



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

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# Report to the Joint Legislative Education Oversight Committee

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Suspended Students to Alternative  
Programs

*SL 2001-178, (SB71)*

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**Date Due: April 15, 2003**

Report # 35 in October 2002-December 2003

DPI Chronological Schedule

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## EXECUTIVE SUMMARY

Nine school districts expressed an interest in participating as one of the sites. Four school districts submitted letters of intent. At the close of the application process, two were selected. The two sites were the Burke Alternatives to Suspensions (BATS) in Burke County and the Alternative to Out-of-School Suspension Program at the Warlick Alternative School in Gaston County. A letter was sent to Superintendents informing them of their selection as a pilot site and a subsequent meeting was held to discuss the intent of SB 71.

Although neither of the participating programs met the legislative definition of serving all students who were placed on out-of-school short-term suspension, the collaborative group continued to work with programs in Burke and Gaston counties. From the technical assistance team visits, the DPI and the DJJDP representatives developed a mapping guide that included: (1) inputs/resources; (2) activities/goals; (3) outputs/immediate response; and (4) outcomes/measurement evaluation. The mapping guide was useful in identifying the gaps between the programs and SB 71 requirements.

Many students are regularly placed on out-of-school suspension and lose critical instructional time; therefore, a statewide conversation on this topic is appropriate. The LEAs, individual schools, juvenile justice and other agencies are working very diligently to provide services and resources to children placed at-risk. They are to be commended for their efforts.

## **Acknowledgements**

Special recognition is extended to the following:

The Office of former Senator Charles Carter,  
The Office of Attorney General Roy Cooper,  
Z. Smith Reynolds Foundation,  
Superintendents and staffs of Burke and Gaston Counties,  
North Carolina Department of Juvenile Justice and Delinquency Prevention,  
North Carolina Department of Public Instruction and to the many individuals who helped  
to implement Senate Bill 71 over the past two years.

# Senate Bill 71: Alternatives to Short-term Out-of-School Suspensions

## Background

Against the backdrop of existing legislative mandates and previous reports, the General Assembly passed Senate Bill 71 in June 2001. This legislation directed the Department of Public Instruction (DPI) in cooperation with the Department of Juvenile Justice and Delinquency Prevention (DJJDP) to establish a pilot program for up to five participating school systems. Under the pilot, the participating systems would agree to place out-of-school short-term suspended students (those who are suspended from school for up to ten days) in alternative learning programs (ALPs) during their suspension.

## Legislation

There are three relevant pieces of legislation to Senate Bill 71.

North Carolina General Statutes § 115C-12 (27) provides that “the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk students on the number of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program.”

North Carolina General Statutes § 115C-105.47(b)(5)(6)(8) and (13) discuss some of the requirements for each local school board of education to develop a safe schools plan. Among some of the requirements: (1) “[p]rocedures for identifying and serving the needs of students who are at risk of academic failure or of engaging in disruptive or disorderly behavior”; (2) “[m]echanisms for assessing the needs of disruptive and disorderly students and students who are at risk of academic failure, and providing them with services to assist them in achieving academically and in modifying their behavior, and removing them from the classroom when necessary”; (3) “[m]easures of the effectiveness of efforts to assist students at risk of academic failure or of engaging in disorderly or disruptive behavior;” and (4) “addressing the needs of students who are at risk of academic failure or who are disruptive or both.”

North Carolina General Statutes §115C-105.48 provides guidance on the responsibilities of the referring school and the alternative program, services to be provided, and the inclusion of parent involvement.

## Historical Data

### *Report on Out-of-School Suspensions in North Carolina (February 1997)*

In February 1997, the State Board of Education submitted a report to the Joint Legislative Education Oversight Committee entitled *Report on Out-of-School Suspensions in North Carolina Schools*. This report found that during the 1995-96 school year, 82,000 students were placed on out-of-school suspension. The cumulative effect of the suspensions of these students represented 500,000 days out of school, or nearly six percent of our students suspended at least once during that period of time.

### *State Board of Education Report (May 1999)*

The 1998, the General Assembly required the State Board of Education, through the DPI, to study ways to provide an alternative education program for every suspended and expelled student. This report, published in May 1999, indicated that most alternative programs were designed to serve students who were at-risk of academic failure or dropping out of school. It further noted that most ALPs were not designed to serve disruptive, aggressive or violent students, and that staffs in these programs generally are not trained in the necessary skills needed to successfully work with this population of students.

Although this deficit is inherent in the design and staffing of most ALPs, a significant number of students who are suspended or expelled are offered services in ALPs. In 1997-98, seventy-three (73) percent of all suspended and expelled students were considered for placement, with fifty-two (52) percent actually placed. This effort resulted in a net gain of 432,000 instructional days.

The *State Board of Education Report* did note the link between suspension and crime:

[T]he more time students are out of school because of suspension and expulsions, the less likely they will be to make necessary progress in school in order to graduate on time. Some may give up and drop out of school altogether. Without essential literacy skills and a high school diploma, options for a quality life and employment are reduced. Jobs that do exist are low paying. These factors often perpetuate a cycle of poverty, illiteracy and even crime. Thus, while schools must be safe environments for all students to learn, opportunities for success for high-risk students will also benefit society.



At the local level, the *State Board of Education Report* recommended that

- school districts collaborate with other community entities in providing a continuum of services that go beyond the typical purview of schools (*e.g.*, counseling, mental health, juvenile justice system); and
- school districts determine the needs of the student population based on data, including the reasons students are removed from school. The data should be analyzed in terms of age, grade, gender, race, types of problems, severity of problems, interventions already tried, what works and what does not work.

At the State level, the *State Board of Education Report* recommended that the State

- review and modify the *Guidelines for Referral and Placement of Students into Alternative Learning Programs* adopted by the State Board of Education in February 1996. These guidelines should set forth standards and best practices for disciplinary alternative education programs; and
- determine the essential resources, training and technical assistance needed by disciplinary alternative education centers.

In the executive summary, the report's overall recommendation stated that "[b]ecause the issue of providing alternative programs for suspended and expelled youth involves many issues, more in-depth study by representatives of local schools and various state agencies of policy issues, program options, community programs, and gaps in existing services is required."

