

**VIRGINIA COMMISSION ON YOUTH
REPORT**

**Guide to Local Alternative
Education Options for Suspended
and Expelled Students in the
Commonwealth**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



REPORT DOCUMENT NO. 144

**COMMONWEALTH OF VIRGINIA
RICHMOND
2008**

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TO: The Honorable Timothy M. Kaine, Governor of Virginia

and

Members of the Virginia General Assembly

At its December 5, 2007, meeting, the Commission on Youth approved action directing the finalization of the *Guide to Local Alternative Education Options for Suspended and Expelled Students in the Commonwealth*.

Enclosed for your review and consideration, I am pleased to submit the Commission's *Guide to Local Alternative Education Options for Suspended and Expelled Students in the Commonwealth*, which has been prepared in response to the recommendation. The Commission received assistance from many affected agencies and organizations and I gratefully acknowledge their input.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "William H. Fralin, Jr.", written in a cursive style.

William H. Fralin, Jr.
Chairman

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I. Executive Summary

Section 30-174 of the *Code of Virginia* establishes the Commission on Youth and directs it to "...study and provide recommendations addressing the needs of and services to the Commonwealth's youth and their families." The Commission studies and provides recommendations addressing the needs of and services to the Commonwealth's youth and families. The Commission also monitors the development of laws and policies impacting youth and their families thus contributing to the General Assembly's ability to make sound policy decisions on these matters.

In May of 2006, the Virginia Commission on Youth was directed to review alternate education programs for suspended and expelled students in Virginia. Commission staff researched the availability of these programs as well as the challenges facing school divisions in providing educational services to disciplined students. The Commission convened an Alternate Education Advisory Group consisting of representatives from the Virginia Department of Education, the School Board Association, the Alternative Education Association, local school divisions, and other affected stakeholders. The membership is included as Appendix A.

During 2006 and 2007, the Advisory Group met six times. A major finding of the Advisory Group was the lack of information on the availability of local programs that provide educational services to suspended and expelled students. While there is an annual report on state-funded regional alternative education programs pursuant to §22.1-209.1:2 of the *Code of Virginia*, there is no central inventory of locally-created and administered alternative education schools/programs. The annual report on Virginia's regional alternative education programs is included as Appendix D. Information on locally-created programs and schools would provide a more complete picture on unmet service needs as well as promising practices utilized throughout the Commonwealth. A survey of school divisions regarding available alternative education programs would be helpful in determining whether there was a need for additional alternative education programs or program slots. Accordingly, the Advisory Group made the following recommendation:

The Commission will conduct a survey of school divisions on locally created alternative education programs to obtain data on these programs and to ascertain whether there were any unmet educational needs. The results of the survey will be communicated to the Virginia Commission on Youth.

II. Background

In November of 2006, the Commission, in cooperation with the Department of Education, surveyed all 132 school divisions. The survey was designed by Commission staff and modified pursuant to the Advisory Group's recommendations. Surveys were sent to Virginia's school superintendents and accompanied by a letter of introduction. Instructions for completing the survey form as well as instructions for accessing the survey on the Commission on Youth website was also included. The survey instrument is included as Appendix B. Concurrently; the Department issued a Superintendent's

Memorandum with instructions for accessing the survey on the Commission's website, provided as Appendix C. Respondents were asked to complete and return the surveys by November 22, 2006, although any survey returned after that date was included in the preliminary report.

A. DATA COLLECTION

The survey instrument contained two sections. The first section requested information about the number of children suspended or expelled by the school division, the number of students offered educational services, and whether the school division had alternative educational programs, either regional or locally-created programs. The second section requested a description of the locally-created programs/schools, the number of students, the funding for the program, the teacher-student ratio, and other specific characteristics about the program. This section also request information about school divisions without alternative education programs or schools to specify the reasons for the lack of programs/schools.

The response rate from school divisions was 95% (126 of 132) and responses reflected activities that occurred during the 2005-2006 academic year. Survey responses included information on:

- Virginia's 29 regional alternative education programs; and
- School divisions' practices for offering local alternative educational services to suspended/expelled students.

B. DATA ANALYSIS

A summary of the survey results for the 126 responding school divisions is as follows.

- More than half of the reporting divisions offered all disciplined students some form of educational service.
- The survey revealed that there were 160 locally-administered programs or schools serving disciplined students, with 46 of these programs/schools located in Fairfax County.
- Superintendents reported 15,602 students were served by local alternative education programs during the 2005/06 school year.
- Alternative programs may include online courses, court educational services, and the opportunity to make-up assignments for short-term suspensions.
- Regional programs accounted for the largest proportion of programs available to local divisions.
 - 65 school divisions had access to regional programs.
 - 54 had both local and regional programs
 - 16 school divisions had local division programs only
 - 4 had no access to alternative education programs.
 - The average number of programs per locality is 2.5 and more than half of the divisions reported access to at least one program.
- The breakdown of students served solely by local alternative education programs is:
 - 75% students were expelled/long-term suspended;
 - 72% students were in danger of being suspended or expelled;

- 10% academic reasons;
- 7% in danger of dropping out;
- 6% require non-traditional classroom setting;
- 6% misbehavior/mental health or medical issues;
- 5% GED Prep/Individual Student Alternative Education Plan (ISAEP); and
- 3% released from a juvenile correctional/detention center.

III. Study Recommendations

Currently, there is no central inventory of locally-created and administered alternative education schools/programs in Virginia. Such a guide would be helpful to provide educators, health and human service workers, juvenile justice officials, caregivers and others with information on all available alternatives to students who have been suspended or expelled and would be a resource to local school divisions. A guide could provide a more complete picture of existing programs throughout the Commonwealth.

At the December 5, 2007 meeting, the Commission on Youth approved the following recommendations:

Recommendation 1

The Virginia Commission on Youth shall finalize its *Guide on Alternative Education Options for Suspended and Expelled Youth in the Commonwealth* and request the Virginia Association of School Superintendents to assist in disseminating it to all interested organizations via the Internet or any other cost-effective dissemination method they choose.

Recommendation 2

The Virginia Commission on Youth shall contact all child-serving agencies and inform them of the availability of the *Guide on Alternative Education Options for Suspended and Expelled Youth in the Commonwealth*. The Commission will also request the Secretariats of Health and Human Resources, Public Safety, and Education, as well as all affected agencies delivering services to children, to include this guide on their websites.

Recommendation 3

The Virginia Department of Education, in cooperation with the Virginia Alternative Education Association and the Virginia Association of Independent Education Specialized Education Facilities, will continue to collect data on locally administered alternative education programs. Data collected may include available information such as the number of students served, service needs, funding, components of the programs, and other information that evaluates both the performance of the programs and the students served by the program. This information will be submitted biennially to the General Assembly.

IV. Guide to Local Alternative Education Options for Suspended and Expelled Students in the Commonwealth

The following *Guide on Alternative Education Options for Suspended and Expelled Youth in the Commonwealth* is compiled from this survey data, with the exception of information on Henrico County's programs, which was added in December of 2007 and Buena Vista, which was added in June 2007. A map depicting the breakdown of the divisions' programs is included as Appendix E.

At the November 13, 2007 Advisory Group meeting, the Advisory Group recommended that the Commission include information on privately-funded programs in the *Guide* to offer a more complete picture of alternative education options for suspended and expelled students. These programs and schools are outlined in Appendix F.



Guide to Local Alternative Education Options for Suspended and Expelled Students in the Commonwealth

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ACCOMACK COUNTY

Jeanne Lawrence or Leander Roberts, Jr.
P.O. Box 30 — Accomack, Virginia 23301
757-787-5754
lroberts@sbo.accomack.k12.va.us
jeannel@mns.accomack.k12.va.us

Reconnect

This program opened in 2004 for long-term suspended students. This program serves middle and high school students. The program accommodates 20 students, with a current waiting list of 1 to 5. This program is solely operated by this division, with the fiscal agent being Jeanne Lawrence. This program offers its students behavior management training, community service, conflict resolution training, core academic classes, drug/substance abuse prevention training, elective classes, in-house counseling, parent/family involvement, and referrals to external counseling. This program operates 21 to 30 hours a week, four days a week. The percentage of students with an IEP is 0 to 10. The student to teacher ratio is 6:3. Eighty percent of funding for this program comes from the locality; 20 percent is federal.

ALBEMARLE COUNTY

Toni Roby
1200 Forest Street — Charlottesville, Virginia 22903
434-974-8070
troby@k12albemarle.org

Enterprise Center

This program opened in 2000 for students who have been suspended or expelled or who are at risk of being suspended or expelled. This program serves middle and high school students. Enterprise Center accommodates 45 students and currently has a waiting list of 1 to 5 students. The program is solely operated by this division. Referrals must come from the school division, school board, or principal. This program offers students academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, crisis intervention, elective classes, in-house counseling, life skills training, and parent/family involvement. The percentage of students with an IEP for this program is 51 to 75. The program operates 21 to 30 hours a week during regular school hours. The student to teacher ratio is 10:1. The cost per student is \$22,722. The locality funds 100 percent.

Murray High School
1200 Forest Street — Charlottesville, Virginia 22903
434-296-3090

Murray High School

Murray High School is for students who are not living up to their full potential in a traditional school environment. This school accommodates 110 students and offers students core classes, encourages involvement, teaches problem solving and conflict resolution, and extracurricular activities. This is a charter high school, meaning it is locally funded. Students must apply for admission.

ALEXANDRIA CITY

Shannon Anderson
25 S. Quaker Lane — Alexandria, Virginia 22314
703-461-4060
shannon.anderson@acps.k12.va.us

Interim Education Program

This program opened in 1998 for suspended and expelled students and serves middle and high school students. This program accommodates 24 students and currently has a waiting list of 1 to 5 students. This program is solely operated by this division. Referral for this program comes from the school board, school division, parent or teacher referral. This program offers its students core academic classes, and life and social skills training. The percentage of students with an IEP for this school is 0 to 10. This school operates 21 to 30 hours a week during regular school hours. The student to teacher ratio is 12:1. The average cost per student is \$14,000. Local funding provides 82 percent, while federal funding provides 10 percent.

APPOMATTOX COUNTY

Walter Krug, Superintendent
P.O. Box 548 — Appomattox, Virginia 24522
434-352-8251
wfkruz@appomattox.k12.va.us

Janus Program

This program opened in 1997 for suspended or expelled students, as well as for students at risk of being suspended or expelled. Janus Program accommodates 20 students and currently has a waiting list of 1 to 5 students. This program is solely operated by this division and serves middle and high school students. Referral for this program comes from an outside service provider, school board, school division, parent, family member, teacher or staff. This program offers its students academic remediation or tutoring, core academic classes, crisis intervention, elective classes, referrals to external counseling, and technology-based instruction. The percentage of students with an IEP for this school is 0 to 10. This school operates 11 to 20 hours a week during regular school hours. The student teacher ratio is 10:1. The cost per student for this program is \$7,262. Local funding provides 24 percent, while federal funding provides 9 percent.

Francis Moreno, Assistant Principal
Appomattox County High School
198 Evergreen Avenue — Appomattox, Virginia 24522

Individualized Student Alternative Education Program (ISAEP)

This program is designed for students who are one or more years behind their grade, who have discipline problems, and who have circumstances other than academic that make it difficult for them to attain their diploma. An individual plan will be developed for each student so that they can achieve academic success. Referral comes from the high school principal, parent, student, or guidance counselor.

ARLINGTON COUNTY

Marguerite Gooden
2847 Wilson Boulevard — Arlington, Virginia 22201
703-228-2117

New Directions Center

This program opened in 1995 for suspended and expelled students. This program currently accommodates 35 students and has a waiting list of 1 to 5 students. It is solely operated by this division and serves high school students. Referral for this program comes from teacher, staff, or an administrator. New Directions offers its students behavior management, core academic classes, crisis intervention, elective classes, in-house counseling, parent/family involvement, peer mediation, referrals to external counseling, social skills training, and technology instruction. The percentage of students with an IEP for this school is 0 to 10. This school operates more than 30 hours a week during regular school hours. The student to teacher ratio is 12:1. The program is fully-funded by the locality.

BEDFORD COUNTY

Brenda Goff or Gary Lowry
3105 Bridge Street — Bedford, Virginia 24523
540-586-1045
bgoff@bedford.k12.va.us

Bridge School

This school opened in 1992 for suspended and expelled students and serves elementary, middle, and high school students. Bridge School accommodates 50 students and currently has no waiting list. This program is solely operated by this division. Referral can come from teacher, staff, administrator, or the school board. This program offers its students academic remediation or tutoring, behavior management, core academic classes, elective classes, life and social skills training. The percentage of students with an IEP for this school is 0 to 10. This school operates more than 30 hours a week during regular school hours. The ratio for this program varies: for high school, it is 10:1 and in middle and elementary it is 5:1. All facilities have aides who assist teachers. The average cost per student is \$2,000. This program is fully-funded by the locality.

BOTETOURT COUNTY

143 Poor Farm Road — Fincastle, Virginia 24090
540-473-8263

Alternative Education Program

This program is offered for at-risk youth who desire to complete a vocational/technical course and receive two hours daily of assistance in preparation for taking the GED test. A student must be at least 17 years of age and two years behind in their educational training to attend. Enrollment is limited to 18 students.

BRISTOL CITY

Patty Bowers, Student Services/Special Education
Bristol City Schools
222 Oak Street — Bristol, Virginia 24201
276-821-5632

Learning In Field Environment Program (LIFE)

This program is community-based and serves suspended or expelled students. It is located at the Boys and Girls Club. Classes include instruction in job readiness, decision-making, self esteem, and anger management. Students also participate in community service activities.

BUCHANAN COUNTY

Phillip Keene
P.O. Box 833 — Grundy, Virginia 24614
276-935-4551
pkeene@buc.k12.va.us

Buchanan County Alternative Education Program

This program opened in 2006 for students who have been suspended or expelled. The program accommodates 12 students and currently has a waiting list of 11 to 15 students. This program is solely operated by this division. This program offers its students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, drug/substance abuse prevention training, in-house counseling, social skills training, and mediation. The percentage of students with an IEP for this program is 40 to 41. The program operates during regular school hours for approximately 21 to 30 hours a week. The student to teacher ratio is 12:1. The cost per student is \$625. This program is fully-funded by local funds.

BUCKINGHAM COUNTY

Ivan Davis, Director
HC-02, Box 376 — Buckingham, Virginia 23921
434-969-6180
ipdavis@bchs.k12.va.us

Buckingham Middle School Alternative

Buckingham Middle School Alternative opened in 1995 for students in lieu of suspension or expulsion. The program allows for 12 students and currently has a waiting list of 1 to 5. The program offers core academic classes, remediation or tutoring, parent/family involvement, social skills training, and mediation. The student must get permission from the school division or school board to attend. The percentage of students with an IEP is 11 to 21. The program operates during regular school hours for about 21 to 30 hours a week. The student to teacher ratio is 12:1. Fifty percent of this program is locally funded.

Home Based Instruction

This program opened in 2001 for suspended or expelled students. The program accommodates 25 students and currently has a waiting list of 1 to 5 students. This program is solely operated by this division. Referral comes from either the school board or school division. This program offers its students academic remediation or tutoring, and core academic classes. The percentage of students with an IEP for this program is 0 to 10. This is an online program which operates 10 hours a week.

BUENA VISTA CITY

Lori Teague, Principal
2329 Chestnut Avenue — Buena Vista, Virginia
540-261-7340
lori.teague@bvcps.org

Parry McCluer Middle School

This program opened in 2005 for students at risk of being suspended or expelled. It accommodates four students. The program is solely operated by the division. Referral is by a teacher or staff member. The program, which is designed to transition students to the traditional classroom setting, offers academic remediation or tutoring, behavior management training, core academic classes, and in-house counseling. The IEP percent is less than 10 percent. The program operates during regular school hours for 30 hours a week. The student to teacher ratio is 4:1. The cost per pupil is \$750, with 75 percent local funding and 25 percent, federal.

CAMPBELL COUNTY

John Ebb
P.O. Box 99 — Rustburg, Virginia 24588
434-332-8228
jenb@campbell.k12.va.us

Night GED Program

Campbell's Night GED Program is for students who have been expelled, long-term suspended, released from a juvenile correctional/detention center, pending disposition of charges, in lieu of suspension or expulsion, while others are placed by parental request. This program offers students academic remediation or tutoring, core academic classes, drug/substance abuse prevention training, elective classes, life skills training, parent/family involvement, and referrals to external counseling. Services are provided through partnerships with a community. Students can be admitted to the night GED program through parent, school division or school board referral.

Fray Educational Center

This program opened in 1994 for students who have been suspended or expelled. It accommodates 150 students and currently has a waiting list of 1 to 5 students. Referral for this program can come from parent or guardian, or school board or school division. This program offers its students academic remediation or tutoring, core academic classes, drug/substance abuse prevention training, elective classes, life skills training, parent/family involvement, referrals to external counseling, and services provided through partnerships with the community. The percentage of students with an IEP is 41 to 50. This program operates 21 to 30 hours a week during regular school hours. The student teacher ratio is 10:1. The average cost per student is \$6,550 and 100 percent of the funding is local.

Homebound Instruction

This program is for students at risk of being suspended or expelled. Referral for this program can be provided by a parent or guardian, the school board or school division. Homebound Instruction offers students academic remediation or tutoring, core academic classes, drug/substance abuse prevention training, elective classes, life skills training, parent/family involvement, referrals to external counseling, and services provided through community partnerships. The percentage of students with an IEP for this program is 31 to 40. Students must participate for 21 to 30 hours, which can be done with flexible scheduling. The student to teacher ratio is 5:1. The cost per student for this program is \$3,270. This program is 100 percent locally-funded.

CAROLINE COUNTY

Harold Pellegrino
13325 Devil's Three Jump Road — Milford, Virginia 22514
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hpellegreen@caroline.k12.va.us

Caroline Middle School

Caroline Middle School opened in 1996 for students who have been suspended or expelled and serves middle school students. The program accommodates 15 students, with a current waiting list of 1 to 5. This program is solely operated by this division and requires referral from the school division or school board. It offers behavior management training, core academic classes, in-house counseling, and life skills training.

CARROLL COUNTY

G. Wade Meredith
605-9 Pine Street — Hillsville, Virginia 24343
276-728-3191
wmeredit@ccpsd.k12.va.us

Student Transitional Educational Placement (STEP)

STEP opened in 1970 for students at risk of being suspended or expelled. The program accommodates 12 students and has a waiting list of 1 to 5. It offers academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, in-house counseling, and life and social skills training. It is solely operated by the division. Students are enrolled by the school division or school board. The percentage of students with an IEP is 41 to 50. The program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 12:1. The cost per student is \$8,351. The locality provides 22 percent of the funding; 15 percent is federal.

GED Preparatory/Individualized Student Alternative Education Program (ISAEP)

This program began in 2000 and accommodates 12 students at risk of suspension or expulsion or with multiple misbehaviors. There is currently a waiting list of 1 to 5. It offers students academic remediation or tutoring, core academic classes, in-house counseling, life and social skills training, technology-based instruction, work participation (not school-based), and career and school guidance counseling. Referral can be through a teacher or staff member or through the schools' Child Study Team. The program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 12:1.

Cavalier Alternative Learning Lab (CALL) Programs at Carroll County High School and Intermediate School

This program opened in 1970 for students at risk of being suspended or expelled. CALL accommodates 15 students and currently has a waiting list of 1 to 5 students. Referral for this program comes from parent, teacher, the school board or school division. This program offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, in-house counseling, life skills training, parent/family involvement, and social skills training. The percentage of students with an IEP for this program is 51 to 75. This program operates 21 to 30 hours a week during regular school hours. The student to teacher ratio is 15:1. The average cost per student is \$8,351. Local funding is 22 percent; 15 percent is federal.

