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Alternatives in Secondary Education: A Review of the Movement, A Review of Selected Secondary Alternative Programs in Illinois, and a Proposed Plan for Alternatives at Hillcrest High School in Country Club Hills, Illinois

Michael G. McLaughlan
Eastern Illinois University

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ALTERNATIVES IN SECONDARY EDUCATION - A REVIEW OF
THE MOVEMENT, A REVIEW OF SELECTED SCEONDARY
ALTERNATIVE PROGRAMS IN ILLINOIS, AND A PROPOSED
PLAN FOR ALTERNATIVES AT HILLCREST HIGH SCHOOL IN
COUNTRY CLUB HILLS, ILLINOIS

(TITLE)

BY

MICHAEL G. McLAUGHLAN

B.A. IN ED., PARSONS COLLEGE, 1966

M.S. IN ED., CHICAGO STATE UNIVERSITY, 1977

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATIONAL ADMINISTRATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1977

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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ALTERNATIVES IN SECONDARY EDUCATION - A REVIEW OF THE MOVEMENT, A REVIEW
OF SELECTED SECONDARY ALTERNATIVE PROGRAMS IN ILLINOIS, AND A PROPOSED
PLAN FOR ALTERNATIVES ^{AT} AL HILLCREST HIGH SCHOOL IN COUNTRY CLUB HILLS,
ILLINOIS

BY

MICHAEL G. McLAUGHLAN

B.A. IN ED., PARSONS COLLEGE, 1966

M.S. IN ED., CHICAGO STATE UNIVERSITY, 1977

ABSTRACT OF A FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
SPECIALIST IN EDUCATIONAL ADMINISTRATION AT THE GRADUATE SCHOOL OF
EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1977

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During the past few years, the phrase "public alternative education" has been sounded in various educational circles throughout the United States, and has been the focal point of numerous professional seminars and conferences. Many schools have initiated alternative education models and many others are considering adopting the idea.

Alternative schools, by definition, come in many different shapes and sizes and with varying objectives and philosophies. That students and/or parents have a choice in selecting an educational program is basic to all. Alternative schools recognize that different students may perform better in different types of educational settings and therefore, they stress variety rather than uniformity. They are organized in many different ways with various types of student bodies, but all involve the total educational program.

The purpose of this field study is three-fold. First of all, the writer will provide the reader with a general knowledge of educational alternatives - its history, philosophies, objectives, and designs. Secondly, the writer will give the reader an idea of the broad array of choices that have been developed in the State of Illinois within recent years with respect to the secondary alternative education movement. And thirdly, the writer will define and construct an alternative education model which the writer believes can be adopted at Hillcrest High School in Country Club Hills, Illinois.

The major activities involved in the development of this field study report include:

1. Data collected from:

- library research

- correspondence with selected alternative schools
 - interviews
 - attendance at the Sixth Annual Quincy Conference
2. Establishment of identified critical needs.
 3. Development of the writer's alternative education plan.

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INTRODUCTION

Statement of the Problem

It has become increasingly apparent to the writer that a considerable number of secondary-level students are not receiving the educational opportunities necessary for survival in our complex society. Even though vocational programs and special education programs have developed immensely during the past decade, they do not appear to satisfy the needs of those students who are chronic failures, underachievers, immature, discipline problems, malcontents, and misfits. These students, over the years, have developed a total lack of self-respect and have such dismal pictures of themselves that they become important in their own eyes by becoming educational and social outcasts. Traditionally, educators have established within their system the best single educational program available. In General, this method has been mandated to all administrators, faculty, students, and parents of that particular program. In the past schools have existed as a single system for everyone. However, since we are living in a society which is becoming more pluralistic, the schools are increasingly satisfying fewer students. It is the opinion of many educators and this writer that there are too many variables in education to have a single educational system with a single set of philosophies and objectives. The traditional school with its single philosophy cannot adequately deal with the individual differences of administrators, faculty, students, and parents. Therefore, it is the opinion of this writer that in order to improve the educational opportunities that we are offering our youth, that a system of educational alternatives should be developed in order to place the

students in an environment in which they succeed in performing given tasks well and thus will develop better self-images with respect to their future roles within society.

Need for the Study

The writer chose this topic for three primary reasons. First of all, the writer believes that alternatives in education are an integral part of the total educational picture and therefore, the faculty and administration should be educated in this area so that they may offer the students the best possible quality education. Secondly, since the school district from which the writer is on Sabbatical Leave (Bremen Community High School District 228, Midlothian, Illinois) is developing a five-year plan containing educational alternatives, and since the writer will be returning to an administrative position in that district, the writer believes that this study will greatly benefit his educational knowledge. Thirdly, the writer believes that there is a need for this study because, at the present time, there is very little information in Booth Library at Eastern Illinois University regarding selected alternative education programs in the United States and especially in Illinois.

It is the hope of this writer that this study on educational alternatives will not only benefit himself, but also other educators and potential educators at Eastern Illinois University.

Limitations of the Study

1. The alternative secondary schools that have been selected may have altered or eliminated their programs since the beginning of this survey.
2. New alternative secondary schools may have been organized since the beginning of this survey.
3. All secondary alternative schools in Illinois may not have been surveyed due to poor publicity.
4. This report is concerned with only public secondary schools in Illinois.
5. It is assumed that all of the secondary alternative programs in Illinois are approved by the Illinois Office of Education.
6. Since "on-site" visitations of all the schools reported herein was not conducted, the information provided may only cover the surface of the individual program. (It is recommended that, if an individual is interested in a particular program, he should conduct a visitation to observe the program in action.)
7. It is assumed that the information provided to the writer is accurate and representative of the selected program.

Methods of Gathering Data

The initial research of this topic was by means of an extensive review of the literature available in the libraries of Eastern Illinois University and Chicago State University. After the writer identified various secondary alternative programs in Illinois, he sent letters on August 29, 1977, to these institutions requesting any and all information regarding their program (Appendix A). The writer also attended the Sixth Annual Quincy Conference in Quincy, Illinois on October 11-13, 1977, (Appendix B) where he conducted interviews with noted specialists in the field of educational alternatives - Richard Haugh, program director of Quincy II; Dr. Mario D. Fantini, the "Father of the Educational Alternative Movement" in the United States; Dr. Richard Foster, former Superintendent of the Berkeley, California, alternative school system; and Dr. Kenneth Webster, Assistant Superintendent of Bremen Community High School District 228, who is presently in the process of establishing a five-year plan for educational alternatives in his district. On November 4, 1977 the writer sent follow-up letters to those districts in Illinois which did not respond to the initial request for information (Appendix C). After collecting and evaluating the information collected, the writer chose to contact by telephone those institutions who still had not responded to the written requests. At the time of the writing of this paper, the writer had received approximately an 80% response from the selected secondary alternative programs in Illinois (Appendix D).

A REVIEW OF RELATED LITERATURE

Introduction

Why do children go to school? There are reasons of law and reasons of tradition, but the most sound reasons are those of discovery and learning. It is through a sound education that the youth of our nation discover the past and the present, and learn and investigate those areas that will help them function effectively in the future. However, the present educational structure that our youth is exposed to for the twelve years that most of them are in school expects all students and teachers to adapt to a single traditional educational process. Students from different cultural and educational backgrounds are expected to conform to the single style and culture which the school reflects and in some cases they are not adapting to this singular system. The 1977 Gallup Poll on education further identified the public's concern when it posed the question: "What do you think are the biggest problems with which the PUBLIC schools in this community must deal?" The top twelve responses were: 1) lack of discipline (26%), 2) integration/segregation/busing (13%), 3) lack of proper financial support (12%), 4) difficulty of getting good teachers (11%), 5) poor curriculum (10%), 6) use of drugs (7%), 7) parent's lack of interest (5%), 8) size of school/classes (5%), 9) teacher's lack of interest (5%), 10) mismanagement of funds/programs (4%), 11) pupil's lack of interest (3%), and 12) problems with administration (3%).¹ It is obvious that we need a fresh plan for reform and change. One that respects the rights and responsibilities of all, one that brings all interested parties together,

one that brings out the best in the involved individuals, one that does not result in increased funds and taxes, and one that will increase the satisfaction of teachers, students, and parents towards the public schools. It is the opinion of this writer that we should develop a system of educational alternatives to bring about this reform.

Under the traditional system if a parent desires a change in the type of education his child is receiving he must either move to a different district or turn to a private school. A student desiring a change must either convince his parents to select one of the aforementioned choices, become an activist, conform, or simply withdraw. A teacher desiring change must either move, conform, become passive, or change occupations. Why? If America is truly a democracy, why can't we choose our educational program just like we choose our doctors, vocation, television programs, etc? In the past only fifteen percent of American families have participated in alternatives to public schools. Montessori schools, prep schools, religious schools, and cultural schools are all examples of the alternatives available to the citizens who can afford it.

An alternative school can be defined as a separate school within a district or separate class group within a school which is organized to:

- 1) maximize the student's opportunity to develop the values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy;
- 2) maintain a learning environment maximizing student self-motivation and encouraging the student to follow his own interests; and
- 3) maximize the opportunity for the students, teachers, and parents to continuously react to the changing community and world.²

The alternative programs in these schools are educationally

desirable because they offer significant choice for parents, students, and teachers among a variety of learning and teaching methods. It should be pointed out that educational alternatives do not alter the established functions of a school but rather the methods and processes through which these functions are performed. Many alternative schools are innovative and open but some are traditional and formal. They come in many sizes and shapes, and with varying objectives and philosophies. They are organized in many different ways with various types of student bodies. But all involve a total educational program which recognizes that different students may do better in different types of schools, and therefore, stress variety rather than uniformity.

Alternative school programs within the public education system are new and few enough that there is still much confusion over just what should properly be given the designation of "alternative". An alternative program is a total program that requires all or most of a student's time and energy. The most basic requirement for an alternative program is that the students, parents, and teachers choose it. Valuable innovations, such as team teaching, multimedia instruction, non-graded classes, programmed instruction, modular scheduling, and individualized instruction are not necessarily part of an alternative program unless the option of choice exists. An alternative education program must also provide an organizational structure that is more responsive to change and to the pluralistic needs of the community and the future.

The History of the Alternative Education Movement

During the first 100 years, the United States was mainly a frontier and agricultural society. Many of our youth obtained their education outside of the formal setting of the school. Since a formal education was of little value, what little education was carried on was conducted in the home and in the fields. And many times, those students in school would dropout when they reached an age where they could work on the farm or in other occupations. With the coming of the Industrial Revolution, the youth of America saw more opportunities for improving their future by obtaining on-the-job training in the factories and plants. However, when more adult laborers immigrated to America, when labor unions organized, and when the child labor laws were enacted, the youth of America found that the availability of apprenticeships and on-the-job training was declining. Since most educational systems were academically oriented to prepare an individual for college, the youth of this time became education's first dropouts.

After World War I, society expected the educational systems to provide a meaningful education to all students. Instead of providing a specialized, college-oriented curriculum, the educational institutions were compelled to provide an education to all. To meet this demand these systems developed our modern day traditional program. During this period a few schools realized that a single, traditional program would not satisfy the educational needs of its youth. Probably one of the first alternative schools was developed in 1938 when the Bronx High School

of Science was established in New York City to meet the needs of the gifted students.

In the 1950's it became apparent that education was badly in need of a change. There was widespread evidence of low academic achievement, inadequate educational standards and objectives, and a need to maintain the "status-quo" attitude within the schools. In 1956, the Council for Basic Education was organized in America to call attention to the conditions of the schools and to suggest reform.³ However, this council provided little impetus to the alternative education movement.

During the 1960's the movement towards alternatives began to get off the ground. Secondary schools in America were suffering from tension and unrest. Students were in a state of frustration and agitation. Teachers began to organize and become militant. Parents became upset and communities failed to pass bond issues. Educators began realizing that an educational system rooted in the nineteenth and early twentieth centuries could not solve the problems of the future. The decade of the sixties brought education many new ideas such as programmed instruction, audio-visual innovations, teaching machines, team teaching, modular scheduling, differential staffing, and compensatory education. Also during this time the public began its cry for accountability in education and for civil rights. As the desegregation movement gained momentum, students, parents, and teachers boycotted the public school systems and established freedom schools in storefronts and churches. These counter culture freedom schools provided a glimpse of alternative programs tailored to their needs. Even though these schools were educational alternatives, they usually became alternatives to public schools

in general and outside the system's jurisdiction. To date the decade of the sixties probably has been the most influential and controversial era in American public education.

If the sixties was an era for revolt and awareness, then the seventies should be an era of action, reform, and change. This is especially true with respect to the alternative education movement. Prior to 1969 there were fewer than 25 alternative public school programs in operation in the United States, and they were often overlooked by the education media. During this year, the Philadelphia Parkway Program became one of the national leaders in the alternative education movement. In this high school, approximately 150 students took to the streets of Philadelphia without really leaving the school by finding their curriculum, their classrooms, and some of their teachers from among the community resources. Following the impetus provided by the Parkway Program, the Berkeley California school system developed the Community School in 1969 which attempted to maximize their student's self-expression. A year later, the Chicago Public School system organized its Metro school which was a metropolitan studies alternative model.

The seventies began with two important trends occurring in American public education. The first, humanistic education, grew out of a need to personalize learning and to make educational systems more accountable to the people. Secondly, the educational institutions began to develop a wide variety of educational alternatives based on choice. The initiative behind this movement towards alternatives varies from school to school. In some cases educators have taken the lead, in other cases students' pressure and attitudes has caused this movement, and in

still other schools, the initiating force has been the parents. This approach to change has grown out of the realization that there are many means of achieving educational goals. People began to realize the restrictions of an institution that expects students and teachers who are different to conform. They also began to realize that those who choose not to conform were being penalized. However, people did not want these alternatives to carry with them an ego-bruising stigma. Such programs as special education, dropout prevention, and unwed mothers programs may be necessary, but people believed that these types of programs should not be the only alternatives available to its youth.

During the seventies the federal government has been instrumental in promoting the alternative education movement. The Elementary and Secondary Education Act - Title IV has been expanded to include potential assistance and funding for those districts developing a program of alternatives. In 1970 the White House Conference on Children cited a need for "immediate, massive funding for the development of alternative optional forms of public education".⁴ The federal government through its judicial powers has also employed educational alternatives in its desegregation plans. Although alternative public schools in Louisville, Kentucky, St. Paul, Minnesota, and several other communities have developed alternatives as voluntary integration models, the courts in Boston and Detroit in 1975 included optional alternative public schools in their mandated desegregation plans.⁵ Also in 1975, the United States Senate Subcommittee on Juvenile Delinquency heard witnesses who recommended alternative public schools as a possible solution to violence and vandalism. Because of this, the National School Public Relations

Association issued a report entitled Violence and Vandalism in which they concluded "the single most agreed on recommendation of educators for the resolution of school vandalism and violence - after the immediate needs of security are met - is that of offering alternatives".⁶ But probably the most important impetus provided by the federal government was the sanctioning of the alternative education movement. It encouraged private, local and state organizations to further explore and implement programs in educational alternatives.

In 1970, the California Teachers Association was one of the first organizations to back the alternative movement. Leaders of that association gained national attention when they created a professional climate in which teachers could assume active roles in the program implementation. In essence they said to their members, "We as your professional association, believe that alternative education makes sense. Alternatives mean pluralism in our public schools. Pluralism means that each teacher, as a professional, is capable of deciding for himself which alternatives-if any - make sense for him".⁷ This impetus probably led to California becoming the first state to mandate the establishment of alternative public schools. The Dunlap Bill of 1975 provided for the establishment of optional public schools in every California community where parents, pupils, or teachers request them.⁸ Also in 1975, the National Education Association recommended alternative schools and programs to meet the different educational needs present in society today. Today, almost ever state education association and teacher's association support, in some way, the movement towards educational alternatives and options.

Another organization that has been very influential in the promotion

of alternatives is Indiana University's Center for Options in Public Education. Started in 1970, the Center attempted to study, document, and promote the development of alternative education in America.

Operating as an "arm" of this Center the International Consortium for Options in Public Education (ICOPE) is an adhoc group of educators and institutions which seeks to encourage the development of options in public education. The Consortium publishes the newsletter Changing Schools which acts as a clearinghouse for information on educational alternatives, plans programs for national and regional education conferences, and publishes a directory of optional alternative public schools in the nation. In 1975 this directory listed approximately 1250 alternative public schools in the United States of which over forty are listed in Illinois. It is estimated that the number of alternative schools in operation by 1977 may reach 7000. The Consortium believed that the development of options in education provides the most promising and viable avenue for educational reform and change. It is their belief that "While recognizing that a few hundred alternative public schools in operation today have not yet had any effects on the mainstream of public education, advocates of alternatives believe that the concept of options in every community has significant social and educational potential".⁹

However, due to the lack of growth in membership over the last few years, the Consortium will end on December 31, 1977. Also due to the fact that over one-third of the public school systems have some form of alternative, over two-thirds of the large school systems have alternatives and over 10,000 alternative schools are in existence in approximately 5,500 school districts; the ICOPE believes that no one organization can

meet their diverse needs.

The demise of the ICOPE left education with a void which must be filled. To satisfy this void many regional organizations were founded. The Midwest Association for Educational Alternatives under the directorship of Dr. Robert L. Fizzel services the Illinois public schools. This association, housed at Western Illinois University, provides for professional and social relations among individuals involved in educational alternatives, and for the dissemination of information about alternatives in education. It also promotes the development of alternative education as an integral part of the total educational system through promoting and publishing research, assisting in the development of standards and definitions, and developing the supporting legislation and public policy.

At the present time the State of Illinois does not have any official policies and regulations in the School Code governing alternative education. According to the Illinois Office of Education, the regulations in the Illinois School Code pertain to all public schools. However, the Illinois Office of Education has developed a process and structure that supports positive educational reform. This organization, the Illinois Network for School Development (INSD), acts as a stimulant and catalyst to encourage and stimulate schools and educators to work together in a systematic and organized fashion towards a positive system of alternatives. The INSD is not attempting to designate any specific program to be followed, but it does require that each district considering alternatives also consider implementing career education, individualization, evaluation, and equal educational opportunity.¹⁰

Besides the INSD, the Illinois Office of Education has also developed a state diffusion process. The objective of diffusion is the transmission of the successful elements of ESEA Title IV programs, including educational alternatives, to districts wishing to adopt all or part of the program. This diffusion is a five stage process: 1) Awareness, where information is disseminated to interested districts; 2) Negotiations, where the project school and the adopting district get together on how the program will be implemented; 3) Skill and Process Development, where the project school sends a team to train the new adopting school in the program; 4) Implementation, where the adopting school will carry out the objectives and activities of the model and its options, and 5) Internalization, where the program is completely adopted by the home school.

Experimentation in alternative education is occurring during a difficult time for public education. American schools are being confronted with declining enrollments, rising inflationary costs, and shrinking tax dollars. While some schools are dropping athletics, reducing and eliminating music and art programs, terminating support services and staff, increasing class sizes, and closing schools, communities continue the movement towards educational alternatives in increasing numbers.

Why Alternatives?

Education has the responsibility of equipping each student with the skills needed for economic, political, and social survival in our society. At the same time, education must provide each student with the tools necessary for improving, reforming, and reconstructing the elements of society that the student believes are detrimental to his growth and development. However, the diversity in the society to be served and the variety of solutions make it almost impossible for a school to reach a consensus on program, procedure, or even direction. Organizing a system that provides for the individual beliefs, interests, and needs of a variety of groups has been a frustrating and elusive goal for administrators. Both educators and non-educators have been critical of traditional educational programs for not meeting these social, emotional, and academic needs of the individual student and society. This increasing criticism has provided the impetus for the alternative education movement. Educational alternatives are based on the assumption that if enough alternatives are available to students, teachers, and parents, it will be possible for them to choose a program most in keeping with their styles. It is also felt that if a student chooses a learning environment which satisfies his basic needs, he will achieve greater learning as they strive to meet higher levels of needs. The traditional high school performs reasonably well in providing the educational program that meets the needs of the majority of students. There is much in the traditional school that should be retained. Therefore, the traditional option must

remain open, since many parents and students may really prefer these conventional programs.

The Quincy II Education By Choice believes that the main reasons for a school to turn to the alternative movement are:

1. Teaching styles differ.
2. Learning styles differ.
3. Teachers with like philosophies should be allowed to develop supportive groups.
4. Pluralism is an accepted fact in our society.
5. Schools should foster and support diversity rather than conformity.
6. Choice is demanded in all areas of life.
7. Parents and students should be allowed to choose educational environments.
8. Smaller schools foster more student identity.
9. A larger number of smaller schools can offer more leadership opportunities for both students and teachers.
10. Human growth and development are fostered.
11. It is a process for input from many.
12. The plan maximizes individual decision making.
13. As schools exist as a single system for everyone, they often serve few.¹¹

However, as mentioned before, alternatives are not for everyone. Some of the reasons that alternatives are not for everyone have been proposed by Miller and Keene. These include:

1. Alternative schools are not appropriate for certain types of students.
2. Alternative education requires especially careful counseling with

more attention to motivation.

3. Alternative education requires that teachers pay more attention to the individual progress of his students.
4. Alternative learning methods make special demands on students.
5. Alternative learning tends to proceed at a slower pace.
6. Alternative programs that share a campus with a traditional school have more drawbacks than those who do not.
7. Alternative schools usually have to cope with an army of critics.
8. Alternative education is definitely not for every teacher.
9. Like it or not, alternative programs do compete with the traditional school.
10. Alternative schools may not be the solution to many long-standing educational problems.¹²

As the reader can see, there are valid reasons for proceeding to an alternative program and there are valid reasons for shying away. In either fact both must be considered prior to any final decision made on the direction that the school will take.

Philosophy, Objectives, and Policies
of Educational Alternatives

Any educational program and especially an alternative education program obtains its strength from a well defined set of philosophies and objectives. These plus other universally accepted characteristics of the alternative education movement are very necessary if we are to offer our youth a valid and reliable alternative.

It is the writer's opinion that a philosophy for alternatives should include the following in order to meet the student's individual needs:

1. A primary goal of alternative education is to enable our youth to lead meaningful and satisfying lives.
2. Alternative education should aid our youth in learning how to relate to their peers, to adults, to the community, and to society.
3. The school and its program must allow its students to learn how to live with others different from themselves in ethnic, religious, racial, and economic backgrounds.
4. The school and its program must be flexible enough that the needs of each individual student can be met.
5. A single curriculum and/or set of experiences will not be meaningful to all students.
6. The alternative education program should encourage its students to be creative and original in their thinking.
7. Learning how to learn is more important than the accumulation of facts so that the student may continue to learn after leaving school.

8. The student should have increased responsibility for decisions affecting himself and his education.
9. Rather than being holders and purveyors of knowledge, the teachers must view themselves as co-learners.
10. An alternative school and its program should be an enjoyable and exciting experience.

A sound set of educational objectives will undoubtedly reflect the success of the alternative program. A set of objectives should be motivating, attainable, and based on the community needs and expectations. They should allow for the development of basic skills and career preparation while developing an individual's talent, his understanding of diverse situations, and his preparing for the various roles in society- consumer, voter, producer, spouse, parent, and critic. An alternative program's objectives may include some or all of the following:

1. A means for developing different means for teachers and students to relate and interact.
2. A means for encouraging the retention of youth who may give up an opportunity to continue their education.
3. A means for addressing the student's personal problems that may interfere with their ability and desire to learn.
4. A means for allowing students to search for new ways of obtaining knowledge.
5. A means for allowing students to determine their own learning experiences.
6. A means of constructing the learning environment so that it functions as a setting which is suitable for many educational purposes.

However, no one set of objectives will suit every alternative program. These objectives must be specific to the program and also consistent with the objectives of the school and district.

The guiding policies of any alternative program should include:

1. A program that is significantly different from the traditional program.
2. A total program as opposed to a short class or a part of the school day.
3. A setting and location which is separate from the traditional school but which allows for a functional relationship between the alternative school and the traditional school.
4. A clear definition of the student population and admissions procedure.
5. An integration into the program of facilities, allocations, and resources of the traditional school such as labs, work study programs, etc.
6. A concept of individualized instruction based on variable performance of students.
7. A design which allows for a creative perception of learning and instruction.
8. A design which allows for informal and formal interaction between teachers, students, and community.
9. A reliable and creative guidance and counseling approach to meet the needs of the students.
10. The use of community, parents, and resource agencies of the community.
11. A career development program that enables students to increase their awareness of career options and help them develop positive self-images.

12. A re-entry mechanism for students to the traditional program if the alternative is not meeting their needs.¹³

Pashal and Miller in their article "Managing Controversy About Optional and Alternative Programs" listed twelve characteristics of an effective alternative program. These characteristics listed below should be reflected in school's philosophy, objectives, and/or policy.

1. Voluntary - students, parents, and teachers have a choice.
2. Stress involvement - students, parents, community, teachers, and administration are involved in program planning, operation, and evaluation.
3. Locally developed - the program reflects the needs, interests, resources, and facilities of the area or district.
4. Rearrange resources - the alternative will be utilizing its resources differently from the traditional program.
5. Well-defined goals
6. Representative enrollment - the program seeks to attract diverse and representative enrollments rather than selected groups.
7. Maintain relationships with the system - alternative programs should seek to influence but not replace the existing curriculum since that program also represents an alternative.
8. Depart significantly from the existing program - there may be new roles, new patterns of governance and management, new evaluation methods, new instructional designs, and new and flexible uses of the school day or year.
9. Teach basic skills
10. Develop talents and interests

11. Personalize student learning - since alternative programs place students and teachers at the center of things.
12. Meet requirements - they must meet state and local district requirements for accreditation and graduation.¹⁴

Weaknesses and Problems in the
Alternative Education Movement

Any administrator or school considering an alternative program must be aware of various problems and weaknesses that others have experienced. The single most important problem or weakness that is encountered is internal and external criticism and sabotage. No institution can exist with criticism of it heaped on criticism. Further more no institution can exist with non-constructive criticism being voiced both by those within the organization and those from without. Dwight Allen believes that this criticism is inherent in many individuals who have negative feelings with regards to change. "Anytime a pilot is undertaken, anyone who does not like it has a vested interest in 'doing it in' because if it succeeds he is threatened. The only way he can protect his interest is to make sure that the demonstration fails. This means that a lot of vested interest is pitted against an experimental venture at exactly the time when that venture is most fragile."¹⁵

Another problem and weakness of many alternative programs is that the parents and students are misinformed about alternatives. Many believe that the program is nothing more than a dumping ground for disruptive or handicapped students, and dropouts or potential dropouts. They see the alternative as an institution where there is little freedom and where little is taught or learned. This misinformation can also be broken down racially. Since the bulk of the early movement came from urban settings with minority students many whites perceive the alternative education

movement to be for blacks and other minorities. On the other hand, many of the minorities view the alternative movement as being completely different from the normal forms of education and therefore, they often remark "Why are you giving us something different? Aren't we normal like others? We want what the whites have and not something different."

The premature establishment of an alternative program can also cause problems. Sometimes an enthusiastic educator attempts to organize an alternative school or program without completely analyzing local needs and opinions. Also many educators push for an alternative program solely on the evidence that it was successful in another location. This type of educational faddism can cause great harm to the movement. Another major problem or weakness in the alternative movement is that many of those leading the way have written off the traditional model. That is to say, in order to legitimize the new alternative model, they have made the traditional model look bad by comparison. However, the traditional model is a legitimate alternative since it is the one most students, teachers, and parents know best and prefer.

Other problems and weaknesses that must be realized and encountered are grading procedures, record keeping procedures, college admission requirements, teacher policies, building codes, transportation, and public relations to mention a few. Any district attempting the movement must properly plan its program to eliminate these problems. And more important, the district must have mechanisms in its policy to handle any unexpected problems that may arise.

