Alexander County	X	X		X	X		
Bartlett Yancey	X			X	X		
Broad Street	X				X		
Burke County				X	X		
Currituck ESD	X			(Superintendent)			X
Davidson County					X		
Douglas Byrd					X		
Dunbar-Lexington	X	X			(Principal)		X
Fred Olds and Phillips Elementary		X			X	(Principal)	X
Greensboro Optional				X	X		
Hibriten				X	X		
Hilly Branch ESD				X	X		
Hoggard					X		
Learning Opportunities Center	X			X	X		
Lee County	X				X		
Maxton					X		
New Bern					X		

Table 19 (cont'd.)

	T	P	S	SBM	SDP	U/CC	Other
Onslow County High	X	X	X	X	X	X	
Optional--Winston-Salem	X				X		
Pitt County					X	(ESD Director)	X
Plymouth					X		
Shelby High ESD	(Vocational Director)				X	(SDPI)	X
E. E. Smith, Fayetteville					X		
E. E. Smith, Kenansville	X				X		
South Iredell		X		X	X		
Vance County ESD	(Vocational Director & ESD Director)				X	(Superin-tendent)	X
Wayne County					X		
Whiteville City ESD	X				X		

The Extended Day Programs, with the exception of one, and the Optional Schools were developed to combat the high rate of high school drop-outs. According to the Extended Day Program Handbook, the State of North Carolina had become

> increasingly aware of the social and economic problems created and perpetuated by those persons who are not currently benefiting from educational opportunities in the normal public school setting. . . . It is the intention of the State Board of Education and the State Department of Public Instruction to help remedy this problem.

The single Elementary Extended Day Program was started so that children of working parents could be cared for and supervised before and after regular school hours.

The programs and schools which serve students exhibiting disruptive behavior or antisocial behavior list two main reasons for starting their programs or schools: (1) to remove students exhibiting seriously disruptive behavior from the classroom so that other students may continue unhindered in their educational growth, and (2) to help students to reach an acceptable level of behavior so that they may eventually return to the regular school or classroom.

The community school, the open school, and the traditional school were initiated to provide parents and students a choice in learning environments. The Greensboro City School System cited the same rationale justifying the creation of their alternative schools as the National School Boards Association; students have different styles of learning, and public school systems should offer each student the environment which best facilitates skill and talent development.

Other schools were started to provide challenging experiences for the gifted and talented and to meet the needs of the unmarried pregnant school-aged girl.

Research Question #4

Has the local college or unitversity aided in the promotion of alternative schooling? If so, how?

Survey respondents (13.8% high school, 1.7% elementary school) reported that the college or university in their locale provides assistance in varying degrees to their program.

The Greensboro school system indicated that local universities, especially UNC-G and N.C. A & T State, have been involved with the alternative schools since their inception. During the planning stage, The Center for Educational Reform at UNC-G served in an advisory capacity. Faculty members of the universities have been involved at the Dudley School-Within-A-School as minicourse teachers, consultants, evaluators, and supervisors of teachers. Graduate students at these universities have also worked with the School-Within-A-School program. At the Optional School, university students aid class teachers, provide academic tutoring and conduct classes at off-campus locations. Each semester UNC-G aids the physical education program at Price Traditional.

The Enloe Magnet High School Program in Wake County reported that the local college or university aided their program in three ways:

(1) Formulation of academic goals

(2) Special instructional activities (field trips for specific topics)

(3) Shared teaching.

Duke University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, North Carolina Central University, and North Carolina State University have aided the program at the North Carolina School of Science and Mathematics by helping with advisors, mentors, and teacher training.

One director of an Extended Day Program reported that the "local competition by a college for students in the same group (for their GED Program) has caused problems in the past."

Table 20 shows how other schools have been aided by their local college.

Table 20

Ways a Local College Aids

Alternative Programs

School	Aid Provided
Green Park	Interns in physical education and Counseling (Lenoir Rhyne College)
Learning Opportunity Center at Manteo	Study materials for the GED (College of Albemarle)
New Bern	Referral of students to program
Onslow County	In-service training

Research Question #5

What organizational structures are utilized by various alternative schools in North Carolina?

The alternative schools used a variety of perspectives in recording the organizational structures of their schools.

Six (28.6%) of the 21 alternative schools in North Carolina are structured to fulfill the goals of "open" education. Five of these schools described their structures as providing for various patterns of organization, i.e., multi-aged grouping, teams, large group instruction, small group instruction, individual instruction, self-contained instruction.

Three open elementary schools described their structure specifically in terms of child-centered educational activities. The East Harper organization structure is typical of the three.

> The organization at East Harper is flexible with multiage grouping and individualized continuous progress where each pupil can progress according to his own learning abilities. The pupil beginning in the nongraded program is able to progress through the first three or four years of formal education in a smooth, continuous manner. There is no passing, failing or repeating of work previously learned.
>
> The East Harper program is developed around the individual needs of each pupil. The key to the program is success; that is, finding the place where each pupil may experience some type of success daily in all areas of the curriculum. It is our goal to develop well equipped pupils in the basic skills and an unquenchable thirst for knowledge and desire to improve. In order to accomplish this, there is freedom to choose, opportunity to think and disagree, to do individual research, to develop self-discipline and above all to develop self-confidence.

> The teacher is inconspicuous in this program. Her role is to supervise, to ask the right questions, and to provide the right challenges at the right time.
>
> The program is based on individual achievement and ability; therefore, evaluation is also based on the individual pupil. Each pupil is evaluated according to his own ability to achieve and the application of this ability to the task of learning. . . . Pupils are evaluated according to their own individual potential and achievement and are not compared with other students.

The other open elementary school characterized its organizational structure in terms of the science-based system of management. This system initially proposed by Rensis Likert[1] views six operating variables to describe an organization along the following continuum:

Exploitive-Authoritative	Benevolent Authoritative	Consultative	Participative Group
System 1	System 2	System 3	System 4

The six operating variables used are motivational style, quality of interaction, communications, decision-making, goal setting, and leadership.

Using a survey tool developed by Likert and adapted for use in schools by Fred Feitler at Syracuse Univeristy to sample these organizational variables, Irwin Open School obtained an organizational profile yearly for three years. These profiles indicated that Irwin School ended its first year as a mixed system 2-3 organization--combining benevolent-authoratative and consultative operating characteristics.

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[1]Rensis Likert, New Patterns of Management (New York: Hill Book Co., 1961)

The second and third years ended with the school firmly in a mixed system 3-4 organization--combining the operating characteristics of a consultative and group participation system.

The only open high school in the State described its structure as flexible and dynamic. The Dudley School-Within-A-School is organized to foster the atmosphere of a close-knit community. A 1977 Evaluative Report describes the structure as follows:

> Living together four periods a day, one hundred and eighty days a year has produced the desire and necessity for greater cooperation and understanding among all the participants of the program--the creation of a sense of community. The whole structure of the program contributes to fulfilling this goal, but several specific elements can be signled out as especially important.
>
> Staff and student roles are adopted to minimize authoritatianism and competition. With the staff acting as advisors and other resource persons (including other students) managing learning experiences, the role of the traditional teacher as authority figure, disciplinarian and grader are spread among many more persons. While grades are given in all learning experiences, there is less attempt to "sort" students and more emphasis on involvement and co-operation. A generally less formal atmosphere, exemplified by the "first name basis" on which everyone operates, contributes to a comfortableness and equality of involvement. This atmosphere enables staff and students to move away from competitive postures in relationships and toward supportive ones.
>
> During "break days" between academic cycles, it is common to spend one day doing active, recreational activities which allow informal groupings of staff and students. Occasionally, the whole community will do something together such as going to the mountains for a day or listening to the school stage band. Parents and resource people are included in some of these activities.

The School-Within-A-School also uses advisory groups to further the community concept. Each student has a staff

advisor who works with the student individually and as part of a group. The advisory groups meet one to two hours per week. The advisor acts as an "educational broker" by helping arrange learning experiences in and out of school that will achieve the student's goal. The advisor also encourages the student to think creatively about his academic, social, personal and career goals and make decisions about working toward them.

The three traditional elementary schools in the study described their organizational pattern as graded with self-contained classrooms. The role of the teacher in these schools was well defined as well as expectations of students and parents.

In the traditional school the teacher is the central figure in the classroom. A single teacher working with the student provides activities deemed most appropriate for the student's continuing progress.

The traditional school is based on the assumption that learning best takes place in a structured and disciplined atmosphere. To help each student develop self-discipline the school emphasizes obedience to authority as well as independence. The belief that "at times what is good for the group takes precedence over what seems best for the individual" is stressed. No provisions are made for instructing exceptional children.

Homework is given on a regular basis. Achievement based on grade-level competencies rather than chronological

age determines promotion to the next grade.

The other schools responding to the survey did not provide information concerning their organizational pattern per se but two schools did indicate the use of modular scheduling.

From the data provided, it appears that alternative schools utilized structures which facilitated the achievement of their goals. These structures varied as to the mechanisms provided for active participation in decision-making as well as to the extent of non-administrator participation.

Research Question #6

For the purpose of clarity, research questions number 6 and 7 have been combined.

What are the goals of different types of alternative schools or programs in North Carolina?

Research Question #7

What strategies are used by various alternative schools or programs in North Carolina to achieve their goals?

Of the 58 schools responding to the questionnnaire, 23 provided some form of printed material concerning their program or school. From this printed material, goals and strategies for goal achievement have been formulated for each category of school. Some schools provided a very extensive list of objectives and goals while others expressed

a small number in their statement of philosophy. The goals and strategies enumerated represent a composite of the programs or schools responding. Each responding school did not have all of the components listed for a specific category.

The Extended Day School Program

Description: The Extended Day School Program/Optional is an extension of the regular public school for those persons who for economic, psychological, academic, and various other reasons cannot respond in a positive way to programs offered in the conventional manner and during the regular school day. Programs may utilize the facilities of the regular school for four hours or more in the afternoon or they may be housed in a separate educational facility. Programs that operate over a six-hour time period in a separate school are called Optional Schools.

Target Students: High school dropouts; potential dropouts; pregnant school-aged girls.

Goals:

1. To return school-aged persons to the public school system
2. To reach students who would otherwise drop out of the educational system
3. To help students exhibiting inappropriate behavior in the school improve their behavioral pattern
4. To allow students to qualify for a high school diploma

5. To provide instruction in a less competitive, less structured, more personalized atmosphere

Strategies for Goal Achievement:

1. Late afternoon classes to accomodate working students
2. Activities that are interrelated and relevant to the students' specific needs, interests, abilities and goals
3. Open-entry/open exit programming
4. Individual and group counseling
5. Appraisal and testing
6. Consultation
7. Placement
8. Educational and occupational planning
9. Information services
10. Individualized, competency- based instruction
11. Job-related instruction
12. Job placement assistance, coordination, follow-up
13. Outside speakers and programs selected from community resources
14. Referral to state and local agencies which can offer services in areas needed, e.g., Vocational Rehabilitation, Social Services, Mental Health, Community Health Centers
15. Credit for training received in the classroom and on-the-job through Distributive Cooperative Training Program

16. Personalized atmosphere with staff maintaining a "helping" relationship with students
17. Development of survival skills

Laboratory School

Description: A separate autonomous facility that uses a variety of structures or strategies to promote learning.

Target Students: Junior High School students of all academic levels.

Goals:

To furnish a setting in which promising educational practices might be introduced, implemented, and evaluated relative to upgrading educational opportunities for all students in the middle grades.

Strategies for Goal Achievement:

1. Team teaching
2. Open classrooms
3. Flexible scheduling
4. Individualized instruction
5. Independent study
6. Tutorial program . . . Peer tutoring
7. Expanded curriculum
8. Extensive program for students with special needs

The Behavioral Modification Program

Description: A program designed to provide instruction to junior-senior high school students exhibiting disruptive behavior at school. It may be a single self-contained classroom, a unit within a regular school, or a separate facility.

Commonly referred to as an "alternative class," "alternative lab," or "alternative school."

Target Students: Students unable to function effectively within the normal school setting. These may include potential dropouts, students who are slow learners, or chronic nonattenders who are capable but unresponsive, who are cognitively ready but may be deficient in basic skills.

Goals:

1. To remove the students exhibiting disruptive behavior, over a period of time, from the regular classroom in order that other students may continue unhindered in their educational growth
2. To provide a temporary, nonpunitive, nonthreatening environment in which a student may experience success
3. To help students develop coping skills and positive self-concepts
4. To improve academic performance
5. To improve interaction with peers and adults
6. To improve student attendance

Strategies for Goal Achievement:

1. Personalized, informal, accepting approach
2. Basic skill instruction
3. Low student-teacher ratio
4. Counseling by a guidance counselor, social worker, psychologist or alternative caseworker. The latter

primarily works with students involved with the courts

5. Prevocation or vocational awareness activities
6. Individualized instruction utilizing a variety of techniques including diagnostic-prescriptive teaching
7. Group placement based on level of maturity
8. Performance and behavior contracts
9. Goals to improve behavior established with students' help
10. An established behavior improvement model or combination of affective techniques which include activities in value clarification, reality therapy, and similar strategies
11. Daily monitoring of progress toward goal achievement
12. Liasion with the courts, mental health agencies, social services, and other community agencies
13. Activities designed to improve decision-making and social skills
14. Group and individual sessions concerning parenting skills
15. Variable length of stay
16. Structured entry and exit procedures
17. Tutoring or other academic assistance
18. Activities designed to improve self-concept and to develop responsibility
19. A system of positive behavior reinforcement including reward strategies

An interesting aside was provided by the "Redirection" program which reported that approximately half or better of all its enrollees have continued school. Although a third were involved with the courts while at Redirection, only three percent are in training school or prison.