CHARLOTTE COUNTY

Lorene Wendelin, Administrator
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434-542-4394
wendelinl@ccps.k12.va.us

Charlotte County Alternative School

This program, which opened in 2006 for students who have been or are at risk of being suspended or expelled, accommodates 40 students and has a waiting list of 1 to 5 students. It serves middle and high school students. Referral can come from family member, teacher or staff, or school board or school division. The program offers academic remediation or tutoring, behavior management and conflict resolution training, community service, core academic classes, crisis intervention, substance abuse prevention training, elective classes, in-house counseling, and parent/family involvement. The percentage of students with an IEP is 21 to 30. The program operates 21 to 30 hours a week during regular school hours, or after school hours. The student to teacher ratio is 10:1. Cost per student is \$8,177. Eighty percent of funding is federal; the local share is \$1,635.

CHARLOTTESVILLE CITY

Kathy Johnson Harris, Coordinator
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Charlottesville City Schools Alternative Program

This program opened in 1994 for students who had been suspended or expelled. It accommodates 35 students, with a current waiting list of 1 to 5 students. Referral comes from the school board, school division, a teacher or staff member. The program offers academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, crisis intervention, elective classes, in-house counseling, life skills training, and encourages parent/family involvement. The percentage of students with an IEP for this program is 11 to 20. The program operates during regular school hours, from 21 to 30 hours a week. Student to teacher ratio is 10:1. Average cost per student is \$17,513. The program is locally funded.

CHESAPEAKE COUNTY

Melvina Herbert
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Chesapeake Alternative School

This program opened in 1971 for students who have recently been released from a juvenile correctional facility or who have been suspended or expelled. It accommodates 125 students and currently has a waiting list of 1 to 5. Referral can come from the school board, school division, a teacher or staff member. This program offers its students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, elective classes, life skills training, parent/family involvement, social skills training, student assistance program, and mediation. The percentage of students with an IEP for this program is 31 to 40. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 3:1. The average cost per student \$8,439. The locality provides 41 percent of the funding; federal funding is 53 percent.

CHESAPEAKE COUNTY *(continued)*

Thomas L. Vaughan
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vaughtle@cps.k12.va.us

Homebound Instruction

This program is available to students who have been suspended or expelled or who have medical documentation for not attending school. Referral for this program comes from a teacher, staff member, or an administrator. Homebound Instruction offers its students academic remediation or tutoring, core academic classes, and elective classes. The percentage of students with an IEP for this program is 31 to 40. The program operates during regular school hours, afternoons, evenings, and weekends, 0 to 10 hours a week. The student to teacher ratio is 1:1. Forty one percent of funding is provided by the locality; 53 percent is federal.

CHESTERFIELD COUNTY

Robert Talley, Administrator of Pupil Placement/Student Conduct
600 Southlake Boulevard – Richmond, Virginia 23236
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robert-talley@ccpsnet.net

Connections Academy

This program opened in 1995 for students who had been suspended or expelled, were facing charges, or had just been released from a juvenile correctional facility. The program serves middle and high school students. It accommodates 40 students and currently has a waiting list of more than 20 students. Referral comes from the Student Conduct Office. It offers academic remediation or tutoring, behavior management training, and core academic classes. The percentage of students with an IEP for this program is 0 to 10. It operates after school hours for 11 to 20 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$1,144. The program is fully-funded by the locality.

CLARKE COUNTY

Jill Sowers
16 N. Buckmarsh Street – Berryville, Virginia 22611
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sowersj@clarke.k12.va.us

F & M Bank Educational Center

This program opened in 2001 for students who are at risk of being suspended or expelled and who are in middle or high school. This program accommodates 35 students and currently has a waiting list of 1 to 5 students. Referral for this program can come from the school board, school division, teacher or staff. This program offers academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, drug/substance abuse prevention training, elective classes, in-house counseling, and life skills training, and encourages parent/family involvement. The percentage of students with an IEP for this program is 11 to 20. This program operates during regular school hours for 21 to 30 hours a day. The student teacher ratio is 7:1.

COLONIAL HEIGHTS CITY

Damon Talley, Coordinator
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Damon_Talley@colonialhts.net

Community Day School

This program opened in 2002 for students who have been suspended or expelled or who are at risk of being suspended or expelled. The program serves middle and high school students. It accommodates 12 students and currently has a waiting list of 1 to 5 students. Referral can come from the school division or school board. It offers behavior management training, conflict resolution training, core academic classes, substance abuse prevention training, crisis intervention, elective classes, in-house counseling, life skills training, parent/family involvement, and peer mediation. The percentage of students with an IEP is 0 to 10. The program operates during regular school hours for 21 to 30 hours a week. Student to teacher ratio is 4:1. The average cost per student is \$5,500. The locality funds 100 percent of the costs.

CRAIG COUNTY

Scott Critzer, Director of School Improvement
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Individualized Student Alternative Education Program (ISAEP)

ISAEP was opened in 2003 for students under age 18 who are at risk of dropping out of school. The program accommodates ten, with a current waiting list of 1 to 5. This program offers academic remediation or tutoring, core academic classes, parent/family involvement, and technology-based instruction. Students are referred by parent/family, self-referral, a teacher or staff. The IEP for this program is 0 to 10 percent. The program operates after regular school hours for up to 10 hours per week. The student teacher ratio is 5:1. The program is fully-funded by the locality.

CULPEPER COUNTY

Kathy O'Connor, Administrator
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koconnor@culpeperschools.org

Focus

This program opened in 2002 for suspended and expelled students who are in high school. Focus accommodates 24 students and currently has a waiting list of 6 to 10 students. Referral can come from a teacher, parent, the school board, or school division. It offers academic remediation or tutoring, conflict resolution training, core academic classes, in-house counseling, peer mediation, services provided through community partnerships, and technology-based instruction. The percentage of students with an IEP for this program is 0 to 10. This program operates after school and evenings for up to 10 hours a week. The student to teacher ratio is 15:1. The average cost per student is \$6,000, with 48 percent of the funding coming from the locality.

DANVILLE CITY

Sammy Massie, Principal
 540 Gay Street – Danville, Virginia
 434-799-5249

Fresh Start Academy

This program, which opened in 2002 for suspended or expelled students and serves middle and high school students, accommodates 150 students and currently has a waiting list of 1 to 5 students. Referral comes from a parent, teacher, or the school board. It offers students academic remediation or tutoring, core academic classes, elective classes and in-house counseling. The percentage of students with an IEP for this program is 11 to 20. The program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 15:1. The locality fully funds this program.

DICKENSON COUNTY

Mike Setser, Supervisor of Compliance
 Vocational Street – Clinchco, Virginia 24226
 276-926-4643
 msetser@dickenson.k12.va.us

Newstart Learning Academy

This program is for students who have been suspended or expelled or who are at-risk for dropping out. This program accommodates 40 students and currently has a waiting list of 1 to 5 students. Referral for this program can come from a parent, a teacher, or the school board. Newstart Learning offers its students behavior management training, conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention training, elective classes, life skills training, parent/family involvement, and referrals to external counseling services provided. The percentage of students with an IEP for this program is 21 to 30. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$2,952 and 100 percent of the funding is provided locally.

FAIRFAX COUNTY

Teresa M. Zutter
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 571-424-4020
 tzutter@fcps.edu

Because of the number of programs offered, the Fairfax County programs are presented in the school division’s chart format.

AIM – Achievement, Integrity, Maturity					
ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
AIM (Achievement, Integrity, Maturity)	Adolescents who have been expelled/excluded from FCPS school settings	Assigned by the FCPS Hearings Office or School Board	55	Minimum of 1 year	Grades 7-12

FAIRFAX COUNTY ALTERNATIVE HIGH SCHOOLS *(continued)*

ALTERNATIVE HIGH SCHOOLS					
ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
Bryant Alternative HS	Older adolescents who require nontraditional instruction.	Referral to Director of ASP for students under 18; self-referral for students 18 or older; or placement by FCPS Hearings Office/School Board.	450	1 semester to several years	Ages 17 and over
Landmark Career Academy	Associated with Bryant Alternative HS for older adolescents who require nontraditional instruction. Helps student gain entry into business world.	Referral to Director of ASP for students under 18; self-referral for students 18 or older.	30	1 semester to several years	Ages 17 and over
Mountain View Alternative HS	Older adolescents who require nontraditional instruction.	Referral to Director of ASP for students under 18; self-referral for students 18 or older; or placement by FCPS Hearings Office/School Board.	350	1 semester to several years	Ages 17 and over
Pimmit Hills Alternative HS	Older adolescents who require nontraditional instruction.	Referral to Director of ASP for students under 18; self-referral for students 18 or older; or placement by FCPS Hearings Office/School Board.	425	1 semester to several years	Ages 17 and over
Project Opportunity Bryant Alternative HS MS students Mountain View School	Young women who are pregnant or parenting; young men who are parenting.	Referral to Director of ASP for students under 18; self-referral for students 18 or older; or placement by FCPS Hearings Office/School Board.	100 to 150 per year	Completion of the current school year	Ages 13-21

ALTERNATIVE LEARNING CENTERS					
ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
Cameron Alternative Learning Center	Elementary students recommended for expulsion or who are expelled.	Assigned by the FCPS Hearings Office.	15	1 year	Grades K-6
Terra Centre Alternative Learning Center	Elementary students recommended for expulsion or who are expelled.	Assigned by the FCPS Hearings Office.	15	1 year	Grades K-6
Bryant Alternative Learning Center	Middle and high school students recommended for expulsion or who are expelled.	Assigned by the FCPS Hearings Office.	60 100 students/year	1 year	Grades 7-10
Burke Alternative Learning Center	Middle students recommended for expulsion or who are expelled.	Assigned by the FCPS Hearings Office.	30	1 year	Grades 7-8
Dunn Loring Alternative Learning Center	Middle and high school students recommended for expulsion or who are expelled.	Assigned by the FCPS Hearings Office.	60	1 year	Grades 7-10
Eleven Oaks Alternative Learning Center	Middle and high school students recommended for expulsion or who are expelled.	Assigned by the FCPS Hearings Office.	60	1 year	Grades 7-10

INTERAGENCY ALTERNATIVE SCHOOLS					
ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
Adult Detention Center	Adolescents who have been charged as adults.	Placement by Juvenile Court Judge.	12	As needed	Ages 16-18
Boys Probation House	Court-ordered adolescent males.	Placement by Juvenile Court Judge.	22	9-12 months	Ages 13-18
Compass Day School	Adolescent males and females who are in need of substance abuse counseling.	Through assessment at Alcohol and Drug Services (ADS) site.	12	4-12 months	Grades 7-12

FAIRFAX COUNTY INTERAGENCY ALTERNATIVE SCHOOLS *(continued)*

ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
Computer Enhanced Instruction (CEI)	Adolescents who are awaiting placement at an ALC or those who have been expelled.	Referral by the FCPS Hearings Office or the Office of Alternative School Programs Director.	20 at one time (130) students/year		Middle/ High School
Crossroads Residential	Male adolescent substance abusers who require long-term treatment.	Through assessment at Alcohol and Drug Services (ADS) site.	20	9-12 months in residence; 4-6 months of aftercare	Ages 15-18
Devonshire Center Alternative School (Recovery)	Adolescent males and females recovering from substance abuse dependency who need support to transition to a regular educational setting.	Through application; prior completion of primary substance abuse program required.	12	3-6 months	Grades 9-12
Elizabeth Blackwell Middle School	Adolescent males and females on probation.	Probation counselors make referrals.	12	Maximum of 1 year	Grades 7-8
The Enterprise School	Adolescents with problems at home, school and/or in the community.	Parents request interview and a review board decides on placement.	35	1-3 years	Grades 9-12
Falls Bridge School	Adolescent males and females on probation.	Probation counselors make referrals.	12	1 year maximum	Grades 9-12
Girls Probation House	Adolescent females on probation.	Placement by Juvenile Court Judge.	12	3-9 months	Ages 13-18
GRANTS (GED Readiness & New Technology Skills) Alexandria Centreville Fairfax Herndon Merrifield Seven Corners	16-18 year olds with few credits toward graduation.	Pre-test to determine eligibility.	100 students at 5 sites	Depends on skill level, average stay is 2 to 4 months	Ages 16 to adult
Gunston Alternative School	Adolescent males and females who are on probation.	Probation counselors make referrals.	12	1 year maximum	Grades 9-12
Hickory Grove	Adolescent males and females in need of assessment for future placement.	Through Family Asst. Planning Team (FAPT) placement.	8	90 days	Grades 7-12

ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
Horizons Day School	Adolescent males and females who are in need of substance abuse counseling.	Students are assigned by Alcohol and Drug Services (ADS) staff after assessment.	12	6 months to 1 year	Grades 8-12
Independent Study Programs I, II, III, IV	Adolescent males and females who are on parole or probation and who are not able to work in group settings.	Parole and probation counselors make referrals.	10-12 at each site	1 year	Ages 16-18
Leland House	Adolescents in behavioral or emotional crisis.	Through Woodburn Emergency Mental Health Services	8	45 days	12-17
Less Secure Shelter Home	Adolescent males and females who are involved with Juvenile Court.	Placement through Juvenile Court staff.	15	90 days	Grades 7-12
Northern Virginia Mental Health Institute	Adolescent males and females hospitalized at the facility.	Agency and family placement for mental health care.	10	1-6 months	Ages 18-22
Northern Virginia Sickle Cell Center	Children and adolescents diagnosed with Sickle Cell Disease and their families.	Family members or guardians can contact INOVA Northern VA Sickle Cell Center at 703-876-2714	As Needed	N/A	Birth to 18
Northwest School Reston	Adolescent males and females who have serious social-emotional problems.	Placements are made by parent request based on referrals from school, hospital, court, or other human services sources.	20	9-12 months	Grades 7-10
Sager School	Adolescent males and females who are on probation.	Probation counselors make referrals.	15	1 year maximum	Grades 8-12
Sojourn House	Residential placement for female students with emotional problems.	Access is through Family Assistance Planning Team (FAPT) recommendation.	8	3-12 months	Grades 8-12

ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
Sunrise House	Male and female substance abusers who are in the initial stages of treatment.	Students are assigned by Alcohol and Drug Services (ADS) staff after assessment.	11	6-9 months	Grades 7-12
Transition Support Resource Center Bryant Falls Church	Secondary students involved in expulsion process, long-term suspension, transitioning to or from restrictive residential placements.	Area administrators and Juvenile Court staff make placements.	40	Up to 3 months	Grades 8-12
Vista Day School	Adolescents in need of substance abuse counseling.	Assessment at Alcohol and Drug Services (ADS) site.	12	6 months to 1 year	Grades 7-12

JUVENILE DETENTION CENTER

ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
Juvenile Detention Center	Males and females who are in the custody of Juvenile Court	Placement by presiding judge.	121	1 day to 6 months; average stay is 19 days	Ages 7-17

SUMMIT

ALTERNATIVE PROGRAM	POPULATION SERVED	ACCESS TO PROGRAM	NUMBER OF STUDENTS SERVED	AVERAGE LENGTH OF STAY	AGE/GRADE RANGE
Summit Program HS-Hayfield Lee Mt. Vernon Oakton Westfield MS-Burke Hayfield Jackson Sandburg Whitman ES-Cameron Oakton Terra Centre	Male and female students who have behavioral issues.	Students are referred by school staff.	12 students per location 144 students/ semester	18 weeks	ES-HS

FALLS CHURCH CITY

Tim Guy, Assistant Principal
7124 Leesburg Pike – Falls Church, Virginia 22043
703-248-5515
guyt@fccps.org

Gage House

This program is for serves high school students who have been suspended or expelled or who are at risk of not graduating. Gage House accommodates 10 students and currently has a waiting list of 1 to 5 students. Referral must come from a parent, teacher or administrator. It offers academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, elective classes, life skills training, social skills training, and work participation which is not school-based. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 8:1. The average cost per student is \$16,020. The locality provides 82 percent of the funding.

George Mason High School Alternative Education Program

The program is designed for high school students who are not successful at George Mason High School due to academic, social, or behavioral difficulties. The program, which is supervised by an assistant principal at George Mason High School, accommodates eight students. It focuses on core subjects, conflict resolution, and tutoring.

FAUQUIER COUNTY

Cindi Kirk
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ckirk@fcps1.org

Counseling/Academics/Parenting/Service

This program, which opened in 2003 for suspended students, accommodates 12 students, with a current waiting list of 1 to 5. This program is solely operated by the division and serves middle students. Referral can come from a teacher, staff or the superintendent. It offers academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, drug prevention, elective classes, in-house counseling, life skills training, parent/family involvement, and peer mediation. The percentage of students with an IEP for this program is 21 to 30. The program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 5:1. The average cost per student is \$632 and the locality provides 100 percent of the funding.

FLOYD COUNTY

Linda H. Petrie, Director of Instruction
140 Harris Hart Road NE – Floyd, Virginia 24091
540-745-9400
petriel@floyd.k12.va.us

Alternative Education Program

This program, which is technology based, is for high school students who have been suspended or expelled or who are at risk of dropping out. It accommodates 40 students and currently has a waiting list of 1 to 5. Referral can come from the school board or division. It offers academic remediation or tutoring, behavior management and conflict resolution training, core academic

FLOYD COUNTY

Alternative Education Program (*continued*)

classes, crisis intervention, in-house counseling, life and social skills training, parent/family involvement, and peer mediation. The percentage of students with an IEP for this program is 41 to 50. The program operates during regular school hours and afternoons for 21 to 30 hours a week. The student to teacher ratio is 40:1. The average cost per student is \$2,500; the program is fully-funded by the locality.

FLUVANNA COUNTY

Brenda Gilliam
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Intervention Center and Distance Learning

This program opened in 1993 for suspended or expelled middle and high school students and those students seeking medical or emotional recovery. Referral for this program can come from the student, a teacher, parent, the school board or school division. This program offers students academic remediation or tutoring, core academic classes, drug/substance abuse prevention training, elective classes, in-house counseling, and technology-based instruction. The percentage of students with an IEP for this program is 11 to 20. This program operates during regular school hours and there are home-based options. The student to teacher ratio is 10:1. The average cost per student is \$11,378, with 85 percent of the funding coming from the locality.

FRANKLIN CITY

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New Directions

This program, which opened in 1991 for suspended or expelled students in middle or high school, accommodates 12 students and offers core academic classes. The percentage of students with an IEP for this program is 31 to 40. The program operates from 10:30 am to 1:30 pm. The student to teacher ratio is 12:1. The average cost per student is \$9,399, which is fully-funded by the locality.

FRANKLIN COUNTY

Larry D. Moore
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540-489-2036
larry.moore@frco.k12.va.us

Individualized Student Alternative Education Program (ISAEP)

ISAEP was opened in 2003 for students under age 18 who are threatening to drop out of school. The program accommodates 30 students. Students are tested in five areas for admission to the program and must achieve in all five areas at one time. Students who do not achieve attend a remedial program with the goal of improving test scores.