Dr. Mario D. Fantini identified some problems that one district encountered in its program of alternatives. He believed that these

weaknesses were due to the organization and structure of the district in question. These weaknesses included:

1. Leaders of some programs were unable to recognize specific issues and occurrences as symptoms of problems that needed solutions.
2. Leaders of some programs were unwilling to define major issues and to ask for support and help before they developed into insoluble problems.
3. Leaders of some programs were unwilling to define their staff and programmatic limitations. In other words, at times they tended to "bite off more than they could chew."
4. Leaders of some programs had an attitude of "having their cake and eating it too." They wanted ultimate freedom from District control and at the same time, unquestioned support from District resources.
5. Leaders of some programs did not define strategies and priorities and were often caught in situations which used valuable time but were not significant.
6. Many program managers and head teachers were unable to exert themselves in their roles of leadership and direction.
7. Several programs had entrance criteria which encouraged students to dropout of school but did not address the needs of severely alienated students already out of school.
8. Leaders of some programs demonstrated a lack of awareness of the need to encourage and maintain acceptance and tolerance by the community in which they were located.¹⁶

The Development of an Alternative

Education Program

Educational alternatives may be initiated by various means. Administrators in Seattle, Grand Rapids and Louisville have assumed the lead in developing their alternative programs. Teachers in Racine, Wisconsin originated their alternative movement. Parents in St. Paul, Minnesota petitioned the school board to diversify the school's educational program. Students in Newton, Massachusetts motivated the board of education to create an alternative school. And universities in Cambridge, Massachusetts; Mount Pleasant, Michigan; and Madison, Wisconsin assumed the lead in initiating the development of alternative schools in cooperation with the local public schools.¹⁷

However, prior to any adoption and development of an alternative education program by any group, the writer believes that one should be aware of some basic assumptions and concepts underlying the consideration of alternatives over traditions. The basic assumptions that must be considered are:

1. that formal education of the learner is deemed necessary by society which establishes educational institutions for this purpose.
2. that education takes place throughout life in various forms that are classified as formal, semi-formal and informal.
3. that technology continues to advance and these advances are eventually adopted by most member of a culture.
4. that education is essentially a product of the total environment and

that only a portion of it is the result of formal education.

5. that the rewards and satisfactions of urban living are enhanced through an environment that continues to stimulate learning for all the population.¹⁸

The basic concepts of alternative education that must be considered in the development of any program are:

1. In a Democratic society individuals should have a choice about all important aspects of their lives.
2. Different people learn in different ways.
3. Learning in schools should not be isolated from the world outside the school.
4. Those closest to the school - teachers, parents, and students - should have the greatest share in the decision making process.¹⁹

According to Dr. Mario D. Fantini there are five basic ground rules that must be established prior to the planning of any alternative.

One concerns the common sets of objectives toward which each alternative is directed. That is to say, there are common and comprehensive educational ends: basic skills, academic achievement, talent development, preparation for societal roles (citizen, worker, consumer, etc.), development of personal identity - which every alternative has to achieve in its own distinctive way. Without this common set of destinations, each option could have selected its own objectives. But public schools are responsible for a broad range of goals. Without such accountability, any educational alternative could be considered legitimate, even those with a limited set of objectives or those not bothering to consider objectives at all. Alternative public education means diversifying the

means to common ends.

The ground rule establishes alternative schools as a non-exclusive enterprise. That is to say, no educational option can be considered legitimate if it practices exclusivity in any form - racial, social, sexual, religious, etc. Alternatives should have a coherent philosophy of education dedicated unwaiveringly to the growth and development of each learner.

One principle establishes each alternative being implemented as equally valid. An alternative cannot make exaggerated claims by belittling another alternative. Such deliberation only lead to ill feelings among professionals and laymen alike, threatening the cooperative spirit of alternative education.

Another ground rule deals with the process of change itself. Unless alternatives are based on individual choice, then this pattern cannot work. Each parent, student, and teacher must be given the right to choose the alternative that is most compatible. No alternative should be imposed on any parent, teacher or student. The process of change is by attraction, not imposition.

Another rule concerns evaluation. Each alternative must be willing to be evaluated. Since each alternative is moving toward the same ends as other alternatives, assessment is necessary for two reasons: to gather evaluation information as a basis for continuing to improve the alternative and to help determine the relative effectiveness of each option.²⁰

The planning begins with the school deciding the needs and interests of the students, teachers, and community of which the program will serve.

The planning of the actual program can be aided by visiting other schools, and utilizing various consultants. The planning should also clearly state the philosophy and objectives of the alternative model in terms of what a student will be like after completing the program - what he knows, feels, and can do. Under strong leadership a district should devote time and resources to a comprehensive planning session. However, if we are to restore the public confidence in education over the ensuing years, this planning period cannot be a short term action. Planning for alternatives must be considered in the long range planning of a district. Dealing with education in the future can tend to be a risky business. Nonetheless, it must be done. Through proper long range planning uncertainties can be turned into possibilities. Long range planning allows educators to determine intelligently among many alternatives. Long range planning is a step by step process of making a needs assessment, identifying the problem, determining the alternative solutions, deciding on the implementation requirements, and determining the effectiveness of the design. However, the planning stage can be too extensive. Dwight Allen believes that one of the significant weaknesses of most alternatives is the preoccupation with planning. "Our tradition is to establish all sorts of planning mechanisms, plan up a storm and then have only a little energy left over for correcting our mistakes. Also, once we have implemented our plans, we have so much invested in the direction of that implementation that it is really hard to change. To change takes another huge planning session and that is just as terribly difficult to come up with. Knowing that this is such a problem, we plan even more feverishly to make sure the initial direction is right."²¹

It is the writer's belief that this development process should include a period for investigation, a period for planning, a period for experimentation and evaluation, a period of adjustment, and a period of implementation.

There are many questions that must be considered prior and during this planning process. Some of the many questions to be considered are:

I. Assessment

A. Educational viewpoint

1. Why do you have a need for alternatives?
2. What is your concept of alternatives?
3. What is the attitude of the following groups toward alternatives and change?

| | | |
|------------------------|------------------------------|----------------------------------|
| <u> </u> Teachers | <u> </u> Students | <u> </u> Board of Education |
| <u> </u> Parents | <u> </u> Administration | <u> </u> Community Members |

4. How willing are administrators to share decision making?
5. Is there a tolerance for ambiguity among staff members?
6. Is the district willing to make provisions for time for planning and implementing i.e., released time, compensation, etc?
7. Is there a commitment to accept other philosophies?
8. Is there a commitment of administrators to implement such a program?
9. What degree of staff commitment is necessary to proceed? Has this commitment been surveyed?

B. Current Status

1. What are your special problems and concerns of students?
2. Can a program be built around existing alternatives (Special education, traditional, work study, etc.)?

3. How much clerical assistance is available?
4. Who are your key people advocating change?
5. What human, financial, physical, and community resource are available (i.e., parent groups, volunteer centers, area vocational schools, colleges, community colleges, industries, museums, etc.)?
6. What problems are you facing in the school?
7. Who are the power groups who may block?
8. How will the master contract, the teacher organization, and the union considerations affect your alternative planning?
9. What kind of space is available?

C. Goals

1. Is the emphasis on something better rather than on something new?
2. What do you expect to achieve through such a program?

II. Planning

A. Objectives

1. What is a realistic timeline for planning and implementation?
2. What are your objectives for this program?

B. Mechanics for creating alternatives

1. Who will lead the investigation?
2. How will you develop your alternatives?
3. Kind of input and feedback system you will have for

Teachers Students Board of Education
 Parents Administrators Community Members

4. How will you develop cohesiveness among and within schools?
5. How will communications within disciplines be maintained?

6. What about the mechanics of scheduling, discipline, grading, etc.?
7. How will you identify critical points in the investigation?
8. What if imbalances occur in teacher and student ratios?
9. Will you have in-service training?
10. What type of outside help is necessary?

C. Structure of alternatives

1. How will you develop and monitor accountability of the student for responsible decision-making, i.e. choosing schools, attendance, course load, etc.?
2. How will each alternative school be accountable for its students?
3. What about teacher accountability?
4. How will teacher load and class size be determined?
5. Where do librarians and other "specialists" fit in?
6. What will be the lines of authority?
7. How will teachers move from one alternative to another?
8. How will equipment and supply needs be met?
9. Are there any communication considerations?
10. Is there any possibility of cooperative programs with other institutions?
11. Are your alternatives well-defined? Are they district options?
12. What would be the most effective administrative organization?
13. What about those teachers who don't want to be involved in alternatives?
14. Where will counselors fit in?
15. How will school-wide rules be compatible with individual school rules?
16. How will teachers select alternatives?

17. How will students select alternatives?
 18. Will parent permission be required?
 19. How will you build a support system?
- D. Evaluation
1. Have you made arrangements for pre-testing?
 2. Will you follow-up graduates and dropouts?
 3. How will you assess academic and attitudinal progress of students?
 4. How will you monitor the attitude of concerned groups toward alternatives?
 5. What will be your evaluation system for the program?²²

However, the answers to the forementioned questions will only serve as a guide to a school in its development of a program of alternatives. The school must still be able to convert its ideas and objectives into a workable model. Since each school is unique in its quest for an alternative education model, no one established model can be completely transposed into a school desiring alternatives. Therefore, an administrator would be wise to develop a plan of attack that can put these ideas into practice. Michael Bakalis in his article "It Works This Way for Some: . . ." pointed out certain issues involved in getting any new learning program started.²³ He has broken down these twenty-four issues into eight categories: 1) getting started, 2) key decisions about students, 3) key decisions about teachers, 4) key decisions about the learning program, 5) governance, 6) money, 7) evaluation, and 8) impact. The issues involved in these eight categories are as follows.

I. Getting started

1. Leadership - Strong leadership is very critical. The leadership

style can vary from those who singlehandedly complete the organization to those who created a planning process which delegated responsibility and participation to many individuals. Bakalis believed that a planner should consider the following: 1) if a school or program relies on the dynamism of one individual, the program will be weakened when that individual leaves; 2) if a program director is needed, he should be selected before or during the planning process instead of after; and 3) regardless of the director's characteristics, the full support of the district's officials will ease the planning and implementation process.

2. The planning group - Most educators believe that wide involvement in planning is a more advantageous approach. Bakalis believed that in establishing this group, one should consider the segments of the community to be represented and the amount of power the group has to make key decisions. Some suggestions for helping this planning group work together effectively are: 1) provide for coordination of the group's work, either by one individual or by a small committee within the group; 2) develop as much clarity as possible at the beginning as to the group's decision-making powers, its relationship to other agencies, the planning purpose, the individuals' role in the group, and the procedures for reaching the decisions; 3) seek individuals who are respected and who have a commitment to the planning task; 4) develop means by which the group can keep its constituency informed and involved; and 5) recognize the different perspectives and experiences that individuals have as strengths for the planning process.

3. Setting goals and objectives - The writer believes that the process of setting goals and objectives is a very crucial step in the development of an alternative education program. However, there are two dangers that educators should be aware of. First of all, a plan for the periodic review of the goals and objectives should be an integral part of the program operation, and secondly, the goals and objectives should not only look good on paper but also be practical and applicable.
4. Using resources outside the planning group - The alternative education planning group should utilize resources that are available outside the realm of the school. Such resources as consultants, community resources, related articles and films, and visitations of other schools all should be considered in the development of any educational program.
5. Communicating with the community - During any planning process for educational change, the school must make sure that the community is kept up-to-date with the process. Some ways by which schools can communicate with the community include: 1) visits to each of the families of students in the school, 2) carefully arranged small group visits of parents to the school, 3) seminars and workshops for parents, 4) use of the news media, 5) public meetings to explain the program, 6) written descriptions of the plans and of the schools program, 7) slide tapes, video tapes, and movies of the program can be shown to members of the community, and 8) a speaker's program can be made available to community groups and members.

II. Key decisions about students

6. Selecting students - Students have been selected for placement in alternative schools by means of two criteria:
 - 1) volunteers, and 2) students selected to match the characteristics of the school district's total population.
7. Grouping students - Many alternative schools are attempting to move away from the rigid separation of students by age and tested ability. Some combine students into a unit where students are constantly re-grouped to learn particular skills or pursue particular interests. Others have assigned a diverse group of students to one teacher who allows the students to work in different learning centers based on their needs and interests. Others have instituted tutoring programs. And still others have brought diverse student groups together to discuss feelings and problems rather than traditional school subjects.
8. Developing student initiative and responsibility - Many alternative education programs have been concerned with increasing student initiative and responsibility by allowing them to make important decisions about the nature of their own learning and about their school's policy. Some suggestions posed by Bakalis about how a learning program might be organized to help develop a student's capacities for initiative and responsibility for their own learning are: 1) define a clear process by which students can assume increased responsibility for their own learning and 2) carefully explaining the program to the students so that they understand the freedoms, limits, and expectations involved.

III. Key decisions about teachers

9. Selection of teachers - In most situations the staff is chosen either by the principal/director or screened by a representative committee of staff, parents, and students which conducted interviews and made recommendations to the principal/director. Bakalis emphasized the following points about teacher selection: 1) Clarity of expectations (since the teachers would be assuming new roles and responsibilities, they should have a clear understanding of the school's goals and expectations), 2) Selecting innovative staff members (that is the teacher must be eager to try new approaches), 3) Racial and ethnic composition of staff (many alternative schools have desired to have a staff which is composed along the same lines as the racial composition of the student body, also those schools which served an area of low-income families or strong ethnic neighborhoods desired to have some teachers who had come from similiar backgrounds).
10. Orientation of staff - Most alternative schools have conducted extensive orientation programs for their staff in order to: 1) become familiar with the program, 2) become more effective at interpersonal communication and group decision-making skills, and 3) make specific plans for the curriculum.
11. In-service teacher education - Bakalis believed that a valuable in-service teacher education program should contain four basic characteristics. First it should be developed in response to a problem that has been identified as needing assistance. Second, the program should deal with both the theoretical and practical understanding of the problem and its solutions. Third, the program should combine

direct work in the classroom with the in-service experience. And fourth, the in-service program should be on a regular and long-term basis.

IV. Key decisions about the learning program

12. Who decides what students should learn? - Many alternative schools encourage students to take an active role in the decision-making process about what they are going to learn even though in most cases the final decision rests with the teacher. However, one major problem arises when the students are involved in the decision-making process and that is they are given too much responsibility before they have developed the necessary skills to use it effectively.
13. The teacher's role - In alternative schools teachers must learn new responsibilities in the development of a different approach to learning. Teachers were expected to concentrate on the individual development of each student rather than on the group; to guide students in self-directed learning activities; to assist students in dealing with personal problems; to work cooperatively as a member of a team; to develop long-term plans for the curriculum; to assist in policy making decisions; and to identify and monitor learning experiences beyond the school walls.
14. Selecting and creating materials - Teachers in most alternative schools have much greater latitude in selecting and creating instructional material than in a traditional setting.
15. Time scheduling - Most alternative schools have found it necessary to experiment with various time schedules before finding one that works well in their system, for if teachers are going to be expected

to assure new responsibilities then adequate time must be allotted in their formal schedule for carrying out these responsibilities.

16. Using community resources - Community resources are of value in any educational program but they will be of extreme value in a program of alternatives. A school should bring the community into the building or create learning experiences based in the community. Bakalis suggested five principles that a school should consider when using community resources:

1. If you are going to use outside resources, consider their services as contributing to the basic program, not as an added frill.
2. Provide careful coordination of resources.
3. Volunteers' jobs should be taken seriously by both the school and the volunteer. Volunteers should understand their commitment clearly and be expected to follow through on it.
4. Outside people should be kept informed of schoolwide issues, and assisted to understand how their work relates to other aspects of the school program.
5. Periodic feedback from volunteers on their work and on their observations of the school as a whole should be systematically collected.

V. Governance

17. Relationship with the school district - In some districts the board policy for the district covers alternatives and the traditional school under the same policies. In others, the board has set up separate policies for the alternative setting. In either case,

the planners for alternative education should, 1) develop a procedure to explain the program's purposes and activities to district officials, 2) develop as much decision-making responsibility at the school level as possible, and 3) clarify as much as possible the limits of the decision-making authority that does exist.

18. Decision-making within the school - In some alternative schools, the principal maintains formal control and involves other students and teachers in advisory roles. Other schools have developed a system of governance that places the decision-making responsibility on a group within the school such as a School Council consisting of administration, teachers, students, and parents.

VI. Money

19. Finding money - Since most alternative programs are organized under the premise that additional funding is not a necessity, fund raising practices are not really necessary. However, some schools have been able to obtain small grants from local foundations and businesses for specific parts of their program. An obstacle to securing grants from foundations and businesses is the legal prohibition against their giving money to tax-supported institutions. A school may have to set up a foundation independent of the school board in order to receive such funds.

20. Spending money - Many alternative schools found that money allocated to them had to be spent in designated ways and that they could not make direct purchases of needed equipment. Bakalis suggested that in the planning of an alternative school the planning group should obtain specific formal commitments concerning the total budget and

the amounts allocated to each category, seek the maximum possible flexibility in spending the amount budgeted, and develop methods for deciding how the money will be spent within the school.

VII. Evaluation

21. Program evaluation - There is a strong need for way of collecting and analyzing information that would aid an alternative school in improving its program. No matter what tools and instruments are used, Bakalis believes that evaluation should be built to address the key issues of the program and to provide continuous useful information to the planners and the implementers.
22. Evaluation of teacher performance - The area of teacher evaluation is a major task and problem to both the traditional school and the alternative school. Some schools utilized the principal evaluation method while others utilized a evaluation process centered around fellow teachers, students and parents.
23. Evaluation of student progress - Most alternative schools have completely redesigned the grading practice that is common in the traditional school. Many schools conducted their student evaluation by involving students in the process, by developing a system that allows for continual evaluation of the skill mastery of the student, and by developing systems to record additional information about a students progress that is not reflected in skill mastery.

VIII. Impact

24. What makes an Impact Program effective? - Since other schools may wish to adopt a school's alternative program, it would be wise for an alternative school to be prepared to disseminate information and

expertise to other potential adopting schools. In planning an impact program one may wish to consider the following:

1. Impact plans should be considered an integral part of the new school's program with special resources allocated to them.
2. An impact program should be built upon sustained and long-term personal contact between the staffs of the impact school and the new program.
3. The support of administrators in the impact school is crucial
4. Staff members attempting change in the impact school need ongoing support from the Affiliate school.
5. The impact program should concentrate initially on one or two schools, with lessons learned in those schools applied to later plans for impact.

As the reader can see, Mr. Bakalis has presented many issues that must be considered in the development of an alternative education program. However, this list is not complete. Since every alternative education school and program are unique in itself, it would be impossible for the writer to establish a complete checklist for establishing a program of alternatives.

In conclusion, Ralph T. Nelson pointed out various Do's and Don'ts with respect to developing an alternative education program.²⁴ The writer believes that any director of an alternative education program should be aware of these and consider them in his developmental process.

Do's

1. Solicit faculty, parent, and community interest and support for your project early in the planning and development stages. Continue this

involvement throughout the life of the project.

2. Keep a steady flow of information regarding the project and its goals, procedures, problems, and accomplishments moving toward both school and general audiences.
3. Codify all operational procedures which are followed in the project: for example, purchasing, student selection, attendance, and curriculum development.
4. Involve the school administration in project activities whenever possible.
5. Involve the other members of your school faculty.
6. Keep a close record on all project expenditures.
7. Allow all members of the teaching team to participate in the decision-making process.
8. Keep files of interesting pictures, articles, gadgets, etc., which may someday be useful to students.
9. Utilize student and parent inputs when planning daily, weekly, and monthly class schedules.
10. Encourage students to take part in school activities, sports, drama, music, etc.
11. Encourage students within your project to plan and present at least one "service" activity for the entire school.
12. Utilize the resources of the entire community when planning learning activities.
13. Maintain an up-to-date list of all visitors to the project and keep them informed of what is happening.
14. Try to keep a feeling of "family" among students and staff members.

15. Keep project rules and regulations at a minimum. A project goal should be to have students learn to proscribe their own behaviors.
16. Appoint one member of the team, not necessarily the director, to serve as "resident grantsman". This person should keep on the alert for new sources of financial support.
17. Share the goodies. When one member of the team comes up with something that works with a class or an individual student, it should be shared with other staff members.
18. Acknowledge the contributions of everyone. Students and team members appreciate the support.
19. Adopt a philosophy which says in effect, "teachers shouldn't do anything that a student can do".
20. Maintain close contact with the homes of students.

Don'ts

1. Avoid selecting staff personnel on the basis of academic credentials alone. Seek out teachers with a variety of interests and skills.
2. Resist all efforts to remove your special project from the school. Students should be allowed to pursue their own interests and concerns, but they must also become aware that they do live in a larger society and that the society requires some accommodation skills of its members. In a word, "displacement" should be avoided.
3. Never foster the concept of "elitism". Students and staff members must avoid the natural temptation to "overdo" themselves and your project and, by implication, "put down" the other students and programs in the school.
4. Avoid acting on the spur of the moment in implementing program changes.

5. Avoid the assumption that a program that is working well for you and your students will work equally as well for all teachers and students.
6. Resist the temptation to "forget the whole thing" when the program seems irreparable snagged and the staff is overwhelmed by physical and emotional fatigue.
7. Don't allow your colleagues in the regular program to accept your program for the wrong reasons.
8. Avoid the temptation to bite off more than you can chew. An open school environment provides a variety of new and exciting activities, but it is possible to overextend the resources of the program and wind up in a position in which nothing is done very well.
9. No matter how sorely pressed, never adopt a defensive stance. The very fact your project is there makes it creditable.
10. Never forget the chain of command in your school and district.
11. Avoid the pitfall of familiarity. The close student-teacher relationships which develop in your project and on which your program ultimately depends are essentially adult-child relationships. It is very easy to move into a "buddy, good guy" mode of operation which overlooks the important "modeling" role of the teacher.
12. Work hard to share the power with students.
13. Don't panic when events take a terrible turn.
14. Never expect 100% productivity from either students or staff members.
15. Don't think that "team spirit" will compensate for day-to-day resentments and hurts which occasionally crop up between staff members.

The Administration in an Alternative School

The administrator of an alternative school is expected to be different from the administrator in a traditional school. In most traditional schools, the administrator's main role is maintaining the organization and curriculum. However, not only must the administrator maintain the organization and curriculum of the alternative school but he also must provide the leadership for and be an agent of change. His leadership qualities must be able to guide and direct the skills and behaviors necessary to meet the needs of the school. He must have the ability to conceptualize, communicate, and gain agreement to the developmental stages of the alternative education movement in his district; the ability to involve members of the staff and community in this development; and the ability to adapt to the changing times of our society. He also must have the ability to spot problems in their initial stages and suggest solutions or encourage the entire staff to find solutions. He manages the decision-making process rather than being the decision maker, follows up on the decisions that are made, sees that people follow through on their decisions, knows the policies, procedures, and resources that are present in the district and the community, articulates the program, interprets the program to the community, and encourages and develops the best in each student and faculty member.

As the reader can see, the administrator in an alternative school cannot be a directive and authoritarian individual. Instead his role mainly revolves around coordinating and facilitating. Teachers will

perceive their administrators as leaders who will support an educational environment that will allow them the freedom to innovate, to make decisions, and to solve problems within their realm. This cooperative relationship in planning and implementation will provide the administrator with an opportunity for real involvement in the learning process. But without his leadership the endeavor is doomed to failure. Leadership is needed which can keep the lines of communication open among the interested parties and can assure their participation in planning and development. This leadership must also reveal clearly just how the alternatives relate to what is best for the student. Chernow and Genken believe that if education is really going to change, then the administration must set the tune and provide the leadership by:²⁵

1. Provide for continuous training of the staff. This may take the form of actual courses, informal workshops, or inter-visitations of teachers.
2. Try to establish or reinforce the validity of a variety of approaches in your school.
3. Participate in role-playing sessions at staff meetings. An administrator who is willing to illustrate points and admit not knowing all the answers can fairly ask the same from other staff members.
5. Offer alternatives as an option for parents, staff and students.
6. Emphasize that alternative programs have worked well for students of all ages and all economic levels.
7. Establish staff arrangements which will help like-minded teachers work in the same general area and help each other.
8. Emphasize that teachers who try new ideas will not be penalized if the ideas don't work.

9. Check school warehouses. You will be surprised at the usable items you will find there.
10. Encourage teachers to go beyond the usual text materials.
11. Encourage parents to visit and share their skills with students.
12. Above all, provide leadership.

In conclusion, it is evident to the writer that an administrator of an alternative school must possess certain qualities. He should have an extensive knowledge of research techniques, communication skills, curriculum content and analysis, instructional technology, and innovative educational practices. He also must have a cooperative attitude towards working with other staff and students including a willingness to share decision-making responsibility with others. And probably most important he should have an understanding and appreciation of different educational philosophies.

The Teachers in an Alternative School

Staffing an alternative school and its programs has posed an extremely difficult task to school administrators. Since each alternative is unique, a variety of teachers is needed. Therefore, the success of any alternative venture leans on the teacher and his ability to meet the needs of his students. Unless a teacher attended an alternative school during their high school days, they will find that their own student experience and professional training has provided them with little or no preparation for this new adventure. In this adventure, which is significantly different from the conventional classroom, teachers and students experience very close personal relationships. He must be open to change in order to cope with the unique duties.

By allowing the teacher to choose his assignment, he will be able to assess his own qualifications and interests. If he is familiar with the alternative program, he can assess his qualifications, and request for assignment. In evaluating an alternative program a candidate for assignment should consider the following with respect to the program itself:²⁶

1. The climate for and nature of interpersonal relations between staff and students with particular emphasis on the exercise of authority by teachers.
2. The nature and structure of the curriculum; whether content is prescribed through study guides, etc.; the curriculum decision-making process; the role of the teacher in development of course offerings.

3. The instructional model(s) used by teachers, whether group instruction or independent study are present, the structure of courses as mini (short term) courses, the existence of off-site instructional activities.
4. The structure for the governance of the program; student control standards and procedures; the role of students, parents and staff in policy matters.
5. The general character of the student population served by the program.
6. The status of the program in the community, the image of the program staff in the eyes of regular program staff.

Not only should the teacher evaluate the alternative program prior to becoming a staff member, but also he should evaluate himself. Chernow and Genkin have established ten criteria that a teacher should consider. They feel that if a teacher cannot agree with 80% of the criteria, then they may not be ready to move into an alternative setting. If a teacher agrees with all of the criteria, then he probably should be in an alternative school instead of a traditional setting. The criteria are as follows:²⁷

1. Students are not expected to do the same thing in the same place or at the same time.
2. Students should organize their own time.
3. Required course work should not be arbitrary but rather should have some relevance to the life experience of the students.
4. Activities are not confined to the school building, but also make use of resources beyond the school walls.

5. Teachers should move away from valuing memory and ventriloquism, and more toward questioning, problem solving, research and inquiry.
6. We must move away from valuing knowledge for knowledge's sake and value application to knowledge.
7. We must accept as legitimate many of the "new" subjects, such as anthropology, cinematography, space, ecology, etc.
8. A student who is slow at reading but good at something else should be judged on a broad scale and not a narrow one.
9. Teachers should forego their role as sole authority and view themselves as learners. They should function as coordinators of learning activities rather than as dictators.
10. Students are not objects to which things happen, but are encouraged to be active shapers of their school experience.

If a teacher believes that he has the qualities necessary to warrant consideration by the administration for assignment to the alternative, then he should possess the following personal qualities that an alternative program is likely to demand:²⁸

1. A liking for teaching, students, and people in general.
2. A knowledge of general educational goals and philosophies.
3. A recognition that education's major outcome should be an effective person and a responsible citizen.
4. Skill and expertise in a particular subject.
5. Acknowledgement that all curricular areas potentially are equally important to a student's education.
6. Recognition that education can be improved and the ability to articulate some needed improvements.