Teen-age Parent Services

Description: A separate, self-contained educational facility where pregnant school-aged girls are given instruction.

Target Students: Pregnant school-aged girls throughout the school system.

Goals:

1. To allow the pregnant school-aged girl to remain in school
2. To provide young mothers-to-be with instruction relative to their role as parents
3. To prepare students for vocational pursuits

Strategies for Goal Achievement:

1. Small classes
2. Instruction in basic skills
3. A variety of electives--business education, home economics, journalism, and art
4. All courses transferable to home school
5. School bus transportation
6. Two on-campus social workers help students
   (a) Understand their own feelings
   (b) Talk with parents

(c) Make financial arrangements for medical and other care

(d) Work out problems with family, boyfriend, or husband

(e) Receive medical transportation

(f) Arrange child care for babies

(g) Secure help needed from other agencies

7. On-campus nurse helps students:

(a) Make arrangements for medical care

(b) Post-partum home visits

(c) Handles on-campus illness

(d) Medical counseling

(e) Coordinates WIC

8. Family Living Workshops

(a) Anatomy and reproduction

(b) Child care

(c) Human sexuality

(d) Reality counseling

(e) Prenatal Training

(f) Values clarification

Traditional School

Description: A separate autonomous school employing a self-contained organization. The program stresses the mastery of the basic skills--reading, writing, speaking, and arithmetic; work assigned on grade level with textbooks as the major resource and emphasis on memorization.

Target Students: Students of all academic levels

Goals:

1. To offer choices to parents and students
2. To provide a quiet, orderly, basic structured environment with emphasis placed on high expectations for both teachers and students
3. To instill in the students strong feelings of self-worth
4. To instill in the students good manners
5. To help students form desirable work/study habits
6. To encourage in the student self-discipline
7. To adhere to a clearly defined educational policy
8. To encourage critical thinking

Strategies for Goal Achievement:

1. Teacher directed classes
2. A nonfragmented day
3. Enrichment activities
4. Academic performance standards for each grade level
5. Emphasis on American heritage
6. Field trips for students at a particular level
7. Diagnostic testing
8. Application of Bloom's taxonomy
9. Teacher-made test and systemwide standardized test
10. Dress codes
11. Regular homework assignments
12. Emphasis on obedience to authority as well as independence

13. The Pledge of Allegiance
14. Community resources
15. Letter grades A through F

The Open School

Description: A separate autonomous school based upon a concept of open education which stresses that children can and should be primary agents in their own learning.

Target Students: Students of all academic levels within the school system

Goals:

1. To provide a choice for parents and students in the community
2. To provide a match between student learning styles and philosophy
3. To help students become more responsible for their own learning
4. To help students build a positive self-concept
5. To motivate students
6. To help students acquire mastery of the skills which facilitate thinking and learning, i.e., listening, speaking, reading, writing, and computing
7. To develop qualities of curiosity, joy in learning, self-discipline, and self-direction
8. To involve each student actively rather than passively in the learning process
9. To serve as a major resource for staff development opportunities for personnel both entering and in

the service of a school system

10. To build on to the idea of parent involvement in education
11. To provide freedom of choice within the school

Strategies for Goal Achievement:

1. A variety of personalized teaching methods--self-contained, teams, large-group instruction, small-group instruction, multi-aged grouping, individualized instruction
2. Interest centers that are constantly changing to include new ideas from students, parents, volunteers, other teachers and supervisors
3. A national wire service teletype as a resource for current events, weather, sports, etc.
4. Live animals of all varieties for student care and observation and as a resource for teacher to develop projects around
5. Reading enrichment center that aids students that are not up to ability by providing an informal recreational reading program
6. Minicourses for enrichment of student and in reading skills areas
7. Communication center with resources for many kinds of language expression activities
8. Media center
9. Project area that houses all types of craft materials allowing students to experiment in producing

multi-media art

10. No chronological deadlines for growth
11. Exploration and discovery activities
12. Providing opportunities for students to handle responsibility
13. Career awareness and career exploration activities
14. The scientific method
15. Community resources within the school and field experiences for students outside the school
16. Continuous progress reports rather than numerical or alphabetical grading
17. Frequent discussions of students' learning style
18. Strong within and across units instructional planning
19. Computer education
20. A variety of interest clubs
21. Opportunities for students to share experiences
22. Students' participation in the process of setting goals, planning and evaluating their own learning
23. Open lunch scheduling
24. Home-study plan--recommendations for reading, math, and independent enrichment study according to various levels
25. A science specialist for teaching science across all levels
26. A radio and television studio where minicourses are taught and student production accomplished

27. A photography lab where both black and white and color photography are taught in minicourses
28. Emphasis on students accepting at least partial responsibility for their own work
29. Shared decision-making for learning between parents, students, and school

North Carolina School of
Science and Mathematics

Description: A residential high school featuring a comprehensive academic curriculum with a rigorous program of science, mathematics, and other subjects (for juniors and seniors).

Target Students: High school students with exceptionally high intellectual ability, and interest in science and mathematics.

Goals:

1. To provide superior educational opportunities
2. To provide future leaders in public, corporate, and educational fields related to science and technology
3. To provide various programs and other activities to help teachers throughout the public school system improve the teaching of science and mathematics

Strategies for Goal Achievement:

1. Availability of laboratories, classrooms, libraries, and teachers after the usual school day

2. Evening programs by visiting scientists and leaders in industry and research
3. Variety of teaching/learning techniques
4. Student/Mentor concept--The student affiliates with a practicing professional (scientist, researcher, etc.) for a special field study/research project
5. Student participation in a school and community work/service program
6. Summer workshops for teachers throughout the State
7. Faculty exchange program with other high schools in the State
8. Extensive faculty participation in professional associations

The Community School

Description: This school offers a variety of educational services to a broad cross-section of the community. An action learning program which features career education through class visitation and work internships with skilled and professional people in the community. It also serves as an umbrella for several types of programs; vocational education, exceptional childrens' program, Extended Day Program, etc.

Target Students: Students of all academic levels: exceptional, regular, dropouts, and disciplinary; preschool and 14-21.

Goals:

1. To provide an opportunity for a better match of

teaching and learning styles

2. To afford students an opportunity to pursue their interests with far more intensity than possible in a comprehensive program
3. To allow students to qualify for a high school diploma
4. To instill in students a sense of civic and social responsibility
5. To help students become self-directed learners

Strategies for Goal Achievement:

1. Intensive, individualized, and personalized attention in basic core courses
2. Flexible arrangements
3. Independent study
4. Small, informal but structured environment
5. Career education through class visitation and work internships with skilled and professional people in the community
6. Individualized counseling
7. Academic tutoring
8. Referral service
9. Parent involvement/home visits
10. Training interpersonal skills

The Magnet School

Description: A program offering an intensified curriculum in several areas or a particular service desired by parents. Two programs operate in the State. One program

offers an intensified curriculum in several areas while the other provides before and after-school care for its students.

Target Students: Students who exhibit high ability and interest in one of the following areas: Visual and Performing Arts, Mathematics, Science, Government/Law, or International Studies--or any elementary-aged student who lives outside of the neighborhood.

Goals:

1. To promote natural integration and racial balance within the school district
2. To identify and cultivate talents
3. To provide in-depth exploration into specific areas of interest
4. To provide a sound basic academic education with an excellent preparation for college

Strategies for Goal Achievement:

Strategies 1-6 were reported by high school program while 7-12 were reported by the elementary school.

1. Internship experience within areas of anticipated career choice
2. Structuring blocks of time to allow for more in-depth study, research, and group sharing
3. Specific talent or skill development
4. Superior instruction from teachers and community professionals
5. Enrollment in regular course of study plus the selected major area of study

6. Course offerings which include many high level topics which are not normally taught at the secondary level
7. Cultural arts experience
8. Independent study time--completion of homework assignment or tutoring based on activities structured by the regular classroom teacher
9. Physical education activities
10. Group social interaction
11. Hands-on experiences in math, science, homemaking, industrial arts, and arts and crafts
12. Structured opportunities for parent involvement in discussion groups focused on parenting skills

The School-Within-A-School

Description: A semiautonomous, nontraditional educational program housed within a regular conventional school.

Target Students: Poorly motivated students, low achievers, underachievers, those wishing to expand educational horizons and pursue in-depth individual interests, students who are unable to adjust to conventional school structure and teaching methods.

Goals:

1. To improve student attitude toward school
2. To lower the dropout rate
3. To increase the average daily attendance
4. To improve the self-concepts of students
5. To help students learn to utilize available

community resources

6. To develop further skills in such areas as reading, language arts, and math
7. To instill positive attitudes toward selected environmental concepts
8. To provide students with opportunities to become involved in decision-making about their learning experiences and community living
9. To provide staff development activities necessary for the maintenance and further improvement of the program

Strategies for Goal Achievement:

1. Emphasis on the creation of a sense of community
2. Informal atmosphere
3. Low student-teacher ratio
4. Minicourses
5. Flexible scheduling
6. All teachers serving as advisors
7. "Advisory" groups designed to humanize and personalize the student's educational experience
8. Interdisciplinary curriculum
9. Expanded course offerings
10. Occupational awareness and training
11. Internships in professional and vocational areas
12. Extensive utilization of community resources

Research Question #8

What are the characteristics of the public alternative schools/programs in North Carolina in terms of curriculum, student population, volunteerism and school policy formulation processes?

In 1980-81 there were 12,780 students enrolled in 56 alternative programs and schools operating throughout the State of North Carolina. During the 1979-80 school year there were 12,447 students enrolled in 52 alternative programs. The median enrollment, 141 for 1980-81 and 142 for 1979-80, indicates that the average enrollment remained stable over the two-year period.

Alternatives tended to be slightly smaller in 1980-81 than in 1979-80. In 1979-80, 73.1 percent of the schools and programs enrolled 300 or less students while 75 percent enrolled this same number in 1980-81.

The data presented in Tables 21 and 22 indicate that behavior modification programs tended to be somewhat smaller than other types of programs. However, enrollment figures for some of the behavior modification programs/schools may have been for the regular school instead of the specific program. For example, one school describing its program as an "Alternative Adjustment Lab," replied that 200 students applied for admission and that all who applied were admitted. The enrollment figure for 1980-81 was listed as 859. Another school reporting 630 students as the 1980-81 enrollment is also suspect.

Table 21

Average Student Enrollment According to Type Alternative

Alternatives	Enrollment		
	Range	Mean	Median
Extended Day Program (24)	28-240	120	102
Traditional School (3)	389-570	483	489
Open School/Program (8)	88-665	411	392
Behavior Modification Program (9)	6-200+	47	11
Behavior Modification School (6)	73-859	322	151
Magnet Program (5)*	150-285	249	264
Optional School (2)	546-1006	776	776

*North Carolina School of Science and Mathematics and the Teenage Parent Services Program are included in this category.

Table 22

Frequency Distribution: Student Enrollment According to Type of Alternative

Alternatives	Enrollment	
	Total	Freq. %
Extended Day Program (24)	2893	22.6
Traditional School (3)	1448	11.3
Open School/Program (8)	3286	25.7
Behavior Modification Program (9)	420	3.3
Behavior Modification School (6)	1934	15.1
Magnet Program (5)	1247	9.7
Optional School (2)	1552	12.1

There were more females (54.6%) than males (45.4%) enrolled in alternatives. However, if the enrollment for the Teenage Parent Services Program (all female) is disregarded, the male-female ratio is approximately equal. The data indicated that there were slightly more white males than white females attending alternatives. The opposite relationship existed for the black male and female.

The ethnic population of the schools surveyed was diverse. In the schools responding, white students represented 56.9 percent of the pupil population and black students represented 41.5 percent. Oriental, Asian, Spanish, and Indian students represented the pupil population 0.2%, 0.7%, 0.1%, and 0.6%, respectively. The racial and sexual composition of the student population is shown in Table 23.

Table 23

Racial and Sexual Composition

of Student Population

Race	Male %	Female %
White	29.3	26.4
Black	17.5	24.8
Indian	0.4	0.4
Spanish	0.09	0.04
Other	0.55	0.55

The majority of the alternatives (70%) served junior-senior high school age students. Only 30 percent of the students enrolled in alternatives during the 1980-81 school year were in separate autonomous elementary schools. This pattern is consistent with the national prototype which Wolf believes results from three factors:

1. the emergence within elementary schools of a significant trend toward "open classrooms" (and other innovative approaches) which have diminished the need (or at least the demand) for alternative schools
2. the unwillingness to "experiment" with children during their "formative years"
3. the emphasis placed upon programs for "dropouts," for "behaviorally disruptive," and for other labeled groups of older students within many systems.[2]

The survey data indicated that students were more likely to return to the regular school at the end of the school year than during the school year. Overall, 46.2 percent had less than 5 percent of their students return to the regular school during the year. The median percentage to return during the year was 5, while the median percentage to return at the end of the year was 15. Schools with a philosophy

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[2]Thomas E. Wolf, Michael Walker, and Robert Macklin, Summary of the NASP Survey, 1974, University of Massachusetts at Amherst. (Mimeographed)

emphasizing the concept of choice, reported a considerably smaller percentage returning during the school year (median 1.5%) and at the end of the school year (median 5.5%).

Admission and Recruitment

The admission process for alternative schools varies according to the type of school or program. After filing an application, students in Forsyth County, Greensboro City, and Mecklenburg County are selected by lottery to attend the open school and the traditional school. In Greensboro, a selection committee comprised of one Board of Education member, the superintendent, three area assistant superintendents (two for elementary and one for secondary), PTA Council and Parents' Council representatives, one alternative school principal from each elementary school and the assistant principal from the senior high school convene to select the students by lottery.