FRANKLIN COUNTY *(continued)*

LIFES Academy

This program opened in 1995 for suspended or expelled students or those at risk of being suspended or expelled. The program serves middle and high school students. It accommodates 20 students and currently has a waiting list of 11 to 15 students. Referral for this program can be made by the school board, school division, a teacher or staff. The Academy offers students academic remediation or tutoring, behavior management training, conflict resolution training, drug/substance abuse prevention training, elective classes, life skills training, parent/family involvement, and peer mediation. The percentage of students with an IEP for this program is over 75. It operates during regular school hours and summers. The student to teacher ratio is 3:1. The average cost per student is \$12,637 and the program is fully-funded by the locality.

Homebound Instruction

This program serves suspended and expelled students as well as students in danger of being suspended or expelled and those released from correctional/detention center. This program can served 120 students in 2005. There is a waiting list of one week. This program is solely operated by this division and serves elementary, middle and high school students. Placement may be by school division, teacher and staff referral; or Student Behavior Review Team Recommendation. Students may remain in the program. Academic remediation or tutoring is offered. Approximately 11 to 20 percent of students have an IEP and this program operates after school, evenings, and weekends. The average cost per student is \$6,000 with 60 percent of the funding provided by the locality and 40 percent funding provided by the federal government.

Derrick Scarborough
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Community Alternative Program for Suspension (CAPS)

This program was opened in 2002 for suspended or expelled middle school students. The program accommodates 10 students, with a waiting list of 1 to 5. CAPS is jointly operated with other organizations and agencies, with Franklin County administering the program. CAPS offers academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, crisis intervention, in-house counseling, parent/family involvement, peer mediation, and referrals to external counseling. The percentage of students with an IEP for this program is 21 to 30. The program operates under regular school hours for 21 to 30 hours a week. The student to teacher ratio is 3:1. The program cost is \$1,340 per student and 100 percent of the funding is provided by the locality.

FREDERICK COUNTY

Richard Plaucher, Director of Student Support Services
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Winchester, Virginia 22601
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Individualized Student Alternative Education Program (ISAEP)

This program was opened in 1999 for suspended or expelled students or those who are at risk of dropping out. The program, which is solely operated by this division, holds 35 and currently has a waiting list of 1 to 5. This program offers students academic remediation or tutoring, parent/family involvement, technology-based instruction, and work participation. Referrals can come from

FREDERICK COUNTY *(continued)*

Individualized Student Alternative Education Program (ISAEP) *(continued)*

family/parent or the students themselves. The percentage of students with an IEP for this program is 11 to 20. The program operates from 8:00 a.m. to 2:00 p.m., Mondays, Wednesdays and Fridays; on Tuesdays and Thursdays, 8:00 a.m. to 8:00 p.m. The student to teacher ratio is 10:1. The cost per student is \$9,875, with 46 percent of funding coming from the locality and 5 percent, federal.

Middle School Alternative Program (MAP)

MAP was created in 2001 to serve students in danger of being suspended or expelled as well as students at risk of dropping out of school. This program can serve 30 students and is solely operated by this division. The waiting list is can be up to four weeks. Program placement may come from referral from the home school or parental request, self-referral, and teacher or staff referral. The goal of the program is to transition students to regular academic setting and to foster academic success. The program offers social skills development, academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, crisis intervention, in-house counseling, life skills training. Services are provided through a partnership with a community-based organization. The IEP percentage is under 10 percent. The program takes place during regular school hours and operates 21 to 30 hours per week. The student to teacher ratio is 10 to 1.

The Learning Center (TLC)

TLC serves high school students at-risk of dropping out and is solely operated by this division. This program serves up to 90 students and assists students when they are behind in credits. Core academic classes are offered. The IEP percentage is under 10 percent. The program operates during regular school hours and operates 21 to 30 hours per week. Referral is from parents, teachers, or other staff. The student to teacher ratio is 10 to 1.

FREDERICKSBURG CITY

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200 Gunnery Road – Fredericksburg, Virginia 22401
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GED Preparation

This program opened in 1985 for suspended or expelled students. The program also reaches out to students who have been released from correctional/detention center or who have pending disposition of charges. The program holds 25 students and currently has a waiting list of 1 to 5. GED Preparation is solely operated by this division. Referral can come from an outside service provider, a teacher or staff. This program offers behavior management training, community service, conflict resolution training, life skills training, and work participation, which is not school based. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours, for 21 to 30 hours a week. The student to teacher ratio is 8:1. The cost per student for this program is \$700, and 100 percent of the funding comes from the locality.

FREDERICKSBURG CITY *(continued)*

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dchesley@cityschools.com

Rappahannock Incentive and Skills Enhancement (RISE)

This program opened in 1985 for students who have been suspended or expelled or who are having difficulty in a traditional school setting due to major behavioral problems. This program serves those in grades 7 through 12. This program accommodates 25 students and currently has a waiting list of 1 to 5 students. Referral for this program can come from a parent, family member, teacher, staff, school board or school division. RISE offers its students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, life skills training, parent/family involvement, social skills training, technology-based instruction, and student assistance programs. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 8:1. The average cost per student is \$7,000 and is fully-funded by the locality.

GILES COUNTY

McCreery Mann
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Alternative Education Program

This program opened in 1980 for middle and high school students who have been suspended or expelled. It accommodates 41 students and currently has no waiting list. Referral for this program can come from an outside service provider, teacher or staff, parent or family member, and school board or school division. It offers students behavior management, conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention training, in-house counseling, life skills training, parent/family involvement, peer mediation, and social skills training. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$913 and is fully-funded by the locality.

GOOCHLAND COUNTY

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lunderwood@gld.k12.va.us

Night GED Program

This program was opened in 1995 for students over age 16 who are at risk of being suspended or expelled or who have few credits towards graduation. The program, which accommodates 15 students and currently has no waiting list, is solely operated by this division. It offers GED test preparation. Referral can come from the student, teacher, school board or division. The percentage of students with an IEP for this program is 0 to 10. The program operates in the evenings for 11 to 20 hours a week. The student to teacher ratio is 15:1. The cost per student is \$8,500, with the locality providing 73 percent of the funding.

GOOCHLAND COUNTY *(continued)*

Project Return

This program was opened in 2000 for students who are at risk of being suspended or expelled and serves both middle and high school students. The program, which accommodates eight students and currently has no waiting list, receives funds through a consortium and operates as a separate division program. The fiscal agent is Powhatan County. The program offers students academic remediation or tutoring, core academic classes, and technology-based instruction. Placement is made by the superintendent. The percentage of students with an IEP for this program is 11 to 20. This program, which operates during after school hours for 11 to 20 hours a week, is served by one teacher, although additional staff are provided as needed. The cost per student is \$8,500 and 73 percent of the funding is provided by the locality.

GRAYSON COUNTY

Jim Baxley, Coordinator
P.O. Box 828 – Independence, Virginia 24348
276-773-2131
jbaxley@grayson.k12.va.us

Grayson County Alternative Education Program

This program opened in 2006 for students who have been suspended or expelled and serves middle and high school students. It accommodates ten students. Referral can come from the school board, school division, a teacher, or staff member. It offers academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention training, elective classes, life and social skills training, and peer mediation. The percentage of students with an IEP for this program is 0 to 10. The program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 7:1. The locality provides 80 percent of the funding; 20 percent is federal.

David Anders, Teacher
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276-773-2131
danders@grayson.k12.va.us

GED Program

This program was opened in 2004 for students who are at risk of being suspended or expelled and who have not been successful in a traditional classroom setting. This program accommodates 10 students and currently has a waiting list of 1 to 5. It is solely operated by this division. Referrals come from parent, family, or teacher. This program offers its students academic remediation or tutoring, core academic classes, and technology-based instruction.

GREENE COUNTY

Pete Santen, Coordinator
P.O. Box 1140 – Standardsville, Virginia 22973
434-985-1403
psanten@greencountyschools.com

Alternative Education Center (AEC)

This program, which opened in 2001 for high school students who have been suspended or expelled, accommodates 35 students and has a waiting list of 1 to 5 students. Referral can come from a parent or family member, teacher or staff, or school board or school division. AEC offers students academic remediation or tutoring, behavior management and conflict resolution training,

GREENE COUNTY

Alternative Education Center (AEC) (continued)

core academic and elective classes, in-house counseling, social skills training, and technology-based instruction. The percentage of students with an IEP for this program is 11 to 20. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 5:1. The average cost per student is \$8,644, with 33 percent of the funding coming from the locality.

HALIFAX COUNTY

Joe L. Griles, Executive Director for Instruction
P.O. 1849 – Halifax, Virginia 24558
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Alternative Educational Program

This program opened in 2007 for middle and high school students who have been suspended or expelled. It accommodates 100 students and currently has waiting list of 1 to 5 students. Referral can come from an outside service provider, teacher or staff, parent or family, and school board or school division. The program offers students academic remediation or tutoring, behavior management training, core academic classes, elective classes, in-house counseling, life skills training, peer mediation, referrals to external counseling, social skills training, and technology-based instruction. The percentage of students with an IEP for this program is 11 to 20. This program operates during regular school hours, afternoons, evenings, and weekends, for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$6,573, with 23 percent of the funding provided by the locality.

HAMPTON CITY

Raymond Haynes, Program Administrator
Eaton Middle School
2108 Cunningham Drive – Hampton, Virginia 23666
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Middle School Alternative Path to Success (MAPS)

This program, which opened in 2005 for middle school students who have been suspended or expelled, accommodates 40 students and currently has no waiting list. It is solely operated by the division. Referrals are by school division or school board. MAPS students are offered academic remediation or tutoring and core academic classes. The percentage of students with an IEP for this program is 0 to 10. The program operates after school hours for 11-20 hours a week. The student to teacher ratio is 10:1. The cost per student is \$1,982; the locality funds 100 percent of the costs.

Kevin Davis, CUPS Administrator
Hampton University – Hampton, Virginia 23669
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kmdavis@sbo.hampton.k12.va.us

Connections between University and Public Schools (CUPS)

This program opened in 1994 for suspended and expelled high school students. This program accommodates 40 students and currently has no waiting list. Referral comes from either the school board or school division. This program offers students core academic classes and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. The program operates during after school hours for 11-20 hours a week. The student to teacher ratio is 20:1. The cost per student is \$840, and 100 percent of the funding comes from the locality.

HAMPTON CITY *(continued)*

Kathy Wallner, Program Coordinator
1300 Thomas Street – Hampton, Virginia 23669
757-727-1337
kwallner@sbo.hampton.k12.va.us

Homebound/Extended Services

This program opened in 1995 for elementary, middle, and high students who had been suspended or expelled or who were experiencing behavioral issues. This program accommodates 500 hundred students. Referral for this program comes from parent or family member, teacher or staff, or school board or school division. Homebound offers students academic remediation or tutoring, core academic classes, life skills training, referrals to external counseling, and technology-based instruction. The percentage of students with an IEP for this program is 51 to 75. This program operates after school, evenings, and weekends. The student to teacher ratio is 1:1. The average cost per student is \$220. The program is fully-funded by the locality.

Andrea James, Principal
23 Semple Farm Road – Hampton, Virginia 23666
757-566-5315
ajames@sbo.hampton.k12.va.us

Hampton Harbor Academy

This program opened in 2001 for elementary, middle, and high school students needing academic intervention skills. The program, which serves grades 3 through 12, accommodates 171 students and currently has a waiting list of 16 to 20 students. All levels are separate and have application by lottery as required by the original charter. At present, only the middle school operates under a charter. Hampton Harbor Academy offers students academic remediation or tutoring, core academic classes, elective classes, in-house counseling, parent/family involvement, peer mediation, referrals to external counseling, services provided through a partnership with a community-based organization, and social skills. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$9,500 and the program is fully-funded by the locality.

HANOVER COUNTY

Steve Trexler, Assistant Director of Alternative Education
200 Berkley Street – Ashland, Virginia 23005
804-752-3479
strexler@hanover.k12.va.us

Georgetown Alternative Education and Dooley Consortium

This program opened in 1998 for elementary, middle, and high school students who have been suspended or expelled. It accommodates 125 students and currently has a waiting list of 1 to 5 students. Referral for this program can come from an outside provider, parent or family member, teacher or staff, or school board or school division. The program offers students academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention training, life skills training, and parent/family involvement. The percentage of students with an IEP for this program is 31 to 40. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 12:1. The average cost per student is \$5,500 and the program is fully-funded by the locality.

HENRY COUNTY

Lynn Fitzgibbons
 340 Ridgedale Drive – Martinsville, Virginia 24112
 276-638-1668
 lfitzgib@henry.k12.va.us

The Center for Community Learning

The program opened in 1996 for middle and high school students who are at risk of being suspended or expelled, or who have been released from a juvenile correctional facility. Referral for this program can come from an outside source, parent or family member, teacher or staff, or school board or school division. It offers academic remediation or tutoring, behavior management training, conflict resolution training, crisis intervention, drug/substance abuse prevention training, elective classes, in-house counseling, life skills training, and parent/family involvement. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for more than 30 hours a week. The student to teacher ratio is 8:1. The average cost per student is \$8,205 and the program is fully-funded by the locality.

HENRICO COUNTY

Michelle Hairston, Director of Nontraditional Programs
 Virginia Randolph Campus, Building L – 2204 Mountain Road – Glen Allen, Virginia 23060
 804-261-5080

The Department of Nontraditional Programs, which was created prior to the opening of school in fall 2006, offers resources that serve a range of students and includes research and development of models that will extend and enhance nontraditional offerings. Students participate in programs through an application process or through placement in the program.

The following programs are offered in the 2007-08 school year:

Program	Location	Description
Individualized Student Alternative Education Program (ISAEP) and Zone GED Programs	ISAEP – Virginia Randolph Community High School GED Zone Programs – Varina, Henrico, Hermitage, and J.R. Tucker High Schools	Serve as options for students who are at risk for dropping out of high school who are seeking a GED certificate. The program helps students acquire marketable employment skills, successfully pass the GED exam, and explore post-secondary opportunities. To qualify for ISAEP, which is an accelerated GED program, students must meet certain academic criteria. Students are admitted through an application process and/or disciplinary placement.
Henrico Suspension Intervention Program (HSIP)	Virginia Randolph Community High School	Serves as an alternative to out-of-school suspension for middle and high school students who have been suspended for 10 days or less. The program allows students to stay on track with their academic program and return from suspension without interrupting their learning schedule. Students are referred through their home school.
Elementary Suspension Intervention Program (ESIP)	Laburnum Elementary School	Serves as an alternative to out-of-school suspension for students in grades K-5. The program offers a highly structured classroom environment that allows students to complete work missed from their home school for a period of up to three days.

HENRICO COUNTY (continued)

Program	Location	Description
Elementary Student Conduct Academy	Laburnum Elementary School	Serves students in grades 3-5 who exhibit severe misbehavior that prevents them from being successful in a traditional classroom setting. Students are recommended by the disciplinary hearing officer and participate in the program for approximately nine weeks during which time they receive intensive academic and behavior management support.
New Bridge School		Serves students in grades 3-8 who have not been successful in a traditional classroom, who have academic weaknesses, and/or who have challenging behaviors. The program offers a highly structured classroom environment with a low pupil teacher ratio. The instructional program is designed around an interdisciplinary curriculum model. Students attend for a minimum of one academic year. Students are admitted through an application process and/or disciplinary placement.
Mt. Vernon Middle School		Serves as an alternative setting for students in grades 6-8 who have not been successful in a traditional classroom, have academic weaknesses, and/or have challenging behaviors. It offers a highly structured classroom environment with a low pupil teacher ratio. The instructional program is designed around an interdisciplinary curriculum model. Students, who attend for a minimum of one academic year, are admitted through an application process and/or disciplinary placement.
Virginia Randolph Community High School		Serves as an alternative setting for students in grades 9-12 who have not been successful in a traditional classroom, who have academic weaknesses, and/or who have challenging behaviors. The instructional program offers students a variety of options in career and technical education while earning a high school diploma or a GED. Students are accepted through an application process or a disciplinary placement.
Basic	Virginia Randolph Community High School	Serves students in grades 9-12 who have received a long-term suspension, who have been expelled, or who are transitioning from a detention facility. The program provides a highly structured academic and social environment that focuses on improving self-esteem, addressing behavior problems and ensuring a seamless transition back to the home high school.
New Start	Virginia Randolph Community High School	Serves students in grades 6-8 who have received a long-term suspension, who have been expelled or who are transitioning from a detention facility. The program provides a highly structured academic and social environment that focuses on improving self-esteem, addressing behavior problems and ensuring a seamless transition back to the home school. Placement is through the Disciplinary Review Office only.
Preserving Student Academic Achievement Program (PSAP)	New Bridge School	Serves students in grades 6-12 who have been long-term suspended or expelled. Students, who participate as a recommendation of the Superintendent and School Board, take grade-level appropriate core content courses in science, social studies, mathematics, and English/Language Arts through a Web-based instructional program. Students receive support in the development of social and behavioral skills. A detailed transition plan is developed for each student to assist in the transition to his or her home school when appropriate.

HOPEWELL CITY

Joyce P. Jones, Coordinator
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804-541-6471/6414
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Alternative Education - Woodlawn Learning Center

This program opened in 1992 for suspended or expelled students. The program accommodates 30 elementary and middle school students and currently has no waiting list. Referral for this program can come from either the school division or school board. It offers students behavior management training, conflict resolution training, core academic classes, crisis intervention, elective classes, parent/family involvement, services provided through a partnership with a community-based organization, social skills training, and technology-based instruction. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 15:1. The average cost per student is \$11,011, with 53 percent of the program cost being funded by the locality.

Alternative Education Special Education (AESE)

This program opened in 1999 for all students that have an IEP who are at risk of being suspended or expelled. This program accommodates 15 students and currently has no waiting list. Referral can come from school division or other IEP placement committee. AESE offers students behavior management training, conflict resolution training, core academic classes, drug/substance abuse prevention training, elective classes, life skills training, parent/family involvement, and technology-based instruction. The percentage of students with an IEP for this program is greater than 75 percent. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 15:1. The average cost per student is \$11,011, with 53 percent being funded by the locality.

LEAD Alternative Education Program

LEAD, which opened in 2005 and is privately operated, is for high school students who have been suspended or expelled. It accommodates 15 students and currently has no waiting list. Referral comes from the school division or school board. The program offers behavior management and conflict resolution training, core academic classes, substance abuse prevention training, elective classes, life skills training, parent/family involvement, and technology-based instruction. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 15:1. The average cost per student is \$13,676, with 62 percent of the funding provided by the locality.

ISLE OF WRIGHT COUNTY

Ronald M. Reese
23320 North Court – Windsor, Virginia 23487
757-357-2074
reese@iwcs.k12.va.us

New Directions Alternative School

This program opened in 1995 for students who are suspended or expelled or who have pending disposition of criminal charges. It accommodates 30 middle or high school students and has a waiting list of 1 to 5 students. Referral can come from the school division or school board. The program offers academic remediation or tutoring, behavior management and social skills training, core academic classes, elective classes, in-house counseling, and technology-based instruction. The percentage of students with an IEP for this program is 0 to 10 percent. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$14,200, with 25 percent of the funding provided by the locality.

LOUDOUN COUNTY

Dr. Jack Robinson, Principal
407 E. Market Street – Leesburg, Virginia 20176
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jrobins1@loudoun.k12.va.us

Douglass Alternative School

This program opened in 1977 for suspended or expelled students or who are at risk of being suspended or expelled. The program accommodates 235 middle and high school students and currently has a waiting list of 1 to 5 students. Referral for this program can come from the school board or school division, teacher or staff, or the student. It offers students academic remediation or tutoring, core academic classes, crisis intervention, drug/substance abuse prevention training, elective classes, in-house counseling, life skills training, parent/family involvement, peer mediation, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 12:1. The average cost per student is \$11,379. Eighty percent of the funding provided by the locality and 10 percent, federal.