7. Knowledge about alternative programs through experience, visitation, or reading.
8. Flexibility and openness to new ideas.
9. Openness to student and parent participation in assessing the alternative program's success.
10. A willingness to make a commitment of as much time as the job takes.
11. Interest in a variety of activities that are personally fulfilling.
12. Good physical and mental health for the rigors and demands of developing a new school.
13. A willingness to undergo the necessary training to improve skills, such as counseling, keeping records, communicating, and community involvement.
14. Supervisory and organizational ability.
15. Tolerance of uncertainty and ambiguity.
16. Desire and ability to achieve close relations with students with a reduction in the authority relationship.
17. Desire and ability to make autonomous decisions, not relying on direction from a support structure.
18. Public relations skills, ability to work effectively with lay persons in the community.
19. Ability to develop educational plans in cooperation with students, parents, and staff.

Once employed, teachers are encouraged to express their individuality in terms of teaching styles, talents, interests, skills, and training. They become the managers of the learning activities and the students become the team. Since the students' learning styles differ

from highly structured programmed learning activities to open discovery the teacher emerges as a facilitator and coordinator of learning activities.

The teaching element has contributed greatly to the success of the Quincy II Education By Choice alternative. The willingness of the staff to risk, learn new behaviors, devote numerous hours to planning, implementation, and evaluation has contributed to the continuous improvement of the program. The Quincy teachers are actually teacher-advisors in that each student selects a teacher who becomes aware of his progress and attendance, makes contracts with his parents, and is available to listen to and help solve individual problems.

In conclusion, the typical response of teachers working in an alternative setting is that they have never worked so hard. But they also have never been so satisfied with what they are able to accomplish. Typically, teachers have had limited input into the total system and a narrow perspective of the total learning of each student. They have concerned themselves with the student only as has related to their subject-matter area. In fact, many teachers have allowed themselves to be integrated into the system with little understanding of what is actually taking place. Once into the system, the teacher generally blends into a role which has been created for him. Perhaps for the first time, teachers own a share of stock in an enterprise that is truly their own. Ownership implies extra effort and dedication to an ever-improving learning system. Their reward is students, individually and collectively, who sense this commitment and give of themselves to make it work. The implications for learning and student growth in such

a system where each participant firmly believes in what he is doing are
boundless.

The Students in an Alternative School

Before the alternative education movement, a student was assigned to a teacher and program whose style may or may not have been congruent with the student's learning style. Some traditional schools have attempted to allow students to choose their classes and teachers within the traditional setting, however, this is not a true alternative since in most cases, the program and learning styles are still in the traditional frame.

Students who are allowed the opportunity to choose the kind of school they want to attend, necessarily become more satisfied, motivated and interested than those who are coerced into a specific educational system. Consequently, if a student believes that he is not achieving according to his ability, he may select to switch to another school or program that will allow him to better achieve his goals and objectives. Students who are allowed to select a school also display more pride toward their school, become more involved in school activities, and feel more responsible for the success of their school. Once enrolled in the alternative of their choice, the student will typically find that he has more opportunities for making decisions of his learning experiences, more opportunities to learn outside of the formal class setting, more opportunities to work with a broader range of adults and peers, more opportunities to participate in determining the rules and policies of the school, more opportunities to examine the taboos of society and education, and more opportunities to choose the learning experiences outside

the conventional academic curriculum.

Eventhough alternative education opens new avenues for learning such as giving graduation credit for what pupils learn outside the school and using community resources as extensions of the school, it is not the desired program for all students. There are so many students who are doing well in the traditional method that this method must remain as one of the alternative choices.

The Parents and The Community in an
Alternative School

The mainstream of society, that is the majority of those who use public education, need to believe that the alternative forms of education do not compromise their sense of quality. Unless the alternative school or program can assure the parents and the community that the student will be equipped for further learning, will succeed in college and life, the alternative is doomed.

Alternative forms of education should stimulate the interest of parents in their child's education. Since parents will be involved in helping their child decide which school to attend, they will need to become more knowledgeable about each school's philosophy and program. Once parents begin to participate directly in the decision-making process concerned with their child's education, they will become more enthusiastic about the school system, have more contact with and want to know more about their child's teachers, and will become more involved in the school program.

The fact that parents will be actively and directly involved in the decisions that affect their child's education, will result in better communication between parents and child, parents and administrators, and parents and teachers. The openness of the proposed system will have a great impact upon the community and the school, because both will be working together in closer harmony than ever before to provide the best education possible.

The Curriculum of an Alternative School

In our present day technology and everchanging society, it is almost impossible to teach or experience all of the new information that is or becomes available. Therefore the significance of the alternative curriculum's content is based more on the connection of new meanings to information that is already known or available rather than on the acquisition of new learning or new information. As a result the curriculum in an alternative program will be more comprehensive than the traditional curriculum since tradition usually acts as a constraint on curriculum change and reform. A variety of significant choices are available to students in an alternative education program and students are allowed to change options without penalty. The curriculum of any alternative must be relevant to the needs, interests, abilities, and learning styles of the students who choose them. It also must stress and focus on individuality rather than conformity.

In an alternative education program, the availability of curriculum materials and experiences is expanded. The use of community resources automatically offers a variety of materials for both teachers and students. Mini-courses, contracts, learning activity packets, small and large group instruction, tutors, and individual research all involve the students in designing their own learning experiences. Another facet of an alternative program can be the incorporation of the student's out-of-school experiences into the overall educational program. By having the

opportunity to learn in the community outside the school and by participating in opportunities that provide outside work experience (paid or unpaid) which will count as learning experience within the curriculum, students will be encouraged to explore alternatives and to utilize the expertise of those individuals and programs that are not directly connected with the schools.

Effective alternative programs are customarily quite flexible in time and place arrangements so that students are not locked into daily time sequences. Instead, flexibility in scheduling allows the allocation of time to be related to the program the students are pursuing. The learning environment may be far removed from the classroom and may be chosen by the students in consultation with teachers who become facilitators or managers of learning. Furthermore, grading practices are flexible and offer a variety of different measurements among which students and parents can choose.

There is a variety of potential curricular designs that permit students to choose an academic program that meets their needs, interests, and learning styles. The list below is by no means complete but does describe some alternative curricular designs that are commonly used.

1. Independent Study Curriculum. This curriculum is completely designed by individual students who also develop goals, select content and activities, and evaluate progress. Students assume total responsibility for learning with counseling available as needed through a faculty adviser or team of advisers. Traditionally, independent study has been restricted to exceptional students; but all students should have this option available.

2. Basic Skills. The curriculum is designed to strengthen basic skills as a means of improving achievement. All courses are geared to basic skills development. These programs are chosen by students who recognize weaknesses in skills areas and are seeking to improve their capabilities.
3. Technology and Careers. The curriculum is organized around specific technological areas or career clusters. All instruction relates to the career cluster or area of technology. Students expect to graduate with entry-level skills or knowledge and skills necessary for post-secondary training.
4. Dropout Prevention. The curriculum is organized around content and processes designed to show the connections between education and life experiences. Extensive counseling is an integral part of the program and some out-of-school work is included. Students in this program have experienced little or no success in standardized programs and consequently, no positive reinforcement of their efforts. The probability of their dropping out is decreased through specialized instructional techniques and individualized programs to meet their needs.
5. Multi-Cultural. In this curriculum, the emphasis is on cultural pluralism. All courses are taught from a multi-cultural perspective and include cultural exchanges and joint classes. Programs are customarily chosen by students who are interested in improving their understanding of their own culture and the many cultures represented in today's pluralistic society.
6. Arts and Humanities. This curriculum is organized around a core in

the areas of visual and performing arts, literature, language arts, and history. All course work is correlated to the particular core areas. Students usually have special aptitude for the chosen area and expect to develop entry-level skills or knowledge and skills necessary for post-secondary training.

As the reader can see, the design of the alternative can encompass a variety of methods and areas. However, all these methods and areas must be able to meet the needs, interests, and learning style of the students. The curriculum must be planned so that the students can obtain the best possible education for their future.

Of major importance in the development of any alternative curriculum is the reporting of a student's progress to colleges and perspective employers. As of now, the admission and placement of a student into a vocation or institution of higher learning has not been a major problem when personnel and admission officers have been informed about the school's alternative program. Mr. Roger Haberer, Associate Director of the Admissions Office at Eastern Illinois University, has experienced only minor problems with respect to the admission of students from various alternative schools. He pointed out that most colleges determine admission by means of class rank and A.C.T. scores alone. When he evaluates a student's transcript from an alternative school, he attempts to determine his class rank. If he cannot determine this, he simply requests from the student's high school a statement on the approximate class rank of the student (that is he is in the upper 10%, 25%, 50%, etc.).²⁹

Dr. Mario D. Fantini identified the items that college admissions

officers like and dislike in alternative school transcripts. This list should offer some clear-cut objectives for developing a transcript for an alternative education program.³⁰

Likes

1. Profile and description of the school.
2. Explanation of the evaluation and credit procedures.
3. Explanation of how the transcript is to be read.
4. Subject area designations.
5. Counselor's recommendation.
6. NASSP Student transcript and personality rating forms.
7. SAT scores.
8. Concise and clear statements of the student's progress, accomplishments and interests.
9. Examples of the student's work integrated into the format of the transcript.

Dislikes

1. Incomplete transcripts in which only the years in the alternative school are included.
2. Different types of transcripts for students from the same alternative school.
3. Missing data such as dates and duration of courses and other pertinent information regarding academic performance.
4. Unnecessary bulk, pages of unexplained information.

Financing an Alternative Education Program

In the seventies education is experiencing an age of declining enrollments, inflation, and failing referenda. These trends are blocking the road towards continuous change and reform in our educational systems. Alternatives can be an avenue to achieve these desired changes. As mentioned previously alternative education programs usually operate on the same per pupil budget that the traditional school at the same level within the same community does. (However, in most alternative programs the per pupil costs are difficult to compute because of the constantly changing pupil enrollment in a program that does not follow the typical school day or calendar year.) As long as students and parents believe that they have a real voice in the type of education the school provides and as long as the district is attempting to satisfy their needs and interests, there will be very little opposition to financing alternative education programs. The budgetary problems that arise are likely to be no greater for the alternative school than the traditional school.

Since many alternative programs are experimental in nature, additional funds may be acquired through grants from many state, federal, and private agencies such as E.S.E.A. Titles I and IV, and the Ford Foundation. These types of external funding assistances are attractive but they almost always bring with it additional problems. The planning for developmental change within a school is often impaired by intervention and restrictions imposed by these agencies. Therefore, it may be

better if a school attempts to work within its normal resource limits by reallocating and redeploing their finances to accomplish this program change.

The elements of the budget most affected by the concept of alternative education fall under the categories of staffing, transportation, and administration. The general costs for such items as curriculum development and textbooks are minimal, since conventional curriculum design is usually abandoned in favor of more unstructured approaches and since textbooks are abandoned in favor of a more extensive use of community resources and unstructured learning situations. The plant facilities have proven to be another area of alternative school operation where cost savings have been consistently achieved. This is due to the fact that many alternative schools have utilized existing facilities such as unoccupied classrooms, buildings, and schools.

The Evaluation of an Alternative

Education Program

How do the students who attend an alternative school fare? A 1974 Ford Foundation report stated, "Where standard measures of achievement such as test scores and college admissions are applicable, they show that alternative school students perform at least as well as their counterparts in traditional school programs, and usually better. Attendance rates almost without exception exceed those in regular schools."³¹ However this does not mean that just because a district has an alternative program that it does not have to evaluate its progress. Each alternative school and program must be willing to be evaluated. Since each alternative is moving toward the same ends, it becomes necessary to assess how the process is doing. However, it should be pointed out to the reader that alternative schools need to go through a period of development. Until an alternative has been fully developed, it is difficult to assess the worth of the alternative. Usually the developmental period takes a number of years and therefore it is important to keep in mind that a premature attempt to evaluate may lead to premature results.

The evaluation of any alternative education program is faced with two conflicting demands 1) the demands of the administration and the public for rigid accountability on the same basis as the regular school and 2) the demands of program staff members and parents for exemption from any evaluation on the basis that what's happening in the program

transcends evaluation. The evaluation also is hindered by inadequate instruments and by uninformed and unqualified evaluators.

The specific purpose of evaluation in an alternative program are:³²

1. The purpose of internal self-improvement for the program.
2. The purpose of providing a basis for establishing the credibility of the alternative program to the public (staff must be prepared for assaults on the program's integrity because it is a change, it implies some weakness or lack in the regular program and it diverts funds from the regular program).
3. The purpose of identifying these programs that work and those that do not and therefore need to be changed.
4. The purpose of understanding adequately where the program itself stands so that one can properly conduct an evaluation of student progress.

There are many types of evaluation instruments that could be used. Some possible means of conducting an evaluation of an alternative program are:

1. Investigating attendance and academic performance prior to and during a student's participation in the program.
2. Administering open end questionnaires to students, parents, and teachers (see Appendix E for Quincy II evaluation instruments).
3. Conducting a pre-test and post-test questionnaire of responses of students, parents, and teachers.
4. Evaluating anecdotal reports by the students at specific stages in the school year, e.g. every nine weeks, or every grading period.
5. Conducting spot check interviews with students, parents, community

agencies, and teachers throughout the project.

In 1974, Coppedge and Smith conducted a study of the evaluative practices and preferences in alternative schools. The conclusions that they have drawn from this study are:³³

1. The personnel involved with alternative schools are receptive to the idea that the schools should be evaluated. While the present practices for conducting evaluation assign the responsibility to school staff, there is acceptance for involvement of evaluation specialists and external evaluators, assuming the school can afford them.
2. In ranking the purposes of evaluation, the respondents clearly indicate their preference for appraising professional staff, and disseminating information to parents and students over providing information to boards of education and funding agencies. These data further support the commitment that persons in public alternative schools have toward evaluation, but also raise the possibility that they do not value as highly as they might the need to provide information to their governing bodies.
3. As perceived by the respondents, the major deterrents to improved evaluation include the lack of, or weakness in, personnel and resources, money, time, evaluation tools, and use of evaluation for decision making. To assist in the alleviation of these deterrents, the respondents expressed a need for assistance in the development of evaluation designs and the training of staff to conduct evaluation.
4. The idea of a center to provide evaluation services to alternative schools is viewed favorably by more than two-thirds of the respondents; however, the majority favor this only if the major cost

could be borne by individuals or agencies other than the local system.

5. Relatively large numbers of respondents felt that additional research is warranted related to both the students and the alternative schools with twice as many sensing the need for student related research. Success after graduation in college or on the job appeared as the dominant concern, although high school achievement in both the cognitive and affective domains was viewed as needing further examination. The latter was principally concerned with the relationship of alternative schools to other schools in the system, accreditation issues, and program effectiveness.

The North Central Association (NCA) has also recognized the importance in evaluating educational alternatives. In 1974 they established and published a manual for evaluating alternative schools entitled Policies and Standards for the Approval of Optional Schools and Special Function Schools.³⁴ In this manual, the NCA describes how it engages in a wide variety of methods, approaches, and activities in evaluating alternative schools. Classroom environment and student-teacher interactions are judged by means of interviewing, observations, and questionnaires. Student performance and attitudes are judged from data gained in testing sessions. Attendance objectives and a number of process and management objectives are judged by inspection of the schools documents and records. And finally student satisfactions were assessed through the student response to a number of specific questions on a Classroom Environment Scale.

In conclusion and probably most important, the following are some

elements that might be evaluated:³⁵

1. Community attitude
2. Staff attitude and attitude change over the course of the program
3. Parental attitude
4. Student attitude
5. Community participation (i.e., as volunteers, on field trips, visits to the school)
6. Academic achievement (not for a success/failure judgement, but for diagnostic information which may be of use in certain situations)
7. Academic participation - differentiated from achievement in that it is intended to be descriptive data indicating how many students are taking what courses and for what extent of time
8. Attendance data from both teachers and students
9. Discipline and suspension figures
10. The extent and nature of feedback to the community
11. A follow-up survey of program graduates
12. The holding power of the program
13. Changes in student-faculty relationships
14. Program development and growth, both in the size of the program and the scope of its offering
15. Student activities outside the school: community work, social work, service

A REVIEW OF SELECTED SECONDARY
ALTERNATIVE PROGRAMS

Types of Classroom Alternatives

Many traditional schools may develop a program of alternatives within the traditional setting at the classroom level. A teacher may offer his students an option or choice of an open classroom, independent study, Montessori classroom, and so forth. However, the only drawback is that in many of these classroom alternatives, the entire class must subscribe to the alternative program and thus some individual needs may not be met since everyone must conform to the alternative.

Some examples of possible classroom alternatives are:

1. Cooperative teaching program - In this program teachers can combine their expertise and work together to provide a wide range of mini-courses for students of various ages. Also in this program, extensive utilization of available community resource individuals can supplement this program.
2. Differential staffing - In this program a master teacher may conduct a large group lecture and other teachers may assume the roles of discussion leaders.
3. Gifted student seminars - In this program groups of gifted students can be provided with programs and seminars in general academic areas and in specialized areas such as computer programming, nuclear chemistry, etc.
4. Independent study - In this program, students may select to work on a topic or subject on their own instead of absorbing the knowledge in a traditional classroom setting.

Some organizational changes will be necessary to facilitate an independent study program. In some cases faculty effort will need to go toward developing study guides, advising with students when they need help, and preparing examinations or other methods of evaluation instead of the usual program of meeting classes. In other cases, study guides may not be needed but student consultation and evaluation of independent study projects will be necessary. For some independent study projects direct observation and interview procedures may also become appropriate ways of gathering pertinent information. Independent study will also impose changes in the supervision of students. They will need to be out of the high school building frequently.

5. Internship programs - In this program, students may receive graduation credit by participating and working outside the school in other learning areas such as industry and government.
6. Learning disabilities program - A range of support services is provided for children who have special learning difficulties. These children are identified and special programs are prescribed to meet their needs. Some children go to separate classes; most get support within regular classes.
7. Open classroom - In this program students of different ages are grouped together in a type of family grouping. The student proceeds at his own rate in an informal classroom setting. Open classrooms have become alternatives in which the learner is free to explore traditional academic areas in a more natural, personal, and experimental way. Teachers are more likely to be resources to the learner

in these settings. There are still schools and classrooms, but the structure is more informal.

8. Performance contracting - In this program the instruction role is contracted to an outside agency. The most dramatic part of the contract is the method of payment to the contractor. There is a fixed fee for a grade level of achievement in math and reading. If the student does not achieve the level, the contractor does not receive the fee.
9. Tutorial centers - Many schools have developed tutorial centers in which students may receive additional assistance in their classroom learning activities.

Types of Alternative Education Schools

Many public school systems operate specialized alternative high school programs within the system. Students who seek enriched learning opportunities in this school's are of specialization apply for admission. An area of specialization might be any one of the broad curricular divisions or a specific career cluster such as art and design, performing and visual arts, or the health professions. The most prevalent pattern is the alternative school which is separate from the traditional. It has its advantages in that those involved can start from scratch and not be subjected to any restraints, including the politics imposed by an established school. They are also free to mold new concepts of teaching and learning. Other systems have developed districtwide alternatives. The most advanced user of alternative schools is the Berkeley Unified School District in California which has developed 25 options that fall into four distinct categories: multicultural schools, community schools, skills-training schools, and schools-without-walls.³⁶ They also come with various sizes of enrollments. In 1972-73, the alternative schools had the following enrollments:³⁷

1. Under 50 students - 17%
2. 51-150 students - 39%
3. 151-300 students - 20%
4. 301-500 students - 12%
5. 502-1000 students - 8% and
6. Over 1000 students - 4%

As the reader can see, these alternatives can come in various sizes and shapes. They also can be separated by means of their learning styles. Dr. Mario D. Fantini classified alternative schools into seven basic learning styles.³⁸

1. Free - Learner-directed and controlled. Learner has complete freedom to orchestrate his own education. Teacher is one resource.
2. Free-open - Opening of school to the community and its resources. Noncompetitive environment. No student failures. Curriculum is viewed as social system rather than as course of studies. Learner-centered.
3. Open - Learner has considerable freedom to choose from a wide range of content areas considered relevant by teacher, parent, and student. Resource centers in major skill areas made available to learner. Teacher is supportive guide.
4. Open-modified - Teacher-student planning. Teacher-centered.
5. Modified - Prescribed content is made more flexible through individualization of instruction; school is ungraded; students learn same thing but at different rates. Using team teaching, teachers plan a differentiated approach to the same content. Teacher and programmed course of study are the major sources of student learning.
6. Modified-standard - Competitive environments. School is the major instructional setting. Subject matter-centered.
7. Standard - Learner adheres to institution requirements uniformly prescribed: what is to be taught - how, when, where, and with whom. Teacher is instructor-evaluator. Student passes or fails according to normative standards.

Dr. Fantini believed that in today's society, a school desiring to develop an alternative school should choose from any one of seven specific types of alternatives. An adopting school or district may select any one or a combination of any one of the following types of alternatives:³⁹

Option one: The concept and programs of the school are traditional.

Option two: This school is nontraditional and nongraded. There are many constructional and manipulative materials in each area where students work and learn. The teacher acts as a facilitator - one who assists and guides rather than directs or instructs.

Option three: This school emphasizes learning by the vocational processes - doing and experiencing. When the learner's talents are identified, the school prescribes whatever experiences are necessary to develop and enhance them. This school encourages many styles of learning and teaching.

Option four: This school is more technically oriented than the others in the district. It utilizes computers to help diagnose individual needs and abilities. Computer-assisted instruction based on the diagnosis is subsequently provided both individually and in groups.

Option five: This school is a total community school. It operates on a 12 to 14 hour basis at least six days a week throughout the year. It provides educational and other services for children as well as adults. Late afternoon activities are provided for children from the neighborhood, and evening classes and activities are provided for adults.

Option six: This school is in fact a Montessori school. Students move at their own pace and are largely self-directed. The learning areas are

rich with materials and specialized learning instruments.

Option seven: The seventh is a multicultural school that has four or five ethnic groups equally represented in the student body. Students spend part of each day in racially heterogeneous learning groups. In another part of the day, all students and teachers of the same ethnic background meet together.

Even though alternative schools come in various sizes and shapes, with different learning styles and organizational designs, they all share some common characteristics. The school provides an option for students, parents, and teachers. It is more flexible than the traditional school and therefore is more responsive to change. Also, since alternative schools tend to be smaller than the traditional, they tend to have fewer rules and bureaucratic constraints on students, parents, and teachers. They also have a more comprehensive set of goals and objectives than the traditional school. And finally, the alternative school has a commitment to be more responsive to educational needs.

Some of the general types of alternative schools that have been established in secondary programs in the United States are:

1. Adjustment schools- These schools are designed to help those students who have been disruptive in the traditional school setting by providing counseling designed to develop a better self-image along with academic instruction.
2. Career Schools- These schools provide students with the instruction to gain a greater knowledge of careers and to acquire more useful job skills.
3. Continuation schools - These schools provide for students whose

education in the traditional school has been or might be interrupted. They have also been labeled as Street Academies, Dropout Centers, Maternity Centers, and Drop-in Schools.

4. Continuous progress schools - In these schools each student advances at his own pace without regard to grade level and in which instruction is by teams and based on a carefully designed and sequential curriculum.
5. Free schools - In these schools students, parents, and faculty develop the courses which include a lot of off-campus experience. They emphasize greater freedom for students and teachers in developing the educational objectives and goals and in planning appropriate learning experiences. This term is usually applied to non-public alternative schools, but a few are available by choice within public school systems.
6. Individualized instruction schools - These schools are based on the idea that some students may learn better if they receive their instruction on an individual basis by either one-to-one correspondence with the teacher or by individual research under the direction of the teacher. In this program students are expected to become a full partner with the teacher in the learning process by performing commensurate with his ability and previous learning. The educational concepts that have remained as critical parts of an individualized instruction project are:
 1. A belief that the curriculum and activities should develop from the needs of students rather than from predetermined standards and old course outlines.

2. A belief that teachers should function primarily as resources for students rather than as determiners of what is important to know.
3. A belief that education should take place in an environment which stresses self-paced and continuous learning rather than lock-step methods or learning by rote.
4. A belief that learning takes place in many different ways and that students should be provided with a variety of methods rather than limited to lectures and/or textbooks.
5. A belief that, at times, students should be allowed to immerse themselves in subjects of interest to them rather than to only sample from a wide variety of offerings.
6. A belief that participants should have experiences which encourage them to develop positive feelings about themselves and others rather than experiences which stress only the cognitive and ignore feelings and emotions.
7. A belief that schools should provide participants with experiences which teach them skills designed to improve their relationships with others, help clarify values, and improve interpersonal relations rather than ignore these important aspects of daily living.
8. A belief that learning can occur in the community which offers many opportunities for learning and contains both material and human resources rather than only in the schools.
9. A belief that involvement and commitment grow in an atmosphere which is process oriented and which uses a shared decision-making model rather than in an environment where decisions are arbitrary and responsibility rests only with designated leaders.

10. A belief that students and teachers relate better to each other in an environment which discourages status and roles, rather than in an environment which places the teacher in a super-ordinate role and relegates students to the subordinate role.
7. Learning centers-magnet schools - These schools are designed to help students who simply can't sit still, are immature, and who have special needs and interests. The students in this program usually occupy almost all of the teacher's time in the traditional setting. In a learning center these children get individualized help from a specially trained teacher. The teacher's objective is not to keep these children segregated from regular classes but to prepare them emotionally and academically for a speedy return to their regular classes. Other types of learning centers are oriented toward a specific interest area such as the visual and performing arts, the musical arts, environmental studies, etc.
8. Multiculture-bilingual freedom schools - These schools emphasize cultural pluralism and ethnic and racial awareness. They usually serve a multicultural student body, but in some cases they serve one culture. During part of the school 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; later, these aspects are shared with the wider group.
9. Open schools - In these schools, the learning activities are individualized and organized around interest centers within the classroom or building. They combine flexible curriculum, scheduling and age

grouping in assisting students in assuming a great deal of initiative for their own education, with emphasis on pursuing their own interests.

10. Schools within a school - These schools offer a group of teachers in a particular school or school district an opportunity to develop a program that makes good educational sense to them, uses their professional and personal strengths and centers on the needs and styles of a group of children or young people. Schools within established schools have certain advantages: (1) they are convenient for parents, students, and teachers; (2) they provide opportunities for staff and community to participate in the development of alternatives; and (3) by using the facilities of an established school, they can make fuller use of existing resources such as physical education, music, and art facilities and counselors.
11. Schools without walls - The focus of these schools is the child and his development. The staff deals with the child rather than the subject. The schools are ungraded, and typically their style and arrangements are unstructured. Their goals are to have the students grow in self-understanding and self-esteem, to learn how to cope with social and intellectual frustration, and to master the basic and social skills through their own interests. Learning activities are carried on throughout the community and with much interaction between school and community. Great use has been made of cultural facilities such as museums and libraries as classrooms. An auto-mechanics class has been organized in an auto repair shop, a leather-working class in a leather shop, a journalism course at the office

of one of the daily papers, and many other classes are taught on location.

12. Specialized schools. - These schools are organized around a specialized area such as a science high school, an art high school, and a technical high school. They mainly serve specially talented students from an entire district or city.
13. Survival schools - These are informal schools in which adults take students into challenging natural environments to teach them how to get along together, and how to get along in the environment. These programs are mainly summer experiences for deprived students (the Outward Bound programs).
14. Traditional schools - This school needs no explanation, however, it always must be considered as an alternative form of education since students may choose it as their option.

As in previous cases, the reader can see that alternative education can take many shapes and sizes. Their outcome is common though: providing the best possible education for our youth by providing various options to meet these students' needs and interests.