*DPI/OJJ Continuum Planning Committee Report (June 2000)*

In the fall of 1999, the State Superintendent Mike Ward assembled a multi-agency committee to develop a continuum of services for students placed at-risk through suspension or other factors. The aims of the committee were so significant that then Director of the Office of Juvenile Justice (OJJ) George Sweat agreed to lend the support of that Agency to the cause. Thus, the DPI/OJJ Planning Committee was established. This committee developed a Continuum of Services for at Risk Children and Youth and issued a report entitled *A Continuum of Services for Children and Youth at Risk of School Failure, Suspension/Expulsion from School, and Juvenile Delinquency*. Similar to the *State Board of Education Report*, the *DPI/OJJ Report* noted the link between suspension and crime:

During these suspensions and expulsions, about half of the students have no alternative educational opportunity. They often go unsupervised, resulting in negative academic consequences and all too frequently, increases in crime and delinquency problems. As these students fall further behind in their academic progress, it increases the probability that they will not catch up with their schoolwork, or worse, may never return to school.

The *DPI/OJJ Report* identified a number of critical issues:

- schools cannot be left alone to address these students. Schools, juvenile justice, and mental health agencies, along with community agencies, must work together to provide a common set of services to both families and youth.
- strategies are needed to increase parental responsibility and training needs to support intervention for the child.
- school districts in the state do not have a common set of definitions of unacceptable behaviors nor is there agreement on the duration of suspension for each particular infraction of the rules.

*Governor's Education First Task Force (Spring 2002)*

In June 2001, Governor Mike Easley established the Education First Task Force comprised of forty-one people, including Attorney General Roy Cooper; DJJDP Secretary George Sweat; State Superintendent Mike Ward and Tom Lambeth, Senior Fellow at the Z. Smith Reynolds Foundation. In the spring 2002, the Task Force released its recommendations. Noting the detachment between schools and communities, the Task Force recommended strengthening the home-community-school connection. As the Task Force report stated, "The needs of children in vulnerable families call out for a comprehensive, coordinated, integrated human and educational service system that can address the wide range of issues for children and their families." Specifically, these two Task Force recommendations related directly to Senate Bill 71:

- create a State Cabinet for Children and Youth bringing together the governor, heads of major state agencies, and other state-fund initiatives focused on the needs of young people and families; and

- put a home-community-school coordinator in high-poverty schools and develop high-quality parent training resources for all schools.

Other Task Force recommendations are: (1) intensify the focus on reading; (2) ensure a high-quality and stable teacher corps; (3) develop superior leaders for superior schools; (4) reform high schools; and (5) invest more resources, demand more accountability.

*Annual Study of Suspensions and Expulsions (July 2002)*

In March 2002, the DPI released the *Annual Study of Suspension and Expulsions* that examined 2000-2001 data for students long-term suspended, expelled, placed in alternative programs. In July 2002, for the first time, students who were short-term suspended during the 2000-2001 school year. This report indicated that one in six students received a short-term suspension. There were 217,758 suspensions for ten days or less. These suspensions represented 114,621 different students, and 609,722 instructional days, or an average of 2.8 days per suspension.

This report also pointed out the identical trends between long-term suspension and short-term suspension. Male students, black/multiracial students, ninth graders and exceptional students all received a disproportionate share of the short-term suspensions during the 2000-2001 school year.

The study's executive summary concluded by highlighting what needs to be done by the State:

Raising achievement for all students, as well as closing achievement gaps between various student subgroups, will undoubtedly require prevention efforts targeted at reducing behaviors that result in suspensions as well as the provision of appropriate, high-quality instruction to students during their suspensions to keep them from falling behind. The development and dissemination of effective strategies in these areas will be essential to ensure that students engaging in undesirable behaviors – many of whom are also at-risk academically – can still make continuous academic progress and meet high standards.

Current legislation and previous reports support the research and examination of alternatives to short-term suspension programs.

## Bill Summary

On June 7, 2001, Governor Mike Easley signed into law Senate Bill 71. The legislation directed the State Board of Education, in cooperation with the Department of Juvenile Justice and Delinquency Prevention, shall establish a pilot program under which participating local school administrative units place all students who are on short-term out-of-school suspension in alternative learning programs. No more than five local school administrative units were to be selected.

The legislation emphasized the availability of alternative placements, transportation, ensuring student participation, communication between schools of origin for the suspension and the alternative placement, class-work missed during suspension, and parental involvement.

The bill contains several components including:

- *Developing a plan for placement.* The bill authorizes interested boards of education to apply. The State Board of Education and the Department of Juvenile Justice and Delinquency Prevention to select the participating units. The bill requires a participating board of education to develop and adopt a plan for the alternative placement of all students who are given a short-term, out-school suspension. Specifically, this plan must include (1) a detailed plan that should include transportation of students and notifying parents of the opportunity to be involved; (2) identify resources; (3) state the plan's goals and outcomes; (4) assess, on an annual basis, the success of the plan; and (5) identify the extent to which the plan includes collaboration.
- *Funding/Resources.* The bill allows participating units to delay implementation until they determine the availability of adequate funds. The pilots, SBE and the DJJDP, shall implement the act within existing State resources, by redirecting existing State resources and by using non-State funds.
- *Contracts with other entities for alternative placement services.* The bill allows participating boards to contract with nonprofit corporations and other governmental entities to provide the alternative placement services.
- *Student absences from alternative placements.* The bill specifies that local policies governing promotion and course credit would govern the treatment of students' absences from the alternative settings.
- *Report required.* The DPI and the DJJDP shall report to the Joint Legislative Education Oversight Committee on the implementation and effectiveness of the pilot program.

In addition, any legislative recommendations including statewide implementation of the act.

## Timeline

The State Board of Education adopted the following timeline:

Activity	Time Line
SBE Discussion	August 1, 2001
SBE Action on SB 71	August 2, 2001
Distribution of Request for Proposals to LEAs	August 24, 2001
Letter of Intent (mailed with proposals)	August 24, 2001
LEAs return Letter of Intent	September 7, 2001
Application Deadline	September 28, 2001
Review of Applications and Selection of Pilot Units	October 12, 2001
Notification of Selected Sites	October 19, 2001
Orientation Meeting with Pilot Sites	October 25, 2001
DPI and DJJDP Provide Ongoing Technical Assistance to Pilot Sites	January, 2002 December, 2002
Final Program Evaluation Meeting with Pilot Units	December, 2002
Pilot Units Final Evaluation Summary Report Submitted	January 15, 2003
Data Analysis and Report Preparation	January-February 2003
Report Submitted to Joint Legislative Education Oversight Committee	April, 2003

## Implementation Strategies

Staff members from DPI and the DJJDP worked diligently in implementing the bill. Over the course of the two years, these members, along with staffs from the Attorney General's office and Senator Carter's office, met at least seventeen times.