LOUISA COUNTY

P.O. Box 7
53 Davis Highway – Mineral, Virginia 23117
540-894-5115

Individualized Student Alternative Education Program (ISAEP)

This program opened in 1999 for students who have been suspended or expelled or are at risk of being suspended or expelled. Students must be 16 years old and at least two years behind in grade and must score 41 percent on the pre-GED test to be admitted. Referral can come from the school board or school division, a teacher or staff, and a guidance counselor. ISAEP offer students academic remediation or tutoring, behavior management training, community service, core academic classes, drug/substance abuse prevention training, in-house counseling, parent/family involvement. The percentage of students with an IEP for this program is 0 to 10. This program operates after school and evenings for more than 30 hours a week. In the non-behavior programs, the student to teacher ratio is 20:1 and, in the behavior programs, the ratio is 10:1.

MADISON COUNTY

Robert Otto, Principal
William Wetsel Middle School
186 Mountaineer Lane – Madison, Virginia 22727
540-948-3783
rotto@madisonschools.k12.va.us

William Wetsel Middle School Alternative Education Program

This program opened in 2005 for suspended or expelled middle school students. The program accommodates 10 students and currently has no waiting list. It is solely operated by this division. Referral can come from either the school division or school board. This program offers students academic remediation or tutoring, community service, and in-house counseling. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 1:1. The locality provides 100 percent of the funding.

MADISON COUNTY (*continued*)

Bob Francis
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540-948-3780
bfrancis@madisonschools.k12.va.us

Home-based Instruction

This program opened in 1990 for suspended or expelled students. It accommodates six elementary, middle, and/or high school students and currently has no waiting list. Referral can come from the school division or school board. The program offers academic remediation or tutoring, core academic classes, elective classes, parent/family involvement, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. The program operates after school, evenings, and weekends for up to 10 hours a week. Student to teacher ratio is 1:1. The program is fully-funded by the locality.

Project Return

This program opened in 1996 for middle and high school students who have been suspended or expelled or who are at risk of dropping out. It accommodates three students and currently has no waiting list. It offers academic remediation or tutoring, core academic classes, elective classes, life skills training, referrals to external counseling, and technology-based instruction. Referral must come from the school division or school board. The percentage of students with an IEP for this program is 0 to 10 percent. The program operates afternoons, evenings, weekends, flexible scheduling, for 11 to 20 hours a week. Student to teacher ratio is 1:1. The locality provides 100 percent of the funding.

Harland Sisler, Principal
Madison County High School
68 Mountaineer Lane – Madison, Virginia 22727
540-948-3785
msisler@madisonschools.k12.va.us

Madison County High School Alternative Education Program

This program opened in 2005 for high school students who are at risk of being suspended or expelled. It accommodates six students and currently has no waiting list. Referral for this program can come from the school board or school division, a teacher or staff member. The Alternative Education Program offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, elective classes, in-house counseling, parent/family involvement, peer mediation, social skills training, and technology-based instruction. The percentage of students with an IEP for this program is 21 to 30. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 1:1. The program is fully-funded by the locality.

MANASSAS PARK CITY

Mike Rolen
One Park Center Court – Manassas Park, Virginia 20111
703-335-8861
mike.rolen@mpark.net

Homebound instruction

This program opened in 2003 for middle and high school students who are at risk of being suspended or expelled. The program is individualized for each student. It is solely operated by this division, with Mike Rolen being the fiscal agent. Referral for admission comes from the school division or school board. This program offers students academic remediation or tutoring and core academic classes. The percentage of students with an IEP for this program is 0 to 10. School hours are arranged by the student and teacher.

MANASSAS CITY

Sam Wilfong
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swilfong@manassas.k12.va.us

Johnson Learning Center

This program opened in 1993 for middle and high school students who are at risk of being suspended or expelled or for students being released from a juvenile correctional facility. This program accommodates 60 students and currently has a waiting list of 1 to 5 students. Referral for this program comes from the school board, school division, teacher or staff, or parent. Johnson Learning Center offers students academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, elective classes, life skills training, parent/family involvement, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours and afternoons for 21 to 30 hours a week. The student to teacher ratio is 9:1. The average cost per student is \$11,146. The locality provides 52 percent of the funding; 4.2 percent of funding is federal.

MARTINSVILLE CITY

Tom Fitzgibbons
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Martinsville City Public Schools Alternative Education Program

This program opened in 1999 for students who are at risk of being suspended or expelled or who are a few credits short of graduation. The program accommodates 40 students and currently has a waiting list of 1 to 5 students. Referral for this program can come from school board, school division, parent, teacher, staff member or an outside service provider. MCPS offers academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, in-house counseling, and life skills training. The percentage of students with an IEP for this program is over 75. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 8:1. The average cost per student is \$8,000, with 50 percent of funding provided by the locality and 10 percent provided through federal funds.

MECKLENBURG COUNTY

Phyllis E. Williams, Administrator
6825 Skipwith Road – Skipwith, Virginia 23968
434-372-3011
pwilliams@meck.k12.va.us

Mecklenburg County Public Schools Alternative Education Program

This program is for suspended or expelled students or those who are at risk of being suspended or expelled. This program accommodates 30 middle and/or high school students and currently has a waiting list of 1 to 5 students. Referral can come from a parent or family member, school administrator, and school board or school division. The program offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention training, in-house counseling, parent/family involvement, social skills training, and work participation. The percentage of students with an IEP for this program is 41 to 50. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1.

NELSON COUNTY

Lynn Stevens
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Individualized Student Alternative Education Plan Program (ISAEP)

This program began in 2000 for suspended and expelled students. The program allows for 15 students who have received permission to attend by parent or family referral, student referral, or teacher or staff referral. This program is solely operated by this division. This program offers its students academic remediation or tutoring and core academic classes. The percentage of students with an IEP for this program is 11 to 20. This program meets during regular school hours, 21 to 30 hours a week. The student to teacher ratio is 15:1. The average cost per student is \$2,500, with 100 percent of the funding provided by the locality.

Jo Ann Wagner
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434-263-7100
jwagner@nelson.k12.va.us

Alternative Day Program

This program was created in 1990 for middle and high school students who are at risk of being suspended or expelled. This program accommodates 10 students. It is operated solely by this division. A student must be referred by either the school division or school board. This program offers students academic remediation or tutoring and core academic classes. The percentage of students with an IEP for this program is 41 to 50. This program meets during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$6,500, with 50 percent of the funding provided by the locality.

NORFOLK CITY

Dr. Julia Avery Muse
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Madison Alternative

This program opened in 1996 for middle and high school students who have been suspended or expelled or who have just been released from a juvenile correctional facility. The program accommodates 190 students and has a waiting list of over 20 students. Referral for this program comes from either the school board or school division. Madison Alternative offers academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention training, elective classes, in-house counseling, and life skills training. The percentage of students with an IEP for this program is 11 to 20. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 15:1. The locality provides 100 percent of the funding.

NORTHAMPTON COUNTY

David J. van de Graaff
7207 Young Street – Machipongo, Virginia 23405
757-678-5151 Ext. 2024
dvandegraaff@ncps.k12.va.us

Tech Center

This program began in 1995 for students in middle or high school who have been suspended or long-term expelled. The school accommodates 30 students. Referral can come from a parent, family, teacher or staff, and school board or school division. This program offers its students academic remediation or tutoring, community service, core academic classes, life skills training, peer mediation, referrals to external counseling, social skills training, technology-based instruction and work participation. The percentage of students with an IEP is 11 to 20. This program offers a flexible schedule during regular school hours, afternoons, and evenings for more than 30 hours a week. The student to teacher ratio is 8:1, with 100 percent of the funding provided by the locality.

ORANGE COUNTY

Rebecca Yellets
437 Waugh Boulevard – Orange, Virginia 22960
540-661-4555
ryellets@ocss-va.org

Evening Program and Success Lab

This program opened in 1998 for suspended or expelled students who are in high school or pursuing their GED. It accommodates 75 students and currently has a waiting list of 1 to 5 students. It offers academic remediation or tutoring, core academic classes, drug/substance abuse prevention training, in-house counseling, and referrals to external counseling. Referral can come from the school board or school division, teacher or staff, and parent or family member. The percentage of students with an IEP for this program is 0 to 10. The program operates during regular school hours and afternoons for 11 to 20 hours a week. The student to teacher ratio is 3:1. Average cost per student is \$1,000; it is fully-funded by the locality.

PAGE COUNTY

John R. Van Wyck, M.S.
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540-843-2822
jvw4@pagecounty.k12.va.us

GED Night Program

This program opened in 1994 for students who were at risk of being expelled or suspended or who have few credits towards graduation. This program accommodates 20 students and currently has a waiting list of 1 to 5. The GED Night Program is solely operated by this division. Referral for this program comes from a parent, family member, teacher or staff, and school division, or school board. It program offers academic remediation or tutoring, referrals to external counseling, and work participation which is not school-based. The percentage of students with an IEP for this program is 0 to 10. It operates after school and evenings for 0 to 10 hours a week. The student to teacher ratio is 7:1. The average cost per student is \$300, with 100 percent of the funding provided by the locality.

Individualized Student Alternative Education Plan Program (ISAEP)

This program opened in 1995 for students who are at risk of being suspended or expelled and also for students who desire their GED and qualify for ISAEP. It accommodates 30 students and currently has a waiting list of 1 to 5. This program is solely operated by this division. Referral from this program can come from the school division, school board, teacher, or staff. This program offers academic remediation or tutoring, work participation not school-based, and career counseling and assessment. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 7:1. The average cost per student is \$700, with 100 percent of the funding provided by the locality.

Alternative High School – Night

This program opened in around 1995 for suspended or expelled students or for students needing to earn additional credits. This program accommodates 20 students and currently has a waiting list of 1 to 5. Referral can come from the school division or school board, teacher or staff, family member or parent. It offers students academic remediation or tutoring, core academic classes, elective classes, and technology-based instruction. The percentage of students with an IEP for this program is 0 to 10. This program operates after school and evenings for up to 10 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$150, with full funding by the locality.

Program Adapted to Challenge 8th Graders (PACE)

This program opened in 1995 for students who are at risk of being suspended or expelled. It accommodates 12 students and currently has a waiting list of 1 to 5. Referral can come from a parent or family member, teacher or staff member, the school board or school division. PACE offers academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, drug/substance abuse prevention training, elective classes, in-house counseling, life skills training, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. The program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 6:1. The average cost per student is \$6,000. The program is fully-funded by the locality.

PAGE COUNTY *(continued)*

Exciting Change for Engaging Learning (EXCEL)

This program opened in 1995 for elementary and/or middle school students who are at risk of being suspended or expelled. It accommodates 12 students and currently has a waiting list of 1 to 5. Referral can come from a parent or family member, teacher or staff member, or the school board or school division. EXCEL offers academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, drug/substance abuse prevention training, elective classes, in-house counseling, life skills training, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 6:1. The average cost per student is \$6,000 and the program is fully-funded by the locality.

Off Campus Learning

This program opened in 1995 for high school students who were at risk of being suspended or expelled. This program accommodates 5 students and currently has a waiting list of 1 to 5 students. Referral is required by the school division or school board. This program offers students academic remediation or tutoring, work participation that is not school-based, and also work towards a GED. The percentage of students with an IEP for this program is 11 to 20. It operates after school and evening for 0 to 10 hours a week. The student to teacher ratio is 4:1. The average cost per student is \$100 and is fully-funded by the locality.

Alternative High School - Day Program

This program opened in 1995 for students who were at risk of being suspended or expelled. It accommodates 12 students and currently has a waiting list of 1 to 5 students. Referral can come from a parent or family member, teacher or staff member, or the school board or school division. The program offers academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, drug/substance abuse prevention training, elective classes, in-house counseling, life skills training, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 12:1. The average cost per student is \$733 and is fully-funded by the locality.

PETERSBURG CITY

Dr. Virginia Berry
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Programs within the Middle School sites: Peabody Middle

This program opened in 2005 for middle school students at risk of being suspended or expelled. This program, which offers admission to 10 students, is solely operated by this division. Referral must come from either the school board or school division. This program offers academic remediation or tutoring, behavior management training, conflict resolution training, in-house counseling, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The locality provides 100 percent of the funding.

PETERSBURG CITY *(continued)*

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Programs within the Middle School sites: V.J. Middle

This program opened in 2005 for students at risk of being suspended or expelled. The program accommodates 10 students and is solely operated by this division. Students must be referred by either the school division or school board. This program offers students academic remediation or tutoring, behavior management training, in-house counseling, and student assistance programs. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The locality provides 100 percent of the funding.

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Pittman Alternative School

This program began in 2005 for high school students who have been suspended or expelled or who are at risk of being suspended or expelled. Referral for this program must come from either the school board or school division. It offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, drug/substance abuse prevention training, in-house counseling, parent/family involvement, and student assistance programs. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The locality provides 100 percent of the funding.

PORTSMOUTH CITY SCHOOLS

Robert Sheppard, III
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New Directions Center

This program is designed for suspended or expelled elementary or middle school students or those who have recently been released from juvenile correctional facility. It accommodates 125 students and currently has a waiting list of 1 to 5 students. Referral must come from either the school division or school board. It is solely operated by this division. The program offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention training, in-house counseling, parent/family involvement, and services are provided through a partner. The percentage of students with an IEP for this program is 11 to 20. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:2.

POWHATAN COUNTY

Charles White – GED, Differentiated Instruction Social Studies
Darlene Ferguson – Career Pathways
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darlene.ferguson@powhatan.k12.va.us

Alternative Education Program

The program is designed to meet the needs of those students who are not being successful in the traditional school setting or those students who are at risk for dropping out of school. The goals of the program are to improve self esteem, study skills, and academic skills, and to prepare students for careers. Students may refer themselves or be referred by their teachers or parents.

PRINCE GEORGE COUNTY

Cheryl Perkins, Principal
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Prince George Education Center

This program opened in 1995 for middle and high school students who have been suspended or expelled or who require more structure in the classroom. The program accommodates 85 students and currently has a waiting list of 1 to 5 students. Referral can come from the school division or school board, or teacher or staff. The program offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, elective classes, in-house counseling, life skills training, parent/family involvement, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 3:1. The average cost per student is \$7,717, with 23 percent of the program cost provided by the locality.

PRINCE WILLIAM COUNTY

Dr. Renee Lacey, Supervisor of Alternative & Summer Programs
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Individual Student Alternative Education Program (ISAEP)

This program opened in 1998 for suspended or expelled students and for those meeting ISAEP requirements. It is solely operated by this division. Referral must come from parent or family, school division or school board, and teacher or staff. This program offers students academic remediation or tutoring, core academic classes, in-house counseling, referrals to external counseling, technology-based instruction, and work participation which is not school-based. The percentage of students with an IEP for this program is 0 to 10. This program operates after school and evenings for up to 10 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$1,419. The locality provides 100 percent of the funding.

PRINCE WILLIAM COUNTY *(continued)*

Night School

This program opened in 1990 for high school students who have been expelled or expelled or who may be having difficulty in a traditional school setting. This program accommodates 999 students and currently has a waiting list of 1 to 5 students. Referral can come from a parent or family member, a teacher or staff member. Night school offers students academic remediation or tutoring and core academic classes. The percentage of students with an IEP for this program is 0 to 10. It operates after school and evenings for up to 10 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$325.

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New Directions Alternative Center

This program opened in 2004 for high school students who have been suspended or expelled. It accommodates 420 students and currently has a waiting list of 1 to 5 students. Referral comes from a teacher or staff or by letter from the discipline office. New Directions offers academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, elective classes, in-house counseling, life skills training, parent/family involvement, peer mediation, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. It operates for 21 to 30 hours a week in three shifts: during school, afternoons, and evenings. Student to teacher ratio is 10:1. The average cost per student is \$7,146 and is fully-funded by the locality.

John Chadwick, Director
9028D Prince William Street – Manassas, Virginia 20110
703-367-0633

The Technology Academy

This program opened in 1990 for suspended or expelled students. The program accommodates 20 middle and/or high school students and currently has a waiting list of 1 to 5 students. Referral comes from the school division or school board. The program offers its students academic remediation or tutoring, community service, drug/substance abuse prevention training, parent/family involvement, and work participation that is not school-based. The percentage of students with an IEP for this program is 31 to 40. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 5:1. The average cost per student is \$5,100 and the program is fully-funded by the locality.

PULASKI COUNTY

Rick Montgomery
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540-643-0487
rmontgom@pcva.us

Pulaski County Achievement Center

This program opened in 2002 for suspended or expelled students, or those who need academic remediation credits. This program serves middle and high school students. It accommodates 28 students and currently has a waiting list of 6 to 10 students. Referral can come from the school board or school division, teacher or staff member. The Center offers academic remediation or

PULASKI COUNTY

Pulaski County Achievement Center *(continued)*

tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention, elective classes, in-house counseling, parent/family involvement, and services provided through partnerships. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 18:1 for high school and 10:1 for middle school. Average cost per student is \$12,000, with the locality providing 42 percent of funding; 11 percent is federal funding.

RADFORD CITY

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Radford City Public Schools Alternative Education Program

This program opened in 2003 for middle and high school students who have been suspended or expelled. The program, which holds classes at the public library, accommodates 12 students and currently has a waiting list of 1 to 5 students. Referral comes from a parent or family member, teacher or staff, and school board or school division. This program offers students academic remediation or tutoring, behavior management training, core academic classes, elective classes, parent/family involvement, services provided through a partnership with a community-based organization, social skills training, and technology-based instruction. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 11 to 20 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$2,000 and is fully-funded by the locality.

ROANOKE CITY

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New Start

This program, which opened in 2005 for students who have been suspended or expelled, accommodates 20 elementary school students and currently has a waiting list of 1 to 5 students. It offers academic remediation or tutoring, behavior management and conflict resolution training, core academic classes, crisis intervention, drug/substance abuse prevention training, in-house counseling, parent/family involvement, peer mediation, and referrals to external counseling. A teacher or staff member can refer a student to this program. The percentage of students with an IEP for this program is 0 to 10 percent. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. Average cost per student is \$6,000; it is fully-funded by the locality.

ROCKBRIDGE COUNTY

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Project Pride

This program, which opened in 1993 for middle and high school students who are at risk of being suspended or expelled, accommodates 20 students and currently has a waiting list of 1 to 5 students. It offers academic remediation or tutoring, behavior management and conflict resolution training, community service, core academic classes, substance abuse prevention training, life skills training, parent/family involvement, peer mediation, and referrals to external counseling. Referral can come from family, teacher or staff, school board or school division, or a school administrator. The percentage of students with an IEP for this program is 0 to 10. The program operates during regular school hours for 21 to 30 hours a week. Student to teacher ratio is 10:1. Average cost per student is \$4,000. The locality provides 35 percent of funding; 65 percent is federal.

ROCKINGHAM COUNTY

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Alternative Education

This program opened in 1995 for suspended or expelled students, or for students who elect to be educated differently. This program serves middle and high school students. This program accommodates 70 students and has a waiting list of 1 to 5 students. Referral can come from a parent or family member, teacher or staff, and school board or school division. Alternative Education offers academic remediation or tutoring, behavior management training, core academic classes, crisis intervention, drug/substance abuse prevention training, elective classes, in-house counseling, referrals to external counseling, and services provided through a partnership. The percentage of students with an IEP for this program is 11 to 20. It operates during regular school hours and in the afternoons and evenings. The student to teacher ratio is 12:1. The average cost per student is \$9,000, with 55 percent of the funding provided by the locality.