Of the 58 responses only 13.8% indicated the use of lottery. This appears to be consistent with the philosophies of the various schools. Not all open schools admit by the use of lottery. Admission to the open school in Caldwell County is handled on a first-come, first-served basis after an application has been submitted.

A melange of regulations characterize the admission process used by Extended Day Programs. The 30 Extended Day Programs responded to two items on the questionnaire concerning admission process.

"Which of the following are needed in order for a student to be admitted?"

10.5% A. no specific requirements

50.0% B. permission from previous public school

60.0% C. parent permission

73.3% D. application form

46.7% E. other

The responses listed under "other" were:

"recommendation from principal of the high school"

"age 16 and out of school one (1) year"

"approval of the superintendent"

"approval of the director, principal and counselor"

"recommendation from system school"

"selection committee approval"

"dropout of regular program"

"release from the previous school"

"age 16-18"

"age 16-21"

"How is the final process handled?"

0.0% A. lottery

30.0% B. all who applied are admitted

56.7% C. referral from other schools in the district

66.7% D. personal interview

20.0% E. first come/first served basis

26.7% F. other

The responses specified as "other" were:

"community agencies"

"recommendation from Guidance and/or principal"

"self-referral"

"prioritized according to need"

"referred from counselor"

"selection committee"

"screening committee"

"admissions committee"

"bottom line is personal interview"

One junior/senior high optional school reported a dual admission policy based on classification. All senior high school students are admitted on a first come/first served basis while junior high students are admitted on referral.

Students in the behavior modification programs are overwhelmingly admitted by referral. Telephone calls to a select sample of these programs verified that some of the enrolled students attend by choice. The typical response was "although the majority are referred by a teacher, counselor, principal, or juvenile court judge, a minority of our students are here by choice." This appeared to occur in districts without Extended Day Programs which would normally serve those students who for economic or health reasons could not adjust to the schedule of the regular school.

Entry into behavior modification programs was by a very structured process requiring parental permission (92.9%) and personal interview with both the student and the parent (89.7%).

Only 13.8 percent of the schools use the lottery and 43.1 percent have definite guidelines to exclude students. In many districts more than one group or mechanism is involved in approving admission of students. In 53.4 percent of the schools, the administrator has this responsibility. Special admission committee approved the admission of students in 34.5 percent of the schools responding. Other persons listed as approving student admission were Director of Administrator Services, superintendent, principal, guidance counselor, and the coordinator of Extended Day Program.

Although students may enroll simultaneously in the conventional school and an Extended Day Program, the majority opt for one or the other. In 1980-81, 45 percent of the reporting schools had less than 5 percent of their student population enrolled in both programs; 20 percent had between 10 and 15 percent while another 20 percent had more than 20 percent enrolled.

Sixty-eight percent of the pupils applying for admission to alternatives were admitted to the program. Only 14 of the 58 programs (24.1%) reported that they admitted all of the students who applied.

Alternative programs and schools, used various procedures in the process of recruiting students. Of those surveyed, 41.4 percent publicized openings in the district while 32.8 percent mailed information to the home. Twenty-two and four-tenths percent reported that they do not actually recruit. However, officials from the schools hold open meetings for

prospective students and parents and utilize the media to explain their program so that people will better understand the choices available. Two other procedures used by respondents were telephone calling and home visitation (12.1%), respectively.

Staffing

The reporting alternatives were staffed by 660 full-time teachers, 59 part-time teachers, 148 aids, 52 counselors, and 55 other special personnel serve the students enrolled in the alternatives. Those schools utilizing aides were 60.3 percent and the aides numbered from 1 to 24. Other staff (media specialist, assistant principal, job coordinator, director, resource person, Librarian, nurse, psychologist, social workers, etc.) was reported by 48.3 percent of the schools responding. Table 24 displays the other staff associated with alternatives. However, these data do not reflect all of the specialized personnel accessible to alternatives. Alternatives which are an integral part of an overall program have access to specialized personnel that were not listed by the respondent.

The Handbook for the Extended Day Program notes that titles for specific positions vary from LEA (Local Education Agency) to LEA. For example, the person in charge of a program may be called the director, principal, coordinator, etc. Thus a preponderance of terms resulted for a specific function. This multifaceted phenomenon appears to be prevalent throughout the alternatives.

Table 24

Frequency Distribution of Alternatives Reporting Other Staff

Title	Number of Alternatives Reporting
CETA workers	1
Director	12
Program Coordinator	3
Social Worker	9
Media Specialist	9
Resources	5
Curriculum Coordinator	3
Librarian	3
Nurse	3
Psychologist	2
Residential Life	1
Admission	1
Assistant Principal	3
Principal	16
Learning Lab. Coordinators	1
Job Coordinator	4
Reading Coordinator	1

The teacher-to-student ratio ranged from 1:6 to 1:50. When aides are considered, the adult to student ratio decreases to 1:3 and 1:25. The 1:50 ratio represented an extended day program in which students were said to revolve; that is, students attended on different days and therefore, there were not actually 50 students per teacher each day. Overall, the median teacher-to-student ratio was 1:12. The small ratio indicates that a lot of individualized instruction is possible.

In regard to professional staff selection, the data indicated that the person in charge of the program or school (principal--93.1% and director, program coordinator, and assistant principal--19.0%) and the superintendent or his designee (72.4%) were involved in the selection of the professional staff. Twenty-two and four-tenths percent of the schools indicated that professional staff were also involved in the selection process. None of the schools involved students in this process.

Sixty-five and five-tenths percent of the schools indicated that less than 10 percent of their staff left yearly. Twenty-two and four-tenths percent reported their professional staff turnover to be between 10 percent and 20 percent.

In-service training was provided for the professional staff in 86.2 percent of the alternative programs/schools. A variety of persons conducted the training sessions: school district personnel (60.3%), state director's office (27.6%), university/college consultants (22.4%), the

principal (51.7%), teachers within the school (34.5%), and others (17.2%). Several mechanisms as well as persons were cited in the category of others. Included were curriculum coordinator, consultants from regional center, outside consultants, retreats with outside consultants, CETA training workshops, State Extended Day workshops, other school district personnel, and orientation through the interview conducted by the principal.

Curriculum and Instruction

The majority (93.1%) of the alternatives in North Carolina offered training in the basic skills. Eighty-two and eight-tenths percent of the responding schools provided career or vocational studies. Interdisciplinary studies were emphasized in 37.9 percent of the alternatives while 29.3 percent placed major focus on college preparatory courses. Cross-cultural studies (17.6%) environmental studies (20.7%), ethnic studies (24.1%), outdoor education (1.7%) and family living workshops (1.7%) were also conducted.

In addition, alternatives indicated that they placed major emphasis on the cognitive (79.3%) and the affective (67.2%) areas of learning. Moral training was emphasized in 34.5 percent of the responding schools. Patriotism, value clarification, psychomotor (13.8%), asethetic (22.4%), and perceptual/sensory (22.4%) were areas that also received emphasis.

In 50 percent of the schools responding, the ethnic make-up of the professional staff contributed to cultural pluralism in their program. Counseling procedures (41.4%)

and student recruitment and admission practices (32.8%) likewise contributed to cultural pluralism in alternative programs.

In order to create a sense of community, alternatives scheduled school events and programs (69.0%), encouraged parent involvement (50.0%), and held general meetings (46.6%). Some specific activities listed by the respondents were:

"family gatherings, school song, and T-shirts"

"student involvement programs--celebrations"

"student participation in decision-making and running significant functions, i.e., radio-TV station, store, P.E. equipment"

"outdoor education program"

"great deal of counseling; daily meeting for teacher-based guidance"

"family support groups"

"living together in a residential setting"

"monthly meeting of advisory board made up of community/agency representatives"

"small group discussions"

Fifty-seven and six-tenths percent of the responding schools characterized the teacher-student relationship in their school as parental. In a parental relationship, teachers relate to students in an informal, through superordinate way. Bureaucratic relations (formal superordinate-to-subordinate) and democratic (informal, as equal) were used to describe the relationships in 12.3 percent and 35.1 percent, respectively.

The respondents added the following comments in the margin.

"all three relationships are used at times"

"parental with some democratic"

"democratic but certain standards must be adhered to"

"bureaucratic but undergirded with love"

This data suggested that teacher-student relationships in public alternatives in North Carolina may be significantly different from the relationships that exist in other regions of the country. In a study of 40 public and private alternative schools, Duke concluded that teacher-student relationships were predominately democratic in the private schools and bureaucratic in public schools. He suggested that this relationship existed because public alternative teachers operate under different constraints or possess attitudes different from those of their colleagues in nonpublic alternatives.[3]

Volunteers

Thirty-one percent of the alternatives report that they did not use community volunteers in their programs. The remaining 69 percent indicated that they use several methods to obtain volunteers for their program.

"How are community volunteers recruited?"

31.0% A. don't use them

12.1% B. by advertising the need

31.0% C. through efforts of the school district personnel

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[3]Duke, op. cit., p. 46.

1.7% D. through efforts of the staff members of the school

29.3% E. through efforts of parents

12.1% F. other

Specified under "other" were the following responses:

"With the help of local volunteer services bureau"

"Junior Women's League"

"Community school"

"Colleges within local area"

"Personal contacts"

"Principal and teachers do a lot of contacting. Great deal of community volunteers used"

Parent volunteers are used to a great extent in the elementary schools. In the open schools, parents teach mini-courses and tutor in the academics. The traditional schools use parent volunteers but not in the classroom during the school day. Parents tutor in the academics and aid the classroom teacher in other ways at the end of the school day. The following responses to the question "If volunteers are used, in which of the following activities do your volunteers participate?"

24.1% A. clerical work

50.0% B. aiding classroom teachers

39.7% C. academic tutoring

8.6% D. administrative duties

15.5% E. conducting classes at off-campus locations

12.1% F. other

Included under the category of "other" were:

"Seminars/guest speakers"

"Community agencies help in Family Living Workshops and assembly programs"

"Talks by individuals or sharing of projects is done with a whole class. Children are not pulled out of the classroom."

"Health room, bookstore, Great Books"

"Supervising field trips"

"Coordinating volunteers with curriculum; speakers, demonstrations, minicourses"

"Conducting classes at on-campus locations"

"Resource persons"

"Agencies such as Mental Health, Cleveland Tech, Social Services, etc."

Policy Formulation Processes

(To some extent this aspect of alternatives in North Carolina was described in Question 5.)

A variety of decision-making processes and provisions were used to formulate policies in alternative schools and programs. Alternatives have also defined special roles which impact upon decision-making. The data from the questionnaire indicated that the faculty meeting is the mechanism used by most alternatives. Used to a lesser extent were the all-school meeting, the class meeting, and the school board meeting.

Printed descriptive documents supplied by alternatives indicated the following provisions for decision-making.

1. Advisory groups, i.e., PTA Advisory Committee, School Advisory Board or Committee, Advisor-Advisee group
2. Elected or appointed committees, i.e., Task Forces.
3. Appointed Board of Trustees
4. Appointed coordinator
5. Director
6. Team meeting
7. Schoolwide Parent-Teacher-Student curriculum council meeting
8. Student meeting
9. Parent-Teacher-Student conferences
10. Homeroom meeting
11. Small group meeting
12. Workshops
13. Retreats

The questionnaire data indicated that a variety of people were involved in formulating school policies in alternative programs and schools in North Carolina. Ninety-eight and three-tenths percent of the respondents perceived that their administrator allowed for the involvement of other people in making decisions in the areas identified in the study: student discipline, curriculum (that which is actually taught in class), instructional grouping, homework, student progress evaluation, program evaluation, school goals,

selection of professional staff, determination of a student's course of study, physical plant, staff-student conflict, staff-staff conflict and student-student conflict. Only one respondent (1.7%) indicated that the administrator was the only person involved in making decisions in the majority of the areas identified.

The category of school administrators was a source of uncertainty for some respondents. This category was often left unchecked on the questionnaire and the terms principal, assistant principal, director, and program coordinator were written in the blank spaces provided for specifying persons other than the listed categories.

The 57 alternatives indicating involvement of other groups in making decisions in the identified areas reported 9 to 17 arrangements for the people involved and 14 to 30 arrangements for the people or mechanisms involved in making the final decision. For example, the following arrangements were noted for the people involved in the decision-making process in the area of student grouping for instructional purposes.

5.2%	School administrators
42.1%	School administrators and teachers
3.4%	Teachers and others
5.2%	School administrators, teachers and school district staff
12.1%	School administrators, teachers, and students
1.7%	School administrators and school district staff

1.7% School administrators, teachers, students, and others

19.0% Teachers

1.7% Teachers and students

All of the arrangements for each area of decision-making are presented in Appendix J.

Further analysis of the data yielded no general pattern for each type of alternative. The people involved in the decision-making process varied immensely within types of alternatives as well as between types.