Selected Alternative Education

Programs in Illinois

The alternative education movement in the State of Illinois is as active as it is in any other state in the United States except for the states of California and New York. The programs that the writer has selected to report on range from true alternatives to semi-alternatives. The writer should point out that semi-alternative education programs are those programs in which administrators allow students to choose between the alternative school and the termination of their education. The traditional school setting is not available to these students due mainly to discipline problems and learning disability problems.

The writer would like to point out that this section of the field study report is only for the purpose of identifying various alternative programs in Illinois. If the reader desires to adopt any of these programs in his secondary school, the writer suggests that he conduct an extensive study of the selected program by means of interviews and visitations.

Academy for Community Education (ACE)⁴⁰

Calumet High School

Chicago, Illinois

The Academy for Community Education is a model of the Experience-Based Career Education program dealing with grades 11 and 12. Experience-Based Career Education is a new approach to secondary education. It has been developed by the National Institute of Education and four regional educational laboratories to help bridge the gap between the classroom and the community. ACE combines learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. The community is analyzed for its potential as a learning resource. Student experiences in the community are then carefully planned, supervised and evaluated. Students learn subject matter normally studied in the classroom, but they learn through the practical application of academic disciplines in the workaday world. They explore important new dimensions about themselves and potential careers, and they learn how to make informed career decisions.

ACE is especially for the student who —

1. is ready to test "book learning" against the "real world" outside the classroom.
2. has only vague notions of what happens outside the classroom and would like to learn through direct experience.
3. wants to test tentative career interests.
4. wants to gain specific information and preparation for an identified career area.

Students learn through direct experience with actual tasks, events and facts encountered in the community. They learn from the community's working adults and they learn by doing. They gain hands-on experience with actual job tasks in many different occupations as a way of assessing a variety of jobs for themselves. They gain knowledge in a broad range of subjects and skills as they confront real problems in the community, and they see the need to learn more. Each community experience is a springboard for planning subsequent learning activities.

ACE has developed its own curriculum design to accomplish the common objectives of involving people and facilities in the community as the principal resources for student learning and combining community learning activities into a balanced, comprehensive, individualized program for high school students. Various kinds of small group learning activities have been developed to provide group interaction in a program that is primarily individualized and personalized. ACE requires an orderly process for assessing and documenting each student's academic and career program of study. Student learning plans are developed to derive an acceptable set of objectives that will shape each student's personalized experience in ACE. The career component of the ACE program specifies procedures and processes by which students learn how to identify, evaluate and select career areas related to their interests. Each program specifies minimum essential skills and activities that students must meet in order to complete the program satisfactorily and receive a high school diploma.

Action Learning Center (ALC)⁴¹

Niles Township High School

Skokie, Illinois

The Niles Township High Schools' Action Learning Center (ALC) is a total high school program in which students study to earn a regular high school diploma. It is a combination of "learning by doing", independent study and more. Students enrolled in the program are of average intelligence, average motivation and average behavior. They are not "problem kids". They chose the ALC because they felt they were not progressing as well as they could in the regular school. They believed they could get a better education in the ALC.

As the ALC requires that the students work on their own in the community, it is expected that the students will be more responsible than the average. They are basically more mature and must want to work with adults and be treated as adults. They must have a high degree of self discipline. A student who is able to progress satisfactorily in the program may continue in it for his entire high school career. The ALC is designed for students who want to learn, but feel they cannot learn enough through the textbook and lecture approach of the traditional school. Even the more innovative classes are only a partial solution. These students want to chance to pursue a subject on their own time schedule through many facets of learning.

To earn a credit, the student must fulfill a contract which he has made with the school. Each credit contract begins with a clear state-

ment of learning objectives. These are similar to course catalogue descriptions of regular school courses, but are more precise. The goals are followed by a statement of the procedure the student intends to follow to attain the goals. Finally, there is a description of the means of evaluating the student's achievements. Although each contract is unique, it generally may be classified as involving one or more of six learning approaches: traditional class, student organized study group, independent study, programmed learning, tutorial and experiential learning. Experiential learning involves the student in applied activities in the subject being studied. For example, students learn about law by working as aids in law offices, courts and police departments. In addition to being taught skills, procedures and concepts, they observe the practitioners in action and discuss the field with them.

The students must meet the required distribution of credits for a traditional diploma: so many years of English, Math, Science, Social Studies, etc. Through the various methods of learning which are offered students must master the basics of educational development as well as advance into further studies. The students strive to meet these requirements and gain practical knowledge and experience through nearly thirty organizations. Learning sites include large and small businesses, museums, zoos, radio and TV studios, schools for retarded and emotionally disturbed, industries, photo labs and studios, political organizations, government offices, banks and others. Activities include business management, bookkeeping, applied research, radio and TV management and production, and many other significant locations.

Student Responsibility in the Program:

1. The student shall abide by the rules, regulations and policies of the resource during the period of training.
2. The student shall diligently and faithfully perform the work and duties of the assignment.
3. The student shall not leave the assignment without first discussing the matter with the coordinator.
4. The student shall notify the resource as far in advance as possible of necessary absence, and shall state the reason.
5. The student shall meet with the coordinator regularly to report progress at each resource.
6. The student shall receive credit only when the contract objectives are satisfactorily accomplished.
7. The student is responsible for transportation to and from the resource.

Program Goals:

1. approach learning with confidence and joy,
2. see themselves as worthwhile persons, confident of their capabilities,
3. develop willingness to take risks, participate actively even in the face of uncertainty,
4. think through and deal with the possible consequences of their personal decisions and actions,
5. believe their individual actions can influence the course of events,
6. develop the ability to schedule their own activities, develop

commitments and follow through,

7. become aware of opportunities open to them in life,
8. are creative, curious, open to new experiences,
9. have an active positive regard for every person as an individual
10. satisfy the Educational Goals of District 219.

Alternative Evening School⁴²

Willowbrook High School

Villa Park, Illinois

The Willowbrook Evening School is designed for those day students with severe attendance and/or disciplinary problems. Students are assigned to this program as a last resort to dropping out of school. Students in the program may take no more than one alternate class at a time. The classes are heterogeneous, non-graded and individualized, with concentration in English and mathematics. The classes meet two nights per week for two hour time periods. The course offerings are presented in four week segments. Successful completion of four weeks in one class will earn the student a quarter credit, with the eight week segment offering one half credit. A student may receive a maximum of one credit of class work in the alternate school in any given semester.

The basic philosophy of this program is that each student deserves an opportunity to succeed in school regardless of his or her past history in the school. It is also felt that students need to accept personal responsibility for what they do. The curriculum is designed to provide classes to meet individual needs that assist students in the following areas:

1. Learning how to improve in reading, writing and computational skills.
2. Completing the requirements for a high school diploma.
3. Developing skills required to enter the job market.

Alternative Learning Process School⁴³
Rich Township High School District 227
Park Forest, Illinois

The program of the Alternative Learning Process School is aimed at heightening interest in school for some students by altering the learning environment. The goal of the alternative school is to have students become active participants in the learning process by having them design their own learning program and using resources outside of school. The alternative school at the same time stresses student responsibility. Students are responsible for their files, and for living up to time commitments made with their teachers.

Students take part in a three strand curriculum. They may choose to learn on an individual contract with a student, staff member or outside resource person. They may learn through group oriented activities with staff members or other students in areas of common interest. Students may learn by becoming a part of an intern program where they go out and work with a professional and learn by doing. Methods for attaining credit toward graduation include participation in traditional courses, seminars, independent study and community service.

Career Education Through Multi-Experience Centers⁴⁴

Quincy Public School System

Quincy, Illinois

This program offers ten multi-experience centers located throughout the community where students develop positive attitudes toward work, explore a wide range of careers and actively participate in a series of vocational experiences. Designed primarily, but not exclusively for special education students, preschool through high school, the project centers bring a new concept to career education. The centers developed by Quincy educators, students, and citizens focus on the following career areas: food service, laundry, horticulture, construction, health, assembly-line production, grooming, upholstery, and custodial maintenance.

The Center For Self-Directed Learning⁴⁵

New Trier East High School

Winnetka, Illinois

The Center for Self-Directed Learning, an open-school within a school is a community of learners. With the support of his community group and advisor, each of the 150 volunteer students sets his personal goals, plans the method and content of appropriate learning experiences, works alone and/or in small groups, and evaluates his own performance with a view toward restarting the process. Although he may operate inside or outside the school walls, in a seminar, a small group, or by himself, guided by peer-tutors, advisors, student-teachers, certified staff, or community volunteers, using books, games, tv, film, tapes, or the direct experience of feeling, making, doing, or thinking, he strives continually to learn how he can better direct his own growth as a person so that he may clarify his values and improve the quality of his relationship with his community and his environment.

The Center was created in the belief that each student has the right to select not only the content (as in elective courses like Sociology, Brave New World, Ceramics or AP Biology) but also the learning style which best suits his or her needs. The Center philosophy holds that students can learn to acquire the ability and develop the responsibility to design and control the direction, pace, style structure, and standards of their learning. The Center's primary concern is the development of the individual human person.

This program was developed solely as a means of offering New Trier's student body an alternative program to a traditional education. Entrance into CSDL is primarily on a voluntary basis, e.g., student and his parents make that decision. The staff of CSDL then meet for the purpose of accepting or rejecting a student's application. In some instances, however, a student is referred through the special education department to CSDL. If CSDL placement is recommended, both student and parents have to consent to placement. Before any student is eligible for the CSDL program, he must spend his freshman year in a regular program. A student has to spend, at least, one semester in CSDL before he can request to return to a regular high school placement. Resource services available to CSDL are the following: student teachers; faculty from regular programs; parents who teach specialized mini courses (as law, etc.) and general all purpose volunteers from the surrounding community. Intern work programs are part of CSDL as a means of offering on the job training in specialized areas to its students in addition to academic training. In some instances, students are paid by the employer for their intern training.

Integral to an open learning community is an evaluation process designed primarily to help the student gain additional insight into his unique learning process. As a secondary purpose, the evaluation should provide the parent with a quality source of information by which he might feed the child's growth. Thirdly, the evaluation should provide information needed by the graduation committee to ascertain the student's graduation requirement. Finally, the evaluation should provide information to colleges and employers so that judgements helpful to the

student can be made. In order to achieve those ends, the Center students faculty, and parents have agreed on the following guidelines:

1. Each semester, the student will prepare a portfolio of his completed work. The portfolio will contain the following:
 - A. Complete written evaluations which describe resources used, content mastered, skills acquired, self-evaluation of learning experience, and a professional evaluation by a resource person.
 - B. Samples of completed work.
 - C. A synthesis of the individual evaluations compiled by the advisor and student in extended conference. The synthesis is the transcript for the Center Students.
2. The synthesis-transcript is mailed to colleges along with transcript of courses completed in the parent program. A college admissions officer who wishes to study the complete evaluations of a Center student may request that the complete evaluations be forwarded.
3. The portfolio materials are reviewed by a special committee when a student and his advisor feel that he is ready to graduate. The committee, guided by specific criteria, examines each case and recommends or denies admission to a "final semester". If recommended, the student implements his semester proposal of study and works with his graduation committee to evaluate his performance.

Community Learning Center⁴⁶

Department of Corrections

Alton, Illinois

Probationary students who are on trial release from the detention facility are served in the Community Learning Center. The alternative program is a transition program designed to move the student back into school and community. It is operated by the Department of Corrections and is funded through an I.O.E. Title III grant. The staff consists of a supervisor/teacher, two aides and a vocational counselor. The program is remedial through student interest and individual contracting. Students may contract for credit maintenance, GED, and work study.

One weakness of the program may be the lack of coordinated effort between the local school district and the Learning Center. The Center could benefit from the public schools resources. Also, coordinated efforts during the transitional period from the Center back to the public school might increase success.

Community Resource Center⁴⁷
Township High School District 214
Mt. Prospect, Illinois

Via this program, students are placed in the community under the tutelage of a variety of skilled professionals. The students receive their instruction from professionals with the guidance of a supervising teacher.

Students work for or with the professional person for a specified amount of time, usually during the regular school day. Activities are matched to the student's interests and abilities.

Young people have been placed in airline services, with lawyers, architects and journalists, in the police department and with the park district. They have gained first-hand experience by working in government, weather services and in special education (therapy).

Credit is available for the program through regular course offerings or under a separate course title. Students must be junior level to become involved.

Cooperative Vocational Education Program⁴⁸

Quincy Public School System

Quincy, Illinois

Cooperative Vocational Education is an instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and related classroom instruction at the area vocational center. The employing community serves as a laboratory where students have an opportunity to apply the principles and practices they have learned in school in the changing world of work. Cooperative occupational education is a general term used to describe various types of cooperative plan programs specifically designed to prepare the students for occupations in proportion to the distribution of employment and career opportunities.

The student would spend five hours per week in related classroom instruction at the area vocational center. In addition, the student would be assisted in finding employment in the community. Fifteen hours per week is the recommended minimum of time for the work experience.

Co-ordinated Youth Services (CYS)⁴⁹

Granite City, Illinois

The alternative school is a part of Co-ordinated Youth Services. Co-ordinated Youth Services is a community organization composed of parents serving Granite City, Madison, and Venice. All cases pertaining to problems of youth are concerns of C.Y.S., especially dependent and neglect cases, foster home and adoptive placements, runaways, and delinquents. In addition to the above problems in the community, C.Y.S. becomes involved in school attendance. Presently, C.Y.S. operates a contractual truancy program for Granite City School District #9. This responsibility and the effort to prevent delinquency moved C.Y.S. toward an alternative educational program. The regular educational program, it was recognized, is not perfect for all students. Many students work better away from the traditional setting, in smaller classes where it is possible to provide more individual attention. The alternative school is housed within the facilities of Co-ordinated Youth Services.

The structure of the program is informal; students are allowed to move about the classroom, drink soda and coffee, and smoke cigarettes. They are responsible for their own attendance, and are allowed to work at their own rate. The school operates in two shifts. One shift from eight till noon and the second from one to four. A diagnostic and prescriptive approach is utilized to serve the student as individually as possible. Student programs differ according to the specific needs of the individual. Some work for credits, some for GED preparation, and some

for special skills, such as secretarial training.

Counseling-Tutorial Center⁵⁰

Mattoon Community Unit#2

Mattoon, Illinois

The basic purpose of the Counseling-Tutorial Center is to motivate junior and senior high school students with academic and/or social problems to be more functional in school. The overall philosophy of this program is that many students who are not doing well in school, and are truants, can be motivated to attend classes and earn passing grades. The Center is located away from the regular school campus. Students return to their respective home schools after a quarter or semester of therapeutic treatment and academic effort. Most students in the program are truants with poor motivation for learning and poor self-concepts. Some of the students have moderate learning disabilities.

An integral part of the program is the involvement of the counselor. While the function of the counselor varies from case to case, the role contains several basic elements. It is the responsibility of the counselor to maintain close personal contact with the student. Additionally, the counselor is available to each student to listen and help solve personal and other problems. The counselor meets with each student at least once per week on an individual basis and conducts weekly group sessions. Also, it is the responsibility of the counselor to maintain contact with the home, the courts, and other community agencies or people directly involved with the student. Through the counselor, other professional staff from cooperating agencies, and other program profes-

sional personnel, the student's program is continually checked for its effectiveness. If the alternative developed is not meeting the student's needs, it is altered or a totally new program is developed. If the program is effective for a student and attitudinal and behavioral growth occurs, the student and involved parties may feel that it is time for him to return to the regular home school setting.

DAVEA Center⁵¹

DuPage Area Vocational Education Authority

Addison, Illinois

DAVEA Center employs an individually-guided learning system (IGLS) in an effort to provide individually for learning and its assessment, while, at the same time, making the most efficient use of group process. Each DAVEA division staff is responsible for developing, publishing and implementing an effective IGLS system within the guidelines established for its operation. An IGLS system calls for the elimination of age-grade level distinctions among students and the use of substantially different kinds of teaching stations from the traditional one-teacher classroom. The teaching-learning (instructional) units of from one to six teachers and from 10 to 125 students comprise the basic functional dimension of the DAVEA IGLS system. The staff feels that the only way to make an IGLS truly workable is to involve the student in monitoring his own achievement progress. Student motivation is greatly heightened when he is aware of his learning goals, their direction and his progress.

The DAVEA IGLS system employs a Goal Card for each student. A student's goals will in part be prescribed by reason of his enrollment choice, the decisions that have been made regarding necessary goals in each occupational area, and in part by his entry assessment results. Students, in conference with guidance personnel and staff, may select and identify individual learning goals suited to their employment objectives. Guidance staff assigned to each division are responsible to

maintain the current student goal cards for the student services division. Of course, the student himself is in possession of a third copy of his authenticated current goal card. Upon completion of any learning goal, a student has proficiency testing available to him on request.

Every instructor has a responsibility to arrange and/or supervise goal performance testing. The use of appropriate testing procedures is necessary. While written tests may be appropriate, practical (performance) testing methods will most frequently be desirable and appropriate.

Each student is assigned a staff ombudsman by the division manager and each staff member serves as an ombudsman for a number of students, for the primary purpose of establishing responsibility for goal-proficiency testing. Students who feel ready to successfully demonstrate goal proficiency may request the proficiency check by his ombudsman. Depending upon his qualifications, the ombudsman will either personally conduct the proficiency test for the requesting student, or make suitable arrangements with other, more qualified staff. In these cases, the ombudsman is responsible to assure immediate and accurate student and division posting of student goal proficiency checks.

In the DAVEA Center, students "learn to do what it is they wish to learn how to do, by doing it". Accordingly, curriculums are anticipated which are very practical; employ the use of production-oriented facilities, equipment, teaching methods and circumstances; and keep the individual student highly motivated and personally involved, both physically and mentally. DAVEA curriculums are expected to provide direction for learning through the use of realistic production-oriented circumstances and provide scope, content, theory, and attitudinal development

as a natural outgrowth of these directions.

Education By Choice⁵²

Quincy II High School

Quincy, Illinois

Education By Choice has as its central theme the recognition of the individual worth of each student, his unique needs, and his particular and distinct learning style. Unlike conventional education, which usually clings to uniformity, Education By Choice values diversity. It is concerned with the process involved in the education of each participant, and it creates a climate where each student can grow at his own pace. The Education By Choice philosophy and program recognizes the individuality of each participant. It was designed so that each individual may make realistic choices from a wide range of alternatives, and it recognizes the value of differences rather than striving for conformity.

Education By Choice provides the opportunity for groups of teachers who have similar philosophies of education to develop small schools consistent with their philosophy and to which they may become thoroughly committed. These schools, carefully planned and prepared by the participants, are offered to students and their parents. Each student, with his parents' consent, may choose the school-within-a-school which offers him an educational environment that most accurately reflects his individual learning style. The openness of the system has had a great impact upon the community and the school, because both are working together in closer harmony than ever before to provide the best education

possible for the youth of Quincy.

Central to the development of "Education by Choice" is the belief that each student has special needs and a distinct learning style. Thus the effort to match staff teaching styles with pupil learning patterns results in an improved educational climate where each student senses a strong commitment of his teachers toward his growth and development. Education By Choice promotes individual involvement in educational planning because each individual participant has the opportunity to make direct decisions about his immediate and future learning. The Quincy model incorporates a wide range of educational environments without forcing people to accept any option to which they are not attracted. Education By Choice is offered as schools-within-a-school and provides students, parents, teachers, and administrators with choices about learning style, environment, and orientation that best meets their individual life styles and needs.

The six types of schools within Quincy's Education By Choice model are:

1. Traditional Schools - This school has an enrollment of approximately 400 students. Its schedule and curriculum are structured and teacher centered.
2. Contemporary School - This school has an enrollment of approximately 300 students. Its curriculum and schedule are unstructured with respect to time and highly individualized.
3. Flexible School - This school has an enrollment of approximately 500 students. The schedule is based around one hour time slots, however teachers are allowed a degree of flexibility in adjusting the time

schedule to meet the educational needs of their students.

4. Career School - This school has an enrollment of approximately 175 students. Its curriculum is based on an emphasis for career planning.
5. Work Study Program - This school has an enrollment of approximately 125 students. It is based around the traditional cooperative work experience program in which students attend school for part of the day and work in the community for the rest of the day.
6. Special Education School - This school has an enrollment of approximately 100 students. It is geared to those students who for some reason or another are physically or mentally handicapped with respect to their learning abilities.

Evening Diploma Program⁶¹

Oak Park-River Forest High School

Oak Park, Illinois

The Evening Program was primarily designed for "those district residents who have terminated their education prior to graduation." Secondly, the purpose is to provide a means by which students who are a few credits short of graduation can obtain these necessary credits by dual enrollment.

The staff is made up of teachers from the district. They are paid at an hourly rate, based on their salary, to teach in the Evening Program.

Basically, the evening curriculum is the same as the day curriculum. The teachers seem to feel free to innovate in the evening program. Each student is accepted as worthy of respect regardless of his/her past history. Also, it is assumed that the student needs to accept personal responsibility for his/her actions. Also, it is assumed that it is to the best interest of both the student and the program to keep attendance and academic arrangements with each student flexible. The fact that the student does not have to be there makes it easier to establish and maintain standards and conditions. The student voluntarily accepts the alternatives or he chooses another. Once a district establishes an educational alternative, the traditional approach becomes an alternative.

Experience Based Career Education (EBCE)⁵³

Decatur Area Vocational Center

Decatur, Illinois

Experience-Based Career Education is a new approach to secondary education. It has been developed by the National Institute of Education and four regional educational laboratories to help bridge the gap between the classroom and the community. EBCE combines learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. The community is analyzed for its potential as a learning resource. Student experiences in the community are then carefully planned, supervised and evaluated. Students learn subject matter normally studied in the classroom, but they learn through the practical application of academic disciplines in the workaday world. They explore important new dimensions about themselves and potential careers, and they learn how to make informed career decisions.

EBCE is especially for the student who -

1. is ready to test "book learning" against the "real world" outside the classroom
2. has only vague notions of what happens outside the classroom and would like to learn through direct experience
3. wants to test tentative career interests
4. wants to gain specific information and preparation for an identified career area

Students learn through direct experience with actual tasks, events

and facts encountered in the community. They learn from the community's working adults and they learn by doing. They gain hands-on experience with actual job tasks in many different occupations as a way of assessing a variety of jobs for themselves. They gain knowledge in a broad range of subjects and skills as they confront real problems in the community, and they see the need to learn more. Each community experience is a springboard for planning subsequent learning activities.

EBCE has developed its own curriculum design to accomplish the common objectives of involving people and facilities in the community as the principal resources for student learning and combining community learning activities into a balanced, comprehensive, individualized program for high school students. Various kinds of small group learning activities have been developed to provide group interaction in a program that is primarily individualized and personalized. EBCE requires an orderly process for assessing and documenting each student's academic and career program of study. Student learning plans are developed to derive an acceptable set of objectives that will shape each student's personalized experience in EBCE. The career component of the EBCE program specifies procedures and processes by which students learn how to identify, evaluate and select career areas related to their interests. Each program specifies minimum essential skills and activities that students must meet in order to complete the program satisfactorily and receive a high school diploma.

The Experimental Program (XP)⁵⁴
Oak Park-River Forest High School
Oak Park, Illinois

The XP Alternative is a combination school-within-a-school and school- without-walls curriculum program. It functions with the same student-teacher ratio as the traditional program. The Experimental Program was created to allow the following to happen:

1. School and learning can and should be an enjoyable exciting experience.
2. A flexible structure to meet individual and group needs should be made available. This would include a different use of time and space.
3. Students should have the opportunity to develop a sense of rights and responsibilities.
4. The community is rich in human and educational resources which should be tapped in the education of young people.
5. No one curriculum or set of experiences will be meaningful to all students.
6. Students should learn to sense and participate in reciprocity as a process that occurs between groups and individuals in XP. (Students should be aware of their own socialization process.)
7. Parents should be involved in the educational process of their children.

Because of a philosophy that learning is not restricted to the walls of the classroom, attendance requirements are different from the regular time period: students are expected only to be at classes (which meet

twice weekly for an hour) and at the once weekly advisory group meetings. They are responsible for scheduling their own days and weeks.

XP is an expression of the belief that optimum learning occurs when the student shares with teachers the responsibility to choose and construct his/her own learning experiences. Students must fulfill the high school requirements for graduation to earn a diploma. Credits are earned by participating in small classes, seminars, and independent study projects. A concerted effort is also made to bring people from the metropolitan area into the school experience and to encourage students to utilize local businesses, organizations, or institutions for learning activities. The educational goals of XP are:

1. To be able to manage time in relation to individual plans and goals.
2. To create an individualized plan of study utilizing the opportunities offered by XP and the community.
3. To be able to communicate effectively with peers, parents and other adults.
4. To be able to follow through on interests as they relate to a body of knowledge.
5. To develop an awareness of self.
6. To have increased responsibility in decisions affecting themselves in the learning community.
7. To develop basic learning skills of reading, writing, computation, communication, and problem solving.
8. To explore opportunities for creative expression and independent work.
9. To be an active and supportive member of XP.

10. To learn how to learn.

Credit for courses is determined by an agreement between the student, the teacher, and the department chairman in the appropriate curricular area. In most cases, this is a semester contract, but it may be a series of three six-week classes in the same subject area which may be combined for one credit. Written by the student, the contract states the subject, the approach to be taken in the study, the resources to be used, and the system by which the student will be evaluated. The approaches most often used are independent study, class study, or a combination of the two, although the student may also elect to participate in a work-study program in a specific area. Students have the option of being evaluated by a letter grade or on a pass/fail or credit/no credit basis. The student draws his contract, he discusses it with the teacher, he completes his plan of study, and when he and the teacher feel that he has fulfilled his contract, he receives credit.

The members of the Experimental Program believe that the decision making power of the program belongs to its participants -- students, parents, and staff. Decision making regarding policy, program, and administration is viewed as an educational process into which students ought to be entered whenever possible. A faculty-student senate is the decision-making body for the program. A steering committee which includes students, parents, and teachers as well as the teacher-coordinator provides direction for the program. The teacher-coordinator is responsible to the superintendent, who has final authority for the administration of the program.

The staffing requirements of XP are:

1. There would be one full-time certificated teacher-coordinator for the program who would be paid his regular teaching salary.
 2. Certificated teachers would be recruited from the staff of the Oak Park and River Forest High School.
 3. The number of certificated teachers would be determined by the number of equivalent-to-full-time students in the program. The student to teacher ratio would be similar to average class size to teacher ratio in the high school.
 4. Teachers could be suggested by those involved in the program, but with final approval and appointment by the superintendent.
 5. Use would be made of resource personnel from the community, business, professions, the arts, and industry.
 6. Family Service resources would be available to the students in the program on the same basis as to those in the regular school.
 7. The program will not require additional funds for its existence.
- The criteria for student enrollment in XP is:
1. Students must be enrolled in the Oak Park and River Forest High School.
 2. Student enrollment would not exceed 150.
 3. Admission to the program would be on a first-come, first-served basis, with students who have been active in developing the concept of the program given priorities at the initial enrollment.
 4. If there should be an overwhelming interest in admission to the program, a selective, elective lottery system would be developed to insure heterogeneity in the 150 students.
 5. The program would be open to all students with parental approval,

regardless of year in school or previous academic achievement.

6. At least a semester commitment to the program would be required of all students except in extreme, rare cases which will be decided upon on an individual basis.
7. State attendance requirements would be met.

Farragut Outpost⁵⁵

Farragut High School

Chicago, Illinois

The Faragut Outpost is an educational program geared to meet the needs of those students who have difficulty in adjusting to the regular high school routine. Teachers become peers, classes become round-table discussions on academic subjects, external discipline becomes self-discipline, and the tone of formality becomes informal and unstructured. The program is conducted under the same budget as the main building. There are no additional funds available. All physical facilities are donated by community organizations. Educational material is drawn from Farragut and all but two teachers are on the Farragut payroll. Despite financial difficulties, the program has survived, the principal believes "largely through the tremendous efforts put forth by the students, teachers, and our district superintendent."