In the application process, nine school districts expressed an interest in participating as one of the sites. Four school districts submitted letters of intent. At the close of the application process, two sites were selected; Burke Alternatives to Suspensions (BATS) in Burke County and the Alternative to Out-of-School Suspension at the Warlick Alternative School in Gaston County. Superintendents were informed of their selection as a pilot site and a meeting was held to discuss their programs and the technical assistance options. Throughout the entire process, technical service was provided.

It is important to note that the selected sites at Burke and Gaston Counties were not deemed pilots, as they did not satisfy the legislative definition of serving all students. Although neither of the participating programs met the legislative definition, the collaborative group decided to continued to work with the programs in Burke and Gaston counties. DPI and the DJJDP representatives developed a mapping guide that included: (1) inputs/resources; (2) activities/goals; (3) outputs/immediate response; and (4) outcomes/measurement evaluation. The mapping guide identified the gaps between the programs and SB 71 requirements.

### *The Mapping Process*

The mapping guide employs four categories to identify the needs of program and gaps between the programs and Senate Bill 71 requirements. The categories are: (1) inputs/resources; (2) activities/goals; (3) outputs/immediate response; and (4) outcomes/measurement evaluation.

- *Input/Resources:* The inputs/resources category specifically lists what is needed (e.g., facilities, staff, materials, funding, insurance coverage) to begin certain types of alternative-to-suspension programs.
- *Activities/Goals:* Specific processes such as the supervision of students, active parental involvement, collaboration with multiple agencies, the continuum of services, and in-take and exit procedures are described in the activities/goals section.
- *Outputs/Immediate Responses:* The outputs/immediate response category identifies immediate benefits in terms of assignments completion, improved behavior, student management, and office referrals.

- *Outcome/Measurement Evaluation:* The outcomes/measurement evaluation category looks at areas to assess as indicators of the success of the program. The long-term measures used in determining program effectiveness for the target population includes reduced recidivism for out-of-school suspensions; reduced crime rate; increased academic success, promotion, and attendance; reduced dropout rate, and increased pass rates on course credits and End-of-Grade tests.

Visits with the Burke and Gaston county programs allowed teams from DPI – DJJDP to complete a program mapping process designed to identify gaps between the programs and Senate Bill 71 requirements.

A copy of the mapping guide may be found in Appendix B.

### *Understanding the Participating Program Sites*

#### *Burke Alternatives to Suspension (Burke County)*

- *Implementation of the program.* Founded in 1999, this Burke County short-term suspension (three to ten days) program focuses on community-service.
- *Full cost of implementing the program.* BATS operates on a \$97,474 budget with three staff members responsible for assigning and monitoring student involvement with community organizations.
- *Source of funds.* The program uses LEA funds and a grant from the Governor's Crime Commission.
- *Unit's assessment of the plan.* See Appendix C for BATS own assessment.
- *Instances of collaboration.* The program takes a community-school approach, relying on collaboration among the referring schools and non-profit agencies (e.g., Big Brothers, Just Girls, Social Services, United Way, court system and others). The parents of participating students are responsible for providing meals and transportation.
- *Innovative aspects of plan.* Students in grades six through twelve participate in the program and provide community service to twenty-six non-profit agencies. Although the program devotes time during the day for students to complete their schoolwork, the program focuses primarily on behavior modification through community service. The BATS program awards credit for attendance and homework completion.

*The Alternative to Out-of-School Suspension Program at the Warlick Alternative School (Gaston County).*

- *Implementation of the program.* Established in 2001, the Gaston County program operates under a traditional academic model.
- *Full cost of implementing the program.* The program operates on a \$54,922 budget. The Alternative to Out-of-School Suspension Program has two school system staff members, one full-time teacher and one full-time teacher assistant. These school personnel are responsible for monitoring student academic progress.
- *Source of funds.* The program is funded through state “Alternative Programs in School” funds received by Gaston County.
- *Unit Assessment of the plan.* See Appendix D for Warlick’s own assessment.
- *Instances of collaboration.* The program collaborates with the Juvenile Crime Prevention Council, community volunteer and court counselors. The parents are responsible for providing transportation to and from the program.
- *Innovative aspects of the plan.* Located in a single classroom that is part of the school system’s alternative school, the program is similar to a school-based, in-school suspension program. Up to twenty students per day in grades six through twelve have the opportunity to earn credit for attendance and completion of assignments if they elect to participate in the program (as opposed to out-of-school suspension).



## FINDINGS

### Background

As mentioned, the staffs from DPI, DJJDP and the Attorney General's office met 17 times over the period of two years. Representatives from both DPI and DJJDP visited several times with the two participating programs under the legislation. Staffs from all three agencies reviewed and analyzed previous State reports and national and state research in this area. Our research noted the following:

### Findings

*Finding One: There is a clear commitment by the state to serve the needs of students placed at risk through out-of-school suspensions.*

The Governor's Office, the Attorney General's Office, DJJDP, DPI, and the Z. Smith Reynolds Foundation have focused on the problem of suspended students. This commitment also represents progress made by the state over the past years.

*Finding Two: The legislation was not flexible enough to accommodate interested school districts.*

Although the passage of the legislation represents a good first step, some clear lessons were learned in the implementation process.

First, the bill's language requiring that a school district serve "all" students prohibited a large number of school districts either because these districts did not have the capacity to serve all students and/or because no funds were attached to legislation.

Second, a number of interested participants cited the transportation plan as a barrier. They interpreted the language to require them to provide transportation for students, a practice that varies by each short-term suspension program.

*Finding Three: A quality short-term suspension program requires collaboration.*

Local education and community agencies, including the faith-based community, must be involved in finding community-based solutions. This type of collaboration translates into sharing the ownership of the problem, identifying broad-based and varied solutions, providing a space for all stakeholders "at the table." In the end, drawing upon all resources to create opportunities to invest in the education and welfare of all children.

## RECOMMENDATIONS

### Background

Based on the findings, the DPI and DJJDP believe that more must be done for students who receive suspensions, particularly those who receive multiple short-term suspensions. Research shows that those students who receive short-term suspension are more likely to receive long-term suspensions and expulsions, subsequently may dropout of school and spiral into a life of poverty and crime. Based on the research and the experiences with the programs for SB 71, the following recommendations have been developed:

### Recommendations

*Recommendation One: Expand the research on students placed at-risk through suspensions and other factors*

DPI's *Annual Study on Suspensions and Expulsion* points out the fact that male students, black/multi-Racial students, ninth graders and exceptional children receive the disproportionate share of short-term suspensions. However, this report should be expanded to examine the connections among communities, families and students. In other words, what characteristics correlate with the high likelihood that a student will have behavioral problems in the classroom?