SMYTH COUNTY

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Teaching Alternative Program I

This program, which opened in 1987 for high school students who have been suspended or expelled or who display behavioral needs, accommodates 35 students and currently has a waiting list of 1 to 5 students. Referral comes from teacher or staff, administrator, family, or the school board or school division. Teaching Alternative Program offers students core academic classes, elective classes, life skills training, parent/family involvement, and social skills training. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for more than 30 hours a week. The student to teacher ratio is 9:1. The average cost per student is \$8,000, with 22 percent of the funding provided by the locality; 10 percent is federal.

SMYTH COUNTY *(continued)*

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Teaching Alternative Program III

This program opened in 1992 for students who have been suspended or expelled or who are at risk of being suspended or expelled. It is solely operated by this division and accommodates 30 students, with a current waiting list of 1 to 5 students. Referral for this program can come from parent or family, school division or school board, and teacher or staff. This program offers its students core academic classes, elective classes, life skills training, referral to external counseling, and work participation which is not school based. The percentage of students with an IEP for this program is 0 to 10. This program operates after school and evening for 11 to 20 hours a week. The student to teacher ratio is 15: 1. The average cost per student is \$8,000, with the locality providing 22 percent of the funding; 10 percent is federal.

Individualized Student Alternative Education Program (ISAEP)

This program opened in 2001 for high school students who have been suspended or expelled, who are at risk of being suspended or expelled, and who are teen parents. It accommodates up to 120 students and currently has a waiting list ranging from 1 to 5 students. It is solely operated by this division. Referral comes from parent or family, school division or school board, and teacher or staff. This program offers its students core academic classes, and work participation, which is not school based. Students can work on one subject at a time until they obtain their GED. The percentage of students with an IEP for this program is 0 to 10. This program operates after school and evening up to 10 hours a week. The student to teacher ratio is 15:1. The average cost per student is \$8,000. The locality provides 22 percent of the funding; 10 percent is federal.

SOUTHAMPTON COUNTY

Alfred Charity
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Project ACT

This program is designed for middle and high school students who have been suspended or expelled. The program accommodates 20 students and currently has no waiting list. Referral is required by the school board or school division. Project ACT offers students academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, drug/substance abuse prevention training, life skills training, parent/family involvement, and referrals to external counseling. The percentage of students with an IEP for this program is 21 to 30. It operates during regular school hours and afternoons for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$5,000. The locality fully funds the program.

SPOTSYLVANIA COUNTY

Brett Schlegel, Coordinator of School Safety
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bschlege@scs.k12.va.us

Middle School Alternative Program

This program opened in 1995 for suspended and expelled students. This program accommodates 20 middle school students and currently has a waiting list of 1 to 5 students. Referral can come from the school board or school division. The program offers students academic remediation or tutoring, behavior management training, core academic classes, life skills training, and parent/family involvement. The percentage of students with an IEP for this program is 21 to 30. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 20:1. The locality provides 100 percent of the funding for this program.

STAFFORD COUNTY

Donald Uppercro, Interim Asst. Superintendent for Support Services
610 Gayle Street, Tyler Building – Fredericksburg, Virginia 22405
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duppercro@staffordschools.net

Middle School Alt Ed Program (MAP)

This program opened in 1998 for suspended and expelled students. The program accommodates 30 middle school students and currently has a waiting list of 1 to 5 students. Referral for this program comes from the school division or school board. It offers students academic remediation or tutoring, behavior management training, community service, conflict resolution training, core academic classes, drug/substance abuse prevention training, in-house counseling, life skills training, and social skills training. The percentage of students with an IEP for this program is 11 to 20. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 15:1. The locality provides 96 percent of the funding; 4 percent is federal.

SUFFOLK CITY

Randolph Boone
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randolphboone@spsk12.net

Work Plus Alternative Program

This program opened in 1997 for high school or GED-prep students who are at-risk of dropping out. This program accommodates 40 students and is jointly operated with other divisions with Suffolk being the fiscal agent. Referral for this program comes from parent or family, teacher or staff, and principal or guidance counselor. This program offers students academic remediation or tutoring, in-house counseling, social skills training, and GED Prep. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 20:1. The average cost per student is \$4,402. The locality provides 100 percent of the funding.

SUFFOLK CITY *(continued)*

Daytime Alternative Program

This program opened in 2004 for suspended or expelled students. This program serves elementary, middle, and high school students. It accommodates 110 students and currently has a waiting list of 1 to 5 students. Students are assigned by the student personnel department. The program offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, in-house counseling, life skills training, parent/family involvement, peer medication, and technology based instruction. The percentage of students with an IEP for this program is 0 to 10. It operates for 21 to 30 hours a week during regular school hours. The student to teacher ratio is 10:1. The average cost per student is \$8,744. The locality provides 36 percent of the funding.

Ronald Thomas
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Night Alternative Program

This program opened in 1989 for suspended and expelled students. It accommodates 75 middle and high school students and currently has no waiting list. Referral comes from a parent or family member, a teacher or staff member, or the school board or school division. The Night Alternative Program offers students academic remediation, core academic classes, in-house counseling, and parent/family involvement. The percentage of students with an IEP for this program is 11 to 20 percent. It operates after school for 11 to 20 hours a week. The student to teacher ratio is 7:1. The average cost per student is \$1,132; the locality provides 36 percent of the funding.

Christian Nierman
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Tidewater Regional Alternative Program (TRAEP)

This program opened in 1996 for students who have been suspended or expelled. It accommodates 8 students and has no waiting list. Referral for this program comes from the school board or school division. TRAEP offer students academic remediation or tutoring, behavior modification, conflict resolution, core academic, in-house counseling, life skills training, parent/family involvement, and peer mediation. The percentage of students with an IEP for this program is 41 to 50. It operates regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$3,619. The locality provides 36 percent of the funding.

TAZEWELL COUNTY

Gary Williams
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Bridge School

This program opened in 1995 for suspended and expelled students, and also those students who are having difficulty in a traditional school setting. The program accommodates 84 middle and high school students and currently has a waiting list of 1 to 5 students. Referral can come from an outside service provider, teacher or staff, parent or family member, and school board or school division. Bridge School offers students academic remediation or tutoring, community service, core academic classes, elective classes, in-house counseling, parent/family involvement, referrals to external counseling, and offers services provided through a partnership with a community-based organization. The percentage of students with an IEP for this program is 0 to 10. This program operates during regular school hours, afternoons, evening, and weekends for 11 to 20 hours a week. The student to teacher ratio is 8:1. The average cost per student is \$1,418. The locality provides 98 percent of the funding; the state provides 2 percent.

VIRGINIA BEACH CITY

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Student Support Specialists

This program opened in 2003 for suspended or expelled students. The program accommodates 600 middle and high school students and has no waiting list. Referral for this program comes from parent or family, teacher or staff, and school board or school division. This program offers students academic remediation or tutoring, behavior management training, conflict resolution training, crisis intervention, drug/substance abuse prevention training, life skills training, parent/family involvement, peer mediation, and referrals to external counseling. The percentage of students with an IEP for this program is 11 to 20. It operates during regular school hours and in the afternoons. The student to teacher ratio is 2:1. The average cost per student is \$7,600. The locality provides 75 percent of the funding; 25 percent is federal.

Open Campus

This program opened in 1990 for high school students who have been suspended or expelled or require more flexible scheduling hours. This program accommodates 1,250 students. Referral for this program can come from teacher or staff, parent or family member, and school division or school board. Open Campus offers its students academic remediation or tutoring, core academic classes, elective classes, in-house counseling, parent/family involvement, social skills training, technology-based instruction, and student assistance programs. The percentage of students with an IEP for this program is 11 to 20. It operates during regular school hours and in the afternoons. The student to teacher ratio is 2:1. The average cost per student is \$15,118. The locality provides 95 percent of the funding; five percent is federal.

VIRGINIA BEACH CITY *(continued)*

Center for Effective Learning

This program opened in 1988 for suspended or expelled students. It accommodates 250 middle school students. Referral is required by parent or family member, or school board or school division. The Center offers academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, elective classes, in-house counseling, life skills training, parent/family involvement, and referrals to external counseling. The percentage of students with an IEP for this program is 21 to 30. This program operates during regular school hours. The average cost per student is \$15,118. The locality provides 95 percent of the funding; 5 percent is federal.

Substance Abuse Intervention Program (SAIP)

This program opened in 1997 for students who were at risk of being suspended or expelled. It accommodates 24 students. This program serves middle and high school students. Referral can come from a parent or family member, or school board or school division. SAIP offers academic remediation or tutoring, behavior management training, drug/substance abuse prevention training, life skills training, parent/family involvement, referrals to external counseling, and services provided through a partnership with a community-based organization. The percentage of students with an IEP for this program is 11 to 20. It operates during regular school hours. Student to teacher ratio is 12:1. The average cost per student is \$826. The locality provides 80 percent of the funding; 20 percent is federal.

Virginia Beach Central Academy

This program opened in 1998 for high school students who have been suspended or expelled. It accommodates 300 students and currently has no waiting list. Referral can come from a parent or family member, school board or school division, or the student. It offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, elective classes, in-house counseling, life skills training, parent/family involvement, referrals to external counseling, and social skills training. The percentage of students with an IEP for this program is 31 to 40. This program operates during regular school hours. The average cost per student is \$15,118. The locality provides 95 percent of the funding; five percent is federal.

Juvenile Detention Center

This program opened in 2004 for students who have been placed in the program by the judicial system. It accommodates 90 students and offers academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, crisis intervention, in-house counseling, life skills training, parent/family involvement, referrals to external counseling, and social skills training. The percentage of students with an IEP for this program is 41 to 50. This program operates during regular school hours. The student to teacher ratio is 12:1. The average cost per student is \$1,652. The locality provides 95 percent of the funding; five percent is federal.

Tidewater Regional Alternative Education Program

This program opened in 1996 for middle and high school students who have been suspended or expelled, or who have been released from a juvenile corrections facility. The program accommodates 77 students with a waiting list of more than 20 students. Referral for this program comes from either the school board or school division. This program offers students academic remediation or tutoring, behavior management training, core academic classes, life skills training, parent/family involvement, social skills training, technology-based instruction, and student assistance programs. The percentage of students with an IEP for this program is 31 to 40. It operates during regular school hours. The student to teacher ratio is 14:1. The average cost per student is \$8,067. The program is fully-funded by the locality.

WARREN COUNTY

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Warren County Alternative Education Program

This program opened in 2003 for students who have been suspended or expelled, or who are having difficulty in a traditional school setting. This program serves middle and high school students. It accommodates 10 students and currently has a waiting list of 1 to 5 students. Referral can come from a teacher or superintendent of the schools. This program offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, drug substance abuse prevention training, elective classes, in-house counseling, parent/family involvement, and student assistance programs. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 8:1. The program is fully-funded by the locality.

Joyce Jenkins-Wimmer
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Homebound Instruction

This program opened in 2003 for suspended and expelled students. This program serves middle and high school students. Referral to this program comes from the superintendent or school board. Homebound Instruction offers academic remediation or tutoring, core academic classes, drug substance abuse prevention training, elective classes, parent/family involvement, and technology-based instruction. The percentage of students with an IEP for this program is 0 to 10. The program operates after school and evenings. Student to teacher ratio is 1:1. This program is fully-funded by the locality.

WASHINGTON COUNTY

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yost@wcs.k12.va.us

Crossroads

This program opened in 2003 for students who had been suspended or expelled or who are at risk of being suspended or expelled. It accommodates 20 students in grades 9-12 and currently has a waiting list of 1 to 5 students. Referral can come from teacher or staff, parent or family member, school board or school division, disciplinary infraction, or by the Wide Area Team. The program offers academic remediation or tutoring, behavior management training, core academic classes, in-house counseling, there is career training opportunity, and life skills training. The percentage of students with an IEP for this program is 21 to 30. The program operates during regular school hours for 21 to 30 hours a week. Student to teacher ratio is 10:1. The average cost per student is \$350. The locality provides 75 percent of the funding; 25 percent is federal.

WASHINGTON COUNTY *(continued)*

Positive Alternative to School Suspension (PASS) (Grades 6-8)

This program, which opened in 2006 for students who are at risk of being suspended or expelled, accommodates 10 students in grades 6-8 and currently has a waiting list of 1 to 5 students. Referral can come from teacher or staff, parent or family member, school board or school division, or by disciplinary infraction or the Wide Area Team. The program offers academic remediation or tutoring, behavior management training, core academic classes, In-house counseling, there is career training opportunity, and life skills training. The percentage of students with an IEP is 21 to 30. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 10:1. The average cost per student is \$300. The program is fully-funded by the locality.

Positive Alternative to School Suspension (PASS) (Grades 9-12)

This program opened in 2004 for suspended and expelled students in grades 9-12. It accommodates 10 students and currently has a waiting list of 1 to 5 students. Referral can come from teacher or staff, parent or family member, school board or school division, disciplinary infraction, or the Wide Area Team. This program offers students academic remediation or tutoring, behavior management training, core academic classes, in-house counseling, and life skills training. The percentage of students with an IEP for this program is 21 to 30. The program operates during regular school hours for 21 to 30 hours a week. Student to teacher ratio is 10:1. The average cost per student is \$300. The program is fully-funded by the locality.

WILLIAMSBURG-JAMES CITY COUNTY

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rhonec@wjcc.k12.va.us

Center for Educational Opportunities (CEO)

This program opened in 1995 for middle and high school students who have been suspended or expelled, released from a juvenile correctional facility, and who may not be succeeding in a traditional school environment. The program accommodates 80 students and currently has a waiting list of 1 to 5 students. Referral for this program comes from school board or school division, teacher or staff, parent or family member, the student, a disciplinarian, or alternative assignment hearing per school hearing officer. CEO offers students academic remediation or tutoring, behavior management training, conflict resolution training, core academic classes, in-house counseling, life skills training, parent/family involvement, peer mediation, and referrals to external counseling. The percentage of students with an IEP for this program is 0 to 10. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 8:1. The average cost per student is \$20,000.

WINCHESTER CITY

George Craig
598 North Kent Street – Winchester, Virginia 22601
540-667-4253
craig.george@wps.k12.va.us

Douglass Community Learning Center

This program opened in 2004 for middle and high school students who have been suspended or expelled, or who have been released from a juvenile corrections facility. It accommodates 30 students and has a waiting list of 1 to 5 students. Referral comes from school board or school division, teacher or staff member. The program offers students conflict resolution training, core academic classes, crisis intervention, substance abuse prevention training, life skills training, peer mediation, services provided through a partnership with a community-based organization, social skills training, and technology based instruction. The percentage of students with an IEP for this program is 21 to 30. It operates during regular school hours for 21 to 30 hours a week. The student to teacher ratio is 7:1. The average cost per student is \$11,238.

YORK COUNTY

Reginald Fox
302 Dare Road – Yorktown, Virginia
757-898-0454
rfox@ycsd.york.va.us

Virtual High School

This program opened in 2002 for high school students who have been suspended or expelled, or who have been released from a juvenile corrections facility. This program accommodates 300 students. Referral for this program comes from a parent or family member, teacher or staff, and school board or school division. Virtual High School offers students core academic classes, elective classes, life skills training, and technology-based instruction. The percentage of students with an IEP for this program is 0 to 10 percent. This program operates during regular school hours, afternoon, evenings, and weekend, for 21 to 30 hours a week. Student to teacher ratio is 8:1.

Study of Alternative Education Options for Suspended and Expelled Students in the Commonwealth

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VIRGINIA COMMISSION ON YOUTH

Survey of Alternative Education Programs Relating to Suspended and Expelled Youth

The Virginia Commission on Youth, a bipartisan commission of the Virginia General Assembly, is studying alternative education options available within the Commonwealth. This study addresses the various challenges facing school divisions in their use of **expulsion or suspensions** and the availability of **alternative education options** currently available.

The purpose of this survey is to increase knowledge on alternative education programs in Virginia for students who have been suspended or expelled. A complete picture of alternative education programs, as supported by data, is important for collecting and sharing information on: 1) existing programs and promising practices throughout the state and 2) unmet service needs.

For purposes of this survey, alternative education programs serve students when any of the following circumstances exist:

- a violation of school board policy related to weapons, drug and substance abuse or intentional injury to another,
- an expulsion or suspension, and/or release from a correctional/detention center, if placement is thought to be appropriate,
- an expulsion or suspension imposed by a school division in response to any disciplinary infraction outlined in school board policy,
- a placement in lieu of suspension or expulsion.

When completing this survey, include:

- only alternative schools or programs for at-risk students or those students who have been suspended, expelled, or released from a juvenile correctional center,
- only alternative schools or programs administered by your division,
- privately-run sites contracted by your division,
- homebound instruction tailored specifically for students who have been suspended, expelled, or released from a juvenile correctional/detention center, and/or
- alternative schools or programs that operate during weekday evenings or weekends.

A staff person knowledgeable about the alternative education programs/schools in your division should complete this survey. We encourage you to complete this survey online at <http://coy.state.va.us>.

PLEASE PRINT.

Name of Person Completing Survey _____

Title _____ Phone _____

Address _____

City _____ Zip Code _____

School Division _____

Email _____

This survey can be completed online. Please visit <http://coy.state.va.us>.

Section I — Basic Information

1. During 2005-2006, in your school division, what is the total number of suspended or expelled youth who were offered educational services during the time of their suspension or expulsion? _____
2. During 2005-2006, in your school division, what is the total number of suspended or expelled youth who were not offered educational services during the time of their suspension or expulsion? _____
3. Does your division have an Alternative Education school/program for youth who have been suspended, expelled or utilized in lieu of suspension or expulsion?
 Yes
 No ***If NO, please proceed to Question 28.***
4. How many Alternative Education schools/programs are there in your division? _____

Please list separately each Alternative Education school or program name/title with the accompanying information. Please photocopy this survey in order to list all of the Alternative Education schools/programs in your school division. You will be prompted at the end of this survey to provide information on additional Alternative Education programs not listed below.

School Division

Alternative Education Program/School

Contact Name/Title

Address/City Zip Code

Contact Phone

Contact Email

What year did this program/school open or begin? _____

Does this school/program serve: *(Check all that apply.)*

- Suspended/Expelled Youth
- Youth in danger of being suspended or expelled
- Other *Please specify.* _____

Have you had difficulty placing students in this program?

- Yes
- No

In the past two years, how many students in your division have had to wait to be placed, based on lack of available slots?

- 1-5
- 6-10
- 11-15
- 16-20
- Greater than 20

Please estimate the average length of any placement delay, if applicable.

1. Under one week
2. 1 to 2 weeks
3. 2 to 4 weeks
4. More than 4 weeks

Is this a Regional Alternative Education program/school?