Table 25 presents the combined frequencies for the people involved in the decision-making process in the identified areas. The following abbreviations are used for the people and mechanisms shown in the tables in this section:

SA = School Administrators

T = Teachers

S = Students

SDS = School District Staff

PTA = PTA Advisory Committee

ASM = All School Meeting

FM = Faculty Meeting

P = Principal

SB = School Board

Sp = Superintendent

Ot = Other

The questionnaire data suggest that school administrators in alternatives are less involved in making decisions in

Table 25

Frequency Distribution of the People Perceived to Be Involved in the Decision-Making Process*

Area	SA	T	S	SDS	PTA	Ot
Student discipline	89.4	87.9	37.7	18.8	3.4	11.9
Curriculum (that which is taught in class)	89.6	98.3	46.4	48.1	8.5	17.1
Student grouping for Instructional purposes	69.0	86.2	15.5	6.9	0.0	5.1
Homework policy	65.4	89.6	29.3	15.5	3.4	12.0
Student progress evaluation	55.0	100.0	34.3	13.7	1.7	10.2
Program evaluation	93.2	86.2	50.0	56.7	10.3	22.4
School goals	96.6	89.6	39.5	44.7	13.7	13.7
Physical Plant	94.5	41.2	24.0	41.2	5.1	11.9
Staff/Student conflict	91.2	73.9	49.9	12.0	1.7	8.5
Staff/Staff conflict	93.0	56.8	6.9	20.6	0.0	3.4
Student/Student conflict	84.3	86.2	55.0	5.1	0.0	12.0

*Multiple responses preclude totals

instructional matters than in any of the other areas specified. School administrators were involved in making decisions concerning instructional grouping in 69 percent of the alternatives surveyed. Decisions concerning homework and student progress evaluation had involvement from school administrators in 65.4 percent and 55.0 percent of the alternatives surveyed, respectively. This may indicate that school administrators in the remaining alternatives have relinquished some of their authority in these areas to teachers.

The questionnaire data also suggested that school administrators--principals, directors, program coordinators, and assistant principals--were involved in selecting professional staff for their programs.

"Who is involved in the selection of professional staff?" recieved the following responses.

72.4% Superintendent or designee

93.1% Principal

22.4% Professional staff

19.0% Other--specified as director, program coordinator, and assistant principal

The data in Table 26 clearly indicate that most of the respondents perceived that teachers are included in the decision-making process in all of the specified areas. All alternatives indicated teacher involvement in making decisions about the evaluation of student progress. Other areas of teacher involvement were curriculum (98.3%), homework (89.6%), school goals (89.6%), instructional grouping (86.2%),

student-student conflict (86.2%), and staff-student conflict (73.9%). Teachers were least involved in making decisions about the physical plant.

As would be expected, most alternatives involved students in the decision-making process in the areas involving conflict where students could be viewed as actors or reactors. Half of the respondents indicated student participation in the evaluation of their programs. Other areas indicated by a sizeable number of alternatives were determination of student's course of study (60.3%), curriculum (46.0%), school goals (39.5%), student progress evaluation (34.3%), and student discipline (37.7%).

Program evaluation (56.7%), curriculum (48.1%), school goals (44.7%), and the physical plant (41.2%) were areas in which school district staff participated most prominently.

Initiated at the district level, groups such as the PTA Advisory Committee, School Advisory Board, Advisory Council, and Curriculum Council assisted alternatives in several areas.

PTA Advisory Committees participated in deciding matters about school goals, program evaluation, and curriculum in 13.7 percent, 10.3 percent, and 8.5 precent of the schools, respectively. PTA Advisory Committees and the School Advisory Board also helped formulate and approve homework policies in the elementary schools.

Other groups or people listed on the questionnaire as participating in the decision-making process were parents,

farmers, vocational director, director of Extended Day Program, counselor, principal, county commissioners, university personnel, task forces, boards of education, and board of trustees.

Parental participation took place mostly at the elementary school level. Initiators of alternatives, such as task forces, county commissioners, parents and school district staff, took part in formulating school goals, deciding matters concerning the physical plant and program evaluation.

The respondents received the "final decision" as being made at three levels: school, superintendent, and his staff and school board. Table 26 shows the combined frequencies of the people or mechanisms perceived to be involved in making the final decision in the specified areas.

The school board was perceived as making the final decision in matters about the physical plant, program evaluation, school goals, and discipline in 36.2 percent, 34.4 percent, 32.8 percent, and 30.9 percent of the alternatives, respectively. Also, the respondents perceived that the school board included principals, superintendents, and their staff and others such as the county commissioners, task force members and outside evaluators when finalizing certain decisions.

More than half of the respondents perceived the superintendent as being involved in making the "final" decision about program evaluation. Other areas in which the superintendent was believed to have been involved were staff-staff

Table 26

Frequency Distribution of People or Mechanisms Perceived to Be Involved in the Decision-making Process*

Area	ASM	FM	P	SB	SDS	Sp	PTA	Ot
Student discipline	10.2	34.3	84.3	30.9	8.5	37.9	3.4	10.2
Curriculum (that which is taught in class)	10.2	67.2	72.4	27.6	34.4	27.6	5.2	17.2
Student grouping for instructional purposes	3.4	58.6	63.8	8.6	8.6	8.6	1.7	13.8
Homework policy	6.9	65.5	53.4	22.4	6.9	8.6	5.2	15.5
Student progress evaluation	6.9	63.8	55.2	12.1	8.6	12.1	0.0	8.6
Program evaluation	13.8	50.0	67.2	34.4	41.4	51.7	3.4	12.1
School goals	15.5	56.9	77.6	32.8	27.6	36.2	3.4	12.1
Physical plant	5.2	20.7	65.5	36.2	29.3	41.4	1.7	6.9
Staff/Student conflict	5.2	27.6	81.0	12.1	5.2	20.7	0.0	1.3
Staff/Staff conflict	6.9	20.7	75.9	17.2	13.8	43.1	0.0	8.6
Student/Student conflict	5.2	34.5	81.0	10.3	1.7	10.3	0.0	15.5

*Multiple responses preclude totals

conflict (43.1%) and matters concerning the physical plant (41.4%). The superintendent and his staff were also perceived as including the principal when making the final decision about the aforementioned areas.

The areas in which school district staff were most perceived to participate in making the final decision were program evaluation (41.4%), curriculum (34.4%), and the physical plant (27.6%).

At the school level, the principal was perceived to be involved in making the final decision in all areas. However, he or she was also perceived as collaborating with superiors, teachers, and others in making these decisions. The various combinations are presented in Appendix J.

Fifteen (26.7%) of the respondents perceived that teachers joined with the principal to make the final decision in all of the specified areas except that of the physical plant. This shared decision-making process occurred in curriculum (33.3%), student discipline (33.3%), student grouping for instructional purposes (46.6%), school goals (20.0%), homework (53.3%), evaluation of student progress (60.0%), evaluation of program (46.6%), student-student conflict (46.6%), staff-student conflict (33.3%), and staff-staff conflict (13.3%). Several respondents noted that in conflict situations inclusion of staff was limited to the staff member involved. Ten respondents felt that the teacher was the final authority in evaluating the progress of students.

Other persons noted as participating in making the final decision in the specified areas were coordinators, directors, students (evaluation of program only), farmers and counselors.

Of the 58 respondents, 23 perceived that their program differed significantly from other public schools in their district in terms of decision-making processes. The responses of these 23 persons were compared with the responses of the 35 persons perceiving that their program did not differ in this respect. The responses of only 4 of the 23 alternatives appeared to differ from the responses of the 35. The four that differed replied that the PTA Advisory Committee or a Task Force were included in making the final decision in several areas. Table 27 shows the specific area of involvement for these two groups. Also, one respondent indicated that class meetings were used in making final decisions about the curriculum.

From the preceding data, it appears that in the majority of the alternatives those who must implement the program--teachers--are excluded when final decisions are being made about curriculum and instructional matters. Gibson[4] points out that "any decision is little more than an abstraction if it is not implemented." Successful implementation of a program often depends upon whether the implementers are

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[4]James L. Gibson, John Ivancevich, and James Donnelly, Organizations: Behavior, Structure, Processes (Dallas: Business Publications, Inc., 1979), p. 438.

Table 27

PTA Advisory Committee and Task Force Areas of Involvement in Making Final Decisions

	PTA Advisory Committee	Task Force
Student Discipline	X (2)*	
Curriculum (that which is taught in class)	X (3)	X (1)
Student Grouping for Instructional Purposes	X (1)	
Homework Policy	X (3)	
Evaluation of Program	X (2)	X (1)
School Goals	X (2)	X (1)
Physical Plant	X (2)	

*The numbers in parenthesis indicate the number of alternatives responding.

committed to the program. According to Vroom and Yetton,[5] subordinates (teachers) may be committed to a program if they share the same philosophy or goals of the program of if they are included in making the decisions.

In making educational decisions, Brubaker and Nelson relate that teachers should be included in making decisions in the area of curriculum and instruction.[6] If teachers are not allowed to determine the means for reaching the objectives of the program, they "will continued to play their present role as bureaucratic functionaries who are in effect mid-wives for public reaction."[7]

Funding

The major source of funding for the public alternatives surveyed was state funds (77.6%). Federal (35.2%) and local (27.6%) were important sources in the original financing of these schools or programs. Several respondents provided comments concerning their original funding. One stated:

> We got an initial "start-up" of (1) renovated building, (2) extra staff positions, and (3) $10,000 for staff development. After the first year of operation, we have gotten what all others in the district have gotten.

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[5]Victor H. Vroom and Phillip Yetton, Leadership and Decision Making (Pittsburgh, Pa.: University of Pittsburgh Press, 1973)

[6]Dale Brubaker and Roland Nelson,Jr., Introduction to Educational Decision-Making (Dubuque, Iowa : Kendall/ Hunt, 1972) p. 44.

[7]Ibid., p. 45.

Of the 21 schools indicating their original source of funding included federal funds, three specified the source as CETA and one specified C.B.A Title VIB. Another school originally started with federal funds indicated that it is now financed solely from state and local funds.

The Extended Day Magnet School indicated that monies received from parents for after-school care supplement their state allocation. The community school reported that its program was originally financed just by reallocating existing resources. Only one school indicated that it received funds from community resources.

Research Question #9

What steps has the State of North Carolina taken to facilitate the development of public alternatives?

Neither the State legislature nor the State Department of Public Instruction (SDPI) have produced printed documents referring to the concept of alternatives. Nevertheless, both have assisted in their development.

In the summer of 1978, the General Assembly enacted a law establishing the North Carolina School of Science and Mathematics. This public, residential, coeducational high school was established to provide challenging educational opportunities for juniors and seniors with interest and potential for high achievement in the sciences and mathematics. Nominated students meeting the criteria for entry may choose to attend this school or remain in the locally assigned school. This school is listed in the 1980-81

Educational Directory as a special school within the state.

Thus, the state has assisted in the development of alternatives although its taxonomy does not make this distinction. The State Department of Public Instruction does not recommend to a district that it initiate alternative programs but it does facilitate and support the efforts of the school districts to initiate alternatives.[8] Initiation of alternatives, with the exception of one, have all taken place at the local level.

According to Bill McMillan, Deputy Assistant State Superintendent for Secondary Education, "local systems generally decide what they want to do, then ask the state for support or help in getting it done.[9]

The State Department of Public Instruction appears to have assisted alternatives in the various districts in three ways:

1. by providing funding for Extended Day Programs that meet the criteria of the state
2. by informing the local districts, through publications, of the kinds of things that could be developed into alternatives
3. by providing consultant services to the various districts.

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[8]Bill McMillan, interview held at the Education Building, Raleigh, North Carolina, February 11, 1982.

[9]Ibid.

Additional assistance has been rendered by the State Board of Education. This Board awards grants, commonly referred to as "seed monies," to applying districts for the purpose of pilot testing meritorious ideas. At least one alternative school reported receiving these funds for its pilot program.

The next chapter will carry the summary, conclusions, and recommendations that resulted from the study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary, conclusions, and recommendations that resulted from the study.

Summary

The major purpose of this descriptive study was to provide information about the initiation and implementation of public alternative schooling in North Carolina. The study population consisted of the 144 public school districts in North Carolina and a special residential alternative public school under the direct jurisdiction of the state.

The research design included (1) identifying the school districts operating alternative schools or programs, (2) developing a survey instrument to elicit the necessary information, (3) collecting data via questionnaire, printed documents, and telephone and personal interviews, and (4) analyzing the collected data.

Information was collected through a two-phase process. During the first phase, the population was identified via questionnaire. During the second phase, information describing the processes of initiation and implementation was collected.

A 40-item survey instrument was developed to obtain information on the student population, faculty and staff,

curriculum and instruction, volunteerism, and school policy formulation. The survey instrument was field tested with the principals, assistant principals and teachers in the four public alternative schools in Greensboro, North Carolina. After this preliminary testing, the suggestions were incorporated into the final questionnaire. This instrument was mailed to the 53 school districts identified in the phase one mailing. Fifty-eight usable instruments from 44 districts were returned for a 83 percent return rate.

After the data were collected, they were systematically examined. The responses from the questionnaires were transferred to computer coding forms and analyzed by the use of the Statistical Package for the Social Sciences Program.

Summary of Findings

From the computer analysis and review of documents, 34 percent of the school districts were identified as operating alternative schools or programs. Ninety percent of the school districts defined alternative programs or schools as being different from the conventional public school or program in some distinct, identifiable way.

The following types of alternative schools and programs were identified as operating in North Carolina during the school year 1980-81: extended day programs, grades 7-12; optional schools, grades 7-12; magnet schools, grades 11-12; magnet schools, grades K-6; open schools, grades K-6; traditional schools, grades K-6; behavior modification

programs and schools, grades 7-12; and, a program for pregnant students, grades 8-12.

Most alternative schools and programs were initiated by school district personnel, community leaders and groups, and parents. Only a small number were initiated through joint planning with university personnel.

The organizational structure of alternative schools and programs in North Carolina was found to vary little from the conventional public schools. The only exception identified was in the open schools which incorporated mechanisms for shared decision-making into their structures.