*Recommendation Two: Offer sustained staff development in management of student behavior.*

All staff should have access to sustained staff development in management of student behavior, diversity and cultural competency, and other research-based programs and practices related to keeping students in school. The training must be sustained, ongoing and focused on building capacity.

*Recommendation Three: Encourage effective student assistance/student management teams at the school and district level.*

Each school through the student assistance/student management team, should identify the needs, services and resources available to the students placed at-risk.

*Recommendation Four: Encourage local collaboration and partnering for providing community-based solutions to suspended students.*

The State should strongly encourage the full implementation of the components of the federal *No Child Left Behind* legislation that emphasizes collaboration of community-based and faith-based agencies and organizations. Such collaboration translates into comprehensive services such as those identified in the *DPI/OJJ Continuum Planning Committee Report* of June 2000. As that report stated, "[s]chools, juvenile justice and mental

health agencies along with community agencies must work together to provide a common set of services to both families and youth.”

*Recommendation Five: Disseminate “best practices” information*

Many local school districts have developed successful short-term suspension programs, but these efforts may not be widely publicized. Thus, a research-based and “best practices” document should be developed and disseminated to school officials, juvenile justice representatives, and other agencies.

*Recommendation Six: Encourage alternative placement of short-term suspended students*

A number of school districts have created unique programs to support short-term suspended students. Some school districts exhibit flexibility in local programming options and have committed additional funds. Clearly, school districts and other agencies are demonstrating a willingness to help children placed at-risk. However, they cannot work as individual entities; they must collaborate.

*Recommendation Seven: Encourage the development and expansion of Short-term Out-of-School Suspension Programs*

Some Local Education Agencies have implemented various programs to address the needs of short-term suspension students; however, the State should continue to encourage the development and expansion of these programs.



# Appendices



**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2001  
SESSION LAW 2001-178  
SENATE BILL 71**

AN ACT TO ESTABLISH A PILOT PROGRAM UNDER WHICH PARTICIPATING  
LOCAL SCHOOL ADMINISTRATIVE UNITS PLACE ALL STUDENTS WHO ARE  
ON SHORT-TERM OUT-OF-SCHOOL SUSPENSION IN ALTERNATIVE  
LEARNING PROGRAMS.

The General Assembly of North Carolina enacts:

SECTION 1.(a) The State Board of Education, in cooperation with the Department of Juvenile Justice and Delinquency Prevention, shall establish a pilot program under which participating local school administrative units place all students who are on short-term out-of-school suspension in alternative learning programs. These alternative placements may be in alternative learning programs, day reporting centers, and other similar supervised programs for students. The Superintendent of Public Instruction and the Secretary of the Department of Juvenile Justice and Delinquency Prevention shall select no more than five local school administrative units to participate in the program.

SECTION 1.(b) The State Board of Education and the Department of Juvenile Justice and Delinquency Prevention shall develop an application process that encourages local boards of education to apply for inclusion in the pilot program. As a part of the application process, a local board shall indicate how it proposes to address the issues set out in subsection (e) of this section. A local board of education that applies and is selected by the Superintendent and the Secretary to participate in the program shall develop and adopt a plan for placing in alternative learning programs, with the goal of successful reentry into the students' regular school setting, all students who are on short-term out-of-school suspension except that:

- (1) A pilot unit may elect not to include in its plan the placement of some or all of the students who are on short-term out-of-school suspension and for whom a recommendation to the local superintendent for long-term suspension is pending; and
- (2) The plan shall not require the placement of a student with disabilities in an alternative learning program if it is determined that the placement is inappropriate under the student's individual education plan.

The assignment of a student in an alternative learning program shall be for the duration of the period of short-term suspension.

SECTION 1.(c) The chief court counselor in the judicial district or a designee must work closely with the pilot unit in developing the plan. The pilot unit shall consult with other interested parties such as local designees of the Department of Public Instruction, the Department of Health and Human Services, and the Department of Juvenile Justice and Delinquency Prevention, the local Juvenile Crime Prevention Council, educators, parents, local public and private agencies serving juveniles and their families, local business leaders, citizens with an interest in youth problems, and youth representatives on the development of the plan.

SECTION 1.(d) Any selected pilot unit may delay implementation of its plan until the local board determines that adequate funds are available from federal, State, and local allocations and other sources. If the local board of a selected pilot unit determines that funds will not be adequate to implement the pilot program, the superintendent shall notify the State Board of Education that the pilot program will not be implemented so that another pilot unit may be selected.

SECTION 1.(e) The plan should:

- (1) Include a detailed plan for:
  - a. Making the alternative placements;
  - b. Transporting each student to the student's alternative placement;
  - c. Ensuring that the student is participating in the alternative placement;
  - d. Facilitating communication between the school from which the student is suspended and the alternative placement;
  - e. Providing the student an opportunity to complete and receive credit for work missed during the period of suspension and to participate in the State accountability program; and
  - f. Notifying and providing parents the opportunity to be involved;
- (2) Identify resources that will be used to implement the plan, the sources of funds, and the process for procuring funds;
- (3) State the plan's goals and anticipated outcomes of the pilot program;
- (4) Include a process for assessing on an annual basis the success of the local school administrative unit in implementing the plan and the effectiveness of the plan; and
- (5) Identify the extent to which the plan includes collaboration with other agencies and the Juvenile Crime Prevention Councils.

SECTION 1.(f) Notwithstanding any other provision of law, the Department of Juvenile Justice and Delinquency Prevention and Juvenile Crime Prevention Councils may use their programs, employees, funds, and other resources to meet the needs of all students on short-term out-of-school suspension in the pilot units who are placed in alternative learning programs. The pilot unit shall, to the extent reasonable and practicable, ensure that suspended students are in programs or classrooms that are separate from those in which violent adjudicated offenders are placed. The pilot unit shall not send suspended students to programs or classrooms in training schools, detention centers, or other similar facilities.

Notwithstanding any other provision of law, the pilot unit may contract with nonprofit corporations and other governmental entities to meet the needs of these students and may assign students to programs administered and staffed in whole or in part by these entities. The nonprofit shall maintain adequate liability insurance to cover claims arising from the provision of services by the nonprofit.

SECTION 1.(g) Any absences from the alternative learning program shall be subject to local board policies regarding promotion and course credits. Also, if a pilot unit determines that attendance in the alternative learning program is mandatory for eligible short-term suspended students, the students shall attend in accordance with the compulsory attendance requirements of G.S. 115C-378.

SECTION 1.(h) Except as provided in subsection (e) of this section, the pilots shall be implemented in accordance with G.S. 115C-391. The policies and procedures for the discipline of students with disabilities shall be consistent with federal and State laws and regulations.