Garfield Alternative High School⁵⁶

Chicago Public School System

Chicago, Illinois

The goal of the alternative is to "serve and aid in the continued education of 'drop-outs, push-outs, and general rejects' from the public educational school system in obtaining a high school diploma." An effort is made to help the student recognize that this is a credential-oriented society and that without certain of those credentials, such as a high school diploma, life can be short-changed. Students from various districts are in the program. They all manifest attitudinal and motivational problems.

There are 14 teachers plus an administrator, a counselor and a secretary. The teachers work three days per week, three and one half hours per day. The school is administered and funded through Chicago City College, Catholic Charities, and Model Cities. The curriculum consists of the required courses as set forth in the state of Illinois as requirement for graduation. The primary difference is time required to complete said courses. A student may enter the program with no credit and be able to graduate within two and one half years, provided they go year round. In addition to the necessary academic courses, practical job experiences are offered through the office skills classes.

Individualized Resource Program (IR)⁵⁷

Township High School District 214

Mt. Prospect, Illinois

The I.R. program at the high school level is for identified, behaviorally disordered students, grades 9 through 12. Incoming freshmen are referred by the junior high school faculty members. All other students are selected for the program by referrals from high school teachers and counselors, parents and self-referrals.

Students in the I. R. program are assigned to a regular schedule of classes. They spend study hall periods or class periods in specially equipped resource rooms. The Pupil Personnel staff is involved in individual group counseling for I.R. students and parents.

Joliet EBCE Program⁵⁸

High School District #204

Joliet, Illinois

Experience-Based Career Education is a new approach to secondary education. It has been developed by the National Institute of Education and four regional educational laboratories to help bridge the gap between the classroom and the community. EBCE combines learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. The community is analyzed for its potential as a learning resource. Student experiences in the community are then carefully planned, supervised and evaluated. Students learn subject matter normally studied in the classroom, but they learn through the practical application of academic dimensions about themselves and potential careers, and they learn how to make informed career decisions.

EBCE is especially for the student who —

1. is ready to test "book learning" against the "real world" outside the classroom
2. has only vague notions of what happens outside the classroom and would like to learn through direct experience
3. wants to test tentative career interests
4. wants to gain specific information and preparation for an identified career area

Students learn through direct experience with actual tasks, events

and facts encountered in the community. They learn from the community's working adults and they learn by doing. They gain hands-on experience with actual job tasks in many different occupations as a way of assessing a variety of jobs for themselves. They gain knowledge in a broad range of subjects and skills as they confront real problems in the community, and they see the need to learn more. Each community experience is a springboard for planning subsequent learning activities.

EBCE has developed its own curriculum design to accomplish the common objectives of involving people and facilities in the community as the principal resources for student learning and combining community learning activities into a balanced, comprehensive, individualized program for high school students. Various kinds of small group learning activities have been developed to provide group interaction in a program that is primarily individualized and personalized. EBCE requires an orderly process for assessing and documenting each student's academic and career program of study. Student learning plans are developed to derive an acceptable set of objectives that will shape each student's personalized experience in EBCE. The career component of the EBCE program specifies procedures and processes by which students learn how to identify, evaluate and select career areas related to their interests. Each program specifies minimum essential skills and activities that students must meet in order to complete the program satisfactorily and receive a high school diploma.

Lake County Learning Center⁵⁹

Lake County Schools

North Chicago, Illinois

The Lake County Learning Center is a "storefront" drop-out center. It is privately owned/operated by a former administrator of a public school. Students are referred through the county ESR on a tuition basis. Attendance is kept for the local districts as part of their ADA. The heart of the optional program is the curriculum design. The program is competency based allowing open-entry, open-exit for the student. Also, this avoids the lock-step program and allows the student to graduate when he achieves his goals. The basic skills program includes extensive use of autotutor machines and films in their programming. Branch Programmed Learning Machines are used to transmit basic cognitive learnings in reading, mathematics, spelling, grammar, reference skills, and written and oral communications from the primary to the college level.

The students served are the hard core "street kids" who had been successful in the "street" but not in the school. Murder, armed robbery, and manslaughter were among some of the charges students were facing when the visit was made. The visiting team noticed:

1. A student population is being served that could not be served in the traditional setting.
2. Attendance was improved greatly.
3. Parental involvement was mandated and was positive.
4. The local district is relieved of the research and development cost

in providing a unique program.

McHenry Alternative High School⁶⁰

McHenry High School

McHenry, Illinois

During the 1974-75 school year a parent advisory group examined the number and reasons for students dropping from high school. Being concerned with the numbers (6.3%) dropping from high school they began investigating the feasibility of an off-campus school to provide an alternative for students leaving school before graduation. The program focus is to provide an alternative for drop-outs. No referrals are made. The student must volunteer to enter the program and pursue a rather extensive application and interview process. The staff consists of a director/teacher who serves as the educational leader for the alternative school; teachers who are also home group leaders for 8 to 10 students; a secretary/instructional assistant who serves as a resource person to the staff persons; and an instructional assistant to work with organizing a specific part of the curriculum. The staff will consist of an English, History, P.E., and two Science teachers. Each indicated a desire to work in the program. Scheduling will be modular in nature and team teaching will be implemented as a consequence of the nature of the program.

The curriculum at the "drop-out" center is based on the regular curriculum of the high school. Teachers of the high school helped adapt it for the alternative program. Each student has both individual and group experiences. Individual experiences are based on educational

student/teacher contracts. Each contract has four parts:

1. Instructional objectives
2. Course description
3. Credit consideration
4. Student/teacher contract

The group experience, aside from the classes, includes weekly meetings of eight to ten students with the home group leader. The home group leader meets with each of the group individually once each quarter.

The second phase or year of the program will endeavor to serve the "in-school drop-outs". These students have not dropped from the school roles. However, while continuing in school they have become disenchanted with the present educational environment. They are not involved in the on-going life of the school, socially or academically. More often than not, they are underachievers and manifest behavioral problems. These behaviors disrupt the learning process in the classroom and devour staff time of both teachers and administrators. It is combination of the "mini school" and "school without walls". Some classes will be within the school; most, however, will be community based. The students will be given the opportunity to explore their community both in its past history and current events. An effort will be made to enable the student to see himself in relation to the community, state, country and world. The class meetings will be scheduled to meet in the community as best serves the class objective at the time whether it be the Post Office, Court House, or City Hall.

Metro High School⁷⁶
Chicago Public School System
Chicago, Illinois

The nature of Metro's educational program reflects a number of ideas about learning that the students and staff of Metro are testing and developing:

1. The possibilities for meaningful education are enhanced when such education occurs in real-life situations.
2. Students can learn from people with varied skills and interests.
3. An urban school must be developed with student involvement in decision making.
4. A fairly small learning community of teachers and students must be the basic unit to which the student relates. This community of learners must provide constant evaluative feedback to the student regarding his directions for learning.
5. The diverse background of students provide a resource for education that should become an integral part of a school program.

To implement these ideas, Metro has developed a five-part program consisting of learning units, individual placements, independent study, counseling groups, and interest groups. A learning unit at Metro is the basic course offering. It differs from the more traditional school course since it is divided into nine-week sections of intensified learning experiences and one week of evaluation and registration. It is therefore less broad than the traditional academic disciplines and offers

students an opportunity to discover basic principles in a manageable block of time. Learning units cover a variety of subjects. Some deal with such basic skills as reading. Well over half of them deal with topics that are not usually covered in a traditional high school curriculum. Each student may choose those units he wishes to take, although he must also follow the general area requirements as established by the board of education for graduation. In addition to learning units, each student has the option of contracting with a sponsoring staff teacher for an individual placement. A placement might find a student assisting a veterinarian, working in an advertising agency, staffing a political campaign office, tutoring elementary students, or observing the work of a specialized lawyer. A Metro student may also work on an independent study project. By agreeing with a sponsor on a project of mutual interest, the student proceeds to study closely that area of interest. Study areas range from the operations of the City Council to performing in community theatre groups. Each Metro student is part of a counseling group. Each group, averaging 18 students, meets once a week for varied purposes. Record-keeping and programming for each student takes place in the counseling groups. The counseling group, however, is both an active and a reflective group, concerning itself with the relationships of the students to the school, to the teaching staff, and to each other. Finally, students may choose to be involved in interest groups on the afternoon their counseling group meets. An interest group is composed of approximately 15 students and a sponsor who join together in non-credit activity which interests them.

In addition to the vital role played by the participating organiza-

tions and cooperating teachers, there is a full complement of Chicago Public High School teachers. The staff teacher offers units in areas other than those covered in units taught by cooperating teachers and participating organizations. The staff also acts as the fundamental operational group in the school, setting up the basic curriculum, working with participating organizations, organizing school projects and running all-school registration and evaluation sessions. The Metro staff is selected by a joint student-staff committee and ratified by the principal.

Off Campus Learning Resource Program⁶²

High School District 211

Palatine, Illinois

The Off Campus Learning Resource Program provides for short-term intensive skill remediation and therapy in an effort to eventually mainstream these students into the regular high school program. The program is designed to serve students who present chronic and/or severe behavior problems to include, but not necessarily limited to, excessive truantcies, absenteeism, aggressiveness, profound indifference towards academic achievement, excessive failures, or inappropriate behavior. This program is a joint venture between the high school district and a community service agency known as Bridge Youth Service Bureau. The high school district provides the special education teachers, while the service bureau coordinates counseling and other therapeutic services. The classes are small (5-7) and one teacher instructs the class in three academic areas (Math, English, Social Studies). There are weekly teacher/student evaluations with reference to the specific behavioral and academic objectives that have been set. Students are in the program one or two years. Total return to the high school is the goal.

Special effort is made to select staff with the desirable traits to make the program a success.. In addition to a degree in special education, teachers must be able to maintain "professional distance" and still communicate the expectations of school and society in a warm non-threatening manner. Classroom management strategies and techniques are

emphasized and utilized. The staff, endeavoring to provide both academic and social success to the above student, consists of six special education teachers, two psychiatric social workers, a consulting psychiatrist, two physical activity teacher aides, a secretary/aide and a full time director. In addition, students may receive instruction and job supervision from a district prevocational counselor.

The goals and objectives of the program are:

1. The creation of a supportive environment that is attentive to student's individual needs for education and for personal growth. A program that is a unique blend of interpersonal, academic and vocational learning.
2. A program designed with a strong emphasis upon experiential learning.
3. A program with many options which will assist the student in the development of responsible independence and self-direction.
4. The demonstration of the efficacy of cooperative sponsorship between two different institutions both interested in the development of young people and each contributing its own unique resources and expertise.
5. To produce an evaluation of the program which measures the project in terms of its goals and objectives.
6. To prepare each student educationally, behaviorally and emotionally for reintegration and successfully coping with the demands of the regular high school environment.
7. To extend the resources of education to young people many of whom believe themselves to be educational failures.

The program provides:

1. A curriculum that meets North Central accrediting requirements.
2. A curriculum that uses innovative and experiential approaches to the student.
3. A curriculum that utilizes work experiences in vocational areas.
4. The use of individualized instruction and personal student contracts.
5. A team approach by teaching and counseling staff including evaluation of the student's own interests, interpersonal needs, and family issues.
6. A flexible schedule that enables teachers and counselors to have a high degree of accessibility to students.
7. Weekly group counseling sessions for students.
8. Periodic involvement of the student's families through parent education workshops and evaluative family conferences.
9. The utilization of a variety of activities, e.g., workshops, retreats, trips, camping, cultural experiences designed to assess and develop leadership skills, responsibility levels and peer relationships.

The One Room School⁶³

Township High School District 211

Palatine, Illinois

In this project, as an alternative to ordinary classroom instruction, Hoffman Estates High School provides for some students at some times a "One Room School" within the confines of its modern, more sophisticated setting. This one room operates not as a special education facility, but as an alternative education room under the direction of a single administrator and staffed by a full-time teacher.

Placement in this room may include implementation of a shortened day, night or correspondence school enrollment. It may be the case that a student needs placement in the room for only certain specific periods of the day or for the entire day. Placement is a mutually agreeable arrangement between the administrator, the student and the student's parents. Students may be placed in the one room school:

- 1) for tutoring in a particular subject(s)
- 2) for disciplinary reasons
- 3) until a conference, additional evaluation, or special services involvement can be arranged.
- 4) to hold for teacher or schedule change
- 5) to hold for parent conferences
- 6) until sufficient social adjustment occurs, allowing return to ordinary classes

Students placed in the one room school on a short-term basis will be

instructed in their regular classroom courses using their usual materials. This way, their return to regular classes will not be encumbered by unfamiliarity with subject matter. Remedial students placed for a long term will be taught the basic skills with remedial materials. All instruction should be on a one-to-one basis. The primary focus for students demonstrating radical behavior patterns should be on defusing and socializing them so that instruction can take place. Students behind in classwork for reasons related to absence should be closely supervised so they might make up for lost time in the most efficient manner possible.

In the one room school there are students of different abilities and different ages. They have different interests, attitudes, values, and problems. What they all have in common was their teacher, and the fact that the teacher frequently has wide ranges of student abilities to deal with often requires him to individualize instruction to the point where no two students are working on the same assignment at the same time. Continuous contact led to intense familiarity between teacher and child. In this program, the teacher must be strongly student-centered and able to teach basic skills in several academic areas. The teacher's attitude should be calm, accepting, and patient. He must be able to communicate effectively both verbally and non-verbally. He should be concerned, warm and helpful. The teacher must be able to create a rapport with a student who is in trouble. He must be non-threatening, supportive, and positive. Communication must be unemotional, honest and lead to a commitment for adjustment, growth, and academic success on the part of a placed student.

Operation Impact⁶⁴

Lewis-Chaplain School

Chicago, Illinois

An analysis of the Englewood area in Chicago clearly pointed to a critical need for an innovative approach to reach, motivate, and rehabilitate potential male dropouts in the area. Seeking to demonstrate that maladaptive and antisocial patterns may be overcome, Operation Impact was designed to help students in the area break economic barriers and overcome mental and social blocks to school success.

The objectives of the program are:

1. To increase skills in reading, mathematics, and language arts.
2. To improve attitudes toward school, teachers, and self.
3. To encourage attendance in high school.
4. To develop understanding of credit, savings, and business practices.
5. To involve parents in actively guiding their children's academic, social, and economic development.

Intensive individual counseling is provided in informal situations; during a sports event, on a bus, walking in the hallway. All staff members are involved. Staff members visit homes on a regular basis to involve parents in the total education of the student. A wide variety of agencies, organizations, and individuals has supported the program in the form of funds, resource personnel, tours, tutors, and time. Banks, churches, colleges, newspapers, radio and television stations, utilities, business establishments, and federal, state, city and community agencies

have all been involved.

Optional Education (KOEP)⁶⁵

Kankakee School District 111

Kankakee, Illinois

The Kankakee Optional Education Program is designed to provide an option for high school students who are experiencing difficulty in the regular school program either because of poor attendance and/or chronic discipline problems. The underlying philosophy of the program is a basic tenet of public education -- that schools are responsible for providing educational opportunity for all students, including those who have difficulty adjusting to a regular, structured, traditional program.

One classroom at each of the two high schools is being made available for Optional Educational assignment of students during the regular school day, and on an extended school day as required to meet special needs of students. Each classroom is staffed by one teacher certified in special education, one full-time aide, and one half-time psychologist. Services of a social worker, school nurse, and other auxiliary personnel are routinely provided by the School District as required by the special needs of the students enrolled in the program. The program is both academic and psychotherapeutic by design. The primary objective of this program is to help students to understand themselves better and learn why they behave the way they do.

K.O.E.P. students carry the usual number of academic credits so that they can progress toward graduation. Small class size facilitates flexibility in providing tutoring, independent study or selective main-

streaming into regular program courses. A student selected for Optional Education is not selected on a basis of snap judgement or the evidence of a single criterion. The persons involved in the staffing must recognize a pattern of behavior which may result in a disruption of school activities and interference with that student's educational plans. The principal assumes responsibility for recommending the assignment of that student to Optional Education. Students selected for Optional Education programming are identified through a staffing process which involves any school personnel who are able to make significant contributions about the student and the situation he faces, with input provided by the student's parents. The following criteria are used in making a decision about placement:

1. Intellectual Characteristics:

The student has the potential to be average or above average in intellectual achievement but exhibits a discrepancy between actual achievement and expected achievement.

2. Physically Aggressive Characteristics:

The student has been involved in physical disturbances or classroom disruptions in the school.

3. Truancy or Lack of Attendance

Peoria Alternative School - Late Afternoon High School⁶⁶

Peoria Public School District 150

Peoria, Illinois

The Late Afternoon High School was designed for enrolled students of grades 9 through 12, who were not experiencing success for whatever reasons in the regular high school that they are attending. They do not conform to traditional accepted patterns of life. They will not allow themselves to be forced to conform and elect to exist in the society which accepts them. That society is unfortunately the society which evolves into groups whose existence can only be maintained through socially unacceptable practices. Since these students have not succeeded in the greater society, success in the lesser society becomes imperative. This, then, provides the basic philosophy and purpose for the Late Afternoon High School. Recognizing that there are many factors within the regular high school setting that turn students off and away, the Late Afternoon High School was structured as a program of remediation to correct whatever deficiencies or problems these students were experiencing. The main purpose of the school as originally designed was to provide another educational opportunity for students before they were expelled from the school system. An added benefit, as far as the regular schools are concerned, is that some disciplinary problems are alleviated when some students transfer.

The program is staffed with a full-time director, counselor and secretary. Teachers in the program serve on a part-time basis and

generally teach in the regular day school program. Students in this program attend school from 3:30 - 6:30 P.M. on Monday through Thursday. Most of them hold daytime jobs, which allows them to complete a full workday before attending school. Others hold part-time jobs in the morning or evening. Students may be enrolled in the program for a few weeks, semester or full year. The student/teacher ratio is kept low as a deliberate attempt to assist at humanizing and individualizing. It is believed that by concentrating on areas in which students are experiencing difficulty is the most effective means of rehabilitation. Thus, one of the primary objectives of the school is to return the students to the regular high school when they are able to be successful there. The students are recommended to the Late Afternoon High School by the principals of each of the regular schools. The only way a student can enter the Late Afternoon High School is by this recommendation. When a student is recommended by principals to attend the Late Afternoon High School, the principal of Late Afternoon High School and/or the counselors visit the student in his home. They explain the entire operation and the opportunities afforded to the student. At this initial visit, parents and the student are assured that one of the parents will be contacted by the principal or the counselor frequently.

The atmosphere of the school is more informal than the regular high schools. Students do, however, find it necessary to learn and then to exercise self discipline, to respect the rights of others, and to live. Because of the nature of the school, the course work is developed in an individualized basis. This is necessitated because there may be several different courses in each section. Each course in each department has

its own course requirements. These requirements are written by the teachers and are always maintained on file. The requirements are comparable to those in the regular schools. Courses are offered on two levels: one for the slower or educationally deprived student and one for the basic or average student. By using this continuous progress method, each student can progress at his own rate and can complete a course when he has met the course requirements. The school does not operate by the strict semester system. It is possible for the accelerated students to complete more than four credits a year, and some slower students may not complete four credits. It is even possible for a student to carry over to the next school year a course not completed in the previous year.

There are three work programs in existence at Late Afternoon High. The first work experience program opportunity for the student is the Work Experience and Career Exploration Program. The second Cooperative Education Program is Job Placement which is designed to help provide work experience for ninth and tenth grade students. High School credit cannot be given to students for work at this level, but a student's work involvement can lead directly into the senior high school work program. Cooperative Work Study (CWS) 1 and 2 is offered to eleventh grade students and Cooperative Work Study 3 and 4 to twelfth grade students. Cooperative Work Study is a vocational education program based on cooperation between local business and/or industry, the Late Afternoon High School, and the individual student. The student's goal in this program is to earn credit and at the same time bridge the gap between the school world and the world of work. Students receive pay from their employer, as well as credit toward graduation for their work effort.

Project I.D.E.A. (Individual Development of Educational Abilities)⁶⁷

Ottawa High School

Ottawa, Illinois

The program was started because of the number of expulsions in the district. It is a program offered as an alternative means of obtaining a high school credit. However, not only expulsions were served but probable drop-outs and those near expulsion. The primary goal is to mainstream the students served when and if it is to their advantage. The program is housed in a community home away from school.

The project is operated by the school district. Manpower pays the salaries of three certified persons, the Youth Service Bureau pays the salaries of the two aides and the City Government provides some Federal Revenue Funds. One of the certified persons is the teacher/director of the program. He is also the liaison between the alternative and the regular program. The curriculum is an adapted standard program remedial in thrust. The same texts are used that are used at the high school. The high school teachers are consulted and participate in adapting the curriculum for the alternative programs.

Project Port⁶⁸

Brookport Unit District 38

Brookport, Illinois

This program of the Brookport Unit School District is designed to attack the personal, social, and educational problems of youth whose previous record of problems and frustrations indicate high dropout potential. Project Port has two primary areas of concerns: (1) The Learner Himself and (2) The School Environment. The philosophy of the program is based on four basic principles of human behavior as follows:

(1) Behaving and Learning Are Products of Perceiving; (2) Behavior Can Be Dealt With In The Present; (3) All Persons Have A Basic Drive Toward Health and Self-Actualization; (4) Much Of A Person's Behavior Is The Result of His Perception Of Himself.

The primary objective of the program is to reduce the dropout rate. Emphasis is placed on identifying the student self-concept and providing an educational environment to enhance academic achievement. Feelings of little personal worth are evidenced by the following characteristics of potential dropouts enlisted in this program: (1) Low Family Income (2) Poor Family Relationships (3) Poor Social Relationships (4) Negative and Defeatist Attitudes (5) Non-Productive Behaviors (6) Irregular Attendance (7) Non-Participation in Extra-Curricular Activities (8) Poor Self-Concept (9) Academic Failure (10) Under Achievement (11) Rejection of Educational Values and Methods (12) Achievement Levels Two or More Years Behind Chronological Age-Grade Placement.

Teachers in the program are responsible for helping youth find ways of expressing needs and experiencing success. In Project Port, the development of each person toward his highest actualization is the aim of the teacher. In this program, the perceptual view of learning and growth is accepted and the school environment deals more adequately with feelings, attitudes, convictions, beliefs, doubts, fears, loves, hates and values. The atmosphere within the classroom is more free and more individual; relationships change from authority-figure-subordinate relationships to person-to-person relationships.

Project Objectives include:

1. Objective: Provided with experiences designed to improve his concept of self and his environment, the student will improve his concept of self, others, and school.
2. Objective: Provided with a positive classroom learning environment, which is conducive of academic achievement, students in the project will work up to their Academic Potential.
3. Objective: Provided with "Behavioral Science" Training programs and supportive services, the teaching staff will learn to value the principles of helping human relations.
4. Objective: Provided with training programs and supportive services in methodology and classroom techniques, the teaching staff will apply skills learned through Inservice Activities that allow for the use of alternative methods of instruction in the classroom.

R.E.A.L. Learning Center⁶⁹
Ridgewood, Elmwood Park and Leyden
School Districts
Franklin Park, Illinois

The R.E.A.L. Learning Center was established to provide for those students whose educational needs were not being met at the home high school. The program is divided into three parts: vocational, academic and therapeutic. Students enrolled in the program receive instruction in the basic academic areas of math science, language arts and social studies. They are assigned according to their entry level ability, be it remedial, average or advanced.

The basic learner objectives of the program are:

1. To make decisions regarding academic and vocational goals.
2. To know how to apply for a job; including, interview, filling out application and answering ads.
3. To develop good work attitudes and habits to be able to hold down a job.
4. To sustain, support and help behaviorally disordered students to adjust to and function within a school setting and to become productive members of society.
5. To develop academic and behavioral skills in order to cope in a standard high school.
6. To improve academic achievement so that it approximates potentials and measured abilities.

7. To be able to improve communication and rapport with the members of his family, peers, school, community and society in general.
8. To develop ethical attitudes about learning.
9. To improve self-concept and self-respect, especially in vocational and academic areas.
10. To modify specific anti-social performance within high school and community.
11. To proceed more smoothly in the "passage" from child to adult status.
12. To deal with frustrations with less anxiety, depression, hostility, and rejection.

Students attend these group counseling sessions with the school social worker for a minimum time of ninety minutes per week. Through this process they are taught how to cope with authority figures and how to accept the direction and authority found in their home high schools. Students who are unable to function properly within the group are encouraged to meet with the school social worker on an individual basis. The work study or vocational phase of the program is conducted in conjunction with the Illinois Department of Vocational Rehabilitation. As a first step, the students are placed in jobs at the Center for evaluation of their readiness and skills developed before entry into the world of work. After this initial step the students are placed in work study programs commensurate with their interests and abilities.

RECYCLE⁷⁰

Joliet Township High School District 204

Joliet, Illinois

RECYCLE, is a program designed to provide an educational alternative for those students who for various reasons, have not made a minimally satisfactory adjustment to the standard school environment. It is designed for the student who has left school or is a potential candidate for leaving school. Those students considered for the program include, but are not limited to, those students who have not made a successful adjustment to the regular school environment; students with poor attendance habits whose frequent tardiness and/or absences have limited the student's chances of success in the classroom; those with suspected normal ability whose achievement is significantly less than expected despite special class placement; and those with persistent and recurring behavioral problems that are of such a nature that possible expulsion might be considered.

RECYCLE is based on the "mainstreaming" philosophy. Its primary purpose is to return the students as rapidly as possible to the educational mainstream, i.e. to the standard program. Therefore, RECYCLE is not conceived as a terminal program, but as a transitional program whereby the student will be satisfactorily integrated to the regular program whenever possible. In some cases this may be only a partial integration, such as shop, or may entail channeling the student into the Evening Adult Education Program. At the same time, we recognize

that some will be unable to make this transition back into the structured school environment. With these students it is our intent to strive to develop social and vocational adequacy that will prepare them for the world of work. Accordingly, the stress in the alternate schools shall be an individualization of program through emphasizing the student's strengths and aptitudes, remediation of behavioral disorders and developing social and vocational adjustments. In general, individual counseling, group interaction, and where appropriate, the cooperative work training program are also utilized in the adjustment process for each student.

The basic philosophy of the program is as follows:

1. All students have strengths which are sometimes unidentified and unused.
2. All students, no matter what their problems or present situation might be, have worthwhile personal goals and objectives.
3. All students, with the right kind of motivation, have the capacity and desire to change and grow.
4. Group involvement plays an important part in encouraging and reinforcing an individual who is trying to bring about important changes in his life.
5. Accentuating the positive in each student is more important than dwelling upon the negative in trying to bring about a modification of behavior.
6. Human behavior is influenced in a large part by the environment.

Students who are potential candidates for the program are initially identified by counselors, deans or social workers and referred for a

staff conference to provide educational planning. Criteria used to identify potential candidates are those most of us recognize as evidence of an impending drop-out, such as truancy, smoking, tardiness, etc., and other social-educational factors which may lead the educator to believe that a student is a potential drop-out. The students themselves may range in ability from educable mentally handicapped to college potential. It is not restricted to any particular level, but they all have similar behavioral problems.

Every student is enrolled in a different academic program, designed to meet that particular student's requirements for graduation or academic needs. All programs are individualized. Students contract with the teachers for a particular academic program as well as writing their own behavioral contract with the staff. The academic program is rather simple to write as a student works with the counselor and if referred in the middle of a semester, merely continues the same program he was enrolled in the regular school. The behavioral contract is a little more difficult. With each referral from the regular school, after a P.P.S. or a special education staffing, comes a behavioral objectives check list with 25 objectives listed and the referred student rated in these areas on a 0-5 basis. Using this sheet and the staffing report, the RECYCLE staff and the referred student together write a behavioral contract designed to identify the behaviors to be modified and the objectives of the student in the RECYCLE program.