- Yes ***If YES, please proceed to Question 29.***
 No ***If NO, please proceed to Question 5.***

5. Which operational setting best describes this Alternative Education program? (*Please check the appropriate response.*)

- Solely operated by this division
 Jointly operated with other division
 Jointly operated with other organizations or agencies
 Privately operated
 Other – *Please explain.*

6. If this program is affiliated with multiple schools and/or divisions, please name all of these below.

7. Please list the fiscal agent/program administrator for this program.

8. Which of these categories does the Alternative Education program/school best fit? (*Please check all that apply.*)

- High School program/school (Grades 9-12)
 Middle School (Grades 6-8)
 Elementary School (Grades K-5)
 Other – *Please explain.*

9. What is the capacity for the program/school? (maximum number of students who can be served at one time)?

10. What was the total number of students served in the 2005-06 school year? (unduplicated count)

11. What is the estimated total number of students to be served in the 2006-07 school year?

12. Is there currently a waiting list for this program/school?
 Yes Approximately how many students are on the list from your school division? _____
 No
13. What are the student eligibility criteria for participation in the Alternative Education program/school? *Please check all that apply.*
 Expelled
 Short-term Suspended (for 10 days or less)
 Long-term Suspended (more than 10 days but less than 365 days)
 Released from Juvenile Correctional/Detention Center
 In lieu of suspension or expulsion
 Pending disposition of community charges
 Other – *Please describe.*
14. How are students enrolled in the program/school? *Please check all that apply.*
 Outside service provider referral
 Parent/family referral
 Required by school division or school board policy
 Self-referral
 Teacher or staff referral
 Other – *Please describe.*
15. What are the goals for this program/school? *Please check all that apply.*
 Transition students to regular academic setting
 Other – *Please describe.*
16. What are the components of the program/school? *Please check all that apply.*
 Academic remediation or tutoring
 Behavior management training
 Community service
 Conflict resolution training
 Core academic classes
 Crisis intervention
 Drug/substance abuse prevention training
 Elective classes
 In-house counseling
 Life skills training
 Parent/family involvement
 Peer mediation
 Referrals to external counseling
 Services provided through a partnership with a community-based organization
 Social skills training
 Technology-based instruction
 Work participation – not school-based
 Student assistance program
 Restorative justice/practices
 Mediation
 Other – *Please describe.*

17. What is the approximate percentage of students in the program who have an Individual Education Plan (IEP)?
- 0-10 percent
 - 11-20 percent
 - 21-30 percent
 - 31-40 percent
 - 41-50 percent
 - 51-75 percent
 - More than 75 percent
18. When does the Alternative Education program/school operate? *Please check all that apply.*
- Before school
 - Regular school hours
 - After school – afternoon
 - After school – evening
 - Weekend
 - Summer
 - Other – *Please describe.*
19. How many hours does this school/program operate per week?
- 0-10 hours
 - 11-20 hours
 - 21-30 hours
 - More than 30 hours
20. What is the student/teacher ratio?
21. What is the approximate per pupil cost?
22. What is the approximate percentage of the per pupil cost that is provided with local funds?
23. What is the approximate percentage of the per pupil cost that is provided with federal funds?
24. Do students have the opportunity to earn verified credits while participating in the program/school?
- Yes
 - No
25. What are the most significant strengths of the program/school?

26. What are the most significant challenges for the program/school?
27. Please include any additional comments or concerns not addressed in previous questions or information on other initiatives that address alternative education issues in your division. Use additional sheets if necessary.

Survey is complete. Thank you!

Please make sure you have completed Question 4 through 27 for every Alternative Education programs in your school division. You may photocopy this survey in order to list each Alternative Education program/school.

Please continue to the end of the survey for directions on submitting the survey to Commission on Youth.

Section II — If your division does NOT have an Alternative Education program or school

If your division does NOT have an Alternative Education program or school

28. Please identify the reasons why your division does not currently having an alternative education program/school. Please check all reasons that may apply.

- Lack of financial resources
- Lack of information on alternative education models
- Lack of time and staff resources available to create program
- Not consistent with other division initiatives
- Other initiatives have higher priority
- Other — *Please specify.*

29. Please include any additional comments, concerns not addressed previously, or information on other initiatives that address alternative education issues in your division.

Survey is complete. Thank you!

**PLEASE RETURN BY WEDNESDAY, NOVEMBER 22, 2006
VIA FAX OR ELECTRONICALLY TO**

**Leah Hamaker
Legislative Analyst
Virginia Commission on Youth
517B General Assembly Building
Richmond, Virginia 23219
Email lhamaker@leg.state.va.us
Fax 804-371-0574**

If questions, please email them to the address above or telephone 804-371-2481.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

SUPTS. MEMO NO. 244
November 9, 2006

INFORMATIONAL

TO: Division Superintendents

FROM: Billy K. Cannaday, Jr.
Superintendent of Public Instruction

SUBJECT: Survey of Alternative Education Programs
Related to Suspended and Expelled Youth

The Virginia Commission on Youth, a bipartisan commission of the Virginia General Assembly, is studying alternative education options available within the Commonwealth. This study will investigate and report on the availability of regional and local alternative education programs that provide educational services for expelled and suspended students who cannot be served in traditional public school settings.

The study's purpose also includes identifying various challenges facing school divisions in serving these students, and collecting information about alternative education options available within the Commonwealth. In order to accomplish this goal, the Commission on Youth is conducting a survey which focuses on alternative education programs currently being operated during the 2006-07 school year. School divisions are being requested to complete the survey.

"The Survey of Alternative Education Programs Relating to Suspended and Expelled Youth" may be accessed at <http://coy.state.va.us>. The Commission on Youth will be sending each division superintendent an explanatory letter and a hard copy of the survey. If preferred, the hard copy of the survey may be returned. Regardless of the method selected, the survey should be returned by November 27, 2006, to Leah Hamaker, Legislative Policy Analyst, Virginia Commission on Youth, Suite 517 B, General Assembly Building, Richmond, VA 23219-0406, fax 804-371-0574.

An individual survey should be completed for each alternative education program/school for suspended or expelled youth in the division. The school division that serves as fiscal agent for the regional alternative education program should complete the survey.

Questions regarding the survey content should be directed to Leah Hamaker, legislative policy analyst at 804-371-2481, lhamaker@leg.state.va.us. Other questions may be directed to Cynthia A. Cave, director, office of student services at 804-225-2818, or by e-mail at Cynthia.Cave@doe.virginia.gov.

BKCJr/ADC/fta



VIRGINIA BOARD OF EDUCATION

2007 Annual Report

REGIONAL ALTERNATIVE EDUCATION PROGRAMS

PRESENTED TO

GOVERNOR TIMOTHY M. KAINÉ
AND THE
VIRGINIA GENERAL ASSEMBLY

September 26, 2007



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. Box 2120
Richmond, Virginia 23218-2120

BILLY K. CANNADAY, JR., Ed.D.
Superintendent of Public Instruction

Office: (804) 225-2023
Fax: (804) 371-2099

October 5, 2007

The Honorable Timothy M. Kaine
Governor of Virginia
Patrick Henry Building, 3rd Floor
1111 East Broad Street
Richmond, Virginia 23219

Members of the General Assembly of Virginia
Patrick Henry Building
1111 East Broad Street
Richmond, Virginia 23219

Dear Governor Kaine and Members of the General Assembly:

I am pleased to submit the Board of Education's report on Regional Alternative Education Programs pursuant to Section 22.1-209.1:2 of the *Code of Virginia*. The *Code* requires the Board of Education to report annually on the effectiveness of the Regional Alternative Education Programs.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact Diane Jay at 225-2905 or by e-mail at Diane.Jay@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Billy K. Cannaday, Jr.", written in a cursive style.

Billy K. Cannaday, Jr.

BKCJr/dj
Attachment

c: The Honorable Thomas Morris, Secretary of Education
Dr. Mark Emblidge, President, Board of Education

PREFACE

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support.
2. Review the program administrators' perceptions of the adequacy of the programs.
3. Evaluate the performance of the programs and students.

The staff member assigned to the preparation of the report was Diane L. Jay, associate director, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at Diane.Jay@doe.virginia.gov.

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EXECUTIVE SUMMARY

The evaluation was conducted on Virginia's 29 regional alternative education programs. These programs were established by the General Assembly in 1993-1994 with the intent of involving two or more school divisions working in collaboration to establish options for students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs.

These regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The number of students enrolled has increased from 217 students in four regional programs in 1993-1994 to 4,205 students in 29 programs during 2006-2007. The state funding level has increased 418 percent during this same time period. Conclusions related to the program, services, and policies for the 2006-2007 school year follow:

- A majority of program administrators reported academic improvement in their responses regarding perceived changes in student academic performance.
- The program administrators reported decreased violence, firearms, and weapons possession incidences for students while in the program as well as a decrease in substance abuse and property offenses.
- Program administrators reported ratings of good or excellent for parental involvement, technology, staff development, resources, discipline policies, selection process, student assessments, student services, and the academic program.
- Of the 293 teachers employed, 95 percent are licensed. Student-to-teacher ratios range between 4:1 and 15:1.

- The Standards of Learning (SOL) tests in English and mathematics were taken by 1,916 alternative education students during the 2006-2007 school year. These students achieved a 48 percent pass rate on the English SOL and a 33 percent pass rate on the mathematics SOL.
- The dropout rate for these students is 4.9 percent. The expulsion or dismissal rate is 7.6 percent.
- Of the students who were not eligible to graduate in the 2006-2007 school year, approximately 70 percent remained in school at the end of the 2006-2007 school year. Of these students, 48.9 percent plan to return to their regular school beginning in 2007-2008, and 21.3 percent will remain in the alternative education program.

Overall, the regional alternative education programs appear to be achieving their program purposes. The return on the public's investment for regional alternative education programs appears favorable.

CHAPTER ONE

Purpose

Virginia's regional alternative education programs are established to provide options for students who no longer have access to traditional school programs because they were suspended for violations of school board policy. Assignment to these programs include violations related to weapons, drugs or alcohol, intentional injury, chronic disruptive behavior, theft, verbal threats, malicious mischief, chronic truancy, vandalism, and other serious offenses. These programs also accommodate students returning from juvenile correctional centers or those who are otherwise assigned by the school divisions. The evaluation examined the 29 programs in operation during the 2006-2007 school year. A total of 114 school divisions worked in collaboration to form these 29 programs; some of the divisions have multiple subprograms and sites. A listing of the programs and participating school divisions is provided in Attachment A1.

Objectives and Scope of Evaluation

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support;
2. Review the program administrators' perceptions of the adequacy of the programs; and
3. Evaluate the performance of the programs and students.

The goals of the 29 regional alternative education programs are similar in that they are all designed to provide alternative and experiential learning opportunities for their students. They serve students who have been assigned to the school by a local board of education because: (1) the traditional school systems are not equipped to address their needs; and (2) the alternative education programs can provide a wide variety of student services and educational approaches that are tailored to these needs. While the general goals among programs are similar, there are also differences such as:

- grade levels served;
- size of the student bodies;
- characteristics of the students enrolled;
- characteristics of the student enrollment expectations (e.g., very short-term versus long-term);
- educational approaches and priorities; and
- program resources available.

Data Sources

The information, observations, and findings in this summary report are primarily based on the following sources:

- Information collected by the Virginia Department of Education through an annual information data collection instrument and supplemental information provided with these reports. In June 2006 the reports were submitted by each of the 29 programs for the 2006-2007 school year.
- Follow-up communications with program administrators and personnel.
- Relevant information included in previous regional alternative education program evaluations published by the Virginia Department of Education.

CHAPTER TWO

Background and Summary Information

In 1993, the General Assembly directed the Board of Education to establish and implement four regional pilot projects to provide an educational alternative for certain students in violation of school board policy. The General Assembly subsequently provided state funding, augmented for several years by federal funds, to make regional alternative education programs available on a statewide basis. A Virginia Department of Education formula based on staffing patterns and the composite index of local ability to pay determines state funding. No local matching funding is required; however, local school divisions sometimes use local and federal monies to augment these programs by providing in-kind support for such items as instructional materials, additional staff, pupil transportation, and facilities.

Alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The delivery of services includes traditional and non-traditional forms of classroom instruction, distance learning, and other technology-based educational approaches. Delivery of services also includes day, after-school, and evening programs. Alternative education centers have flexibility with regard to their organizational structure, schedule, curriculum, programs, and disciplinary policies. While the centers may differ in method of delivery, the services they provide typically fall into the following categories:

- educational (core subject instruction, vocational, remediation, tutoring);
- counseling (individual, group, family);
- social skills training;
- career counseling (transitioning to the world of work, job shadowing, mentoring, work/study agreements);
- technology-related education (direct instruction, Internet research, keyboarding);
- conflict resolution and mediation; and
- drug prevention education.

CHAPTER THREE

Regional Alternative Education Program Overview

This chapter provides an overview of program and student trends, program purposes, organization, innovative practices, reasons for student enrollment, student selection processes, academic offerings, student services, student assessments, and general and discipline policies of the regional alternative education programs.

A. Characteristics of Programs and Student Population

Statistical Overview – Of the 29 regional programs, all except one serve students in grades 9-12. The remaining program serves only middle school students in grades 6-8. Eighty-six (86) percent of the programs also serve grades 7-8; and 72 percent also serve 6th grade students. Three programs also serve students in grades K-5. Additionally, 62 percent of the programs report serving General Educational Development (GED) certificate students.

The programs report having 2,424 assigned slots and serving 4,205 students during the 2006-2007 school year. Since students are assigned for short periods of time in some programs (e.g., a week in some cases), multiple students can be served per slot. Attachment A2 provides a more detailed overview of the 29 programs.

Over the first four years of Virginia's regional alternative education program, the number of programs grew rapidly from the four pilot sites in 1993-1994 to 29 programs by 1996-1997. Since that time, the number of programs has remained constant. A new regional program was approved by the General Assembly in 2000-2001 bringing the number of programs to 30. In 2003-2004, one regional program dissolved, thus reducing the number of programs to 29. During this same period, state funding increased from the initial General Assembly appropriation of \$1.2 million for 1993-1994 to a total state funding level of slightly over \$6.2 million for 2006-2007. Programs are permitted to receive additional funding and in-kind support from other sources although no local match is required.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 4,205 students in 29 regional programs in 2006-2007. The state funding level has increased by 418 percent during this same time period.

Table 1 summarizes trends for the number of regional alternative education programs in Virginia, state funding levels for these programs, and numbers of students served since the 1993-1994 school year.

Table 1.
Trends in Regional Alternative Education Programs

School Year	Number Of Programs [1]	State Funding [2]	Number of Students Served
1993-1994	4	\$1,200,000	217
1994-1995 [2]	13	\$1,200,000	849
1995-1996 [2]	19	\$1,200,000	1,550
1996-1997	29	\$4,142,000	2,297
1997-1998	29	\$3,716,652	2,350
1998-1999	29	\$4,431,089	3,255
1999-2000	29	\$4,484,123	3,494
2000-2001	30	\$5,766,626	3,347
2001-2002	30	\$5,386,590	3,895
2002-2003	30	\$5,386,590	3,509
2003-2004	29	\$5,210,891	3,534
2004-2005	29	\$5,486,348	3,903
2005-2006	29	\$5,561,410	4,155
2006-2007	29	\$6,220,518	4,205

Note [1]: Some data refer to sites and some refer to programs.

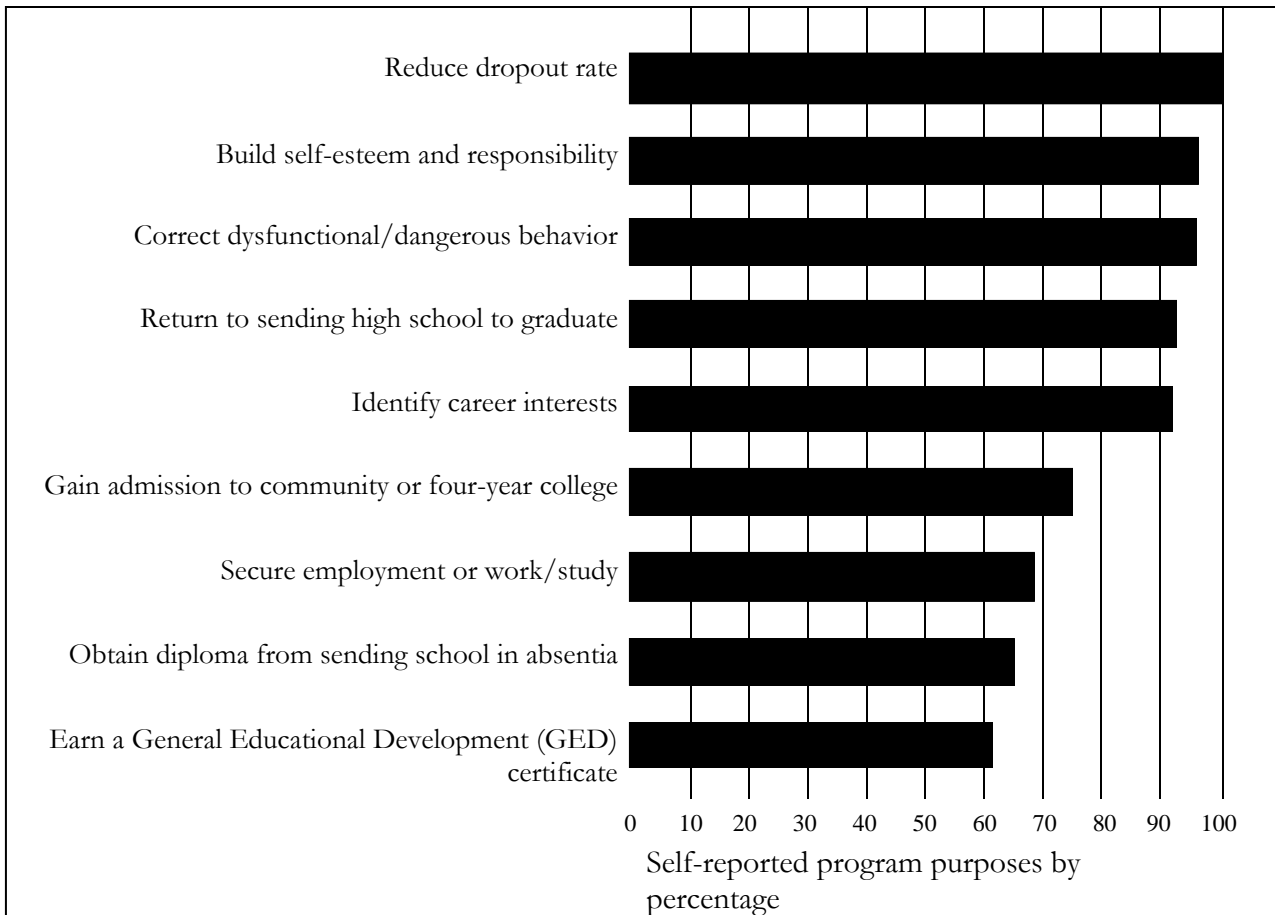
Note [2]: Federal funds were used to supplement state funds to expand the program during the 1994-1995 and 1995-1996 school years.

Program Purpose – The regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. These needs dictate a different set of “program purposes,” or objectives than would be encountered in the traditional school system. As part of the 2006-2007 data collection effort for the evaluation, administrators were asked to identify the objectives most appropriate for the various sites operating within their programs. The “program purposes” reported by the majority of programs are to:

- reduce the dropout rate;
- build self-esteem and responsibility;
- correct dysfunctional and/or dangerous behavior;
- return students to sending high school to graduate; and
- identify career interests.

The list of program purposes, as reported by the responding program administrators, is portrayed in Figure 1.

Figure 1.
Purpose of Program



Program Organization and Innovative Practices – The programs included in this evaluation reflect a wide variety of educational, operational models, and processes. Most programs report operating between 9 and 10 months a year, but the range is 9 to 12 months. Over 30 percent of the programs offer morning and evening classes. Over 80 percent organize classes by subject or course, and 50 percent organize classes by grade level. Over 80 percent of the programs report that students work independently on computer-based curricula.

Program administrators were asked to identify innovative practices they believe to have been most effective in their program. Their responses included: 1) differentiated or individualized instruction; 2) anger management counseling; 3) computer-assisted instruction; 4) small group learning; 5) small student-to-teacher ratio; 6) psychological counseling; 7) support of parents, guardians, and resource officers; and 8) service learning activities.