SECTION 1.(i) The Department of Public Instruction and the Department of Juvenile Justice and Delinquency Prevention shall report to the Joint Legislative Education Oversight Committee by April 15, 2003, on:



- (1) The implementation of the program in the pilot units;
- (2) The full cost of implementing the pilot program;
- (3) The sources of funds and other resources used to implement the pilot programs;
- (4) Each unit's assessment of its plan;
- (5) Instances of effective local collaboration and coordination of services;
- (6) Innovative or experimental aspects of the plans that would be useful models for replication in other local school administrative units; and
- (7) A recommendation as to whether the program should be instituted statewide, including any legislative recommendations.

SECTION 1.(j) The State Board of Education, the Department of Juvenile Justice and Delinquency Prevention, and the pilot units shall implement this act, within existing State resources, by redirecting existing State resources and by using non-State funds.

SECTION 2. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 28th day of May, 2001.

s/ Beverly E. Perdue  
President of the Senate

s/ Joe Hackney  
Speaker Pro Tempore of the House of Representatives

s/ Michael F. Easley  
Governor

Approved 11:21 a.m. this 7th day of June, 2001



**PROGRAM PROCESS MAPPING GUIDE**

<b>INPUTS RESOURCES</b>	<b>ACTIVITIES GOALS</b>	<b>OUTPUTS IMMEDIATE RESPONSE</b>	<b>OUTCOMES MEASUREMENTS EVALUATION</b>
<ul style="list-style-type: none"> <li>Facilities</li> <li>Site/setting</li> <li>Staff</li> <li>Volunteers</li> <li>Materials</li> <li>Transportation</li> <li>Food service</li> <li>Budget/funding</li> <li>Insurance coverage</li> <li>Budget/funding</li> <li>Memorandum of Agree</li> </ul>	<ul style="list-style-type: none"> <li>Supervision of OSS students</li> <li>Safe environment</li> <li>Tutorial assistance</li> <li>Active parental involvement</li> <li>Collaboration w/ multi-agencies</li> <li>Collaboration w/ referring school</li> <li>Phase in of all students</li> <li>Continuum of services (ID, Develop)</li> <li>Process for exit</li> <li>Process for in-take</li> <li>Process for exit</li> </ul>	<ul style="list-style-type: none"> <li>Assignments complete</li> <li>Improved behavior</li> <li>Less direct management of student behavior</li> <li>Daily # susp/daily # served</li> <li>Reduce daily office referrals</li> <li>Reduce number of parental contacts for negative beh.</li> <li>Increased Mentoring Supp</li> </ul>	<ul style="list-style-type: none"> <li>Reduced recidivism for OSS</li> <li>Reduced rate of criminal by the target population during sch hrs</li> <li>Target population during sch hrs</li> <li>Increase LEA academ perform</li> <li>Inc. # of stds. w/ courses&gt;grad</li> <li>Promotion rates</li> <li>Attendance rates</li> <li>Inc. courses/classes passed</li> <li>Increased EOGs/EOCs</li> <li>Drop-out Rates</li> </ul>



## **Burke County's Final Assessment/Summary Report (2003)**

### **Brief Description**

Burke Alternatives to Suspension (BATS) is a collaborative, community-based, alliance sponsored by the Burke County Public Schools. BATS targets at risk middle and high school youth who have been suspended out of school for three to ten days. The students are at risk for being involved with the court system, dropping out of school, and developing poor health habits and behaviors.

Combining assigned academic schoolwork with community service in nonprofit agencies in a structured environment changes the youth's behaviors as result of changes in self worth. This can be documented by fewer discipline referrals, improved grades, attendance and evidence of short and long range community agency worksites. Upon completion the student receives the following benefits:

- **Continued academic** progress since studies are not interrupted because the student receives assignments and spends a portion of the day completing academic assignments at the worksites. Since academic progress is not interrupted the students counted preset at school
- **Shortened suspension** opportunities are possible. The days of suspension, may be shorted by the principal for positive participation in the program, including academic achievement.
- **Opportunity to gain a positive contact** within the community agency
- **Court system** looks favorably and uses BATS program when appropriate for their mission
- **Group and individual counseling sessions** i.e. anger management, decision making skills, goal setting skills, and interest/career development inventory, contacts with other agencies such as health, social services, mental health and others are beneficial to the youth participants

### **Major Accomplishments**

- Decrease in disciplinary referrals
- Repeat offenders reduced from 30% to 105
- Increase in attendance rate 85% to 905
- Improved academic performance (D-F to B-C)
- Decrease in school dropouts have been cut in half since BATS implementation
- Increase in information sharing with community agencies to assist students and their families increase to 100%
- Enhanced coordination of services with schools, families, community agencies, business, social services, court system and law enforcement (60% to 90%)
- Proactive measure to instill character in our youth and give them an opportunity to contribute to their community

- Counselor provides career counseling (high school course planner, assessment guide, career planning, family job tree all based on age of youth when in BATS)
- Mentoring relationship is established between students and work-site managers and employees
- Individual, group counseling for students and parents occur 95% of time for suspended student and the adults responsible for the youth
- Counselor provides evaluation and analyzing skill models for student to use when tracking “why was I suspended, whose fault was it, what can happen next time so this will not re-occur
- Students have future opportunities for volunteering and employment at the agencies
- Students experience the real world of work for eight hours with lunch, and a ten-minute morning and afternoon break
- More parents are requesting the programs for their youth
- School administrators, community agencies, students and their families want the program to grow into providing more services i.e. parent education, life skills training, tutorial and mentoring services

#### **Status of Goals/Outcomes**

- **Goal 1:** Supervision of students, full implementation. The BATS coordinator and counselor work with the students. The director of each site assigns a person who is responsible for supervision of the students while at the community service work sites.
- **Goal 2:** Safe environment, full implementation. Protective gear, when appropriate, provided by agencies. Students do not operate equipment, kitchen appliances, and lawn care machines or mix chemicals. Maintain continuous careful monitoring of work sites and student job responsibilities. The Daily Student Journal gives the counselor feedback on specific job assignments.
- **Goal 3:** Tutorial Assistance, full implementation. Site based academic assistance from program or site personnel. The home schoolteacher can correspond via computer, fax, and phone to students at each work site. Full collaboration with parent, teachers, and the student makes this work best.
- **Goal 4:** Active parental involvement, full implementation. Parents complete entrance and exit packet, which includes a survey by the parent upon the student completing the program. Parent agrees to be present at the intake and exit, discuss appropriate behaviors, attitudes with the student, involvement in-group sessions when needed. Continue working with families in accessing resources in the school and in the community i.e. Big Brothers, Just Girls, Social Services, Health Department, Court system and others.