Ninety-five percent of the respondents indicated that the strategies utilized for goal achievement were small group instruction and individualized instruction. Sixty-nine percent of the alternative school directors specified that the individualized programs for the students operated through the use of unpaid volunteers.

The study revealed that the state government and education agencies of the state have aided in the development of alternative schools and programs through allocation of funds and publication of materials about successful alternatives.

Conclusions

The majority of alternative schools in North Carolina were designed and initiated by school district personnel and community leaders to keep high school students in class and

to recapture the dropout. It would be easy to alter or ignore these worthy goals and "dump" students who do not fit into the regular programs into the alternative programs. This expedient route provides the opportunity to avoid problems with these students rather than taking time to provide the individual attention these students require to solve their problems. Alternative programs that could easily be "dumping grounds" should be examined in terms of this problem.

There was a lack of diversity in the student populations of the secondary alternative programs. Programs served only the dropouts, potential dropouts, or gifted and talented students. The homogeneous groups in each alternative program allowed for a more uniform curriculum and supportive environment which were advantages for the planners. However, the lack of social contacts and role models provided in a more realistic setting were disadvantages to the isolation of the alternative programs.

More than half of the secondary alternative schools operated vocational programs for the students. These programs were particularly attractive to the students and benefitted the community by preparing the students for employment.

The most important conclusion of this study was that specialized, individualized programs to meet the specific needs of students are operated in North Carolina utilizing regular state-allocated funds. Many of these programs served the student needs with the help of unpaid volunteers from the community.

A lack of dialogue between some alternative schools and the nearest technical or community college has resulted in competition for the same students.

Recommendations

In order to lessen the confusion on the part of both educators and the public in regard to alternative public schools and programs, the North Carolina Department of Public Instruction should assume a leadership role in establishing uniform terminology and definitions for alternative schools and programs. Consultants should be assigned to facilitate communication among the leaders of the alternative programs in the state and to keep the schools current on national trends in alternative education.

In addition, the State Department should work diligently to assist the alternative schools in North Carolina to complete self-studies and apply for accreditation with the Southern Association of Colleges and Schools according to the 1981 standards established for alternative schools.

The features of alternative school programs that are attractive to disruptive students should be examined. For example, what are the effects of having a lower pupil-teacher ratio, specialized personnel to provide counseling and social services, and a vocational thrust on the student goals and achievements? Features recognized as producing positive results should be tried in the regular programs to see whether the positive results could benefit other students as well.

Alternative schools in North Carolina are operated with the same state-allocated funds as regular schools. The alternative schools should be studied to determine the organization and management procedures used to achieve the lowered teacher-pupil ratio and the informal, personalized environment of the schools. Techniques producing positive results with students should be tried in different settings.

Procedures for the certification and identification of the teaching staff of alternative schools should be established at the state level. The teacher is the critical factor in the success of many alternative programs, as indicated by the research. Therefore, criteria for the selection of the faculty appear necessary for many of the programs. For example, questions should be raised and examined as to the hiring of regular classroom teachers to teach additional hours at night in the extended day programs if the students are attracted by a difference in faculty and programs to the night schools.

Studies should be conducted to determine the most effective leadership style for each type of alternative school. A profile of the most suitable leader for each type of alternative school would be helpful in the screening process when hiring the principal and other teachers in leadership positions in the schools.

Alternative schools that are punitive in nature and receive problem students should be studied in terms of their effects on students' behaviors and attitudes. The criteria

for admittance back to the regular school should be examined in terms for reasonableness, uniformity, and long-term effects.

Alternative programs in North Carolina with long waiting lists of student applicants should be examined in terms of what features are attracting the students and their parents. Possible modifications that could be made to the regular programs to make them more attractive should be identified.

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APPENDIX A

COVER LETTER FROM FIRST PHASE MAILING

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

17 April 1981

Dear Superintendent:

I am conducting a study entitled "Alternative Schooling in North Carolina, 1977-1981." This study is part of the work that I am doing under a 1980 Board of Governors' Faculty Doctoral Study Award.

Specific emphases of the study involve ascertaining:

1. Which school districts in North Carolina have alternative programs?

2. How does each school district define alternative schooling?

3. Who initiated the alternative schools or programs in each district and why?

4. What organizational structures are utilized by alternative schools in North Carolina?

5. What are the goals of different types of alternative schools in the State?

6. What strategies are used by various alternative schools to achieve their goals?

7. What are the characteristics of public alternative schools in North Carolina in terms of curriculum, student population, volunteerism and school policy formulation processes?

The enclosed questionnaire, one for each alternative school in your district, is designed to address several aspects of the study. I would be most grateful if you or your designee would respond to the questionnaire. It may be answered inclusively in 30-45 minutes. If the number of alternative schools in your district exceed the number of enclosed questionnaires, please respond to the items on the enclosed self-addressed post card and return it immediately. I would appreciate your returning the questionnaire(s) in

the enclosed self-addressed envelope no later than May 15, 1981 as an interim report will be issued on June 30, 1981.

Please send along with the questionnaire any type of descriptive information (brochures, handbooks, reports to the school board, reports to your office, etc.) concerning the initiation, the organizational structure, the goals of your alternative schools and the strategies used to achieve these goals.

Dr. Craig Phillips, State Superintendent of Public Instruction and Dr. Kenneth Newbold, Superintendent of Greensboro City Schools are among the many educators who have expressed an interest in the results of this study. I feel that the results of this study will be valuable to practitioners, administrators, researchers and others who seek to meet the needs of a diverse student population. A summary of the findings will be sent to you upon completion of the study.

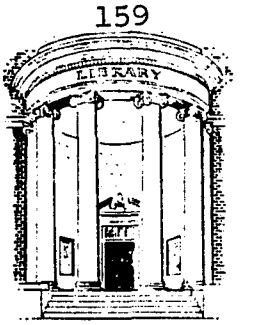
Thank you very much for your help.

Sincerely,

Etta C. Gravely

ECG:s

Enclosure



THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

17 April 1981

Dear Superintendent:

I am conducting a study entitled "Alternative Schooling in North Carolina, 1977-1981". This study is part of the work that I am doing under a grant from the North Carolina Board of Governors.

I would appreciate very much if you would respond to the items concerning the status of alternatives in your district on the enclosed self-addressed stamped post card. If you have alternative programs in your district, I will send additional correspondence as soon as I receive the post card from you.

Thank you for your cooperation.

Sincerely,

Etta C. Gravely

Etta C. Gravely

APPENDIX B

CARD INDICATING STATUS OF ALTERNATIVES

Please check all statements that describe the status of alternatives in your district. Please return immediately.

___We have no alternative programs or schools.

___We now have___(#) alternative schools and ___(#) alternative programs in conventional schools.

___We considered alternative programs/schools but decided against them.

___We have___(#) alternative schools in the planning stage.

___In 1977 we had___(#) alternative schools and ___(#) alternative programs in conventional schools.

Name of School System _____

APPENDIX C

PRINTED QUESTIONNAIRE

Questionnaire On Alternative School Programs

Please complete the following:

1. Name of School and Location: _____

2. No. of Teachers _____; Aides _____; Counselors _____; Other Staff (please specify) _____; _____.

3. Your definition of alternatives: _____

_____

_____

DIRECTIONS: Please circle the choice or choices following each question that best describe your alternative program(s).

4. Who initiated the idea of the alternative program?

A. teachers
B. parents
C. students
D. school board members
E. school district personnel
F. university/college consultants
G. other (please specify) _____

5. Who was involved in the actual planning of the program?

A. teachers
B. parents
C. school board members
D. students
E. school district personnel
F. university/college consultants
G. other (please specify) _____

6. What type of guidelines were used in developing your alternative program?

A. developed our own guidelines
B. made use of existing guidelines from other school districts
C. used a combination of A and B
D. no formal guidelines were used

7. What is your 1980-81 enrollment? _____ _____ Male _____ Female

8. What was your 1979-80 enrollment? _____ _____ Male _____ Female

9. What is the approximate percentage of students that return to the regular public school during the school year or at the end of the school year?

During the School Year	At the end of the School Year

10. What is the approximate percentage of students enrolled in both the regular program and the Extended Day School Program for the 1978-79, 1979-80 and the 1980-81 school terms.

1978-79	1979-80	1980-81

11. Does your school district have a committee on alternatives appointed by your school board of education? _____, Yes; _____, No

12. Has your school board of education appointed a committee to function in an advisory capacity with respect to ogranization and management of programs, liaison with regular programs, and evaluation? _____, Yes; _____, No

13. How many students applied for admission to your program for the 1980-81 school year? _____. How many were admitted? _____

14. Which of the following procedures does your school use in student recruitment?

A. do not recruit
B. hold open meetings for prospective students and parents
C. visit classrooms in district schools
D. publicize openings in the district
E. mail information to homes
F. other (please specify) _____

_____.

15. How is the final selection process handled?

A. lottery
B. all who applied are admitted
C. referral from other schools in the district
D. personal interview
E. first come/first served basis
F. other (please specify) _____.

16. Which of the following are needed in order for a student to be admitted?

A. no specific requirements
B. permission from previous public school
C. parent permission
D. application form
E. other (please specify) _____.

17. Do you have definite criteria to exclude students? _____, Yes; _____, No.
If Yes, give examples: _____

_____

18. Who has the responsibility for approving student admission?

A. administrator
B. teachers
C. special admission committee
D. lottery
E. other (please specify) _____.

19. What is the racial and sexual composition of your student population?

		Male	Female
White	_____	_____	_____
Black	_____	_____	_____
Indian	_____	_____	_____
Spanish	_____	_____	_____
Other	_____	_____	_____

20. In what ways does your program contribute to cultural pluralism?

A. not an objective
B. through student recruitment and admission
C. ethnic makeup of professional staff
D. counseling procedures
E. courses offered in the curriculum
F. other (please specify) _____.

21. What procedures does your program take to create a sense of community?

A. not an objective of our program
B. general meetings
C. parent involvement
D. scheduled school events and programs
E. other (please specify) _____.

22. How do you feel your program is significantly different from other public schools in your district?

A. type and kind of student learning experiences provided
B. curriculum program
C. student/teacher interaction
D. student/parent interaction
E. administration/teacher interaction
F. decision making process
G. other (please specify) _____.

23. Which of the following do you offer in your program?

A. basic skills
B. college preparatory courses
C. interdisciplinary studies
D. cross-cultural studies
E. career or vocational studies

F. environmental studies
G. ethnic studies
H. other (please specify) _____.

24. On which of the following areas do you place major emphasis?

A. cognitive
B. affective
C. psychomotor
D. aesthetic
E. perceptual/sensory
F. moral
G. other (please specify) _____.

25. How would you characterize your student population in terms of their previous academic achievement?

A. below average to average
B. mostly average
C. average to above average
D. mostly above average
E. other (please specify) _____.

26. How is ability-grouping accomplished in your school?

A. students are grouped heterogenously
B. students are grouped homogeneously
C. students are grouped homogeneously on a limited basis (i.e., in reading only)
D. other (please specify) _____.

27. How can teacher-student relations be characterized in your school?

A. bureaucratic (formal, superordinate-to-subordinate)
B. parental (informal, superordinate-to-subordinate)
C. democratic (informal, as equals)

28. What is the bases for evaluation of student progress in your school?

A. standardized tests
B. fixed scales and grades
C. individualized judgments of performance
D. criterion-referenced measures
E. other (please specify) _____.

29. Is(are) your method(s) of reporting the progress of a student different from the method(s) used by the conventional schools in your district?

Yes _____ No _____ If yes, please explain.

30. Which people are involved in the decision-making process in the designated areas? (Please check all boxes that apply)

	School Administrators	Teachers	Students	School District Staff	PTA Advisory Committee	Other (Please specify)
Student discipline						
Curriculum (That which is taught in class)						
Student grouping for instructional purposes						
Homework policy						
Evaluation of student progress						
Evaluation of program						
School goals						
Physical plant						
Conflict, staff/student						
Conflict, staff/staff						
Conflict, student/student						

31. Which people or mechanisms are involved in making the <u>final</u> decisions in the designated areas? (Please check all boxes that apply)

	All School Meeting	Faculty Meeting	Principal	School Board	Superintendent	School District Staff	PTA Advisory Committee	Other (Please specify)
Student discipline								
Curriculum (That which is taught in class)								
Student grouping for instructional purposes								
Homework policy								
Evaluation of student progress								
Evaluation of program								
School goals								
Physical plant								
Conflict, staff/student								
Conflict, staff/staff								
Conflict, student/student								

32. Who has the responsibility for determining a student's course of study?

A. administrator
B. advisors
C. teachers
D. parents
E. students
F. other (please specify) _____.

33. Who is involved in the selection process for professional staff?

A. superintendent or designee
B. principal
C. professional staff
D. students
E. parents
F. other (please specify) _____.

34. What is the average percent of professional staff turnover?

A. 10% or less
B. between 10% and 20%
C. between 20% and 40%
D. more than 40%

35. What in-service training is provided for professional staff?

A. we have no formal program
B. such a program is in the planning stage
C. conducted by school district personnel
D. conducted by state director's office
E. conducted by university/college consultants
F. conducted by the principal
G. conducted by teachers within our school
H. other (please specify)_____.

36. Do you have written guidelines concerning parent participation in your program?

A. Yes B. No

37. How are community volunteers recruited?

A. don't use them
B. by advertising the need
C. through efforts of school district personnel
D. through efforts of staff members of the school
E. through efforts of parents
F. other (please specify) _____.