Sauk Area Career Center⁷¹

High School District 218

Worth, Illinois

The Sauk Area Career Center provides educational alternatives to students in the Bremen High School District 228, Eisenhower High School District 218, and the Rich Township High School District 227. The purpose of the Sauk Area Career Center is to provide educational opportunities in Career Training. Two primary goals are:

1. To provide training which develops job-entry skills. This includes the development of abilities, attitudes and work habits necessary for successful job placement.
2. To impart knowledge, skills and information needed by students to enter universities, community colleges, private vocational schools, and military programs offering advanced training.

Philosophy:

The Sauk Area Career Center adheres to the belief of that every individual is unique. It is the privilege and responsibility of the Career Center staff to help each student realize his full potential. One of man's best means toward the development of character and self-reliance lies in the dignity of work. Therefore, the motivating directive of the Career Center is to assist each student to take a place with dignity within the world of work. The Sauk Area Career Center serves students of all ability levels. The curriculum has been individualized so that each student may profit from the program to his own capacity.

Therefore, students ranging from the gifted to the mentally handicapped are able to participate in career preparation programs. The Career Center recognized the urgent need to provide special services to help the handicapped and disadvantaged student to become employable.

The objectives of the Center are divided into four general categories:

Career Orientation Goals:

1. To give students the opportunity to test career perceptions against reality in the working world.
2. To make available to students resources not usually available in the school, both human and technological.
3. To assist students, based on their experiences in the community, in making career choices consistent with their interests and abilities.

Relevance Goals:

1. To help students find greater meaning in school life through involvement in the community.
2. To provide a broader view of career opportunities commensurate with students' abilities.
3. To help students develop specific skills and knowledge needed for jobs.

Realistic Goals:

1. To learn about people and jobs through interaction and involvement in the world of work.
2. To give insight into that mechanism called "community" and the interdependence of the individual and the society in which he lives.
3. To help students shed suburban isolation through experiences in the greater Chicago area.

Self-Concept Goals:

1. To provide students with a success experience in an area related to their career interests.
2. To give students a clearer idea of their own interests and abilities.
3. To promote wholesome attitudes towards all useful work.

The course offerings at the Center include the following: Computer Operations, Computer Programming, Electronics, Ornamental Horticulture, Building Construction, Key punch Operations, Legal Secretary, Medical Secretary, Model Office, Architectural Drafting and Design, Machine Drafting and Design, Commercial Art and Design, Food Management, Health Careers, Child Care, Cosmetology, and Industrial Electro-Mechanics.

Second Chance Program⁷²

Proviso Township High School District 20

Maywood, Illinois

Proviso Township High Schools have introduced a program structured for students who are unable to adjust to the regular day school program and who have, therefore, been expelled. Students who have emotional and social problems are given individualized instruction in a self-contained room by teachers who have understanding and empathy. Through this relationship each student has an opportunity to face up to his problems and make the proper adjustment. The purpose of the program is to meet the needs of students who are unable to adjust to the regular daytime program, and have been expelled. It is the project's intent that students will be able to acquire some credits that can be transferred to their permanent record card and as a result will enable them to eventually be graduated from high school. A student may choose two subjects from the following departments - English, Social Studies, Mathematics and Science. Classes are held on Monday and Wednesday nights from 6:30 p.m. to 9:30 p.m.

The basic philosophy and purpose of the program is as follows:

1. To provide a program to meet the needs of students who are unable to adjust to the regular daytime program.
2. To provide an opportunity for students to carry a partial educational load with special emphasis on individual supervision.
3. To provide teachers who are strong on discipline but also have a

deep understanding and empathy for students who have social and emotional problems.

4. To provide the type of educational experience that will inform the students about their community and country.
5. To provide a teacher-counselor service that will enable students to recognize and deal with their problems.
6. To provide a situation whereby students may be transferred from the day school program to the night school program without having to wait until the end of the semester.
7. To provide a maximum of flexibility within subjects and within the program.
8. To create an atmosphere and condition of learning situation that will encourage each individual to remain throughout the program.
9. To provide classes small enough in class membership to allow a maximum of attention to the needs of individuals.
10. To provide a variety of learning experiences and to promote changes of pace and direction designed to hold student interest.

Student Therapeutic Educational Program - (STEP)⁷³

High School District 214

Mt. Prospect, Illinois

STEP, the Student Therapeutic Educational Program is an alternative educational experience for students of average and above-average ability whose progress in the traditional high school has been disrupted by emotional or behavioral problems. The aim of the program is to give students an opportunity to deal with these problems while continuing their progress toward a high school diploma. The STEP teacher must be very flexible, very willing to work cooperatively with other people, must make a commitment for personal emotional growth and must take a look at himself and how he relates to students. Each staff member participates in a staff group therapy session once each week as a means of self-improvement.

Students are referred to the STEP program by their area high schools. A staffing of all school personnel having pertinent information regarding the student is held, and a summary of this staffing, plus a social history and the results of psychological tests, are sent to the STEP intake committee. This committee, composed of two STEP teachers, the social worker, and the psychologist, reviews the written material and then interviews both the student and his parents. No student is enrolled in the program against his will or without the support of his parents. When it is determined that the STEP program is not the appropriate placement, other recommendations such as homebound instruction, closed campus

residential instruction, or hospitalization may be made.

Most students come to STEP after having spent one to three semesters in the traditional high school, although occasionally a student will be enrolled directly from junior high. Each student in the program is assigned to one of five "units" consisting of twenty to thirty students and three or four staff members. The unit serves to provide an opportunity for group identification and cohesiveness. Upon entering the STEP program, each student signs a contract to attend school regularly, not to use drugs at school and to participate in the weekly group therapy sessions. Students stay in the program for as little as one semester or as long as their entire high school experience. While some students remain to graduate from the STEP program, some return to their home high schools for classes on a part-time basis, while others may return and graduate from their home high schools.

Every two weeks each student in the STEP program is evaluated by each teacher on four points: attendance, classroom participation, completion of assignments, and general attitude toward class. These evaluations are reviewed and discussed with the student by one of the unit leaders. Grade cards are sent to parents every nine weeks.

Each student in the STEP program will be assigned to a unit and will then draw up a three-part quarterly contract.

A. General Agreement:

1. Attendance in school expected 5- $\frac{1}{2}$ hours each day.
2. Drugs will not be used or carried at school nor will students be allowed in school under the influence of drugs.
3. Smoking will be permitted only in designated areas.

4. Property of the program which is destroyed will be paid for by the student responsible.

B. Academic:

1. Students are required to attend classes. Continued class cutting may result in a review of student's commitment to the program.
2. Each student will be allowed to choose his own curriculum of available subjects with the option of filling the requirements in class or on an independent study program. The opportunity for attending one or more classes in a district school will be available if scheduling permits. If a desired course is not offered, the student will be allowed to construct his own course with a unit teacher's assistance. In each course the student and teacher may construct contracts for requirements of that course. Contracts will be based on individual ability of student.
3. A work program is available for those who have jobs and wish credit.

C. Therapy:

1. Students are required to attend weekly group therapy sessions.
2. Individual therapy is recommended for each student, but not required.

Upward Bound⁷⁴

Wheeling High School

Wheeling, Illinois

Upward Bound helps high school students develop a sense of purpose and a strong desire for achievement and for involvement in a world larger than themselves. The wilderness environment helps students discover their potential abilities by pitting themselves against and working with an impersonal nature. By facing up to the stresses and hardships of the outdoors, the Upward Bound student gains a greater sense of self reliance and a feeling of inner strength. Since many of the skills and activities are group oriented, the students achieve an awareness of others and themselves. The program consists of a series of carefully designed challenges, each more demanding than the last. Each challenge encourages the students to reach for a goal they had previously thought unattainable. With growing experience and greater skills, the students take on more of the responsibility for themselves and the group.

The Upward Bound Course is designed for high school students enrolled in special classes within High School District 214. Students are able to earn up to one credit after completion of the three week summer course. Students enrolled spend two weeks at Sunrise Lake Camp participating in activities to help build skills and knowledge of the outdoors. Group cooperation and individual initiative are stressed. The final week is spent on expedition in a primitive wilderness area. The Advanced Course offers those students who have completed the Beginners Course a

more intense and rigorous wilderness experience. One week is spent at Sunrise Lake Camp in preparation for a two week outdoor expedition.

Activities and skills include group and individual obstacle course; aquatics (canoeing, kayaking, rafting - advanced only - water safety); first aid; knot tying; rock climbing and rapelling; hiking and back-packing; map reading and compass orienteering; camping skills (fire building, outdoor cooking, shelters, water purification); over-night solo (survival bivouac); environmental ethic; nature studies (weather prediction, astronomy, edible plants, tree identification, bird identification); spelunking; and student project.

Young Adult Education Program⁷⁵

High School District 214

Mt. Prospect, Illinois

The Young Adult Education Program was developed to serve those students who had dropped out of school and wished to return, it is now serving both the former drop-out and the student presently enrolled but not succeeding in day school. It is the program's purpose to provide basic education in a smaller, less structured, more informal atmosphere than is traditionally available. The program operates on the philosophy that it is the student who is ultimately responsible for his education, but that if one can be helped to achieve some academic success, he will become a more productive citizen and will achieve a greater degree of personal fulfillment and success in the future. YAEP serves both the former drop-out and the student presently enrolled but not succeeding in day school. YAEP students can hold a full-time job while going to school, enjoy a more informal relationship with staff members, avoid the "bigness" of a regular high school, meet physical education requirements in a modified manner, and complete all District 214 graduation requirements. Graduates receive a regular high school diploma. The Young Adult Education Program places more emphasis on personal growth objectives while still attempting to maintain academic standards which will help the non-college bound student develop life-coping skills.

The basic overriding principle of the program is that students enrolled in YAEP can: 1) make a fresh start; 2) hold a full-time job

while going to school; 3) enjoy a more informal relationship with staff members; 4) avoid the irritations of "Bigness" in the regular high school; 5) complete all high school graduation requirements; 6) receive a regular high school diploma; 7) go to college or vocational school after graduation.

YAEP operates four eight-week quarters, with classes meeting from 6:30 to 9:30 p.m., Monday through Thursday. A full load would consist of four classes, two of which would meet for $1\frac{1}{2}$ hours each on Mondays and Wednesdays, with the other two meeting on Tuesdays and Thursdays. A student can earn five credits during the regular school year and $1\frac{1}{2}$ credits during the summer session. Correspondence work is available, and independent study is sometimes arranged. All classes required for graduation are offered in YAEP; these include English, mathematics, biology, physical science, and United States History. Elective courses may vary from one semester to another. Volunteer service can also count for credit when arranged for in advance with a coordinator. The coordinator visits work stations, confers with employers, and arranges for evaluation for grading purposes.

The teachers are chosen because they are student-oriented first and subject-oriented second, and they are given the freedom to teach in the way that best reflects them as people who care about students. All teachers in the program are fully certified, and most of them teach during the day in local schools. YAEP staff members are chosen for their interest in and ability to relate well with students who have not been successful in the traditional school setting. The staff in general is committed to the idea of accepting students "where they're at" and

working with them to improve skills, knowledge, and attitudes.

A Proposed Alternative Education Plan For Hillcrest High School
In Country Club Hills, Illinois

Introduction

Hillcrest High School is one of four high schools making up Bremen Community High School District 228 - Cook County, Illinois. The district is located approximately twenty miles southwest of Chicago and serves all or part of the communities of Country Club Hills, Hazel Crest, Markham, Midlothian, Oak Forest, Posen, and Tinley Park. The district, which is approximately thirty square miles in size, services a total population in excess of 130,000 and a secondary student enrollment of approximately 6,800. The district was organized in 1950 when Bremen High School was established. Due to the increased growth of the district, the Board of Education established Tinley Park High School in 1960. Since the district has a philosophy that no single high school shall have an enrollment of more than 2,000 students and since the township's population continued to increase, the Board of Education established Hillcrest High School in 1966 followed by Oak' Forest High School in 1971. A total of seventeen elementary feeder schools (nine public and eight non-public) service the district. Other educational agencies and institutions that service the students and schools in the district are the Bremen Township Youth Commission, Thornton Community College, Sauk Area Career Center, and Southwest Cook County Cooperative Association for Special Education.

The writer has been employed at Hillcrest High School for the past twelve years (1966-72 as a mathematics instructor, 1972-77 as the Dean of Students, and 1977-78 on Sabbatical Leave at Eastern Illinois University).

The writer strongly believes that Hillcrest High School should

consider adopting a comprehensive plan of alternatives to serve its students. There are major reasons why the writer believes in this movement:

1. Enrollment in the present alternative programs at Hillcrest High School has increased over the past few years (Appendix F).
2. Other educational indicators such as dropouts (Appendix G), class failures (Appendix H), and suspensions/supervised study assignments (Appendix I) have increased over the last five years.
3. The results of a battery of English tests given to all students during the 1976-77 school year indicated that 69% of the freshmen, 57% of the sophmores, 63% of the juniors, and 58% of the seniors were reading at a level below the national average.

The Existing Alternative Education Program at Hillcrest High School

The Bremen Community High School District 228 has recognized that there is a necessity to provide an alternative education program to more effectively meet the individual needs of students, while curbing the increasing dropout rate.

The district philosophy underlying the program in alternatives stems from the following principles:

1. A primary goal of education is to enable young people to lead full, meaningful, and satisfying lives.
2. Education should aid young people in learning how to relate to each other, to adults, and to the community in which they live.
3. No one curriculum and/or set of experiences will be meaningful to all students.
4. The student should have increased responsibility for decisions affecting himself and the learning community.
5. Learning how to learn is more important than the accumulation of facts.
6. The subjects and disciplines which are presently taught in the high school are helpful tools for understanding, but there is a need to test and apply these subjects to the world outside the school.
7. Teachers must view themselves as co-learners rather than as "holders and purveyors of truth and knowledge".
8. The community is rich in human and educational resources which should be tapped in the education of young people.
9. Education should encourage students to be creative and original

in their thinking.

10. The school should aid students in learning how to live with others different from themselves in ethnic, religious, racial and economic backgrounds, and political or ideological persuasions.

11. The school must be flexible enough that the needs of each individual student can be met.

12. School can and should be an enjoyable and exciting experience.

At present there are three alternative programs in operation for the students of Hillcrest High School:

- a. the Sauk Area Career Center (see Review of Alternative Programs in Illinois),
- b. an alternative evening high school, and
- c. cooperative work experience program.

The evening high school program, housed at Hillcrest High School, is for students from ages 17-23 who have dropped out of school and need only a few credits to graduate, and for seniors who are in need of no more than one credit for graduation. The classes which meet on Tuesday through Thursday are staffed by faculty from the four district schools. The classes being offered for the present semester include American History, Art, Consumer Education, Diversified Occupation, English (Literature, Grammar/Composition, and Speech/Drama), Psychology, Science (Earth and Environmental), and Woods.

The cooperative work experience program is a series of programs in which the school and business industry work together to provide career training for students. Students in this program are enrolled in a related class during their school day and also work at a part

time job known as a training station. the students earn one credit for the class and one credit for the work experience and training on the job. Students who are sixteen years old and have achieved Junior classstatus may enroll in any one of the following programs:

- a. Distributive éducation. Related to careers in sales, marketing, manegement, advertising, dispay, wholesaling, and other careers involved in getting goods an servies from the producer to the consumer.
- b. Diversified occupations. Related to careers in industry such as electronics, metals, automotives, drafting, radio and television repair, and many more.
- c. Office education. Related to careers in data processing, office clerking, secretarila, banking, filing, typing; and other occupations found in business offices.
- d. Personal and public services. Related to careers as cooks, chefs, waitresses, bakers, child care aids, interior decorators, dietitians, home economists, recreation directors, and other personal and public service occupations.

A Major weakness in these programs is that the enrollment is restricted. Because of this, the writer believes that these prorams should be expa expanded to meet the needs of any interested student.

Each of the forementioned programs provides an alternative form of education to some students at Hillcrest High School. However, the writer believes that these programs are only a portion of the alter-natives that could be made available to Hillcrest students.

The Proposed Additions To The Present Alternative Educational Program
At Hillcrest High School

A modern high school is a complex and costly institution. Our Nation, through its schools, provides many of the country's young people with excellent learning opportunities. However, there are some individuals who are not taught as well as they could be taught. Sometimes they are students who have been absent for administrative reasons - that is suspended or expelled students. Sometimes they are students who have suffered long illnesses and have had only tutorial homebound instruction in recent months. Many times, they are students who are forced to struggle desperately from hour to hour with the objectionable and uncomfortable prospect of having to face failure at every turn. These students, typically not eligible for special education or suitably adjusted to contend in an acceptable fashion with a regular class setting are, to a substantial extent, left uneducated. All too often, the topics these students learn about at school are failure, punishment, confrontation, conflict, and confusion. Also on the other hand, many academically talented students are not motivated by the traditional curricular design. Therefore, their talents and capabilities are not truly recognized and reached.

Because of the forementioned circumstances, the writer believes that there is a definite need to expand the present alternative program at Hillcrest High School. The writer believes that the following proposals will provide the needed alternatives to the traditional educational program without causing a major increase in ~~staff, facilities, and budget.~~

Alternative Proposal 1: A Program of Independent Study - A Contract System

Generally, for those schools which have developed Independent Study Programs, the term has become associated with a learning situation during the school day which allows the student some unscheduled, out-of-class time. Thus, the student may develop personal skills or interests either individually (apart from the conventional classroom) or frequently in interaction with others as he chooses. The key to this program is characterized by the attainment of some degree of freedom from constant supervision. The student is allowed time to make some choices about his school activities during the school day without constant restrictions and restraints from adults or peer groups. Students during independent study time may carry on various activities either individually, in small groups, or with teachers. A student may read, write, discuss, contemplate, listen to records and tapes, memorize, practice, experiment, analyze, investigate, or converse and interact with other students both formally or informally. He may also on occasion just relax, which is an opportunity seldom provided the student in the traditional school day. Thus, Independent Study emphasizes the individual's role in learning. It implies that students who react favorably to this environment possess potentialities for self-initiative, self-discipline, and self-evaluation.

The contract system is a specific type of independent study wherein the student or a group of students draws up a contract for a particular project to be completed during released time from a

scheduled class or in lieu of a complete course. The nature and types of possible projects are extremely numerous and varied. The philosophy behind the contract system repudiated the dubious assumptions of secondary education which advocates that:

1. all students must be in class and under supervisions all day every day;
2. learning can take place only when the student is in the presence of the teacher who directs all learning activities;
3. all students have the same needs, skills, preparation, capacity, motivation, interests, and the same objectives for being in school;
4. all classes must be the same in terms of time per day, meetings per week, teachers assigned, and number of students present.

The most fundamental objective of independent study is to bring the student to the realization that he can learn something almost anytime and nearly anywhere with or without the school. Another objective of independent study is to instill in the student not only the desire to learn on his own, but to accept more responsibility for decisions relevant to his education. The more individualized and internalized education can be for a student, the greater will be its impact. Therefore, several major functions which seem fundamental to an Independent Study Program and subsequently functions which must become a part of the interaction process between teacher and student are:

1. to help the student learn to study properly not just the conventional homework but other study skills that must be developed to survive in

our society,

2. to provide an opportunity for creative thinking and exploration,
3. to encourage analytical and critical thinking through emphasis on inquiry,
4. to provide and encourage the student's pursuit of individual interests, and
5. to encourage individual student responsibility for making decisions relevant to his education.

The contract student should be capable of assuming responsibility and should be capable of developing personal initiative and self-discipline. Also, the specific project under contract should be a challenge beyond the normal expectations of the classroom experience which he will be missing while doing this independent work, but the project should be within the capabilities of the student. It is assumed that the project would require more time and effort than would be expended for the classroom activities and assignments the student will be missing.

The contract system process can be broken down into four major stages:

1. the tentative approval
2. the rough draft of the contract
3. the evaluation of the contract.

In the first stage, the student confers with the department chairperson of the department in which the contracted course is being offered. If the proposed project meets the approval of the department chairperson, the student receives a preliminary approval from the chairperson.

Secondly, after receiving a tentative approval for his project, the student submits a rough draft of his contract which includes such information as time allotment, the nature and purpose of the project, the methods to be used, and the anticipated final product. This rough draft is then submitted to the department chairperson and the contract coordinator for any modifications and for final approval.

The third stage consists of the actual completion of the project. The student is not required to be specifically working on the project during class time. However, the student must meet at least once a week with the department chairperson or his delegate at which time the student will explain his progress and the chairperson will make a tentative evaluation of the progress. Any student on contract should receive a report card grade for each six weeks grading period during his contract period. This grade should be based on the quality and quantity of the work completed at that time, regardless of whether or not the project has been completed.

The final stage consists of the evaluation of the project. Upon completion of the project, the student will present it to the department chairperson and contract coordinator for evaluation. The grade earned will be regarded as the grade earned in the class during the period of the contract, whether it covers a portion of a course or an entire course.

Each written project will be placed on file in the Instructional Media Center for the use of future students. If the project involves the construction of art objects or other products, the department chairperson will display the product in the school for a reasonable length of time.

This program may be expanded in the future to include the following:

- a. dropouts,
- b. those seniors who are one credit or less short of graduation and who not desire to return to school to complete these requirements, and
- c. those students who are home-bound due to circumstances beyond their control such as illness, pregnancy, etc.

Alternative Proposal 2: The Open Study Area

The writer believes that the traditional study hall system at Hillcrest High School should be altered. The present system requires that all students to be assigned to a study hall any time they do not have an academic assignment (unless it is their first or last period of the day). The study hall, ranging anywhere from 60 to 250 students is housed in the cafeteria. Even though it is designed for study purposes, the most popular activities seem to be eating, socializing, and day-dreaming. Those students who desire an environment that is more conducive to study may go to the library. However, students who desire to study in the library must obtain proper clearance from the teacher twenty-four hours in advance. Those students wishing to obtain help from a teacher or lab (reading, language, typing, and Title I Math and Reading) must obtain written permission from their instructor prior to the study hall period. The library also restricts the number of students who may be in the library at any one time from study hall to fifty students (the library can house up to 200 students). Anywhere from five to eight faculty are utilized as hall supervisors and cafeteria/study hall supervisors each period.

The writer proposes that the traditional study hall at Hillcrest High School be eliminated in favor of an Open Study period. In this plan students may freely move about in the central core of Hillcrest without a pass and without formal attendance restrictions (see outlined area of Appendix J). This plan would require only two faculty (or teacher aids) for supervision- one in the cafeteria and one in the

the halls. It would necessitate only a few minimal changes in room utilization:

- a. the reading lab would be moved from room 504 to room 121,
- b. the career center would be moved from room 116 to room 122, and
- c. the tutor center would be assigned to room 201 (see "Tutor Center Alternative").

Other services in this area that do not have to be changed are:

- a. the nurses office
- b. the attendance/discipline office,
- c. the supervised study room (room 202),
- d. the language lab (room 119-B), and
- e. the guidance office.

Those students who cannot assume the responsibility required by Open Study period will be assigned to the traditional study hall under the supervision of the cafeteria teachers. These students may be assigned permanently or until they display the behavior necessary to assume this responsibility. Also those students who desire to confer with a teacher or work on a project outside of the Open Study area may obtain a temporary or permanent pass from the attendance office.

The objectives of this Open Study proposal are:

- a. students are offered an alternative plan to the traditional study hall setting,
- b. students will be given the responsibility to conduct their study time to meet their own individual needs,
- c. the Pupil Personnel Services Team will be more accessible to the students, and
- ~~d. students will be allowed a free access to a variety of learning~~

settings - such as the library, the tutor center, the reading lab,
and language lab.

Alternative Proposal 3: The Tutor Center

The writer believes that Hillcrest High School should establish a Tutor Center to meet the following goals:

1. to offer additional assistance to those students who are in academic trouble in a class,
2. to offer additional assistance to those students who are academically behind in classwork due to absences, and
3. to offer additional assistance to any student who desires help in any academic area.

The writer believes that this alternative is necessary mainly because of the large number of class failures (Appendix H) and dropouts (Appendix G).

As mentioned previously, approximately three to eight teachers could be made available each period by establishing an Open Study plan. These teachers could be used to staff the Tutor Center. Since the departments of Fine Arts, Language, Industrial Arts, and Home Economics already have established open individualized labs open to any student during any period, the writer suggests that the Tutor Center be initially staffed by assigned faculty members from the Business, English, History, Mathematics, and Science Departments. Supplementary staff members could include voluntary teachers, teacher's aides, parents, and even advanced level students.

The writer realizes that an exact Tutor Center subject schedule cannot be determined until after the master schedule is complete. However, it is recommended that the principal and his staff attempt to construct a master schedule that will allow the Tutor Center to be

staffed with the following:

- Period 1: Business, English, and Mathematics
- Period 2: English, History, and Science
- Period 3: Business, English, Mathematics, and Science
- Period 4: English, History, Mathematics, and Science
- Period 5: English, History, Mathematics, and Science
- Period 6: Business, English, and Science
- Period 7: English, History, and Mathematics

The teachers who staff this Tutor Center should have the following characteristics:

1. the ability to understand and work with the individual differences of students, and
2. a comprehensive knowledge of the subject matter.

The participation of students in the Tutor Center is the most important area of concern in its success. It is very important that the Tutor Center acquaint teachers, counselors, students, and parents with the Tutor Center and its services. Hopefully the students will voluntarily participate in the Tutor Center, however, the writer believes that some students may have to be required to attend. The writer suggests that the following criteria be used:

1. a student may utilize the services of the Tutor Center before or after their normal school day or during their Open Study period.
2. a student achieving below his expected level should meet with the tutor for at least a half period every week, and
3. a student who is failing any academic class must meet with the tutor for at least one hour per week.

If a student who is failing an academic course does not meet with the tutor on a weekly basis, the secretary or teacher's aide in the Tutor Center will contact the student's counselor. The counselor will in turn consult with the student to determine why the student failed to attend the sessions. All other truancies from the Tutor Center will result in a parent conference with the student, the counselor, and the tutor.

Alternative Proposal 4: A Gifted Student's Seminar Program

At present, Hillcrest High School offers minimal challenges to its academically talented students by means of advanced placement courses in English, History, Mathematics, and Science. The writer proposes that an additional alternative be made available to these students in the form of an evening Gifted Student's Seminar program on a school or district basis. Any department or combination of departments within the school or district may offer a seminar program in addition to its traditional program, providing that its goals and objectives are consistent with those of the department, school, and district. Graduation credit may be awarded at no more than one credit per year.

The basic philosophy for this program is that the gifted student must be challenged, guided and nurtured in a manner quite unique from the regular student. The Gifted Student Seminar program is an attempt to meet these needs which can place unusual demands upon the traditional curriculum. The major objectives of this program are:

1. to provide an incentive for gifted students to excel by placing a real value on participation,
2. to provide an enrichment program for those students in the school or district who have outstanding abilities and interests in the various disciplines,
3. to encourage intellectual activities that are equivalent to the student's abilities,
4. to supervise the exploration of a student's interests so that he may increase his knowledge of the subject, and
5. to provide an opportunity for the student to engage in discussions

on a more challenging level than is suitable for the traditional classroom setting.

Students in this program should have the following characteristics:

1. the ability to learn rapidly and easily,
2. the ability to display common sense and practical knowledge,
3. the ability to think clearly and to comprehend meanings,
4. the ability to perform difficult mental and reasoning tasks,
5. the ability to think and reason creatively.

Teachers must keep in mind that not all gifted students possess or demonstrate a high I.Q. since many superior students do not project their talent by the traditional methods.