- **Goal 5:** Collaboration with multiple agencies, full implementation. There are twenty-five community agency work sites with some of those having volunteer responsibilities for more than one student. There are seventy-three other agencies, which provide services for families and children. BATS collaborates with these service providers.
- **Goal 6:** Collaboration with the referring school, full implementation. Program coordinator meets monthly or more often for a briefing session with the participating schools administrators. School counselors are provided names of students in the BATS program for follow up sessions. School counselors, the teachers with students involved in BATS meets with BATS personnel. Contact between BATS staff and counselors and teachers are easily accessed via the phone, email, or personal meetings.
- **Goal 7:** Process for intake, full implementation. School administrator contacts BATS office initially. BATS personnel contacts an appropriate community service worksite. Parent, worksite personnel, student and BATS staff meets for intake at worksite usually next morning between 8:00 and 9:30 Students and parents sign the contract.
- **Goal 8:** Process for Exit, full implementation. The program coordinator, service site contact, student and parent meet on last day to discuss the activities of the days in community service. The BATS counselor does follow up sessions at the home school individually and in group sessions. Groups would involve anger management, career planning, goal setting/course selections as well as others services that might be needed.
- **Goal 9:** Materials, full implementation. Students and teachers provide student materials. Most sites make their computers available for the students during their academic time. In addition to computers the worksites make their office machines available. The BATS office basically needs, computer, fax machine, copy machine, phone, file cabinets, adult chairs and desk.

## **Mapping the Program**

### **A. Inputs/Resources**

#### **Site/Setting:**

- Community-based non-profit agencies
- Each has a designated supervisor of the students
- Some sites can provide services to several students

#### **Materials:**

- Computer, phone, fax, supplies provided by referring school and parent for completion of assignments

#### **Food Service:**

- Parent provides for lunch and snack, some agencies provide access to food items available on site

#### **Volunteers:**

- Community work sites
- Non-profit agencies

#### **Transport:**

- No formal transportation system in place for the program
- Parents make the arrangement for the student to get to the work site

#### **Insurance:**

- Parent signs permission for BATS to seek medical attention in the event of need
- Parent agrees not to hold the agency or officials responsible for any unforeseen accidents or injury while the students is under the supervision of the work site agencies
- Each student is insured through the BATS program

#### **Agreements:**

- Memorandum of agreements are established among BATS, the referring school, the parents, students, and work-sites

#### **Funding:**

- Proposed budget of \$97,474
- Personnel: \$82,227
- Travel: \$2070
- Supplies: \$1000
- Curriculum Training: \$1000



## **B. Activities and Goals:**

### **Supervision**

- One part-time coordinator (with full time responsibilities)
- one full time counselor
- one clerical support person and
- one technical support person who manages the in-take and exit process, and making sure that students have access to school assignments, and provide in-field supervision and support of students

### **Safety**

- Part of the memorandum of agreements spell out the level of supervision and support to be provided by each entity, and the types of equipment and materials that are off limits to students

### **Tutoring**

- One-to-one tutoring available to students available throughout the year
- Site-based assistance is provided
- School-based and Program-based access and assistance is available via phone, fax, email

### **Parent Involvement**

Parent agrees to:

- Be present for the in-take and exit of their student,
- Provide transportation, snack and lunch,
- Discuss appropriate behavior and attitude with student for the successful completion of the program,
- Assist in students making successful progress on homework before returning to home school,
- Assist student in the successful completion of the program in order to receive full credit

### **Collaboration**

- Twenty-six non-profit community-based work-sites
- Collaboration with referring school administrators, counselors, staff
- Communication and planning occurs before student arrives and after exiting the program

### **Phase in of All Students**

- Working to develop a continuum of services for more suspended students
  - Transportation
  - Elementary component
  - Exceptional Student component

**Process for In-take**

- Students are assigned to one of the work-sites
- Parents arrange for transportation
- Parents arrange for collection of assignments, lunch and snacks
- Schools send all assignments via fax or email that were not given to parent
- Contracts are signed by all parties
- Parents must participate

**Process for Exit**

- Counselor meets with teachers to arrange for students return
- Parent, student, and work-site personnel meet for exit conference
- Follow-up counseling is provided and available to students and parents
- Check-list for exit includes completed assignments, attendance record, discipline record, and additional comments

**Materials**

- Assignment resources and supplies
- Office equipment and supplies
- Contracts and agreements

**C. Outputs/Immediate Responses**

- Assignments complete upon return
- Reduced Daily Office Referrals
- Reduced parental contact concerning negative student behavior
- Reduced Recidivism for OSS

**D. Outcome Measures/Evaluation**

- Monthly number suspended vs Monthly number served
- Reduced rate of criminal activity
- Promotion Rates
- Attendance Rates
- Courses/classes Passed
- Drop-out Rate
- Suspension Rate

## **Gaston County's Final Assessment/Summery Report (2003)**

### **I. Summary of Activities**

The goal of the Alternative to Suspension Program at Warlick Alternative School is to provide an optional setting for students who have reached a level of disruptive behavior that necessitates their suspension from the regular school setting. This setting is designed to allow for the continuation of academic services in a program that provides supervision and academic support in a separate setting. An additional goal is to reduce the number of out-of-school suspensions occurring at the middle school level and to ultimately reduce the number of referrals to the Warlick Alternative School.

#### **A. Major accomplishments/pilot strengths**

The program was initiated during the fall semester of the 2001-2002 school year. This was accomplished through the support of our Superintendent, Dr. Ed Sadler and the Deputy Superintendent for Program Services, Dr. Pat Sudderth. Additional support was provided through Carol McManus of the Department of Juvenile Justice and the Department for Exceptional Children of Gaston County Schools.

One of the major strengths of the program is that it allows children with special needs to have continued academic support during any suspension time thereby providing their FAPE. Special arrangements may be made on an as-needed basis to provide transportation for these students. Work packets that meet the specific needs of these students are provided to the instructional staff of the program.

An additional strength of the program is found in the support of the Warlick School staff. The principal, Ms. Cindy White, is a staunch supporter of this program and has worked diligently with the Central Office to make the Alternative to Suspension Program at Warlick Alternative School a viable option for both students and parents.

#### **B. Status of goals/outcomes**

The Alternative to Suspension Program at Warlick Alternative School is truly a work in progress. The goal of providing an optional setting for all 6-12 students who are under an out-of-school suspension is lofty. As the accompanying data piece will show, many of the middle and high schools of our district are utilizing the program, however, due to travel distances, many parents are unable to provide transportation to and from the site. This automatically limits the number of students who are able to access the program.