38. If volunteers are used, in which of the following activities do your volunteers participate?

    A. clerical work
    B. aiding classroom teachers
    C. academic tutoring
    D. administrative duties
    E. conducting classes at off-campus locations
    F. other (please specify) _____.

39. Does a local college or university aid in the implementation of your program? If so, please describe ...

40. What was your original source of funding?

    A. state funds
    B. federal funds
    C. community resources
    D. private funding agencies
    E. other (please specify) _____.

If there is any additional information that you wish to add, please do so.
Thank you very much.

School System _____

Individual Replying _____

Position _____

APPENDIX D

COVER LETTER FROM

SECOND PHASE

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

29 April 1981

Dear Superintendent:

Thank you for responding to my inquiry concerning alternative schools and programs. As stated in my letter of April 17, 1981, the title of my study is "Alternative Schooling in North Carolina, 1977 - 1981".

Specific emphases of the study involve ascertaining:

(1) Which school districts in North Carolina have alternative programs?
(2) How does each school district define alternative schooling?
(3) Who initiated the alternative schools or programs in each district and why?
(4) What organizational structures are utilized by alternative schools in North Carolina?
(5) What are the goals of different types of alternative schools in the State?
(6) What strategies are used by various alternative schools to acheive their goals?
(7) What are the characteristics of public alternative schools in North Carolina in terms of curriculum, student population, volunteerism and school policy formulation processes?

The enclosed questionnaire, one for each alternative program and/or alternative school in your district, is designed to address several aspects of the study. I would be most grateful if you or your designee would respond to the questionnaire. It may be answered inclusively in 30-45 minutes. I would appreciate your returning the questionnaire(s) in the self-addressed envelope no later than May 15, 1981 as an interim report will be issued on June 30, 1981.

Please send along with the questionnaire any type of descriptive information(brochures, handbooks, reports to the school board, reports to your office, etc.) concerning the initiation, the organizational structure, the goals of your alternative schools and the strategies used to achieve these goals.

Dr. Craig Phillips, State Superintendent of Public Instruction and Dr. Kenneth Newbold, Superintendent of Greensboro City Schools, are among the many educators who have expressed an interest in the results of this study. I feel that the results of this study will be valuable to practitioners, administrators, researchers and others who seek to meet the needs of a diverse student population.

A summary of the findings will be sent to you upon completion of the study.

Thank you very much for your help.

Sincerely,

Etta C. Gravely

APPENDIX E

FOLLOW-UP REQUEST

601 Callan Drive
Greensboro, NC 27405
June 5, 1981

Dear Superintendent:

The response to my inquiry about alternative schooling in North Carolina has been good. To date 114 of the 144 school districts in North Carolina have responded.

Since the study is about ALL of the public alternative schools and programs in North Carolina, I am again soliciting your help in completing the study.

I would be most grateful if you or your designee would respond to the enclosed questionnaire. In order for me to include your district in my interim report, I must receive your questionnaire no later than June 15, 1981.

Please send along with the questionnaire any type of descriptive information (initiation proposal, handbooks, flyers, etc.) concerning the initiation, the organizational structure, the goals of your alternative schools and the strategies used to achieve these goals.

Thank you very much for your help.

Sincerely,

Etta C. Gravely

ECG:s

Enclosures

APPENDIX F

DISTRICTS CONTACTED,

STATUS OF ALTERNATIVES

DISTRICTS CONTACTED

* Extended Day Districts

Alamance*
Alexander*
Alleghany
Anson
Ashe
Avery*
Beaufort
Bertie*
Bladen
Brunswick*
Buncombe
Burke*
Cabarrus
Caldwell*
Camden
Carteret
Caswell*
Catawba*
Chatham
Cherokee
Chowan/Edenton
Clay
Cleveland
Columbus*
Craven
Cumberland*
Currituck*
Dare*
Davidson*
Davie
Duplin*
Durham*
Edgecombe
Forsyth*
Franklin
Gaston*
Gates
Graham
Granville
Greene
Guilford
Halifax
Harnett
Haywood
Henderson*
Hertford
Hoke*
Hyde
Iredell*
Jackson
Johnston
Jones
Lee*
Lenoir
Lincoln
Macon
Madison
Martin
McDowell*
Charlotte/Mecklenburg*
Mitchell
Montgomery
Moore*
Nash
New Hanover*
Northampton*
Onslow*
Orange
Pamlico
Elizabeth City/Pasquotank
Pender*
Perquimans
Person
Pitt*
Polk
Randolph
Richmond*
Robeson*
Rockingham
Rowan
Rutherford
Sampson*
Scotland
Stanly
Stokes
Surry
Swain
Transylvania
Tyrrell
Union
Vance*
Wake*
Warren
Washington
Watauga*
Wayne*
Wilkes*
Wilson*
Yadkin
Yancey
Asheboro
Albemarle
Asheville*
Burlington*
Chapel Hill
Clinton*
Concord
Durham City*
Eden
Elkin
Fairmont
Fayetteville*
Franklinton
Goldsboro*
Greensboro*
Greenville*
Hendersonville
Hickory*
High Point*
Kannapolis
Kings Mountain*
Kinston
Lexington*
Lumberton
Madison/Mayodan
Monroe
Mooresville
Mount Airy
New Bern*
Red Springs
Reidsville
Roanoke Rapids
Rocky Mount
Salisbury
Shelby*
St. Pauls
Statesville*
Taraboro
Thomasville*
Tryon
Washington
Weldon
Whiteville*
Newton

Districts With Alternative Programs/Schools
In Addition To Extended Day Programs

	Type of Alternatives						
DISTRICT	OPEN	SCHOOL WITHIN A SCHOOL	TRADITIONAL	BEHAVIOR MODIFICATION	MAGNET	SCHOOL FOR PREGNANT GIRLS	COMMUNITY
Bertie				X			
Caldwell	X						
Charlotte/Mecklenburg	X		X			X	
Cumberland				X			
Edenton-Chowan				X			
Gaston				X			
Greensboro	X	X	X				
Hendersonville				X			
Hickory				X			
High Point				X			
McDowell				X			
New Hanover				X			
Northampton							X
Polk				X			
Statesville				X			
Wake				X	X		
Wilkes				X			
Winston Salem/Forsyth	X						

APPENDIX G

PRELIMINARY QUESTIONNAIRE

Questionnaire On Alternative School Programs

Please complete the following:

1. Name of School and location: _____

2. No. of Teachers ____; Aides ____; Counselors ____; Other Staff(please specify)

_____, _____.

3. Your definition of alternatives: _____

_____

_____.

DIRECTIONS: Please circle the choice or choices following each question that best describe your alternative program(s).

4. Who inititated the idea of the alternative program?

   A. teachers
   B. parents
   C. students
   D. school board members
   E. school district personnel
   F. university/college consultants
   G. other(please specify) _____

5. Who was involved in the actual planning of the program?

   A. teachers
   B. parents
   C. students
   D. school board members
   E. school district personnel
   F. university/college consultants
   G. other(please specify) _____

6. What type of guidelines were used in developing your alternative program?

   A. developed our own guidelines
   B. made use of existing guidelines from other school districts
   C. used a combination of A and B
   D. no formal guidelines were used

7. What is your 1980-81 enrollment? _____ _____ Male _____ Female

8. What was your 1979-80 enrollment? _____ _____ Male _____ Female

9. If the program has terminated, what was the student enrollment in the year of termination?

   _____ year terminated _____ student enrollment

10. If the program has terminated, what was the student enrollment in the year prior to termination? _____.

11. What is the approximate percentage of students that return to the regular public school during the school year or at the end of the school year?

During the School Year	At the end of the School Year

12. What is the approximate percentage of students enrolled in both the regular program and the Extended Day School Program for the 1978-79, 1979-80 and the 1980-81 school terms.

1978-79	1979-80	1980-81

13. Does your school district have a committee on alternatives appointed by your school board of education? ____, Yes; ____, No.

14. Has your school board of education appointed a committee to function in an advisory capacity with respect to organization and management of programs, liaison with regular programs, and evaluation? ____, Yes; ____, No.

15. How many students applied for admission to your program for the 1980-81 school year? _____.

16. Which of the following procedures does your school use in student recruitment?

    A. do not recruit
    B. hold open meetings for prospective students and parents
    C. visit classrooms in district schools
    D. publicize openings in the district
    E. mail information to homes
    F. other(please specify) _____

    _____.

17. How is the final selection process handled?

    A. lottery
    B. all who applied are admitted
    C. referral from other schools in the district
    D. personal interview
    E. first come/first served basis
    F. other(please specify) _____.

18. Which of the following are needed in order for a student to be admitted?

    A. no specific requirements
    B. permission from previous public school
    C. parent permission
    D. application form
    E. other(please specify) _____.

19. Do you have definite criteria to exclude students? ____, Yes; ____, No. If Yes, give examples: _____

    _____.

20. Who has the responsibility for approving student admission?

A. administrator
B. teachers
C. special admission committee
D. lottery
E. other(please specify) _____.

21. What is the racial and sexual composition of your student population?

		Male	Female
White	_____	_____	_____
Black	_____	_____	_____
Indian	_____	_____	_____
Spanish	_____	_____	_____
Other	_____	_____	_____

22. In what ways does your program contribute to cultural pluralism?

A. not an objective
B. through student recruitment and admission
C. ethnic makeup of professional staff
D. counseling procedures
E. courses offered in the curriculum
F. other(please specify) _____.

23. What procedures do your program take to create a sense of community?

A. not an objective of our program
B. general meetings
C. parent involvement
D. scheduled school events and programs
E. other(please specify) _____

_____.

24. How do you feel your program is significantly different from other public schools in your district?

A. type and kind of student learning experiences provided
B. curriculum program
C. student/teacher interaction
D. student/parent interaction
E. administration/teacher interaction
F. decision making process
G. other(please specify) _____.

25. Who has the responsibility for determining a student's course of study?

A. administrator
B. advisors
C. teachers
D. parents
E. students
F. other(please specify) _____.

26. Which of the following do you offer in your program?

A. basic skills
B. college preparatory courses
C. interdisciplinary studies
D. cross-cultural studies
E. career or vocational studies
F. environmental studies
G. ethnic studies
H. other(please specify) _____.

27. On which of the following areas do you place major emphasis?

A. cognitive
B. affective
C. psychomotor
D. aesthetic
E. perceptual/sensory
F. moral
G. other(please specify) _____.

28. How would you characterize your student population in terms of their past performances to learn?

A. below average to average
B. mostly average
C. average to above average
D. mostly above average
E. other(please specify) _____.

29. Who is involved in the selection process for professional staff?

A. superintendent or designee
B. principal
C. professional staff
D. students
E. parents
F. other(please specify) _____.

30. What is the verage percent of professional staff turnover?

A. 10% or less
B. between 10% and 20%
C. between 20% and 40%
D. more than 40%

31. What in-service training is provided for professional staff?

A. we have no formal program
B. such a program is in the planning stage
C. conducted by school district personnel
D. conducted by state director's office
E. conducted by university/college consultants
F. conducted by the principal
G. conducted by teachers within our school
H. other9please specify) _____.

32. Do you have written guidelines concerning parent participation in your program?

A. Yes B. No

33. How are community volunteers recruited?

A. don't use them
B. by advertising the need
C. through efforts of school district personnel
D. through efforts of staff members of the school
E. through efforts of parents
F. other(please specify) _____.

34. If volunteers are used, in which of the following activities do your volunteers participate?

A. clerical work
B. aiding classroom teachers
C. academic tutoring
D. administrative duties
E. conducting classes at off-campus locations
F. other(please specify) _____.

35. Does a local college or university aid in the implementation of your program? If so, please describe....

36. What was your original source of funding?

A. state funds
B. federal funds
C. community resources
D. private funding agencies
E. other(please specify) _____.

37. Who evaluates your program?

A. professional staff within the school
B. personnel within the school district
C. personnel outside the school district

APPENDIX H

COVER LETTER FOR

PILOT TEST

601 Callan Drive
Greensboro, NC 27405
March 15, 1981

Dear

I am writing my dissertation for the Doctor of Education degree in curriculum and teaching at the University of North Carolina at Greensboro. My study is concerned with the initiation and implementation of alternative schools and/or programs operating in North Carolina between 1977 and the present. Specific emphases involve ascertaining:

1. How does each school district define alternative school?

2. Who initiated the alternative school or program in each district and why?

3. What organizational structures are utilized by alternative schools in North Carolina?

4. What are the goals of different types of alternative schools in North Carolina?

5. What strategies are used by various types of alternative schools to achieve their goals?

6. How are the individual schools characterized?

Presently, I am field testing the enclosed instrument which I plan to use as a source for collecting data. Previously written documents describing general characteristics, organizational structures, program implementation and the like will be the other source of information. I assume that such documents exist in the form of reports to central offices, reports to school boards, handbooks, newsletters, PTA reports, brochures, etc.

The questionnaire is designed to elicit information that may be missing from the written documents. Such information includes: background information, operational definitions of alternatives and the role of various groups in the processes of initiation and implementation.

In addition to the questionnaire, I am enclosing a separate form for you to evaluate the questionnaire. Please read the evaluation form before attempting to respond to the questionnaire.

I will return to your school on Wednesday afternoon to pick up the questionnaire and evaluation form. Thank you for taking your valuable time to help me. If I can ever do a return favor for you, please let me know.