All teachers who staff the Gifted Student's Seminar program should:

1. have sufficient drive and persistence to secure maximum achievement by each student in the program,
2. possess willingness, imagination, and judgement in undertaking new methods of teaching,
3. possess the ability to adapt to different situations,
4. be interested in personal growth and professional development,
5. be enthusiastic and energetic towards teaching and towards his subject,
6. be interested in pursuing a continuous program of professional growth,
7. be able to understand and relate to the academically talented youth ,
8. be able to assemble and organize challenging instructional devices,
and
9. be able to assist students in planning and undertaking special projects.

The seminars will be held on every other Wednesday at a time which

is mutually agreeable to the participants. All participants will be encouraged to engage in individual research projects which may or may not be outgrowths of the seminar curriculum. Guest lecturers will be invited to speak during the meetings. These people will be from a profession that is related to the seminar curriculum. Also field trips can be scheduled in order to supplement the seminar's curricular offerings.

Alternative Proposal 5: Inter-district sharing and the utilization of the curriculum of Thornton Community College

As in other schools, Hillcrest High School's curriculum has been hindered by declining enrollments and finances. Therefore the writer suggests that the curricular offerings of the district's four high schools be coordinated under the direction of the Assistant Superintendent of Curriculum and Instruction so that:

1. students in one school may participate in a curricular offering at another school if that particular course is not being offered at the home high school or if that course is being offered at the home high school at the same time another course is being offered that the student also wants to participate in.
2. similiar courses that are cancelled in the district's schools due to lack of enrollment or staff may be offered on a cooperative basis. (For example: in district 228 a course must have an enrollment of twelve students if it is to be offered. Therefore, if a similiar course has an enrollment of five at Hillcrest, three at Bremen, seven at Oak Forest, and three at Tinley Park; the course would be cancelled. With a cooperative effort, the course could be offered at one of the district's schools thus satisfying these eighteen students' needs and desires.)

The writer also believes that the curricular offerings of Thornton Community College should be made available to any interested senior providing that they meet the prerequisites of the course. Since the college is only eight miles from Hillcrest, the day and evening curriculum of the college can provide a valuable alternative to Hillcrest's

curricular offerings. Credit obtained from these courses may be applied towards the student's high school graduation requirements or they may be applied towards the student's college record; but not both.

In either of the forementioned programs, the student would be responsible for his own transportation and any fees. The district would be responsible for the college tuition costs only if the student is applying the credit earned towards his high school graduation requirements.

Alternative Proposal 6: An Adjustment School

The purpose of this program will be to provide an individually prescribed environment and curriculum for a limited number of Hillcrest students who appear to be on the way to becoming a problem to the school and to the society because of undesirable and unwholesome attitudes and behavior. The potential need for this program can be illustrated by the large number of suspensions and supervised study assignments at Hillcrest High School during the last five years (Appendix I). This program, which can also serve as an alternative to expulsion, will attempt to redirect the individual towards constructive attitudes and citizenship; and at the same time, provide academic work leading towards graduation or possible return to the regular school educational environment and program. Also a pre-vocational work-study program would be offered to provide instruction and work experience that should direct the individual to realistic job opportunities open to him.

Students that are eligible for placement in the Adjustment School display one or a combination of the following typical behavioral characteristics:

1. educational retardation and indifference to school and academic work,
2. undesirable attendance habits,
3. unwillingness to accept responsibility or authority, and
4. unwillingness to adjust to the regular educational program.

The Adjustment School program will be a half-day academic program separate and apart from the regular school program. Its curriculum will be general in nature consisting of individually determined level of work

in English, History, Mathematics, Physical Education, and Science. A carefully planned guidance program in attitude and behavioral modification will supplement the curriculum. The remainder of the student's school day will consist of a half-day work experience program. This program will provide a variety of services including vocational counseling, placement, supervision, on-the-job guidance, and career planning. The main objectives of this portion of the Adjustment School are:

1. to promote the development of the student's social, educational, and vocational potentials,
2. to acquaint the student to the realistic world of work,
3. to provide the students with positive work habits and with the skills necessary for employment, and
4. to promote and preserve the student's dignity which has been constantly exposed to failure and fear of rejection.

The Adjustment School teachers must be strongly student centered and be able to teach basic skills in several academic areas. They should be trained in special education, and display an attitude that is calm, and patient. They must be able to communicate with their students and they must be able to create a rapport with troubled students. They must be nonthreatening, supportive and positive. Communication must be unemotional, honest, and lead to a commitment for adjustment, educational growth, and academic success on the part of the student.

Included in the staff of the Adjustment School are:

1. teachers certified in appropriate subject areas,
2. an academic and vocational counselor, and
3. specialists, such as a psychologist, speech therapist, learning

disabilities specialist, etc.

The Evaluation of the Proposed Alternative Programs

Many educational programs have been promoted and adopted as though they will automatically result in educational improvement. Many evaluation instruments have been designed largely to prove the success of the program rather than to find solutions to the program's problems. Educators have been urged to adopt a program of alternatives and later to evaluate the program's progress. The writer believes that evaluation must begin with the program and be continued throughout the program. The existing and proposed alternatives must constantly undergo an evaluation by not only the administration but also by the students, parents, and teachers. The instruments used can consist of formal and informal interviews, questionnaires, and follow-up studies.

The writer proposes that the administration of Hillcrest High School utilize the following questionnaire in evaluating its alternative and traditional programs. The researcher may desire to use the entire population of the particular program or a random sample of the program's population, depending on the size of the sample. The respondents should be requested to be completely honest in their opinions. It is very important that the respondents do not attempt to please anyone with their responses nor respond the way they might think they are expected to do.

Student Questionnaire- Part 1

Key: SA - strongly agree

A - agree

D - disagree

SD - strongly disagree

N - no opinion

1. The program has prepared you for your future goals and expectations.
2. You feel happy about yourself and the things that you have accomplished.
3. You feel that the teacher cares about you as an individual.
4. The class and the material are well designed and organized.
5. You have had a chance to actually do things in the class.
6. You often feel bored and fidgety in this class.
7. Your teachers are teaching you the skills and knowledge you need to be a success in life.
8. The teacher has a very good idea about what your strengths and weaknesses are in this class.
9. Your parents understand your feelings about school.
10. Your parents support your ideas about your future.
11. Your teachers care about what you think.
12. Your teacher knows his subject well.
13. You look forward to each day at Hillcrest High School.
14. You are proud of your accomplishments at Hillcrest High School.
15. Your teachers have the time and the desire to help you become well adjusted and happy.

Part 2

1. Describe the best thing that happened in this class.
2. Do you feel better prepared for your future because of this program?
Explain.
3. Describe the worst thing that happened in this class.
4. What changes would you like to see made in this program?
5. Has school work been more enjoyable and acceptable to you since being
in the program? Explain.
6. List a few things that you have learned from your experiences in
this program.
7. Do you have a different outlook towards Hillcrest High School since
you have been in this program? Explain.
8. What courses should be added to the curriculum.
9. Do you plan to graduate from Hillcrest High School? Why?
10. Has the Pupil Personnel Services Team provided you with proper
assistance and guidance? Explain.

Parent Questionnaire

Part 1

Key: SA - strongly agree

A - agree

D - disagree

SD - strongly disagree

N - no opinion

1. Your son/daughter looks forward to attending Hillcrest High School every day.
2. Your son/daughter has a good attitude at home.
3. You trust your son/daughter to make his own decisions about his future.
4. Your son/daughter keeps you informed about what is happening at Hillcrest High School.
5. The teachers at Hillcrest High School care about your son/daughter's progress.
6. Your son/daughter is receiving the proper guidance at Hillcrest High School.
7. You understand your son/daughter better since he has been in this program.
8. The teachers are teaching your son/daughter the skills and knowledge that he/she needs for his future.
9. Your son/daughter is proud of his accomplishments at Hillcrest High School.
10. You are proud of your son/daughter's accomplishments at Hillcrest High School.
11. The Pupil Personnel Services Team is providing your son/daughter

with the proper guidance.

12. Your son/daughter likes himself and his accomplishments.
13. The classes at Hillcrest High School are meeting the needs of your son/daughter.
14. Your opinion of Hillcrest High School has increased since your son/daughter started in this program.
15. Your son/daughter is accomplishing things at home that he has never accomplished before.

Part 2

1. What did your son/daughter like best about the program?
2. What did your son/daughter like least about the program?
3. Do you feel that this program has been beneficial to your son/daughter? Explain.
4. Have you observed any positive changes in your son/daughter's attitude about school? Explain.
5. What changes would you like to see made in this program?
6. Do you believe that your son/daughter is better prepared for his future? Why?

7. What do you see as the strengths of this program?
8. What do you see as the weaknesses of this program?
9. Do you have any suggestions for the improvement of this program?
10. Has your opinion of Hillcrest High School changed since your son/
daughter started in this program? Explain.

Staff Questionnaire

Part 1

Key: SA - strongly agree

A - agree

D - disagree

SD - strongly disagree

N - no opinion

1. The students look forward to attending classes every day.
2. The students have a good attitude about school.
3. The students can make their own decisions about their future.
4. The students keep you informed about what is happening in their lives.
5. You care about the student's total progress.
6. You are providing the students with the best possible guidance available.
7. The Pupil Personnel Services Team is providing the students with the best possible guidance.
8. We are teaching our students the skills and knowledge that they need for the future.
9. The students are proud of their accomplishments at Hillcrest High School.
10. You understand the students better since they have been in the program.
11. You understand your students and their needs.
12. The program prepares the students for their future goals.
13. The administration supports your efforts to educate the students.
14. The program is meeting the stated objectives.
15. The parents support your efforts to educate their son/daughter.

Part 2

1. What did the students like best about the program?
2. What did the students like least about the program?
3. Do you feel that the program has been beneficial to the students?
Explain.
4. Have you observed any positive changes in the student's attitudes towards school? Explain.
5. What changes would you like to see made in the program?
6. Do you believe that the students are better prepared for thier future? Explain.
7. What do you see as the strengths of the program?
8. What do you see as the weaknesses in the program?
9. What courses do you feel should be added to the curriculum?
10. How has this program affected your opinion of the students and of Hillcrest High School? Explain.

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- "The Alternative School Transcript from Home Base School". in Alternative Education ed. Mario D. Fantini. Garden City, N.Y.: Anchor Books, 1976, pp. 328-332.

APPENDICES

APPENDIX A

THE INITIAL LETTER REQUESTING INFORMATION

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

August 29, 1977

Dear Sir:

I am in the Educational Specialist program here at Eastern Illinois University. This semester I am enrolled in Educational Administration 6910 and 6920 - Field Experience in Educational Administration. For my project in this class, I have chosen the field of alternative education. In this project I will be surveying various alternative education methods for the purpose of establishing an alternative education model that could be adapted in my school (I am presently on sabbatical leave from my position as Dean of Students at Hillcrest High School, Country Club Hills, Illinois).

From surveying the literature, it has come to my attention that your school has such a program. I would appreciate it very much if you could send me any information on your program that may help me in this project. Also could you please give me the name of the individual that I should contact if I would like to visit your school for the purpose of observing your model.


Thank you very much for your consideration of this request.

Respectfully,

*Mure McLaughlan
938 D Street Apt. B
Charleston, Illinois 61920*

APPENDIX B

THE QUINCY CONFERENCE VI ITINERARY



**QUINCY
CONFERENCE
VI
ITINERARY**

OCTOBER 12-13-14, 1977

Sponsored by:

State Board of Education,
Illinois Title IV, E.S.E.A., and the
Quincy Public Schools

Conference Directors:

Bev Deckard
Doris Malacarne
Ciell Wade

NATIONALLY KNOWN EDUCATORS

220

NOEL BURCH

Vice-President of School Effectiveness Training Program
Solana Beach, California

Teacher, administrator, coach, lecturer. Mr. Burch is renowned for his work with Teacher and Parent Effectiveness Training at the Effectiveness Training Center in Solana Beach, California. He will present the Thursday luncheon address.



RICHARD GATTI

Attorney at Law - Salem, Oregon

Mr. Gatti has conducted numerous workshops and classes on teachers', administrators' and school board members' legal rights and responsibilities. He has represented teachers and administrators as well as school districts on labor law matters. As a speaker for the NASSP, he travels throughout the United States instructing school districts on employee liability, contracts and collective bargaining.

JOSEPH M. CRONIN

Illinois Supt. of Education

Former professor of education at Harvard, Secretary of Educational Affairs for Massachusetts, and the author of *THE CONTROL OF URBAN SCHOOLS* characterizes his role as State Superintendent as being a "valuable advocate for education".



DANIEL J. GATTI

Attorney at Law - Salem, Oregon

Former elementary and secondary teacher, and legal adviser to Oregon State Supt. of Public Instruction, Daniel Gatti is an attorney in private practice representing many teachers, students and administrators with legal problems in education. He has also co-authored two books with his brother Richard—*The Teacher & The Law* and *The Encyclopedia Dictionary of School Law*.

MARIO FANTINI

Dean, School of Education
University of Massachusetts

Dr. Fantini, nationally known educator, consultant and author returns to Quincy Conference VI to interact with you about his experiences with the alternative schools movement.



WILLIAM GLASSER

Education Training Center
Los Angeles, California

Author of *Schools Without Failure*, Dr. Glasser's achievements include numerous books, articles and the establishment of institute for Reality Therapy which includes the Educator Training Center. A most sought after speaker, he will present an address on Friday.

RICHARD FOSTER

Formerly Superintendent, Berkeley Unified School District

A widely traveled consultant and educator and one who has served in nearly every facet of the educational structure, Dr. Foster will again bring to the Conference his unique insights on education's latest challenges.



ED PINO

President, International Graduate School of Education
Parker, Colorado

Former teacher and administrator at all levels of public school education, Dr. Pino is the founder and presently President of the International Graduate School of Education with 25,000 students. He has authored numerous books and articles, and will deliver the Thursday banquet address.

ART GARNER

Associate Professor
Memphis State University

Recipient of the Outstanding Educator of America Award in 1974, Dr. Garner has conducted workshops throughout the U.S. and served as a consultant to several educational agencies. He will present the Friday luncheon address.



PETER D. RELIC

Deputy Asst. Secretary for Education
Dept. Health, Education & Welfare

Teacher, administrator, consultant, evaluator, and recipient of various academic awards, Dr. Relic is now serving as the Deputy Assistant Secretary for Education. He has published many educational articles and served as an evaluator on the President's National Advisory Council on Urban Education.

Welcome to Quincy . . . Have an enjoyable Conference!

MAKE IT AND TAKE IT

Transform those great Conference ideas into something you can use in your classroom. Quincy teachers will have lots of teacher-made games and learning devices available as suggestions. Copy, adapt, or create your own materials. A \$2.50 fee to cover the cost of materials will enable you to stay for a morning or afternoon. (Room C107)

DISPLAY AREA

The display area is located in the west end of the Gymnasium. (Room C101)

FILMS

Continuous showing of the newest in educational films will be presented Thursday and Friday according to the accompanying film schedule.

HOSPITALITY

Refreshments and relaxation areas are located in the Dining Area (Room D112) and at the east end of the gymnasium. We welcome you to join us for "Coffee Breaks" at your convenience. These areas have been provided through the courtesy of the Quincy City-Wide PTA.

COAT CHECK

A place for you to check your coats, luggage or other items is located next to the main office in Room B103.

INFORMATION

Information regarding the conference and community is available in the Registration Area. Guides (wearing blue vests) are stationed throughout the building to assist you in finding your way.

EMERGENCY

A First Aid Center is located in the Nurse's Office (Room B120)

QUINCY CONFERENCE VI ITINERARY

Wednesday, October 12

VISITATION DAY

8:00 A.M. REGISTRATION AREA OPEN

Quincy's schools will be open for visitation during the day. Register at Quincy Senior High II, 3322 Maine, then choose which schools or programs you want to visit. The Title IV projects will be open to visitors. Programs at all levels, headstart through Grade 12, in new buildings as well as old, will be available for you to see. Complete descriptions and transportation information will be available at the registration desk.

Thursday, October 13

- 8:00 A.M.** **REGISTRATION AREA, HOSPITALITY AREAS, EXHIBITS OPEN**
- 9:00 A.M.** **WELCOME TO QUINCY CONFERENCE VI**, Dr. William G. Alberts,
Superintendent, Quincy Public Schools **(Auditorium A102)**
- ADDRESS:** Dr. Peter Relic, Deputy Assistant Secretary for Education,
Department of Health, Education & Welfare **(Auditorium A102)**
- Introduced by: Dr. Robert Church, Vice Chairman of Title IV Advisory Council
- 10:00 A.M.** **TITLE IV PRESENTATIONS**
- "A Career Occupational Resource Center" - Meridian **(Room B201)**
- "Environmental Education: Values for the Future" - Antioch **(Room D210)**
- "Learning to Read by Reading" - Clinton **(Room F204)**
- "Parents as Advocates for Children" - Belleville **(Room F203)**
- "Teaching Activities for Language Knowledge" - Rockford **(Room B208)**
- "Urban Arts Program" - Evanston **(Room E104)**
- "Vocational Reading Power Program" - Evanston **(Room E211)**
- "Pilot Project Utilizing Supportive Personnel Using Behavior Modification Techniques
With Articulatory Disordered Children" - Rockford **(Room E134)**
- INTERACTION LABS**
- Daniel Gatti - Richard Gatti
Introduced by: Carol Bloom, Highland-Riverside School **(Room E130)**
- Dr. Ed Pino - Dr. Art Garner
Introduced by: Bill Fessler, Principal, Webster School **(Room D205)**
- FILMS**
- 11:00 A.M.** **TITLE IV PRESENTATIONS**
- "Education By Choice" - Quincy **(Room E211)**
- "Career Education Through Multi-Experience Centers" - Quincy **(Room E104)**
- "Project RENEWAL" - Quincy **(Room E134)**
- "ECOS and the Quincy Community" - Quincy **(Room E107)**
- "PEGASUS" - Bureau County **(Room F204)**
- "Parents Readiness Education Project" - Rockford **(Room B208)**
- "Positive Attitude Toward Learning" - Bethalto **(Room D204)**
- "THIS: Toward the Humanization and Individualization of Science" - Moline **(Room D206)**
- INTERACTION LABS**
- Dr. Peter D. Relic - Dr. Richard Foster
Introduced by: Ardath Potts, Senior High I **(Room D205)**
- Dr. Mario Fantini
Introduced by: Charles Hutchens, Director, Traditional School, Senior High II **(Room E130)**
- FILMS**
- 12:00 P.M.** **LUNCHEON:** Address by Noel Burch, Vice-President of School Effectiveness
Training Programs, Solana Beach, California
Introduced by: Jim Bailey, Supervisor for Special Education **(Senior High I Gymnasium)**
- 1:30 P.M.** **CURRICU-LABS**
- Dr. C. Benjamin Cox - University of Illinois
"Secondary Social Studies"
Introduced by: George Nelsen, Senior High I **(Room E104)**
- Dr. Ruth Hoffman - University of Colorado
"Involvement and Modeling Activities for Mathematics Learning"
Introduced by: Bob Dittmer, Senior High I **(Room F203)**
- Dr. Leonard Hill - Western Illinois University
"Perceptual Motor Development Through Rhythmic Activities, K-6"
Introduced by: Mike Crist, Senior High I **(East end of gym)**
- Dr. Carolyn Howlett - Chicago Art Institute
"Personalizing the Environment Through the Arts and Crafts:
Creative Hang-ups and Hide-aways"
Introduced by: Dave Brown, Senior High II **(Room B201)**
- Ms. Pam Gillett - Assistant Director of Special Education, Palatine, Ill.
"Teaching Techniques Applicable To The Special Child in
Either Regular or Special Class"
Introduced by: John Venegoni, Psychologist **(Room E134)**
- Dr. Alfred Lindsey - Western Illinois University
"A Sequential Individualized Program of Diagnosis, Prescription and
Cure In Teaching Writing"
Introduced by: Vicky Brown, Senior High I **(Room B208)**

Dr. Herb Priestly - Kriox College - Galesburg
 "Societal Implications of Science and Technology"
 Introduced by: Larry Ehmen, Director, Flexible School, Senior High II (Room F204)

INTERACTION LABS

Dr. Mario Fantini - Dr. Ed Pino
 Introduced by: John Engelmeyer, Senior High II (Room E130)

Dr. Richard Foster - Daniel Gatti
 Introduced by: Tom Deters, Senior High II (Room D205)

FILMS**2:30 P.M.****CURRICU-LABS**

Ed Bratrud - Illinois Office of Education
 "101 Ways To Turn Kids On"
 Introduced by: Sunni Straub, Sr. High School (Room B201)

Don Farrimond - Director of Special Education - Galesburg, Illinois
 "Legal Implications For The Classroom Teacher Regarding Student Hearings"
 Introduced by: Dr. Joe Bocke, Director of Special Education (Room E134)

Dr. John Gibson - DAVEA Area Vocational School, Addison, Illinois
 "Individualized Vocational Teaching"
 Introduced by: Steve Murphy, Area Vocational School (Room F203)

Dr. John McGill - University of Illinois
 "Teaching Strategies For The Elementary School Social Studies"
 Introduced by: Steve Oelklaus, Webster School (Room E104)

Dr. Tom McGreal - University of Illinois
 "A Realistic Approach to Teacher Evaluation and Supervision"
 Introduced by: Dick Heitholt, Principal, Senior High II (Room D221)

Diane Lewandowski - Chicago Public Schools
 "Perceptual Motor Learning and Movement Education"
 Introduced by: Clare Goerlich, Head Start Teacher (Room C109)

Don Roderick - Illinois Office of Education
 "Energy Environment Simulator"
 Introduced by: John Baird, Senior High II (Room B208)

Dr. Bill Hughes - Western Illinois University
 "Elementary Square Dances and Modern Square Dancing"
 Introduced by: Mike Crist, Senior High I (East end of gym)

INTERACTION LABS

Dr. Art Garner - Noel Burch
 Introduced by: Bob Schliepphorst, Principal, Berrian School (Room D205)

FILMS**3:30 P.M.****CURRICU-LABS**

Dr. Lawrence Creedon - Dr. Richard Crystal - Quincy, Mass
 "Student Centered Learning System"
 Introduced by: A. L. Tervelt, Principal, Adams School (Room E134)

Wallace Judd - Stanford University
 "Teaching Problem Solving Skills Using a Hand Calculator - Level 6-9"
 Introduced by: David Hallas, Junior High (Room E104)

Dr. Leon Karel - Northeast Missouri State University
 "Fine Arts for the Future Taxpayer"
 Introduced by: Bob Selser, Elementary Music Consultant (Room E211)

Dr. John Kilt - Dept. Adult & Vocational & Technical Education -
 Illinois Office of Education
 "Accountability In Career Education and Vocational Education"
 Introduced by: Harold Willis, Area Vocational School (Room F203)

Ann Pictor - Illinois Office of Education
 "Social Studies Activities for the Primary Teacher"
 Introduced by: Joyce McKinley, Senior High II (Room B208)

Dr. William Richerson - Northeast Missouri State University
 "Motor Learning Theories Applied to Teaching a Specific Skill that are
 Applicable to Teaching All Skills"
 Introduced by: Gary Zbornak, Junior High (Room C109)

Dr. Robert Yeager - University of Iowa
 Science Education K-12 "How To Turn Them On"
 Introduced by: Tom Moore, Lincoln School (Room B201)

INTERACTION LAB

Richard Gatti - Dr. Mario Fantini
 Introduced by: Walter Blunt, Principal, Emerson School (Room D205)

FILMS

- 4:00 P.M. REGISTRATION AREA, HOSPITALITY AREAS, EXHIBITS CLOSE
 6:00 P.M. BANQUET SOCIAL HOUR (Starlite Terrace, 1201 N. 20th Street)
 7:00 P.M. BANQUET: Address by Dr. Ed Pino - President International Graduate
 School of Education, Parker, Colorado
 Introduced by Ted Bean, President, Quincy Board of Education
 CONFERENCE REMARKS: Dr. Joseph Cronin, Illinois Supt. of Education

Friday, October 14, 1977

- 8:00 A.M. REGISTRATION AREA, HOSPITALITY AREAS, EXHIBITS & FILM ROOMS OPEN
 9:00 A.M. TITLE IV PRESENTATIONS
- "Occupation and Career Development Program" - Sterling (Room D208)
 "Project CREATION" - LaSalle-Peru (Room D222)
 "Pre-Algebra Development Centers" - Chicago (Room D206)
 "Parents as Responsible Teachers" - East Peoria (Room F204)
 "SPAN-Special Program Accenting Noncategorization" - Chicago (Room E104)
 "Project Catch-Up" - Wayne City (Room E211)
- CURRICU-LABS**
 Ann Bergman - Quincy College, Professor of Physical Education
 "Trash To Treasurers - Something For Nothing"
 Introduced by: Pat Gibson, Junior High (Room C109)
 Peggy Brogan - Holt, Rinehart & Winston - New York
 "Using Literature to Bring New Dimensions to the Teaching of Language Arts"
 Introduced by: Beth Young, Senior High I (Room B201)
 Jean Mary Morman Unsworth - Loyola University
 "Are We Educating Half-Wits?"
 Introduced by: LeRoy Schwan, Director of Art Education (Room F203)
 Harold Bradley - Illinois Office of Education
 "Using T.V. To Improve Instruction"
 Introduced by: Bill Stormer, Dewey School (Room B208)
 Shirley Menendez - Illinois Project for Educational Replication
 Introduced by: Dr. Judy Hampton, Director, Project RENEWAL (Room E134)
- INTERACTION LABS**
 Dr. Mario Fantini - Dr. Richard Foster
 Introduced by: Charlotte Stroot, Lincoln School (Room D205)
 Daniel Gatti
 Introduced by: Derv Garrison, Junior High (Room E130)
- FILMS**
- 10:00 A.M. TITLE IV PRESENTATIONS
- "An Individualized Social Studies Approach" - Lake Park (Room D204)
 "Child-Parent Centers" - Chicago (Room D206)
 "ECO-CENTER Diffusion Project" - Thomson (Room D208)
 "Junior High School Reading Laboratory" - Urbana (Room D222)
 "Matteson Four-Dimensional Reading Program" - Matteson (Room D224)
 "New Model Me" - Rock Island (Room F203)
- CURRICU-LABS**
 Dr. Gene Miller - Western Illinois University
 "Activities for Elementary and Junior High School Social Studies"
 Introduced by: Jim Schrand, Emerson School (Room B201)
 Dr. Dave Scanlan - Quincy College
 "The Microcomputer Revolution: The Teacher Replacement or the Teacher Aid"
 Introduced by: Horace Marvel, Area Vocational School (Room C109)
 George Barclay - Indiana University, Alternative Schools Teacher Education Program
 "Graduate Program in Alternative Schools at Indiana University"
 Introduced by: Don Kelly, Director, Work Study, Senior High II (Room E104)
 Cheryl Hasel - Quincy
 Transcendental Meditation Program - Implications for Education (Room E134)
- INTERACTION LABS**
 Dr. Richard Foster - Noel Burch
 Introduced by: Bob Moore, Principal, Monroe School (Room D205)
 Richard Gatti
 Introduced by: Rex Barnes, Principal, Junior High (Room E130)
- FILMS**
- 11:00 A.M. ADDRESS: Dr. William Glaser - Education Training Center - Los Angeles, Calif.
 Introduced by: Dr. George Meyer, Asst. Principal, Senior High I (Auditorium A102)

TITLE IV PRESENTATIONS

- "Early Prevention of School Failure" - Peotone (Room E211)
 "Individualized Multi-Sensory Approach to Learning" - Lincoln (Room E134)
 "Talents Unlimited" - Peotone (Room E107)
 "The Comprehensive Kindergarten Program" - Moline (Room E104)

CURRICU-LABS

- Harry Fitzhugh - Executive Secretary, Illinois High School Association
 "Title IX - Implications for Athletics and Physical Education"
 Introduced by: Ron Rush, Director of Athletics (Room C109)
 Dale G. Jungst - Northern Illinois University
 "Measurement Is More Than Metric"
 Introduced by: Jeanne Soebbing, Junior High (Room B201)
 Larry Moehn - Southern Illinois University
 "Tumbling Is Fun" - Movement Education Curriculum for Grade K-3
 introduced by: Marilyn Smith, Lincoln School (East end of gym)
 Bill McClard - Illinois Office of Education
 "Responsibility Education"
 Introduced by: Charles Akright, Director, Instruction Project (Room D222)

FILMS

- 12:00 P.M. **LUNCHEON:** Address by Dr. Art Garner - Associate Professor, Memphis State University
 Introduced by: Jan Baird, Highland-Riverside School (Senior High I Gym)

REGISTRATION AREA, HOSPITALITY AREAS CLOSE

- 1:00 P.M. **EXHIBITS CLOSE**

- 2:00 P.M. **FILM ROOMS CLOSE**

NOTES

This Conference has been Sponsored by:

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QUINCY PUBLIC SCHOOLS
 Dr. William G. Alberts, Supt.