The program, however, continues to grow and data indicates that an increased number of students will access the program in the 2002-2003 school year.

The goal of reducing referrals to The Warlick Alternative School has not yet been formally measured, however, anecdotal information indicates that students do not wish to return to the site for a permanent placement.

Additional materials have been provided with the goal of helping students identify alternate means of dealing with problems at school. These materials are targeted to meet the specific needs of students who are experiencing out-of-school or in-school suspensions due to behaviors.

### **C. Problems encountered/project weaknesses**

The major problem encountered with the Alternative to Suspension Program at Warlick Alternative School is transportation. This is directly related to both funding and the large area of Gaston County Schools. Our county covers a land area of 357 square miles. This, along with the time element related to out-of-school suspensions, makes transportation a difficult obstacle to address.

As a result of these barriers, parents agree to voluntarily provide transportation to and from the program. As with any alternative school, Warlick Alternative School has a reputation for housing difficult students. This can lead to the obstacle of parent concerns. The transportation obstacle has become a strength, however, due to the fact that parents are able to visit the program, meet the teacher and assistant involved and have any questions addressed thus easing their minds about leaving their children at the program.

Funding is always an obstacle. The Alternative to Suspension Program at Warlick Alternative School is funded through state 68 funds. Local support is provided through facilities, training along with both instructional and capital expenditures.

### **D. Major innovative or experimental models implemented**

The Alternative to Suspension Program at Warlick Alternative School is in and of itself an innovative model. The entire process from recommendation to parents through the successful return of the student to the home school has been a collaboration with local agencies and school system representatives. This program has allowed Gaston County Schools to help parents and students who often viewed out-of-school suspensions as time-off for the students, to send their children to a safe, supervised environment where they receive one-on-on assistance with their academics as well as a hot lunch.

## **II. Students Served**

### **A. Referral procedures**

The Alternative to Suspension Program at Warlick Alternative School has a four-step referral process.

1. The Principal or his/her designee requests information concerning availability of seats and then informs parents of the program at the notification of suspension meeting.
2. The parent determines their ability to transport the child to the site and then completes, along with the administrator, the *Student Intake Form* (see attachment A)
3. Classwork from the student's teachers is secured by the sending administrator and faxed, along with the *Student Intake Form* to The Alternative to Suspension Program at Warlick Alternative School.
4. The student is responsible for taking their textbooks and any needed materials to The Alternative Suspension Program at Warlick Alternative School. The sending school is responsible for insuring sufficient, appropriate work is sent to the site for the student to complete.

### **B. Exit/transitional procedures**

1. Upon completion of the program, the *Student Attendance Form* is completed. This form contains a record of the student's attendance. Additional comments related to student participation and behavior goals are reported to the sending school.
2. A completed *Exit Form* accompanies completed work, which is both faxed and sent by courier to the sending school. The teacher at the sending school is responsible for any grades assigned.

**C. Number of students served, August through December 2001-2002**

White	61
Black	13
Hispanic	1
American Indian	1
Total	76

Male	63
Female	13

6 <sup>th</sup> Grade	14
7 <sup>th</sup> Grade	29
8 <sup>th</sup> Grade	21
9 <sup>th</sup> Grade	9
10 <sup>th</sup> Grade	1
11 <sup>th</sup> Grade	2
12 <sup>th</sup> Grade	0

**D. Number of students served (cont.), August through December 2002-2003**

White	85
Black	34
Hispanic	0
American Indian	0
Total	119

Male	102
Female	17

6 <sup>th</sup> grade	26
7 <sup>th</sup> grade	32
8 <sup>th</sup> grade	32
9 <sup>th</sup> grade	13
10 <sup>th</sup> grade	11
11 <sup>th</sup> grade	5
12 <sup>th</sup> grade	0

### E. Individual School Data for 2001-2002 School Year

High Schools	# Students	Total Days	# Repeaters	% Repeaters
Ashbrook	4	18	0	0
Bessemer City	0	0	0	0
Cherryville	0	0	0	0
East Gaston	6	18	0	0
Forestview	1	10	0	0
Highland	10	34	0	0
Hunter Huss	0	0	0	0
North Gaston	5	22	2	40
South Point	6	30	2	33
Middle Schools				
Belmont	9	46	1	11
Bessemer City	20	68	8	40
Chavis	15	61	7	46
Cramerton	6	31	1	16
Grier	34	181	14	41
Holbrook	18	125	5	27
Mt. Holly	1	2	0	0
Southwest	12	51	5	42
Stanley	9	48	1	11
WC Friday	1	2	0	0
York Chester	8	41	4	50
Totals:	165	788	46	26.9%

**Average length of stay: 5 days**

**F. Number of students who repeated during the year, August through December 2001-2002**

Total	11
White	8
Black	3
Male	9
Female	2
6 <sup>th</sup> Grade	4
7 <sup>th</sup> Grade	5
8 <sup>th</sup> grade	2

**G. Number of students who repeated during the year, August through December 2002-2003**

Total	18
White	15
Black	3
Male	14
Female	4
6 <sup>th</sup> Grade	5
7 <sup>th</sup> Grade	6
8 <sup>th</sup> Grade	4
9 <sup>th</sup> Grade	1
10 <sup>th</sup> Grade	2

**H. Needs and concerns of students**

1. The greatest need of students has been for the sending school to insure an adequate amount of student work is received. This helps keep students on-task and reduces boredom.
2. Additionally, students are not usually happy to be attending the program, as many would be happier to stay at home. The teacher and assistant work diligently to maintain a positive atmosphere in the program and supply thought provoking behavioral materials to help students improve their problem solving skills.



### **I. Entry/exit attendance status**

Following an initial meeting with the North Carolina Departments of Public Instruction and Juvenile Justice and Delinquency Prevention, the recommendations were approved and the attendance coding for these students was revised. Students attending the program were originally coded within the Student Information Management System as a "3" which indicates an out-of-school suspension. Since these students are in an alternative to suspension program, these students are now counted present and their suspensions are coded under the Action Taken module within SIMS. Additionally, our D-Trak management system allows the monitoring of out-of-school suspension offenses without impacting attendance.

### **J. Improvements noted in the students as an aggregate**

The limited data available at this time make it unreliable to determine any long-range improvements in student behavior and or attendance/dropout information.

## **III. Collaboration/Development**

### **A. Staff development conducted**

The Department of Juvenile Justice, North Carolina Department of Public Instruction, and Gaston County Schools have all worked to provide staff development and assistance in the implementation of this model. Staff Development for the teacher and assistant involved in the program is handled through the Staff Development Plan for Warlick Alternative School. Staff members are considered part of the faculty of Warlick School.