Sincerely,

Etta Gravely

EG:s

Enclosures

APPENDIX I

EVALUATION FORM

Evaluation Form

1. How many minutes did it take to complete the questionnaire?

   ___less than 15 ___16-30 ___31-45 ___more than 45

2. The directions throughout the questionnaire were:

   ___very clear ___confusing ___unclear

3. Please list questions that you feel will be answered in the written documents. Please note the source from which these questions will be answered. For example: Question #34: Handbook

4. Please list any questions you feel should be left open-ended.

5. What suggestions do you have for additions or deletions?

Thank you very much,

Etta Gravely

APPENDIX J

STATISTICAL DATA FROM QUESTIONNAIRE

MAJOR HEADING: Student Information

VAR.	FREQ. %	7. What is your 1980-81 enrollment?
A	39.3	A. 100 or less
B	26.8	B. 101 - 200
C	8.9	C. 201 - 300
D	5.4	D. 301 - 400
E	1.8	E. 401 - 500
F	8.9	F. 501 - 600
G	5.4	G. 601 - 700
H	0.0	H. 701 - 800
I	1.8	I. 801 - 900
J	0.0	J. 901 - 1000
K	1.8	K. more than 1000

Mean	=	228.214
Median	=	141.000
Mode	=	11.000
Standard Deviation	=	232.021
Range	=	1000.000

VAR.	FREQ. %	8. What was your 1979-80 enrollment?
A	38.5	A. 100 or less
B	25.0	B. 101 - 200
C	9.6	C. 201 - 300
D	5.8	D. 301 - 400
E	3.8	E. 401 - 500
F	7.7	F. 501 - 600
G	5.8	G. 601 - 700
H	0.0	H. 701 - 800
I	0.0	I. 801 - 900
J	1.9	J. 901 - 1000
K	1.9	K more than 1000

Mean	= 239.365
Median	= 142.501
Mode	= 12.000
Standard Deviation	= 250.035
Range	= 1135.000

19. What is the racial and sexual composition of your student population?

Total	%	Male	%	Female	%	
A	56.9	A	29.3	A	26.4	A. White
B	41.5	B	17.5	B	24.8	B. Black
C	0.6	C	0.4	C	0.4	C. Indian
D	0.1	D	0.09	D	0.04	D. Spanish
E	0.9	E	0.55*	E	0.55*	E. Other

VAR.	FREQ. %	25. How would you characterize your student population in terms of their previous academic achievement?
A	60.3	A. below average to average
B	12.1	B. mostly average
C	12.1	C. average to above average
D	6.9	D. mostly above average
E	8.6	E. other

During the School Year		At the end of School Year	
VAR.	FREQ. %	VAR.	FREQ. %
A	46.2	A	16.3
B	30.8	B	24.5
C	10.2	C	14.3
D	2.6	D	18.4
E	10.2	E	26.5

Mean	= 10.897	Mean	= 20.612
Median	= 4.714	Median	= 14.875
Mode	= 1.000	Mode	= 20.000
S. D.	= 20.253	S. D.	= 22.159
Range	= 89.000	Range	= 97.000

9. What is the approximate percentage of students that return to regular public school during the school year or at the end of the school year?

A. less than 5%

B. between 5 and 10%

C. between 10 and 15%

D. between 15 and 20%

E. more than 20%

10. What is the approximate percentage of students enrolled in both the regular program and the Extended Day School Program for the 1978-79, 1979-80 and the 1980-81 school terms?

1978-79		1979-80		1980-81	
VAR.	FREQ. %	VAR.	FREQ. %	VAR.	FREQ. %
A	68.8	A	47.4	A	45.0
B	6.2	B	26.3	B	10.0
C	0.0	C	5.3	C	20.0
D	6.2	D		D	5.0
E	18.8	E	21.0	E	20.0

Mean	= 8.313	Mean	= 9.474	Mean	= 11.100
Median	= 4.900	Median	= 6.000	Median	= 10.000
Mode	= 5.000	Mode	= 1.000	Mode	= 1.000
S. D.	= 9.090	S. D.	= 9.318	S. D.	= 9.957
Range	= 24.000	Range	= 29.000	Range	= 29.000

A. less than 5%

B. between 5 and 10%

C. between 10 and 15%

D. between 15 and 20%

E. more than 20%

Applied		Admitted	
VAR.	FREQ. %	VAR.	FREQ. %
A	38.8	A	49.0
B	26.5	B	32.7
C	14.3	C	10.2
D	8.2	D	4.1
E	4.1	E	0.0
F	2.0	F	2.0
G	0.0	G	2.0
H	4.1	H	0.0
I	2.0	I	0.0
J		J	
K		K	

13. How many students applied for admission to your program for the 1980-81 school year? How many were admitted?

A. less than 100
B. between 101 and 200
C. between 201 and 300
D. between 301 and 400
E. between 401 and 500
F. between 501 and 600
G. between 601 and 700
H. between 701 and 800
I. between 801 and 900
J. between 901 and 1000
K. more than 1000

Mean	= 205.816	Mean	= 136.735
Median	= 140.000	Median	= 102.000
Mode	= 120.000	Mode	= 6.000
S. D.	= 208.093	S. D.	= 129.964
Range	= 897.000	Range	= 627.000

VAR.	FREQ. %	14. Which of the following procedures does your school use in student recruitment?
A	22.4	A. do not recruit
B	19.0	B. hold open meetings for prospective students and parents
C	8.6	C. visit classrooms in district schools
D	41.4	D. publicize openings in the district
E	32.8	E. mail information to homes
F	58.6	F. other

VAR.	FREQ. %	15. How is the final selection process handled?
A	13.8	A. lottery
B	24.1	B. all who applied are admitted
C	41.4	C. referral from other schools in the district
D	50.0	D. personal interview
E	13.8	E. first come/first served basis
F	34.5	F. other

VAR.	FREQ. %	16. Which of the following are needed in order for a student to be admitted?
A	8.6	A. no specific requirements
B	39.7	B. permission from previous public school
C	55.2	C. parent permission
D	67.2	D. application form
E	44.8	E. other

VAR.	FREQ. %	18. Who has the responsibility for approving student admission?
A	53.4	A. administrator
B	5.2	B. teachers
C	34.5	C. special admission committee
D	13.8	D. lottery
E	27.6	E. other

VAR.	FREQ. %	17. Do you have definite guidelines to exclude students?
A	43.1	A. yes
B	51.7	B. no

MAJOR HEADING: Initiation and Planning

VAR.	FREQ. %
A	19.0
B	17.2
C	1.7
D	15.5
E	60.3
F	1.7
G	31.0

4. Who initiated the idea of the alternative program?

A. teachers
B. parents
C. students
D. school board members
E. school district personnel
F. university/college consultants
G. other

VAR.	FREQ. %
A	56.9
B	31.0
C	17.2
D	34.5
E	86.2
F	17.2
G	25.9

5. Who was involved in the actual planning of the program?

A. teachers
B. parents
C. students
D. school board members
E. school district personnel
F. university/college consultants
G. other

VAR.	FREQ. %
A	25.9
B	6.9
C	72.4
D	1.7

6. What type of guidelines were used in developing your alternative program?

A. developed our own guidelines
B. made use of existing guidelines from other school districts
C. used a combination of A and B
D. no formal guidelines were used

VAR.	FREQ. %
A	8.6
B	84.5

11. Does your school district have a committee on alternatives appointed by your school board of education?

A. yes

B. no

VAR.	FREQ. %
A	29.3
B	62.1

12. Has your school board of education appointed a committee to function in an advisory capacity with respect to organization and management of programs, liaison with regular programs, and evaluation?

A. yes

B. no

VAR.	FREQ. %
A	77.6
B	36.2
C	24.1
D	3.4
E	27.6

40. What was your original source of funding?

A. state funds

B. federal funds

C. community resources

D. private funding agencies

E. other

MAJOR HEADING: Curriculum and Instruction

VAR.	FREQ. %	20. In what ways does your program contribute to cultural pluralism?
A	27.6	A. not an objective
B	32.8	B. through student recruitment and admission
C	50.0	C. ethnic makeup of professional staff
D	41.4	D. counseling procedures
E	25.9	E. courses offered in the curriculum
F	10.3	F. other

VAR.	FREQ. %	21. What procedures does your program take to create a sense of community?
A	8.6	A. not an objective of our program
B	46.6	B. general meetings
C	50.0	C. parent involvement
D	69.0	D. scheduled school events and programs
E	29.3	E. other

VAR.	FREQ. %	22. How do you feel your program is significantly different from other public schools in your district?
A	87.9	A. type and kind of student learning experiences provided
B	53.4	B. curriculum program
C	81.0	C. student/teacher interaction
D	17.2	D. student/parent interaction
E	48.3	E. administration/teacher interaction
F	39.7	F. decision making process
G	29.3	G. other

VAR.	FREQ. %	23. Which of the following do you offer in your program?
A	93.1	A. basic skills
B	29.3	B. college preparatory courses
C	37.9	C. interdisciplinary studies
D	17.6	D. cross-cultural studies
E	82.8	E. career or vocational studies
F	20.7	F. environmental studies
G	24.1	G. ethnic studies
H	10.3	H. other

VAR.	FREQ. %	24. On which of the following areas do you place major emphasis?
A	79.3	A. cognitive
B	67.2	B. affective
C	13.8	C. psychomotor
D	22.4	D. aesthetic
E	22.4	E. perceptual/sensory
F	34.5	F. moral
G	12.1	G. other

VAR.	FREQ. %	26. How is ability-grouping accomplished in your school?
A	43.1	A. students are grouped heterogeneously
B	5.2	B. students are grouped homogeneously
C	24.1	C. students are grouped homogeneously on a limited basis (i.e., in reading only)
D	22.4	D. other

VAR.	FREQ. %	27. How can teacher-student relations be characterized in your school?
A	12.3	A. bureaucratic (formal, superordinate-to-subordinate)
B	57.6	B. parental (informal, superordinate-to-subordinate)
C	35.1	C. democratic (informal, as equals)

VAR.	FREQ. %	28. What is the bases for evaluation of student progress in your school?
A	58.6	A. standardized tests
B	41.4	B. fixed scales and grades
C	82.8	C. individualized judgments of performance
D	43.1	D. criterion-referenced measures
E	10.3	E. other

VAR.	FREQ. %	29. Is(are) your method(s) of reporting the progress of a student different from the method(s) used by the conventional schools in your district?
A	37.9	A. yes
B	60.3	B. no

VAR.	FREQ. %	32. Who has the responsibility for determining a student's course of study?
A	63.8	A. administrators
B	31.0	B. advisors
C	58.6	C. teachers
D	31.0	D. parents
E	60.3	E. students
F	22.4	F. others

MAJOR HEADING: Volunteerism

VAR.	FREQ. %		
		36.	Do you have written guidelines concerning parent participation in your program?
A	27.6		A. yes
B	69.0		B. no

VAR.	FREQ. %		
		37.	How are community volunteers recruited?
A	31.0		A. don't use them
B	12.1		B. by advertising the need
C	31.0		C. through efforts of school district personnel
D	50.0		D. through efforts of staff members of the school
E	29.3		E. through efforts of parents
F	12.1		F. other

VAR.	FREQ. %		
		38.	If volunteers are used, in which of the following activities do your volunteers participate?
A	24.1		A. clerical work
B	50.0		B. aiding classroom teachers
C	39.7		C. academic tutoring
D	8.6		D. administrative duties
E	15.5		E. conducting classes at off-campus locations
F	12.1		F. other

VAR.	FREQ. %		
		39.	Does a local college or university aid in the implementation of your program?
A	17.2		A. yes
B	58.6		B. no

MAJOR HEADING: Faculty and Staff

Number of Full-Time Teachers	Absolute Frequency	Relative Frequency, %
0 - 5	24	41.4
6 - 10	12	20.7
11 - 15	4	6.9
16 - 20	7	12.1
21 - 25	4	6.9
26 - 30	2	3.4
31 - 35	1	1.7
36 - 40	3	5.2
41 - 45	0	0.0
46 - 50	1	1.7
TOTAL	58	100.0

Mean	= 11.786
Median	= 1.000
Mode	= 6.900
Standard Deviation	= 11.626
Range	= 49.000

Number of Part-Time Teachers	Absolute Frequency	Relative Frequency, %
0	47	81.0
1	2	3.4
3	1	1.7
4	2	3.4
5	2	3.4
6	1	1.7
7	1	1.7
11	1	1.7
12	1	1.7
TOTAL	58	99.7

Mean	= 5.364
Median	= 4.750
Mode	= 1.000
Standard Deviation	= 3.557
Range	= 12.000

Number of Aides	Absolute Frequency	Relative Frequency, %
0	23	39.7
1	14	24.1
2	8	13.8
3	1	1.7
4	2	3.4
6	1	1.7
7	3	5.2
10	3	5.2
12	1	1.7
14	1	1.7
24	1	1.7
TOTAL	58	99.9

Mean	= 4.229
Median	= 1.938
Mode	= 1.000
Standard Deviation	= 5.030
Range	= 24.000

Number of Counselors	Absolute Frequency	Relative Frequency, %
0	22	37.9
1	26	44.8
2	7	12.1
3	2	3.4
4		
5		
6	1	1.7
7		
8		
TOTAL	58	99.9

Mean	= 1.444
Median	= 1.192
Mode	= 1.000
Standard Deviation	= 0.969
Range	= 6.000

Number of Other Staff	Absolute Frequency	Relative Frequency, %
0	30	51.7
1	16	27.6
2	4	6.9
3	4	6.9
4	2	3.4
5	1	1.7
6	1	1.7
TOTAL	58	99.9

Mean	=	1.964
Median	=	1.375
Mode	=	1.000
Standard Deviation	=	1.401
Range	=	6.000

VAR.	FREQ. %	33. Who is involved in the selection process for professional staff?
A	72.4	A. superintendent or designee
B	93.1	B. principal
C	22.4	C. professional staff
D	0.0	D. students
E	0.0	E. parents
F	19.0	F. other