Reasons for Student Enrollment and Student Selection Process – Students are typically assigned to regional alternative education programs because they have received long-term suspensions, are returning from juvenile correctional centers, or are otherwise identified by the school divisions to be best served by these programs. Consequently, these programs are structured to address the special needs of these students. Table 2 provides insight as to the primary reasons leading to student enrollments for the 2006-2007 school year.

Table 2.
Reasons for Enrollment in Regional Alternative Education Programs 2006-2007

Reasons for Enrollment	Total	Percent
Suspensions for violation of School Board Policy [2]	4,102	97.6 [1]
Chronic Disruptive Behavior	781	19.0 [3]
Drugs or alcohol	502	12.2 [3]
Intentional Injury	310	7.6 [3]
Weapons	243	5.9 [3]
Theft	36	0.9 [3]
Combination of above	502	12.2 [3]
Other [4]	2,374	57.9 [3]
Released from youth correctional centers	93	2.2 [1]
Total Suspensions and Released from Youth Correctional Centers	4,205	100

Note [1]: Percentage of 4,205 (the total number of students served).

Note [2]: Included pending violations.

Note [3]: Percentage of 4,102 (the total number of students suspended for violation of policy).

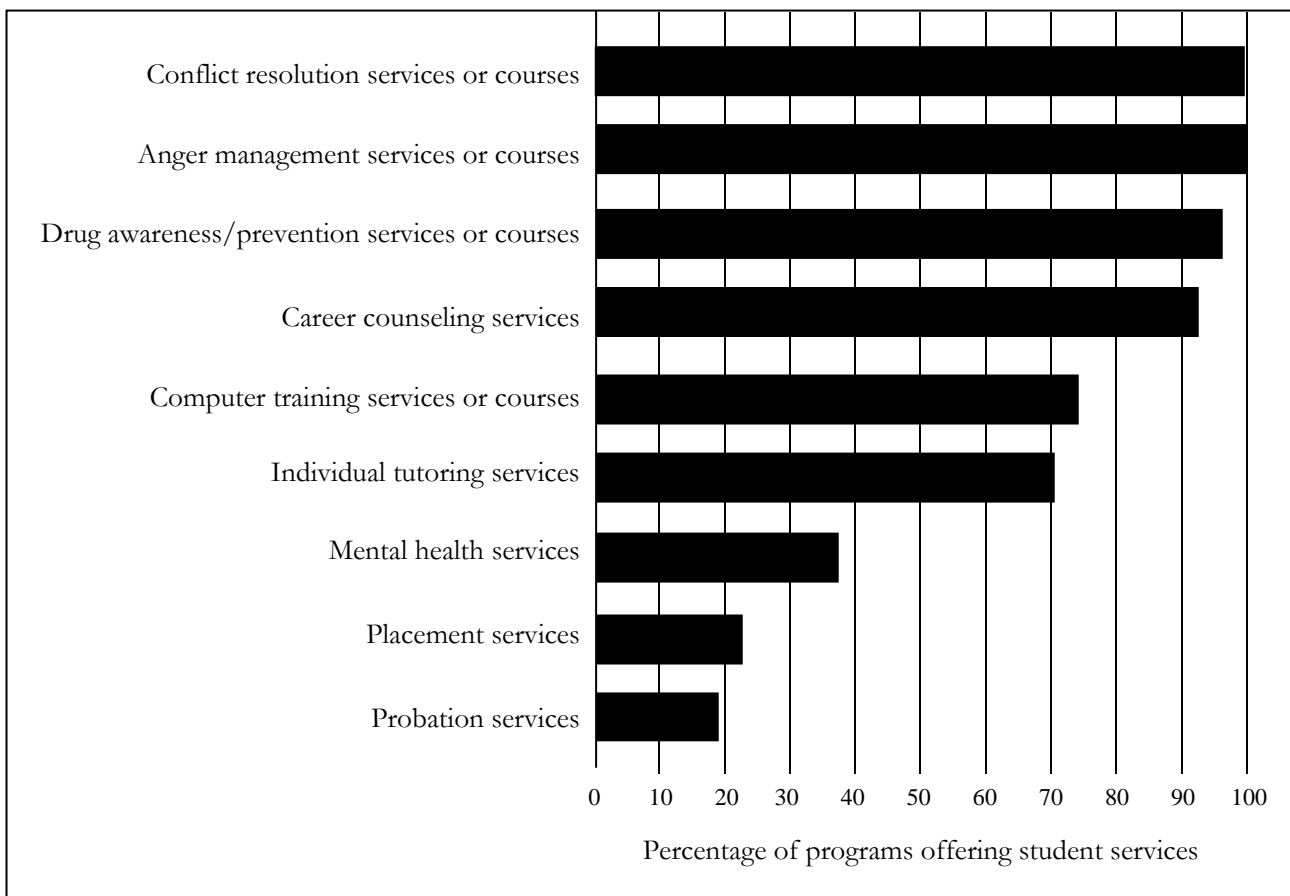
Note [4]: Verbal threats, malicious mischief, bomb threats, destruction of property, chronic truancy, vandalism, and other serious offenses.

There is no standardized student selection process. The student selection process includes guidelines and criteria for admittance, and denial of admission varies from program-to-program. Most of the programs report that students were assigned to them “as a last chance option.” All of the program administrators report that parents and students are required to participate in an interview prior to an admission decision. About 83 percent of the administrators indicate that they have the option to deny admission, and almost 80 percent state that students and parents have to sign a contract (e.g., commit to the program) before admission.

Academic Offerings and Student Services – An intense, accelerated instructional program with rigorous standards for academic achievement and student behavior is a legislative requirement of the regional alternative education programs. The range of students served (e.g., K-12 grade levels, a wide variety of behavioral issues, a wide range of cognitive capabilities) and academic approaches used produce a wide spectrum of courses offered,

academic initiatives, and student services. At a general level, there are many core academic offerings and student services common to these regional alternative education programs. All 28 programs that serve high school students offer standard diploma courses. About 72 percent of these programs also offer GED preparatory courses, 55 percent offer vocational coursework, 55 percent offer independent study, and 30 percent offer work study components. Administrators indicated a need for more career and technical courses, more electives, a greater focus on literacy, and additional teachers to teach electives and assist special education students. Figure 2 provides an overview of student services offered in the regional alternative education programs.

Figure 2.
Student Services Offered



Student Assessments – Other legislative requirements for these programs include a set of measurable goals and objectives and an evaluation component to determine student performance and program effectiveness. In this context, over 85 percent of the programs report employing traditional assessments (e.g., an A, B, C, D, F letter grading systems, end-of-year examinations) for all students enrolled. Over 60 percent use nontraditional assessments (e.g., oral presentations, portfolios, self-assessments, grading rubrics shared in advance, behavior) for all students. About 70 percent of the programs use combinations of traditional and nontraditional approaches to assessing their students.

General Policies – General policies vary among programs. Administrators report that the following policies are employed by their programs. Since most of these policies apply only to high schools, percentages are for programs serving grades 9-12.

- Specific criteria must be met before a student can return to a regular high school. (90 percent of programs).
- Students with an Individual Education Plan (IEP) are allowed to enroll in the alternative programs (90 percent of the programs).
- Students are limited to a certain number of academic credits earned while attending the alternative program (52 percent of programs).
- Students are allowed to take needed courses at a regular high school that cannot be provided by the alternative program (52 percent of programs).
- Students are required to return to their sending high school if they want to graduate with a standard diploma (35 percent of programs).

Discipline Policies – Discipline policies vary among programs.

- Eighty-six (86) percent of the programs state that students are subject to the rules of the sending high schools and/or have their own discipline system.
- Forty-eight (48) percent have a zero tolerance policy for misbehavior.
- Seventy-six (76) percent use behavioral contracts.
- Most programs report use of behavioral evaluation sheets daily or weekly.

B. Staff

Program Staffing – Administrators of the 29 programs reported a total of 293 teachers (in full-time equivalents). Of that number, 95 percent are licensed. Additionally, programs reported 85.5 counselors and 51.25 school psychologists. A low pupil-to-teacher ratio is a legislative requirement for these programs. In 2006-2007, the programs reported student-to-teacher ratios between 4:1 and 15:1.

Professional Development – A current program of staff development and training is another legislative requirement for this program. The extensive and diverse special needs and challenges of the students assigned to the regional alternative education programs present additional needs for staff development.

Improving and expanding staff development is frequently mentioned as a primary concern of program administrators. These needs include a broad spectrum of professional development related to content areas, use of technology, programmatic and administrative issues, as well as an even broader spectrum of areas that relate to the behavioral problems common to the students served. Table 3 provides information regarding the extent to which the needs for staff professional development in the regional alternative education programs were addressed during the 2006-2007 school year.

Table 3.
Professional Development

Staff Development Programs	Percentage of Teachers in Program
Technology	97.6
Content work	94.5
Discipline	91.4
Alternative education practices	87.1
Conflict management	80.0
Alcohol and drug abuse	78.7
Violence	77.1
Counseling	62.6

C. Program Resources and Support

General Resources – The regional alternative education programs report that their program resources are generally satisfactory. Approximately 80 percent of all responses from the program administrators, across all categories, indicate that they perceived their program resources as either “excellent” or “good” and only three percent of the responses reflect a “poor” ranking.

External Program Support – A program for community outreach to build school, business, and community partnerships is a legislative component of the regional alternative education programs. All programs report extensive efforts to build external support, and the program administrators report that they generally receive very good external support.

Administrators report that their school boards, localities, and area agencies generally provide excellent support. Over 80 percent of the responses regarding these sources indicate “excellent” or “good” support.

D. Parental and Community Involvement

A procedure for obtaining the participation and support from parents is a legislative requirement of the regional alternative education program. Each program reports initiatives addressing these objectives. Of the responding administrators, 24.1 percent report that parental involvement in their program is “excellent”; 62.1 percent report “good” parental involvement; 13.8 percent report “fair” parental involvement; and zero percent reported that the parental involvement in their program was “poor.”

Perceptions regarding community involvement in the regional alternative education programs are mixed. Of the responding administrators, 6.9 percent report that community involvement in their program is “excellent”; 58.6 percent report “good” community involvement; 31 percent report “fair” community involvement; and 3.5 percent reported that the community involvement in their program was “poor.”

CHAPTER FOUR

Program and Student Performance

Defining and measuring performance are different for the alternative education population than it would be in the traditional school systems.

A. Considerations for Evaluating Regional Alternative Education Program and Student Performance

The student populations in the regional alternative education programs present challenges because the assigned students often have histories of behavioral problems, low self-esteem, and academic failure. Since these are generally students who have been suspended, these programs are deemed as the only remaining academic option. Almost 97 percent of programs report that students are placed or assigned to their program as “a last chance option.”

The student body of any given program has less continuity from year-to-year (often from month-to-month) than a traditional school. Programs are generally small and address an array of needs. The combination of these needs and the operational constraints of the programs dictate different policies, administrative procedures, and academic approaches. They also dictate a different approach to evaluating both program and student performance. One approach for assessing program and student performance is the programs’ self-reported “program purposes” as presented in Figure 1. These include:

- reduce the dropout rate;
- build self-esteem and responsibility;
- correct dysfunctional and/or dangerous behavior;
- return students to high school to graduate;
- identify career interests;
- gain admission to an institution of higher education;
- secure employment or work/study;
- obtain diploma from sending school in absentia; and
- earn a General Educational Development (GED) certificate through an Individual Student Alternative Education Plan (ISAEP).

B. Measures of Achievement

It is difficult to consider standard measurements such as Standards of Learning (SOL) tests, attendance, and dropout rates in the same way as they would be considered for traditional schools because the student populations, educational models, and operational models are different.

Standards of Learning – The ability to report SOL test results for students that were served in a regional alternative education program was available for the first time in the 2005-2006 school year. The figures for 2005-2006 and 2006-2007 are reported in Table 4. There were 1,916 alternative education students who took the Standards of Learning tests in English and mathematics in 2006-2007. These students achieved a 48 percent pass rate on the English SOL, and a 33 percent pass rate on the mathematics SOL for 2006-2007, however the data below do not represent cohort data because students move in and out of these programs. It is difficult to know if these same students would have performed better or worse in their home schools.

Table 4.
Standards of Learning Assessment Results in English and Mathematics [1]

Year	Students Taking SOL Tests	English Pass Rate Percentage	Mathematics Pass Rate Percentage
2005-2006	1,762	32	19
2006-2007	1,916	48	33

Note [1]: These assessment results reflect students who were in the regional alternative program during test administration.

Dropout/Dismissal Rates –The total 2006-2007 dropouts reported by the program administrators for this evaluation was 4.9 percent (i.e., 207 dropouts). The state average for dropouts for traditional schools was 1.88 percent. Most regional alternative education students are considered dropout risks prior to being assigned to these programs. The dismissal/expulsion rate for 2006-2007 was 7.6 percent, and 321 students were dismissed or expelled from the alternative programs.

Perceptions of Changes in Student Academic Performance – Administrators were asked to provide their perceptions of changes in their students’ academic performance. The administrators perceive somewhat or substantial improvement in approximately 80 percent of students served.

Table 5.
Reported Perceptions of Change in Academic Performance

Reported Change During Assignment to Alternative Education	Substantially Improved	Somewhat Improved	Somewhat Decreased	Substantially Decreased	No Apparent Change	Total Responses
Middle Grades – Mathematics	11.5%	53.8%	3.8%	0.0%	30.8%	26
Middle Grades – English	15.4%	61.5%	0.0%	0.0%	23.1%	26
High School – Mathematics	25.0%	60.7%	0.0%	0.0%	14.3%	28
High School – English	25.0%	71.4%	0.0%	0.0%	3.6%	28

Perceptions of Changes in Student Disciplinary Incidences – Correcting behavior is a primary goal of regional alternative education programs. Over 70 percent of the administrators reported decreases in physical violence. Slightly over 60 percent reported decreases in firearms violations. Over 70 percent reported decreases in possession of other weapons. Decreases in substance abuse use were reported by 62 percent, and 24 percent reported no change in substance abuse use. Sixty-two (62) percent reported decreases in offenses against property, while 31 percent reported no change in offenses against property.

End-of-Year Status of 2006-2007 Students – Data discussed previously in this report suggest that many of the students that the programs served in 2006-2007 were assigned as a final alternative. Most of these students were at-risk of dropping out, being expelled permanently, or failing academically. Some had already been incarcerated, and the violations that led to their enrollment in the alternative education program (see Table 2) suggest many others were candidates for future incarceration. Table A3 in Attachment A3 summarizes the status of the 2006-2007 students served by the regional alternative education programs based on data provided by the programs as of June 2007. Based on these data, approximately 70 percent of students served in the 2006-2007 regional alternative education programs remain in school, either returning to the regional alternative program for 2007-2008 (21.3 percent), or returning to their sending school for 2007-2008 (48.9 percent). For this population, remaining in school is an accomplishment and a stated goal of the regional alternative education programs.

ATTACHMENTS

Attachment A1

Listing of Regional Alternative Education Programs – 2006-2007

Table A1.

Regional Alternative Education Programs – 2006-2007

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Bristol City Public Schools	Washington County Public Schools	Crossroads Alternative Education Program
Brunswick County Public Schools	Greensville and Mecklenburg County Public Schools	Southside LINK
Carroll County Public Schools	Galax City Public Schools	Carroll-Galax Regional Alternative Education Program (The RAE Center)
Fairfax County Public Schools	Alexandria City Public Schools	Transition Support Resource Center
Fauquier County Public Schools	Rappahannock County Public Schools	The Regional Continuum of Alternative Education Services
Fluvanna County Public Schools	Alleghany, Bath, Botetourt, Charles City, Clarke, Craig, Culpeper, Floyd, Franklin, Giles, Grayson, Greene, Halifax, Highland, Lancaster, Madison, Orange, Shenandoah, and Smyth County Public Schools, Radford City Public Schools	Project RETURN
Henry County Public Schools	Martinsville City and Patrick County Public Schools	Breaking Barriers
King William County Public Schools	Gloucester, Mathews, Middlesex, Essex, King and Queen, and New Kent County Public Schools, Town of West Point Public Schools	Middle Peninsula Regional Alternative Education Program
Lynchburg City Public Schools	Appomattox, Amherst, Bedford, and Nelson County Public Schools	Regional Alternative Education Project

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Montgomery County Public Schools	Pulaski County Public Schools	Regional Program for Behaviorally Disturbed Youths
Newport News City Public Schools	Hampton City Public Schools	Enterprise Academy
Norfolk City Public Schools	Chesapeake, Franklin, Portsmouth, Suffolk, and Virginia Beach City Public Schools, Isle of Wight and Southampton County Public Schools	Southeastern Cooperative Education Program
Northampton County Public Schools	Accomack County Public Schools	Project Renew
Nottoway County Public Schools	Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, and Prince Edward County Public Schools	Piedmont Regional Alternative School
Petersburg City Public Schools	Dinwiddie, Prince George, and Sussex County Public Schools, Colonial Heights and Hopewell City Public Schools	Bermuda Run Educational Center Regional Alternative Program
Pittsylvania County Public Schools	Danville City Public Schools	Pittsylvania County/Danville City Regional Alternative School
Powhatan County Public Schools	Goochland and Louisa County Public Schools	Project Return Regional Alternative Education Program
Prince William County Public Schools	Manassas and Manassas Park City Public Schools	New Dominion Alternative School
Richmond City Public Schools	Hanover and Henrico County Public Schools	Metro-Richmond Alternative Education Program
Roanoke City Public Schools	Salem City Public Schools	Roanoke/Salem Regional
Roanoke County Public Schools	Bedford County Public Schools	R. E. Cook Regional Alternative School

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Russell County Public Schools	Tazewell County Public Schools	Project BRIDGE
Scott County Public Schools	Lee County Public Schools	Renaissance Program
Stafford County Public Schools	Caroline, King George, and Spotsylvania County Public Schools, and Fredericksburg City Public Schools	Regional Alternative Education Program
Staunton City Public Schools	Harrisonburg and Waynesboro City Public Schools, and Augusta County Public Schools	Genesis Alternative School
Westmoreland County Public Schools	Northumberland and Richmond County Public Schools	Northern Neck Regional Alternative Education Program
Wise County Public Schools	Dickenson County Public Schools and Norton City Public Schools	Regional Learning Academy
Wythe County Public Schools	Bland County Public Schools	Wythe/Bland Alternative Education Program
York County Public Schools	Poquoson City and Williamsburg-James City County Public Schools	Three Rivers Project-Enterprise Academy

Attachment A2

Profile of Regional Alternative Education Programs – 2006-2007

Table A2.