### **B. Parental involvement**

Parents must be involved for this program to be successful. Not only must the school make the program known to the parent, but also the parent must support the program by providing transportation, information, and encouragement. Parents are also critical to program success in that they must insure that children bring their books and materials to the site. The teacher and the assistant report students' progress to parents daily.

### **C. Community Involvement**

Our Director of Business Partnerships was instrumental in providing much needed classroom furniture for the Alternative to Suspension Program at Warlick Alternative School. Public Service Company of North Carolina donated desks, chairs, and tables to Warlick Alternative School for use in this program.

Additionally, the Chief Court Counselor with the Department of Juvenile Justice collaborated with Gaston County Schools in the design of the program. Court counselors are notified when students are participating in the program and make visits as appropriate.

**D. Communication mechanisms established with sending schools**

Communication between schools begins when the Principal or his/her designee contacts The Alternative to Suspension Program at Warlick School to ascertain available spaces. This is done by phone prior to meeting with parents. Once a space is reserved, the parent is informed of this option by either phone contact or in person.

Student assignments are collected from the sending school and faxed along with the *Student Intake Form* to the Alternative to Suspension Program at Warlick School. Separate fax machine and phone lines have been installed in the dedicated classroom. Completed work is then faxed back to the sending school and the original copies of student work are sent back to the sending school through courier. Additional work is requested by phone as needed and faxed from the sending school.

Attendance information and behavioral information is sent to the sending school upon completion of the designated suspension time.

**E. Other**

The Alternative to Suspension Program at Warlick School is the result of an initiative formulated by our Superintendent, Dr. Ed Sadler. Dr. Sadler serves as Chairman of Gaston County's Juvenile Crime Prevention Council and has always had a deep concern for the children of Gaston County. His efforts led to the development of this program as well as the strong collaboration between the community and school system.

**IV. Evaluation and Accountability**

**A. Students participation in the state's accountability program**

Students who attend The Alternative to Suspension Program at Warlick School participate in the North Carolina State Testing Program in their sending school. Enrollment is not affected by this temporary placement.

**B. Analyze awarding of grades and course credits**

The teachers who send the work to The Alternative to Suspension Program at Warlick School determine grades. Course credits are determined by the enrollment of the student at his/her home school and are impacted only by the quality of work submitted while the student is in attendance.

**C. Utilization of NC Standard Course of Study**

All instruction in Gaston County Schools is based upon the North Carolina Standard Course of Study. Supplemental materials are provided to assist students in behavioral issues and choices.

## **V. Other**

The Alternative to Suspension Program at Warlick Alternative School is designed to house up to 22 students daily.

The anticipated length of stay is from one to ten days.

Staffing includes 1 full time teacher and 1 full time teacher assistant, both on the faculty of Warlick Alternative School and under the direct supervision of the Principal of Warlick Alternative School.

Special requirements include the addition of a phone line, fax machine, copy machine and communication with Gaston County Schools Nutrition.

This program is presently funded through State 68 funds and is part of Gaston County Schools overall plan to reduce the at-risk student population of our district.

## **VI. Mapping the Program**

### **A. Inputs:**

#### **Facilities**

- Separate classroom within Alternative School
- No contact is allowed with alternative students
- All activities are separate from the school

#### **Site/Setting**

- Located at the Warlick Alternative School
- School-based program/site
- Accessible location
- Located in southeastern Gaston County (Ranlo, NC)

#### **Staff**

- One full-time teacher
- One full-time teacher assistant
- Both are under direct supervision of the principal of Warlick Alternative School

#### **Volunteers**

- Mentoring resource provided by referring school as appropriate. (Not every child has a mentor.)

**Materials/Equipment**

- D-Trak system
- Standard supplies (textbooks)
- Phone line (individual and fax line)
- Audio Visual Equipment (Overhead, etc.)
- Computer and printer

**Transportation**

- No transportation is provided; parents are responsible for student transportation

**Food Service**

- Services provided by Gaston County Schools Nutrition
- School lunch prices/Free and Reduced Lunch applies
- Lunch is eaten in the classroom and not the cafeteria

**Budget/Funding**

- Program model is currently funded through state 68 funds
- Cost for use of facility and administrative supervision is absorbed by Gaston County Schools
- 2001-2002 Program Budget
- Total: \$54,992.00
- Personnel: \$52,622.00
- Telephone/Fax: \$1,870.00
- Instructional Supplies/Materials: \$500.00

**Contracts and Agreements**

- Insurance Coverage
- Standard school coverage
- Memorandum of Agreement
- Not applicable within school-based model
- Letter of support from JCPC

**B. Activities/Goals****Supervision of Students**

- Students are supervised within the classroom by one teacher and one teacher assistant

**Safe Environment**

- School Resource Officer assigned to Warlick Alternative School
- Self-contained classroom
- Gaston County Schools Behavior Guidelines enforced
- School-based walkie-talkies accessible to staff

**Academic Assistance**

- This option allows for the continuation of academic services in a classroom setting that provides both supervision and academic support

**Active Parental Involvement**

- Conference with principal or designee from referring school
- Parent/Guardian/Custodian must provide transportation

**Collaboration with Multiple Agencies**

- Collaborate with the Department of Juvenile Justice and
- Delinquency Prevention (i.e. court counselors, court psychologists, etc.)

**Collaboration with Referring School/Central Office**

- The school administrator of the sending school discusses this option with parents of the child to determine if they are willing to bring the child to the program
- The sending school must fax the student information sheet along with all student assignments

**Phase-in of All Students**

- School must refer students in order to participate

**Process for Exit**

- Completed work, along with attendance/behavior report is both faxed and couriered to the sending school.

**Process for In-take**

- Principal, or designee, contacts scheduling teacher to determine availability within the program.
- School offers parents the option for alternative to suspension program.
- Upon agreement, parents are responsible for transportation and referring school is responsible for sending students' assignments
- Provide counseling for students who attend The Alternative to Suspension Model at Warlick Alternative School more than two times

**Materials**

- Students are responsible for bringing textbooks to the site
- Assignments Complete
- Completed assignments are returned to the sending school for assessment

### **C. Outputs/Immediate Response**

#### **Improved Behavior**

- Reduced recidivism into OSS by providing counseling for students who attend more than twice

#### **Less Direct Management of Student Behavior**

- A child under court supervision can be referred to day reporting if suspended from the Alternative to OSS program.

#### **Daily Number Suspended/Daily Number Serve**

- Up to 22 students may be served daily
- Increase Number of Students with Appropriate Graduation credits
- Continue academic progress of students