VAR.	FREQ. %	34. What is the average percent of professional staff turnover?
A	65.5	A. 10% or less
B	22.4	B. between 10% and 20%
C	6.9	C. between 20% and 40%
D	5.2	D. more than 40%

VAR.	FREQ. %	35. What in-service training is provided for professional staff?
A	12.1	A. we have no formal progarm
B	1.7	B. such a program is in the planning stage
C	60.3	C. conducted by school district personnel
D	27.6	D. conducted by state director's office
E	22.4	E. conducted by university/college consultants
F	51.7	F. conducted by the principal
G	34.5	G. conducted by teachers within our school
H	17.2	H. other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Student Discipline

FREQ. %	A	B	C	D	E	F
6.9	X					
32.8	X	X				
24.1	X	X	X			
3.4	X	X	X	X		
3.4	X	X	X	X		X
8.6	X	X		X		
1.7	X			X		
3.4		X	X			
1.7	X	X	X			X
5.2		X				
1.7	X	X	X		X	X
3.4	X	X				X
1.7	X			X	X	
1.7						X

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Curriculum(that which is taught in class)

FREQ. %	A	B	C	D	E	F
1.7	X					
17.2	X	X				
17.2	X	X	X			
12.1	X	X	X	X		
1.7	X	X	X	X	X	
1.7	X	X	X	X	X	X
6.9	X	X	X	X		X
17.2	X	X		X		
3.4	X	X		X		X
1.7	X	X	X		X	
1.7		X	X			
1.7	X	X	X			X
6.9		X				
3.4	X	X				X
1.7		X	X	X		
3.4	X	X		X	X	

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Student Grouping for Instructional Purposes

FREQ. %	A	B	C	D	E	F
5.2	X					
43.1	X	X				
3.4		X				X
5.2	X	X		X		
12.1	X	X	X			
1.7	X			X		
1.7	X	X	X			X
19.0		X				
1.7		X	X			
6.9	NOT APPLICABLE					

A. School Administrators
B. Teachers
C. Students
D. School District Staff
E. PTA Advisory Committee
F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Homework Policy

FREQ. %	A	B	C	D	E	F
3.4	X					
31.0	X	X				
6.9	X	X	X			
1.7		X				X
1.7	X	X	X	X		X
5.2	X	X		X		
1.7	X	X			X	
12.1		X	X			
12.1		X				
6.9	X	X				X
1.7		X			X	X
8.6	X	X	X	X		
6.9	NOT APPLICABLE					

A. School Administrators
B. Teachers
C. Students
D. School District Staff
E. PTA Advisory Committee
F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Evaluation of Student Progress

FREQ. %	A	B	C	D	E	F
29.3	X	X				
10.3	X	X	X			
1.7	X	X	X	X		
1.7		X				X
3.4		X	X			X
1.7	X	X	X	X		X
6.9	X	X		X		
1.7	X	X			X	
12.1		X	X			
3.4	X	X	X			X
24.1		X				
1.7		X		X		
1.7		X	X	X		

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Evaluation of Program

FREQ. %	A	B	C	D	E	F
3.4	X					
12.1	X	X				
12.1	X	X	X			
13.8	X	X	X	X		
5.2	X	X	X	X	X	
1.7	X	X	X	X	X	X
6.9	X	X	X	X		X
15.5	X	X		X		
3.4	X	X		X		X
1.7	X			X		
1.7	X	X	X		X	
5.2	X	X	X			X
3.4		X				
5.2	X	X				X
3.4	X		X	X		
1.7	X			X	X	
3.4				X		

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? School Goals

FREQ. %	A	B	C	D	E	F
3.4	X					
27.6	X	X				
10.3	X	X	X			
10.3	X	X	X	X		
6.9	X	X	X	X	X	
8.6	X	X	X	X		X
10.3	X	X		X		
1.7	X	X		X		X
3.4	X	X			X	
6.9	X			X		
3.4	X	X	X		X	
3.4		X				
3.4	X	X				X

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Physical Plant

FREQ. %	A	B	C	D	E	F
27.6	X					
6.9	X	X				
12.1	X	X	X			
3.4	X	X	X	X		
1.7	X	X	X	X	X	
1.7	X	X	X	X		X
6.9	X	X		X		
3.4	X	X		X		X
1.7	X					X
20.7	X			X		
1.7	X	X	X		X	
3.4	X	X	X			X
1.7	X			X		X
1.7	X				X	
1.7				X		
3.4	NO RESPONSE					

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Staff/Student Conflict

FREQ. %	A	B	C	D	E	F
19.0	X					
17.2	X	X				
34.5	X	X	X			
5.2	X	X	X	X		
1.7	X	X	X	X		X
1.7	X	X		X		
1.7	X					X
3.4	X			X		
1.7	X	X	X		X	
3.4		X	X			
3.4	X	X	X			X
1.7		X				
1.7	X	X				X
3.4	NO RESPONSE					

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Staff/Staff Conflict

FREQ. %	A	B	C	D	E	F
27.6	X					
36.2	X	X				
5.2	X	X	X			
1.7	X	X	X	X		
10.3	X	X		X		
1.7	X					X
8.6	X			X		
1.7		X				
1.7	X	X				X
5.2	NO RESPONSE					

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

MAJOR HEADING: School Policy Formulation

30. Which people are involved in the decision-making process in the designated areas? Student/Student Conflict

FREQ. %	A	B	C	D	E	F
1.7	X					
27.6	X	X				
37.9	X	X	X			
1.7	X	X	X	X		
1.7	X	X	X	X		X
1.7	X	X		X		
3.4		X	X			
6.9	X	X	X			X
3.4	X		X			
3.4		X				
1.7	X	X				X
1.7						X
6.9	NO RESPONSE					

A. School Administrators

B. Teachers

C. Students

D. School District Staff

E. PTA Advisory Committee

F. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Student Discipline

FREQ. %	A	B	C	D	E	F	G	H
27.6			X					
3.4				X				
13.8			X	X	X			
8.6		X	X					
5.2		X	X	X	X			
1.7	X	X	X					
5.2		X	X		X			
1.7		X	X				X	
6.9			X		X			
3.4			X					X
1.7		X				X		X
1.7		X	X	X		X		
1.7		X	X	X	X	X	X	X
1.7	X	X	X	X	X			
1.7			X	X				
1.7	X							X
1.7	X	X	X	X	X	X		
1.7	X	X	X		X	X		
1.7	X	X						
1.7								X
5.2	NO RESPONSE							

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Curriculum (that which is taught in class)

FREQ. %	A	B	C	D	E	F	G	H
5.2			X					
8.6				X				
1.7						X		
6.9		X						
1.7			X	X	X			
19.0		X	X					
1.7		X	X	X	X			
1.7			X	X	X	X		
1.7	X	X	X					
1.7	X	X	X			X		
1.7		X	X		X			
3.4			X		X	X		
5.2		X	X	X	X	X		
3.4		X				X		
1.7			X		X			
1.7			X					X
5.2		X	X					X
1.7	X	X	X					X
1.7		X	X			X		X
1.7		X	X		X			X
3.4		X				X		X

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Curriculum (continued..)

FREQ. %	A	B	C	D	E	F	G	H
1.7			X	X				
1.7			X			X		
1.7	X	X	X	X	X	X		
1.7		X	X	X	X	X	X	
3.4	NO RESPONSE							
1.7		X	X	X		X		
1.7	X	X	X				X	
1.7	X	X	X	X	X	X	X	X
3.4		X	X		X	X		

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Student Grouping For Instruction

FREQ.	%	A	B	C	D	E	F	G	H
17.2				X					
3.4					X				
1.7							X		
15.5			X						
1.7				X	X	X			
27.6			X	X					
1.7		X	X	X					
1.7			X	X		X			
1.7			X	X			X		
1.7				X		X	X		
1.7			X				X		
3.4				X					X
1.7			X						X
1.7			X	X					X
1.7			X	X	X				X
1.7			X	X		X			X
1.7		X	X	X	X	X	X	X	
3.4									X
8.6		NOT APPLICABLE							

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Homework Policy

FREQ. %	A	B	C	D	E	F	G	H
6.9								X
5.2			X					
12.1				X				
13.8		X						
1.7			X	X	X			
25.9		X	X					
3.4		X	X	X	X			
3.4	X	X	X					
1.7		X	X			X		
5.2		X	X				X	
1.7			X					X
5.2		X						X
1.7		X	X	X				X
1.7		X				X		X
3.4	X	X	X	X	X	X		
6.9	NOT APPLICABLE							

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Evaluation of Student Progress

FREQ. %	A	B	C	D	E	F	G	H
8.6								X
6.9			X					
3.4				X				
19.0		X						
24.1		X	X					
3.4		X	X	X	X			
3.4	X	X	X					
3.4		X	X			X		
1.7		X	X	X				
1.7			X		X	X		
1.7			X		X			
3.4			X					X
3.4		X						X
1.7		X	X					X
1.7		X			X			
1.7			X	X				
1.7	X							
1.7					X	X		
1.7	X	X	X	X	X	X		
5.2	NO RESPONSE							

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Evaluation of Program

FREQ. %	A	B	C	D	E	F	G	H
8.6			X					
3.4				X				
6.9						X		
1.7		X						
5.2					X			
6.9		X	X					
5.2		X	X	X	X			
1.7			X	X	X	X		
3.4		X	X			X		
3.4	X	X	X			X		
1.7		X	X		X			
6.9			X		X	X		
6.9		X	X	X	X	X		
3.4				X	X			
1.7			X					X
1.7					X			X
1.7			X	X	X			X
1.7		X	X					X
1.7	X	X	X					X
1.7		X	X	X	X			X

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Evaluation of Program (continued...)

FREQ. %	A	B	C	D	E	F	G	H
1.7				X	X	X		
3.4	X	X	X	X	X	X		
1.7	X	X						
1.7			X	X		X		
5.2	NO RESPONSE							
1.7		X	X		X			X
1.7		X			X			
1.7	X	X	X	X	X		X	
1.7	X	X	X	X	X	X	X	
3.4		X	X		X	X		

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? School Goals

FREQ. %	A	B	C	D	E	F	G	H
13.8			X					
5.2				X				
1.7						X		
3.4		X						
12.1		X	X					
3.4		X	X	X	X			
1.7			X	X	X	X		
1.7	X	X	X					
1.7		X	X			X		
1.7	X	X	X			X		
3.4		X	X		X			
1.7		X	X	X				
1.7			X		X	X		
6.9		X	X	X	X	X		
5.2			X		X			
1.7				X	X			
3.4			X					X
1.7		X						X
1.7			X	X	X			X
1.7		X	X					X

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? School Goals (continued...)

FREQ. %	A	B	C	D	E	F	G	H
1.7	X	X	X	X		X		
1.7	X	X	X	X	X	X		
1.7	X	X						
1.7			X	X		X		
5.2	NO RESPONSE							
1.7		X			X			
1.7	X	X	X					X
1.7		X	X			X		X
3.4	X	X	X	X	X	X	X	
1.7		X	X		X	X		
1.7	X	X	X	X	X			

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Physical Plant

FREQ. %	A	B	C	D	E	F	G	H
27.6			X					
5.2				X				
3.4						X		
6.9					X			
1.7			X	X	X			
3.4		X	X					
3.4		X	X	X	X			
8.6			X	X	X	X		
5.2			X		X	X		
3.4		X	X	X	X	X		
3.4				X	X			
1.7			X					X
1.7			X	X	X			X
1.7		X	X	X	X			X
1.7	X	X	X	X	X			
5.2		X				X		
1.7	X		X	X	X			
1.7			X	X		X		
1.7	X	X	X	X	X	X	X	X
10.3	NO RESPONSE							

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Staff/Student Conflict

FREQ. %	A	B	C	D	E	F	G	H
36.2			X					
5.2				X				
1.7		X						
1.7					X			
13.8		X	X					
1.7		X	X	X	X			
1.7			X	X	X	X		
3.4	X	X	X					
1.7		X	X		X			
1.7		X	X	X				
1.7			X		X	X		
8.6			X		X			
5.2			X					X
1.7		X	X					X
1.7			X		X			X
1.7	X	X	X	X	X	X		
1.7								X
8.6	NO RESPONSE							

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Staff/Staff Conflict

FREQ. %	A	B	C	D	E	F	G	H
20.7			X					
3.4				X				
1.7		X						
5.2					X			
5.2			X	X	X			
5.2		X	X					
1.7			X	X	X	X		
3.4	X	X	X					
1.7		X	X		X			
1.7		X	X	X				
3.4			X		X	X		
1.7		X				X		
7.2		X			X			
1.7				X	X			
3.4			X					X
3.4		X	X					X
1.7			X		X			X
3.4			X			X		
1.7					X	X		
1.7	X	X	X	X	X	X		
1.7	X		X	X	X			
8.6	NO RESPONSE							

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other

31. Which people or mechanisms are involved in making the final decisions in the designated areas? Student/Student Conflict

FREQ. %	A	B	C	D	E	F	G	H
36.2			X					
1.7				X				
1.7		X						
19.0		X	X					
1.7		X	X	X	X			
3.4	X	X	X					
1.7		X	X		X			
1.7		X	X	X				
3.4		X			X			
1.7				X	X			
13.8			X					X
1.7			X	X				
1.7	X	X	X	X	X	X		
1.7								X
8.6	NO RESPONSE							

A. All School Meeting
B. Faculty Meeting
C. Principal
D. School Board
E. Superintendent
F. School District Staff
G. PTA Advisory Committee
H. Other