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James F. Steinman
 Regional Supt. of Schools

Quincy-The Gem City

Gracious architecture and historic landmarks; residential and downtown.

Educational opportunities: elementary, secondary, vocational, and colleges.

Mississippi riverfront, and Quinsippi Island; Antique Auto Museum,

Indian Museum, "Adams Landing" Log Cabin Village, Quinsippi Queen excursion boat, steam locomotive and sky cruise.

Campgrounds, state and local parks offering recreation and scenic beauty.

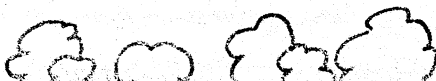
Interesting and entertaining restaurants and nightspots,

each offering a different local atmosphere.

Theatre, symphony, junior theatre, and other fine arts activities.

Youth organizations, Y.M.C.A., Y.W.C.A., and religious services.

**HAVE A
SAFE TRIP!**



APPENDIX C

THE SECOND LETTER REQUESTING INFORMATION

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

November 4, 1977

Dear Sir:

I am in the Educational Specialist program here at Eastern Illinois University. This semester I am enrolled in Educational Administration 6910 and 6920 - Field Experience in Educational Administration. For this field experience, I have chosen the area of "Alternative Education in the Secondary School." In this study I am surveying various programs in the State of Illinois for the purpose of establishing an alternative education model that could be adopted in my school (I am presently on Sabbatical Leave from my position as Dean of Students at Hillcrest High School in Country Club Hills, Illinois).

From my review of the literature, it has come to my attention that your school has such a program. I would appreciate it very much if you could send me any information regarding your program. If this is possible, I would appreciate it if you could send me this information as soon as possible.

Thank you very much for your consideration of this request.

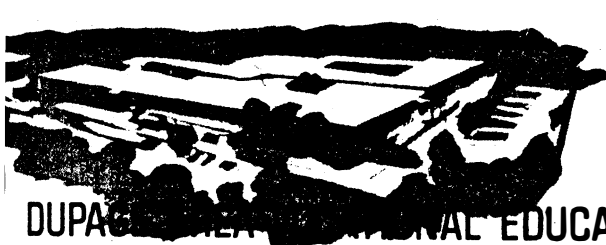
*Respectfully,**A .*

*Mike McLaughlan
938 D Street Apt. B
Charleston, Illinois 61920*

APPENDIX D

THE CORRESPONDENCE COVER LETTERS

(NOT ALL SCHOOLS SENT A COVER
LETTER WITH THE INFORMATION)



DUPAGE AREA VOCATIONAL EDUCATION AUTHORITY
301 NORTH SWIFT ROAD
ADDISON, ILLINOIS 60101

November 8, 1977

Mr. Mike McLaughlan
938 D Street Apt. B
Charleston, IL 61920

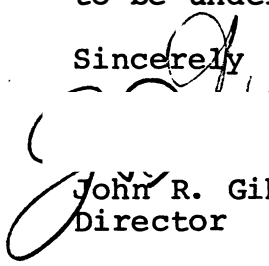
Dear Mike:

This responds to yours of 11/4/77 inquiring about "alternative" learning delivery systems. The "DAVEA Plan" incorporates at its heart a completely individualized learning delivery system (IGLS) suited to all levels and kinds of student learning needs and styles, and a system of related support functions uniquely adopted to complement this IGLS.

The DAVEA Plan has proven quite effective in delivering capstone vocational/occupational training to junior and senior high school students over the past three years. Our system was adopted and modified for use in the Lake County Area Vocational Center which opened this September.

The enclosed booklet provides a good but brief description of the DAVEA Plan which you may find helpful. A thorough study of the DAVEA Plan would necessarily have to be undertaken on location.

Sincerely, urs,



John R. Gibson
Director

Enclosure: "DAVEA Works"

**GLENBROOK
NORTH
HIGH SCHOOL**

Northfield Township High School District 225

2300 SHERMER ROAD
NORTHBROOK, ILL. 60062

September 14, 1977

Mr. Mike McLaughlan
938 D. Street Apt. B
Charleston, Illinois 61920

Dear Mr. McLaughlan:

Glenbrook North High School has an Alternative School, Title I, with a student enrollment of 50, a staff of four teachers, a coordinator and paraprofessional. You are welcome to visit us any time --- just call before you come so that we are not on a field trip. The number is 272-6400, ex. 214 between 8 :15 a.m. and 12:00 p.m.


Fran Dussias, Coordinator

HOFFMAN ESTATES HIGH SCHOOL
882-8000

From the desk of

Date 9/14/77

R. J. PERLBERG
Assistant Principal

Mike:

Contact me for a visit. I would suggest
it be later in the semester.

R. J. Perlberg



Federal Programs
Telephone 933-2271, Extension 67

381 South Fourth Avenue
Kankakee, Illinois 60901
Telephone (815) 933-2271

Joseph A. Doglio, Ed. D.
Superintendent
J. T. Keesee, II, Ed. D.
Federal Projects Director
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J. Phillip Aldred, Ph. D.

November 16, 1977

Mr. Mike McLaughlan
938 D. Street, Apt. B
Charleston, IL 61920

Dear Sir:

Please accept my apology for the delay in responding to your communique. I was in Washington, D.C. attending a seminar when your request was forwarded to my desk by Dr. John B. Muhm, Director of Curriculum.

To expedite time, I am sending you materials that havenot been put in the proper format for dissemination. However, it should give you an idea of what we are attempting to do.

If I can be of further help, please do not hesitate to let me know. I remain

Very respectfully yours,

Dr. J. T. Keesee, II

JTK/lmn
Enclosures

NEW TRIER HIGH SCHOOL EAST

WINNETKA

ILLINOIS 60093



September 15, 1977

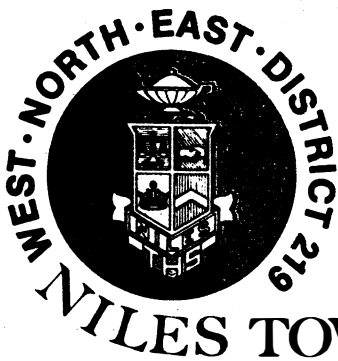
Mr. Michael McLaughlan
938 D. Street Apt. B
Charleston, Illinois 61920

Dear Mr. McLaughlan,

Enclosed are brochures and pamphlets which will give you information on the Center and it's purposes. If we can be of any further help, please feel free to call or write.

Sincerely yours,


Arline Paul
Center Coordinator



District Offices
7700 Gross Point Road, Skokie, Illinois 60076

NILES TOWNSHIP HIGH SCHOOLS

Phone 312/966-3800

November 4, 1977

Mike McLaughlan
938 D Street Apt. B
Charleston, IL 61920

Dear Mr. McLaughlan:

In response to your inquiry of August 29, please be advised that we do indeed have an alternative school in our District.

It is called the Action Learning Center and is located near Niles West High School, Oakton Street and Edens Expressway. The coordinator of the program is Jean Barstow and I am sure she will be most happy to give you any information she can which may help you in your project. The phone number is 966-3800, Ext. 206.

Sincerely,

M
Milton R. Herzog
Assistant Superintendent

nl

cc: J. Barstow

NORTH BOONE COMMUNITY UNIT SCHOOLS
DISTRICT NO. 200

BOONE SENIOR HIGH SCHOOL
17641 Poplar Grove Road
Poplar Grove, Illinois 61065
ROME W. COOK, PRINCIPAL
(815) 765-3311

RON ELEMENTARY SCHOOL
Capron, Illinois 61012
D. E. BROWN, PRINCIPAL
(815) 569-2314

ADMINISTRATIVE CENTER
P. O. BOX 10
POPLAR GROVE, ILLINOIS 61065

(815) 765-3322
GENE L. SCHMIDT, SUPERINTENDENT

November 10, 1977

MANCHESTER ELEMENTARY SCHOOL
R. R. 1, Clinton, Wisconsin 53525
GLEN D. ANDERSON, PRINCIPAL
(815) 292-3333

POPLAR GROVE ELEMENTARY SCHOOL
Poplar Grove, Illinois 61065
JOHN E. SMITH, PRINCIPAL
(815) 765-3113

RD OF EDUCATION

REN LUND, PRESIDENT
1, Capron, Illinois 61012

ENE EDWARDS, SEC'Y.
S. Beloit, Illinois 61080

LOUIS ANDERSON
Poplar Grove, Illinois 61065

LLOYD CRULL
Poplar Grove, Illinois 61065

JAMES ETES
ar Grove, Illinois 61065

ALVIN JACOBSON
Clinton, Wisconsin 53525

CARL MASEAR
oplar Grove, Illinois 61065

Mr. Mike McLaughlin
938 D Street, Apartment B
Charleston, IL 61920

Dear Mike:

I received your letter concerning your area and survey of Alternative Education in the Secondary School. I am no longer affiliated with Willowbrook High School, thus I will not be able to help at this time on their program. I do suggest that you contact Mr. Eric Roy, who is presently in charge of that program at Willowbrook High School. I am sure that he would be most happy to help you in any way.

Sincerely,

Gene L. Schmidt
Superintendent of Schools

GLS:rs

OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE • OAK PARK, ILLINOIS 60302

0700
312

November 10, 1977

Mike McLaughlan
938 D Street, Apt. B
Charleston, Illinois 61920

Dear Mr. McLaughlan,

I received your request for information on our program. Unfortunately, we don't presently have a "package" to send out. I am, however, enclosing a short fact sheet on our program.

We have accumulated over the seven years of our existence a multitude of information. I would be happy to share much of this with you should you visit the program. As you probably know, it is valuable to experience alternative education or to at least talk with the people involved.

If you should put together a questionnaire, I would be willing to answer such a survey. Good luck with your research.

✓ J. H. Walwark
Teacher Adviser
Experimental Program

JW:lj
enc.

**PROVISO WEST HIGH SCHOOL****HILLSIDE, ILLINOIS 60162****Arthur E. Vallicelli**
*Principal***Charles C. Holt, Superintendent**

November 7, 1977

Mr. Mike McLaughlan
938 D Street
Apt. B
Charleston, Illinois 61920

Dear Mike,

Enclosed please find copies of three pages taken from Kenneth Webster's doctoral dissertation entitled "Alternative Education - A Guide to Selected Illinois Secondary School Programs". The three pages explain Proviso Township's Second Chance Program.

I hope this information on our program will aid you in your study of Alternative Education.

Sincerely yours,

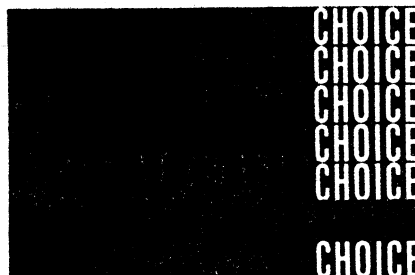
Claude Vandevender, Director
Continuing Education

CV:mm
Encl.

DISTRICT NO. 172

Quincy Senior High II

MAINE STREET • QUINCY, ILLINOIS 62301 • PHONE (217)224-3770



C. Richard Heitholt,
Principal

Richard F. Haugh,
Project Coordinator

November 10, 1977

Mr. Mike McLaughlan
938 D Street
Charleston, Illinois 61920

Dear Mike:

Thank you for your interest in our program. Enclosed you will find copies of our parent continuum, teacher continuum, and student continuum. Also, I have enclosed other brochures describing the Education By Choice program and other projects in our district.

Please let me know if I may be of further assistance.

Sincerely,

Richard F. Haugh
Project Director

RFH:ss
Encl.

R.E.A.L. LEARNING CENTER

Ridgewood Elmwood Park And Leyden High Schools

3 W. Pacific

Franklin Park, Illinois 60131

November 9, 1977

Mr. Mike McLaughlan
938 D Street, Apt. B
Charleston, Illinois 61920

Dear Mr. McLaughlan:

In response to your letter of November 4,
this is the information regarding our program.

Sincerely,

Ilomae Bialek (Mrs.)
Director

IB: jc

Enc.





Sauk Area Career Center

To Counselors and Administrators:

This Curriculum Guide was designed to acquaint the reader with the career preparation programs available at the Sauk Area Career Center. It is hoped that this information will assist Counselors and Administrators in providing comprehensive career guidance to students considering enrollment at the Career Center.

While this Curriculum Guide is addressed primarily to the educator, it has considerable value for the student. It will help the student examine options for career preparation. The program descriptions are available on an individual basis so students may learn more about the program they might wish to enter.

It is more urgent than ever before that students become involved with career planning. One of the most challenging problems in the quarter-century will be that of absorbing the worker into society. We at the Career Center want to do our part in preparing the students from High School Districts 218, 227 and 228 to meet this challenge.

Sincerely,

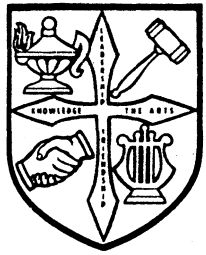
Bertin W. Michael
Director

BWM:ee

Township High School District 211

1750 South Roselle Road

Palatine, Illinois 60067



RICHARD C. KOLZE
Superintendent

(312) 359-3300

November 7, 1977

Mr. Mike McLaughlan
938 D. Street Apt. B
Charleston, Illinois 61920

Dear Mr. McLaughlan:

With reference to your letter of November 4, 1977 requesting information on "Alternative Education in the Secondary School," we are enclosing a copy of our program.

Sincerely,

Douglas H. Verdonck
Director of Special Education

DHV:feb

Enclosure

WESTERN ILLINOIS UNIVERSITY

MACOMB, ILLINOIS 61455

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS

November 11, 1977

Mr. Mike McLaughlin
938 D Street Apartment B
Charlston IL 61920

Dear Mr. McLaughlin:

I received your request for information on the Action Learning Center of Niles Township High Schools. As it was addressed to me personally, it was forwarded to me at my new position. I will notify them to send you something.

Meanwhile, I would recommend that you check my dissertation, Reschooling Society, Northwestern University, Evanston, 1975. It is available at NU or through University Microfilms. It contains a thorough analysis of the ALC and the Oak Park XP as well as a discussion of issues relevant to program design and learning styles.

A much more thorough discussion is soon to be published, but I don't know the details yet. However, I would be glad to discuss this with you if you are interested. I am available as a consultant in program research and design, and am currently working with several school systems here in Illinois.

You might also be interested to know that we have an extensive program here at Western Illinois University in alternative education, at both the graduate and undergraduate levels.

Sincerely yours.

Robert L. Fizzell

Encl: vita
MAAS Newsletter

RF/cam

244
EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

November 4, 1977

Dear Sir:

I am in the Educational Specialist program here at Eastern Illinois University. This semester I am enrolled in Educational Administration 6910 and 6920 - Field Experience in Educational Administration. For this field experience, I have chosen the area of "Alternative Education in the Secondary School." In this study I am surveying various programs in the State of Illinois for the purpose of establishing an alternative education model that could be adopted in my school (I am presently on Sabbatical Leave from my position as Dean of Students at Hillcrest High School in Country Club Hills, Illinois).

From my review of the literature, it has come to my attention that your school has such a program. I would appreciate it very much if you could send me any information regarding your program. If this is possible, I would appreciate it if you could send me this information as soon as possible.

Thank you very much for your consideration of this request.

Respectfully,

N A

Mike McLaughlan
938 D Street Apt. B
Charleston, Illinois 61920

Included are a copy of N. Central's Background Information, a copy of our class schedule + a couple of brochures which are passed out + or mailed out.

If you have further questions write or call

(312) 537-4969

Jim Harbaugh
900 S. Elmcrest Rd

APPENDIX E

QUINCY'S EDUCATION BY CHOICE EVALUATION INSTRUMENTS

TO: EBC Staff Members

FROM: Rick Haugh

DATE: May 14, 1975

The following two pages contain fifteen continuums. Please mark each continuum with a vertical line to indicate your position with regard to each statement. This instrument is part of our evaluation and is intended to determine your feelings concerning some aspects of Education By Choice.

IMPORTANT: Return these to the EBC office by Friday, May 16, 1975. When you return them, check off your name on the list by the box in the EBC office.

PLEASE COMPLETE

ALTERNATIVE SCHOOL _____
(use code below)

| | | | |
|-------------|---|-------------|---|
| TRADITIONAL | 0 | CAREER | 4 |
| FLEXIBLE | 1 | WORK STUDY | 5 |
| P. I. E. | 2 | SPECIAL ED. | 6 |
| FINE ARTS | 3 | OTHER | 7 |

his past year
felt involved
in the decision-
making process
of the school.

This past year
I did not feel
involved in the
decision-making
process of the
school.

his past year
felt bad about
my role in the
educational
process.

This past year
I felt good about
my role in the
educational
process.

his past year
spent no time
thinking about
education.

This past year
I spent all my
time thinking
about education.

his past year
worked hard
at my job.

This past year
I did not work
hard at my job.

his past year
spent all my
time discussing
education with
my colleagues.

This past year
I spent no time
discussing educa-
tion with my
colleagues.

his past year
felt bad about
my fellow teachers.

This past year
I felt good about
my fellow teachers.

his past year
felt good about
my administrators.

This past year
I felt bad about
my administrators.

his past year
felt like I didn't
know what was
going on in the
school.

This past year
I felt like I did
know what was
going on in the
school.

his past year
felt good about
the way school
was run.

This past year
I felt bad about
the way school
was run.

his past year
felt bad about
my school.

This past year
I felt good about
my school.

This past year
I contacted all
of the parents
of my students.

This past year
I contacted none
of the parents
of my students.

This past year
I made no effort
to involve parents
in the educational
program.

This past year
I made every effort
to involve parents
in the educational
program.

This past year
I was not interested
in the opinions of
the parents.

This past year
I was very inter-
ested in the
opinions of parents.

This past year
I made parents
feel free to
contact me.

This past year
I did not make
parents feel free
to contact me.

This past year
I was not interested
in involving parents
in the educational
program.

This past year
I was interested
in involving
parents in the
educational pro-
gram.

Quincy Education By Choice

Attitude Instrument
For Parents

Name _____

Date _____

1.
I am well
informed
about Educa-
tion By Choice.

1.
I am uninformed
about Education
By Choice.

2.
I like the
idea of Educa-
tion By Choice.

2.
I do not like
the idea of
Education By
Choice.

3.
I do not feel
my son or
daughter will
receive a
better educa-
tion because
of Education
By Choice.

3.
I feel my son or
daughter will
receive a better
education because
of Education By
Choice.

4.
My son or
daughter's alter-
native school is
the best one for
him.

4.
My son or
daughter's alter-
native school is
the worst one
for him.

5.
I feel my son
or daughter's
alternative
school will
help him.

5.
I do not feel
my son or
daughter's alter-
native school
will help him.

6.
I am never con-
tacted about my
son or daughter's
progress in Senior
High School.

6.
I am always con-
tacted about my
son or daughter's
progress in
Senior High
School.

7.
I feel highly
involved in the
educational pro-
grams offered by
Senior High School.

7.
I feel uninvolved
in the educa-
tional programs
offered by Senior
High School.

8.

I feel my son
or daughter's
teachers are very
interested in
my opinions.

8.

I feel my son or
daughter's
teachers are not
interested in my
opinions.

9.

I feel teachers
make a serious
effort to involve
me in the educa-
tional program.

9.

I feel teachers
make no effort
to involve me in
the educational
program.

10.

I do not feel
free to contact
my son or
daughter's
teachers.

10.

I feel free to
contact my son or
daughter's
teachers.

QUINCY ALL-CHOICE CONTINUUM

PART I

Name _____

1.
My school
experiences help
me.

1.
My school
experiences
do not help me.

2.
My school
experiences
have no meaning
for me.

2.
My school
experiences
have meaning
for me.

3.
I am proud
of my
school.

3.
I am not proud
of my school.

4.
School is not
important to
me.

4.
School is
important to
me.

5.
I plan to
graduate.

5.
I do not plan
to graduate.

PART II

1.
I think all
assignments
are boring.

1.
I think all
assignments
are interest-
ing.

2.
I do more
schoolwork
than assigned.

2.
I do not do
any school-
work.

3.
I never buy books
with my extra
money.

3.
I always buy
books with my
extra money.

4.
I like
difficult
assignments.

4.
I do not
like difficult
assignments.

5.
I do not
like to do
homework.

5.
I like to do
homework.

QUINCY ALL-CHOICE CONTINUUM

PART III

Name _____

1.
My teachers
make their subjects
interesting to me.

1.
My teachers
bore me when
they are
teaching.

2.
I have a poor
relationship with
all my teachers.

2.
I have a good
relationship
with all of
my teachers.

3.
I feel that
my teachers
are human.

3.
I feel that my
teachers are
not human.

4.
I never trust
teachers.

4.
I always trust
teachers.

5.
I love
teachers.

5.
I hate
teachers.

PART IV

1.
All students
dislike me.

1.
All students
like me.

2.
I have many
friends at
school.

2.
I have no
friends at
school.

3.
Students at this
school are not
very friendly.

3.
Students at
this school
are very
friendly.

4.
Other students
make me feel good
about myself.

4.
Other students
make me feel
bad about my-
self.

5.
Other students
are always mean
to me.

5.
Other students
are never mean
to me.

(Administrators are superintendents of schools, assistant superintendents, principals, assistant principals, deans, and directors of programs.)

1.
Administrators
are always fair.

2.
Administrators
are rigid.

3.
School adminis-
trators at this
school are fair
to students.

4.
Administrators
are not
friendly people.

5.
I feel that
administrators
are willing to
try students'
ideas.

1.
Administrators
are never
fair.

2.
Administrators
are flexible.

3.
School admin-
istrators at
this school
are unfair to
students.

4.
Administrators
are friendly
people.

5.
I feel that
administrators
are never
willing to try
students'
ideas.

PART VI

1.
I feel I am not
important in
this school.

2.
School people
see me as a
good person.

3.
I attend no
school
events.

4.
At school
everyone cares
about me.

5.
My school is not
a friendly
place.

1.
I feel I am
important in
this school.

2.
School people
see me as a
bad person.

3.
I attend all
school
events.

4.
At school
no one cares
about me.

5.
My school is
a friendly
place.

QUINCY ALL-CHOICE CONTINUUM

PART VII

Name _____

1.
Quincy is a
good place
to live.

2.
I am not
happy in
Quincy.

3.
There is a
lot to do in
Quincy.

4.
Quincy has
nothing to
offer to
teenagers.

5.
I am proud
to live in
Quincy.

1.
Quincy is a
bad place
to live.

2.
I am happy
in Quincy.

3.
There is not
a lot to do
in Quincy.

4.
Quincy has a
lot to offer
teenagers.

5.
I am not
proud to live
in Quincy.

APPENDIX F

HILLCREST HIGH SCHOOL ALTERNATIVE EDUCATION ENROLLMENTS

Hillcrest High School Alternative Education Enrollments

Hillcrest High School Students Enrolled In The Sauk Area Career Center

| | |
|---------|--------------|
| 1972-73 | 20 students |
| 1973-74 | 39 students |
| 1974-75 | 90 students |
| 1975-76 | 117 students |
| 1976-77 | 132 students |
| 1977-78 | 149 students |

Hillcrest High School Students Enrolled In The Cooperative Work Experience Program

| | |
|---------|-------------|
| 1972-73 | 20 students |
| 1973-74 | 11 students |
| 1974-75 | 48 students |
| 1975-76 | 62 students |
| 1976-77 | 78 students |
| 1977-78 | 82 students |

District 228 Students Enrolled In The Alternative Evening High School

| | |
|---------|---------------|
| 1975-76 | 48 students |
| 1976-77 | 153 students |
| 1977-78 | 250 students* |

*This represents only an approximate enrollment

APPENDIX G

HILLCREST HIGH SCHOOL DROPOUT FIGURES

Hillcrest High School Dropout Figures

Number of Dropouts

| Year | Enrollment | Number of Dropouts | Percentage |
|---------|------------|--------------------|------------|
| 1972-73 | 1850 | 86 | 4.6 |
| 1973-74 | 1840 | 64 | 3.5 |
| 1974-75 | 1800 | 65 | 3.6 |
| 1975-76 | 1750 | 74 | 4.2 |
| 1976-77 | 1750 | 90 | 5.1 |

Reasons for dropping out

| | 1972-3 | 1973-4 | 1974-5 | 1975-6 | 1976-7 |
|--|--------|--------|--------|--------|--------|
| Non-attendance, lack of interest, and academic failure | 63 | 40 | 43 | 58 | 64 |
| Expulsion | 7 | 4 | 0 | 0 | 0 |
| Marriage | 4 | 3 | 5 | 3 | 2 |
| Medical | 0 | 1 | 2 | 0 | 5 |
| Military Service | 3 | 4 | 3 | 2 | 3 |
| Work | 3 | 4 | 7 | 9 | 12 |
| Others | 6 | 8 | 5 | 2 | 4 |
| Total | 86 | 64 | 65 | 74 | 90 |

APPENDIX H

HILLCREST HIGH SCHOOL ACADEMIC FAILURE STATISTICS

Hillcrest High School Academic Failure Statistics

Total Class Failures

| | Semester 1 | Semester 2 | Total |
|---------|------------|------------|-------|
| 1972-73 | 984 | 1048 | 2032 |
| 1973-74 | 1089 | 1002 | 2091 |
| 1974-75 | 1152 | 1152 | 2304 |
| 1975-76 | 1237 | 1087 | 2324 |
| 1976-77 | 1311 | 1259 | 2570 |

Students Who Failed Two Or More Classes

| | Semester 1 | Semester 2 |
|---------|------------|------------|
| 1972-73 | 184 | 197 |
| 1973-74 | 167 | 216 |
| 1974-75 | 172 | 225 |
| 1975-76 | 213 | 186 |
| 1976-77 | 202 | 199 |

APPENDIX I

HILLCREST HIGH SCHOOL SUSPENSION AND SUPERVISED STUDY STATISTICS

Hillcrest High School Suspension And Supervised Study Statistics**Total Suspensions**

| | |
|---------|---------------|
| 1972-73 | 1364 students |
| 1973-74 | 1652 students |
| 1974-75 | 1478 students |
| 1975-76 | 593 students |
| 1976-77 | 608 students |

Total Supervised Study Assignments *

| | |
|---------|---------------|
| 1975-76 | 1156 students |
| 1976-77 | 1239 students |

* Supervised study is another term for in-school suspension. It was organized in 1975 by the write as an alternative to a suspension out of school.

APPENDIX J

A MAP OF HILLCREST HIGH SCHOOL WITH
THE PROPOSED OPEN STUDY BOUNDARIES

265
THE OPEN STUDY PROGRAM

24