Profile of Available Slots, Students Served, and Grades Served – 2006-2007

School Division Fiscal Agent	Grades Served by Each of the Regional Alternative Education Programs												Number of Students Served*	Number of State Slots Available*	Number of Grades Served	
	K	1	2	3	4	5	6	7	8	9	10	11				12
Bristol City										x	x	x	x	59	26	4
Brunswick County							x	x	x	x	x	x	x	83	87	7
Carroll County								x	x	x	x	x	x	59	32	6
Fairfax County								x	x	x	x	x	x	63	44	6
Fauquier County								x	x	x	x	x	x	119	65	6
Fluvanna County	X	x	x	x	x	x	x	x	x	x	x	x	x	578	63	13
Henry County							x	x	x	x	x	x	x	44	31	7
King William County							x	x	x	x	x	x	x	185	110	7
Lynchburg City							x	x	x	x	x	x	x	85	67	7
Montgomery County							x	x	x	x	x	x	x	405	61	7
Newport News City							x	x	x	x	x	x	x	474	166	7
Norfolk City							x	x	x	x	x	x	x	433	116	7
Northampton County										x	x	x	x	65	22	4
Nottoway County							x	x	x	x	x	x	x	90	77	7
Petersburg City							x	x	x	x	x	x	x	54	28	7
Pittsylvania County							x	x	x	x	x	x	x	55	36	7
Powhatan County							x	x	x	x	x	x	x	55	55	7
Prince William County							x	x	x					176	64	3
Richmond City							x	x	x	x	x	x	x	57	41	7
Roanoke City							x	x	x	x	x	x	x	224	54	7
Roanoke County				x	x	x	x	x	x	x	x	x	x	47	26	10
Russell County	X	x	x	x	x	x	x	x	x	x	x	x	x	252	162	13
Scott County							x	x	x	x	x	x	x	78	61	7
Stafford County										x	x	x	x	165	55	4
Staunton City							x	x	x	x	x	x	x	107	99	7
Westmoreland County							x	x	x	x	x	x	x	71	41	7
Wise County										x	x	x	x	54	59	4
Wythe County									x	x	x	x	x	20	25	5
York County							x	x	x	x	x	x	x	48	46	7
Totals =	2	2	2	3	3	3	21	24	25	28	28	28	28	4,205	1,819	

*Since students are assigned for short periods of time in some programs, multiple students can be served per slot.

Attachment A3

Profile of Regional Alternative Education Program Student Status
End of School Year – 2006-2007

Table A3.

Status of Students at the End of the 2006-2007 School Year [1]

School Division Fiscal Agent	Number of Students Served	Total Number of Students Who...			
		Remain in the Program for 2007-2008 [2]	Returned to Sending School for 2007-2008 [2]	Dropped out in 2006-2007 [2]	Were Expelled/Dismissed in 2006-2007 [2]
Bristol City Public Schools	59	15 (25.4%)	13 (22.0%)	5 (8.4%)	4 (6.8%)
Brunswick County Public Schools	83	47 (56.6%)	6 (7.2%)	1 (1.2%)	16 (19.3%)
Carroll County Public Schools	59	17 (28.8%)	5 (8.5%)	3 (5.1%)	2 (3.4%)
Fairfax County Public Schools	63	8 (12.7%)	40 (63.5%)	1 (1.6%)	1 (1.6%)
Fauquier County Public Schools	119	55 (46.2%)	29 (24.4%)	2 (1.7%)	0 (0.0%)
Fluvanna County Public Schools	578	68 (11.8%)	200 (34.6%)	20 (3.5%)	36 (6.2%)
Henry County Public Schools	44	8 (18.2%)	16 (36.4%)	8 (18.1%)	6 (13.6%)
King William County Public Schools	185	24 (13.0%)	113 (61.2%)	2 (1.1%)	8 (4.3%)
Lynchburg City Public Schools	85	20 (23.5%)	40 (47.1%)	0 (0.0%)	2 (2.4%)
Montgomery County Public Schools	405	36 (8.9%)	368 (90.9%)	2 (0.5%)	38 (9.4%)
Newport News City Public Schools	474	57 (12.0%)	417 (88.0%)	15 (3.2%)	79 (16.7%)
Norfolk City Public Schools	433	136 (31.4%)	151 (34.9%)	66 (15.2%)	8 (1.8%)
Northampton County Public Schools	65	25 (38.5%)	4 (6.2%)	1 (1.5%)	0 (0.0%)
Nottoway County Public Schools	90	0 (0.0%)	90 (100.0%)	5 (5.6%)	7 (7.8%)
Petersburg City Public Schools	54	2 (3.7%)	22 (40.7%)	4 (7.4%)	27 (50.0%)
Pittsylvania County Public Schools	55	2 (3.6%)	27 (49.1%)	0 (0.0%)	13 (23.6%)
Powhatan County Public Schools	55	10 (18.2%)	30 (54.6%)	2 (3.6%)	1 (1.8%)
Prince William County Public Schools	176	89 (50.6%)	52 (29.6%)	7 (4.0%)	28 (15.9%)
Richmond City Public Schools	57	3 (5.3%)	53 (93.0%)	0 (0.0%)	1 (1.8%)
Roanoke City Public Schools	224	89 (39.7%)	76 (33.9%)	17 (7.6%)	1 (0.4%)
Roanoke County Public Schools	47	16 (34.0%)	10 (21.3%)	0 (0.0%)	6 (12.8%)
Russell County Public Schools	252	60 (23.8%)	62 (24.6%)	24 (9.5%)	2 (0.8%)
Scott County Public Schools	78	19 (24.4%)	23 (29.5%)	7 (9.0%)	0 (0.0%)
Stafford County Public Schools	165	11 (6.7%)	133 (80.6%)	8 (4.8%)	13 (7.9%)
Staunton City Public Schools	107	50 (46.7%)	6 (5.6%)	2 (1.9%)	10 (9.3%)
Westmoreland County Public Schools	71	7 (9.9%)	30 (42.3%)	0 (0.0%)	1 (1.4%)
Wise County Public Schools	54	15 (27.8%)	12 (22.2%)	5 (9.3%)	0 (0.0%)
Wythe County Public Schools	20	4 (20.0%)	3 (15.0%)	0 (0.0%)	1 (5.0%)
York County Public Schools	48	2 (4.2%)	27 (56.3%)	0 (0.0%)	10 (20.8%)
Totals =	4,205	895 (21.3%)	2,058 (48.9%)	207 (4.9%)	321 (7.6%)

Note [1]: Data collection regarding the number of graduates or GED recipients and students who otherwise left the program was incomplete at the time of this report and those numbers are not reflected in this chart; therefore, percentages do not total 100 percent.

Note [2]: Estimates based on data reported by the programs and follow-up communications.

Attachment A4***Code of Virginia Citation for Alternative Education Programs for Certain Students***

§ 22.1-209.1:2. Alternative education programs for certain students.

A. With such funds as may be appropriated for this purpose, the Board of Education shall establish a program consisting of alternative education options for elementary, middle, and high school students in compliance with subdivision D 6 of § 22.1-253.13:1 who (i) have committed an offense in violation of school board policies relating to weapons, alcohol or drugs, or intentional injury to another person, or against whom a petition or warrant has been filed alleging such acts or school board charges alleging such policy violations are pending; (ii) have been expelled from school attendance or have received one suspension for an entire semester, or have received two or more long-term suspensions within one school year; or (iii) have been released from a juvenile correctional center and have been identified by the Superintendent of the Department of Correctional Education and the relevant division superintendent as requiring an alternative education program. However, no child shall be assigned to any alternative education program described in this section for more than one school year without an annual assessment of the placement to determine the appropriateness of transitioning the child into the school division's regular program. On and after July 1, 1994, the program shall consist of up to 10 regional pilot projects; any additional pilot projects shall be located in regions throughout the state to provide greater geographical distribution of such projects. All such projects shall be awarded on a competitive basis to applicants responding to requests for proposals, giving priority in awarding any new sites, to the extent practicable, to applicants in areas with high student suspension and expulsion rates that meet the requirements in subsection B of this section. The Board of Education shall promulgate regulations for the implementation of the program.

B. Upon the appropriation of funds for the purposes of this section, the Department of Education shall issue a request for proposals for regional projects to pilot selected alternative education options by July 1, 1993. The first such grants shall be awarded by August 20, 1993.

In the 2001 fiscal year, and upon the appropriation of funds for these purposes, the Department of Education shall issue a request for proposals for regional pilot projects for selected alternative education options for elementary school students. The first such grants shall be awarded by September 1, 2001.

Applications for grants shall include the following components:

1. An agreement executed by two or more school divisions and approval of their respective governing bodies to pilot an alternative education option as provided in subsection A, and a plan for the apportionment of responsibilities for the administration, management, and support of the program, including, but not limited to, the facilities and location for the program, daily operation and oversight, staffing, instructional materials and resources, transportation, funding and in-kind services, and the program of instruction.

2. A procedure for obtaining the participation in or support for the program, as may be determined, of the parents, guardian or other person having charge or control of a child placed in the program.
 3. An interagency agreement for cooperation executed by the local departments of health and social services or welfare; the juvenile and domestic relations district court; law-enforcement agencies; institutions of higher education and other postsecondary training programs; professional and community organizations; the business and religious communities; dropout prevention and substance abuse prevention programs; community services boards located in the applicants' respective jurisdictions; and the Department of Correctional Education.
 4. A curriculum developed for intensive, accelerated instruction designed to establish high standards and academic achievement for participating students.
 5. An emphasis on building self-esteem and the promotion of personal and social responsibility.
 6. A low pupil teacher ratio to promote a high level of interaction between the students and the teacher.
 7. An extended day program, where appropriate, to facilitate remediation; tutoring; counseling; organized, age-appropriate, developmental education for elementary and middle school children; and opportunities that enhance acculturation and permit students to improve their social and interpersonal relationship skills.
 8. Community outreach to build strong school, business, and community partnerships, and to promote parental involvement in the educational process of participating children.
 9. Specific, measurable goals and objectives and an evaluation component to determine the program's effectiveness in reducing acts of crime and violence by students, the dropout rate, the number of youth committed to juvenile correctional centers, and recidivism; and in increasing the academic achievement levels and rehabilitative success of participating students, admission to institutions of higher education and other postsecondary education and training programs, and improving staff retention rates.
 10. The number of children who may be assigned to the regional pilot alternative education program during the school year.
 11. A plan for transitioning the enrolled students into the relevant school division's regular program.
 12. A current program of staff development and training.
- C. Beginning with the first year of program implementation, the Department of Education shall be entitled to deduct annually from the locality's share for the education of its students a sum equal to the actual local expenditure per pupil for the support of those students placed by the relevant school division in any such pilot program. The amount of the actual transfers shall be based on data accumulated during the prior school year.

D. A school board shall require written notification to the pupil's parent, guardian, or other person having charge or control, when a pupil commits an offense in violation of school board policies, which school officials determine was committed without the willful intent to violate such policies, or when the offense did not endanger the health and safety of the individual or other persons, of the nature of the offense no later than two school days following its occurrence. A school board shall require the principal of the school where the child is in attendance or other appropriate school personnel to develop appropriate measures, in conjunction with the pupil's parent or guardian, for correcting such behavior.

E. The Board shall require submission of interim evaluation reports of each pilot program biannually and shall compile these reports and other program materials and report the status of such programs on a periodic basis, as may be established, during the 1993 legislative interim to the Special Joint Subcommittee on School Crime and Violence. The Board shall report the effectiveness of such programs and their components annually to the Governor and the General Assembly beginning by December 1, 1994.

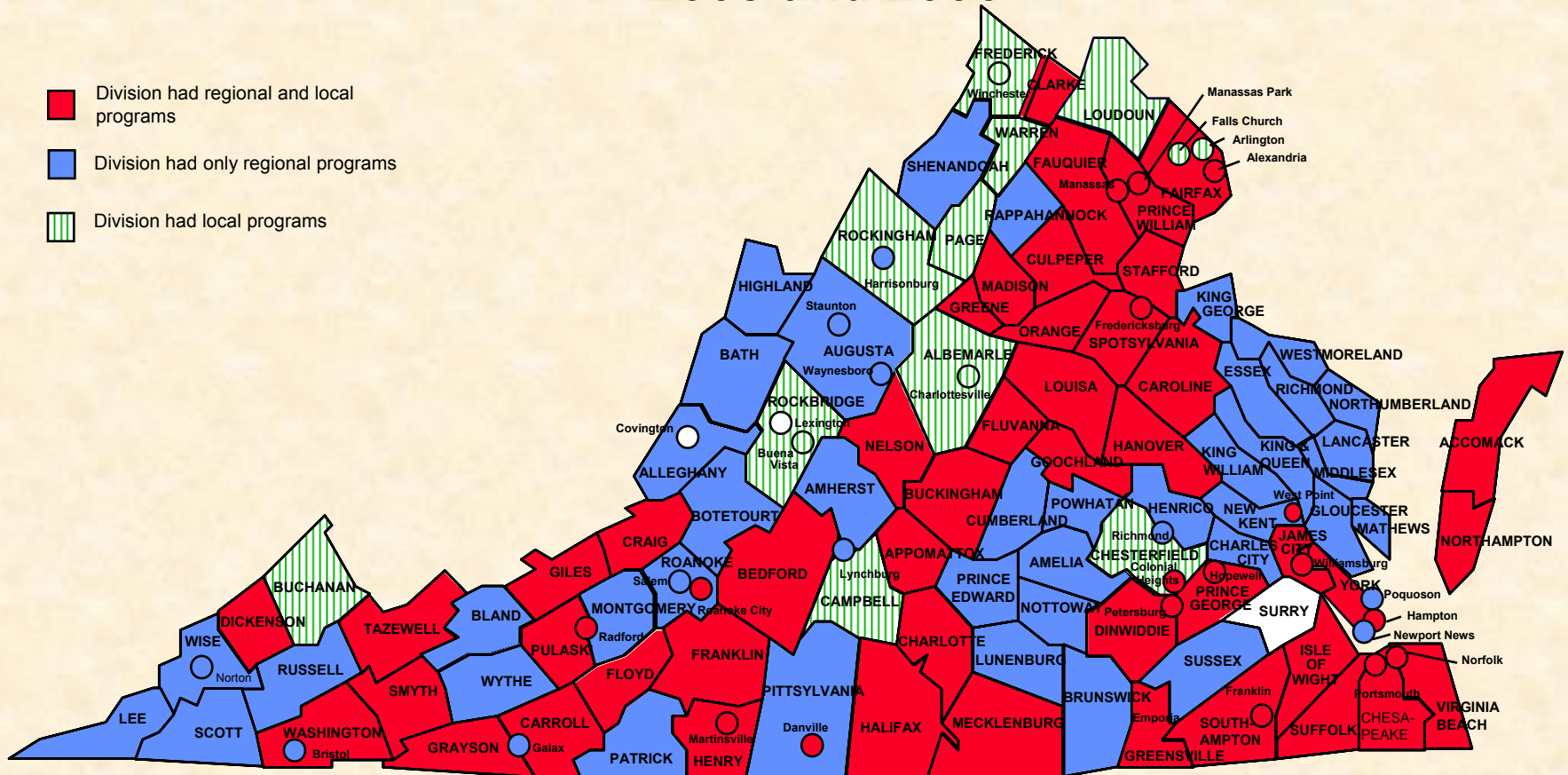
F. For the purposes of this section, "regional pilot program" means a program supported and implemented by two or more school divisions which are either geographically contiguous or have a community of interest.

G. For the purposes of this section, "one school year" means no more than 180 teaching days.

(1993, cc. 819, 856; 1994, c. 762; 1995, c. 533; 1996, cc. 755, 914; 2000, c. 739; 2004, cc. 939, 955.)

Alternative Education Programs for Suspended and Expelled Students in Virginia 2005 and 2006

- Division had regional and local programs
- Division had only regional programs
- Division had local programs



Source: Virginia Commission on Youth Superintendent's Survey on Alternative Education Options, 2007.

Independent, Specialized Education Facilities Serving Suspended and Expelled Students in the Commonwealth

*Includes only Virginia Association of Independent Specialized/Education (VAISEF) Facilities
Contact information for facilities is provided as an attachment.*

Survey results are based on telephone interviews conducted by Commission on Youth staff in Spring 2008:

- Does your school serve students who have been long-term suspended, expelled, or are transitioning back to school from a juvenile justice placement?
- Does your facility have any type of agreement with your local school division to serve students who have been suspended and expelled?

FACILITY	Serves Students who have been Long-term Suspended, Expelled or Transitioning from JJ Placement	Has Agreement with Local School Division(s)	NOTES
Accotink Alternative	No	Yes	
Alice C. Tyler of Childhelp East	Yes	Yes	
Barry Robinson Center	No	No	Primarily a psychiatric residential center
Boys' Home, Inc.	Yes	No	
Charterhouse School	Yes	No	Currently has 17 children in a therapeutic day setting, but hopes to expand
Discovery School of Virginia, Inc.	Yes, but not currently	No	Provision of services depends on funding
Dominion Academy	Yes	No	
The Dominion School	Yes	Yes	Has a contract placement but student must have an IEP
Dooley School <i>(St. Joseph's Villa)</i>	Yes	No	
East End Academy, Inc.	Yes	Yes	
Elk Hill	Yes	Yes	
For Children's Sake Emergency Diagnostics Center	-	-	Did not respond to survey

FACILITY	Serves Students who have been Long-term Suspended, Expelled or Transitioning from JJ Placement	Has Agreement with Local School Division(s)	NOTES
Grafton School	Yes	Yes	Serves only youth diagnosed with mental retardation, learning disabilities or cognitive disabilities Also contracts with CSA
Graydon Manor	Yes	Yes	Students who are suspended or expelled are served in their day school at 52 Enterprise Street, Sterling, Virginia
Hallmark Youthcare-Richmond	No	No	Serves only students admitted to their residential treatment facility
Hope Haven	-	-	Did not respond to survey
HopeTree (formerly Virginia Baptist Children's Home & Family Services)	Yes	No	Residential treatment setting only
Inova Kellar Center	Yes	No	Has a separate day treatment program for high school students who have been suspended or expelled; programs tailored to address students' behavioral problems Has a regular day school for students with an IEP
Gwaltney School, Jackson-Feild Homes	Yes	No	Would like to continue running its own services, but cannot mix residential and academic together due to regulations Would consider doing a joint location/rent
Keystone Newport News Youth Center	Yes	Yes	All students have special needs
Lafayette School and Treatment Center	Yes	No	
The LEAD Center	Yes	Yes	Serves only Hopewell students
The Leary School	Yes	No	
Liberty Point Health Care	No	No	Locked, residential treatment setting
Little Keswick School	No	No	Residential treatment setting
Metropolitan Day School of AES	Yes	Yes	
Minnick Education Center	Yes	Yes	

FACILITY	Serves Students who have been Long-term Suspended, Expelled or Transitioning from JJ Placement	Has Agreement with Local School Division(s)	NOTES
New Dominion School	Yes	Yes	Serves suspended students only Residential treatment setting
Northstar Academy	No	No	
Oak Valley Center	Yes	No	Day treatment setting
Oakland School	No	No	
Oakwood School	No	No	
The Gladys H. Oberle School-Fredericksburg Campus	Yes	Yes	
Paladin Academy	No	No	
Phillips School-Annandale	Yes	No	
Rivermont School, affiliate of Centra Health	Yes	Yes	Designed specifically for students who cannot participate in regular school programs due to psychological problems, emotional difficulties or learning disabilities but do not require inpatient treatment Student must have IEP
Riverside School	No	No	
Specialized Youth Services of VA, Inc.	Yes	Yes	Day treatment setting
Timber Ridge School	Yes	No	
The Pines Treatment Center	Yes	Yes	Provides student transportation within Hampton Roads region Student must have IEP
Virginia Home for Boys and Girls	Yes	Yes	Day and residential treatment settings
Webster Day School	Yes	No	Day and residential treatment settings
White Oak School	No	Yes	
Whisper Ridge Behavioral Health System	Yes	No	Residential treatment setting only
Youth for Tomorrow	Yes	No	Residential treatment setting only
Youth Empowerment Services/Life Coach Academy	Yes	Yes	

Link to: [Virginia Association of Independent Specialized Education Facilities](#)



Virginia Association
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Specialized Education
Facilities

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Facilities

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