[ms-0234.006.004, 014]

SITE: _____

DATE: _____

TRANSPORTATION QUESTIONNAIRE FOR VEEP OR OPERATING MAGNETS

1. Who coordinates the transportation? _____
2. Where is this person located? _____
3. When the students got off the buses, were they (circle all appropriate categories)

   (a) generally friendly
   (b) silent and withdrawn
   (c) distressed or crying
   (d) pushing and shoving

4. Is there an adult on the bus besides the driver? If yes, how many?

   _____

5. What is the function of the adult riding along on the bus? _____

   _____

   _____

6. How much time is there for students to get to class? _____

   _____

7. What is the procedure if buses are late? _____

   _____

   _____

8. What arrangements are available for students involved in before school activities? _____

   _____

9. What arrangements or procedures are available for students involved in after school activities? _____

   _____

10. What arrangements or procedures are available for students who miss the last bus or who have to stay after the last bus leaves? _____

    _____

    _____

11. What arrangements or procedures are available for bringing parents to school for special activities? _____

    _____

    _____

12. Are there programs available on the buses which interested students may utilize for learning en route? If yes, please describe _____

    _____

    _____

    _____

    _____

(2/27/79)

13. Are there rules to assure driver alertness and fitness relative to: (circle all appropriate categories)

    (a) use of drugs
    (b) physical examinations
    (c) reporting of illness
    (d) minimum sleep before driving
    (e) adequate time between shifts

14. Are there enforcement procedures? If yes, please describe_____

_____

_____

_____

_____

15. Do buses have regular inspections? If yes, how often?_____

_____

16. Is there proof that the bus or buses have passed inspection?_____

_____

17. Is there a procedure for notifying the bus monitor or school that a student will not be on the bus? If yes, please describe_____

_____

_____

18. If the parents have not contacted the school to report an absence, are they contacted promptly if their child is not on the bus? If yes, please describe.

_____

_____

_____

_____

19. Is there a procedure for making sure that all students who were on the bus in the morning are on the bus again in the afternoon? If yes, please describe.

_____

_____

_____

_____

20. Are bus monitors or drivers notified if a child goes home ill during the day? If yes, please describe._____

_____

_____

_____

_____

_____

SITE: _____

DATE: _____

VEEP RECEIVING SCHOOL QUESTIONNAIRE

1. Are there orientation programs for teachers, students, and/or parents? (please describe in terms of content, when given, by whom, etc.)

_____

_____

_____

_____

_____

_____

_____

_____

2. How many VEEP students are involved in extracurricular activities?

_____

3. What effort is made to facilitate VEEP student involvement in extracurricular activities? (please describe)_____

_____

_____

_____

_____

_____

_____

_____

4. What programs are available to educate the community surrounding the VEEP receiving school? (please describe)_____

_____

_____

_____

_____

_____

_____

5. What kinds of supportive services are available for VEEP students? (please describe, e.g., academic, psychosocial, etc.)_____

_____

_____

_____

_____

_____

_____

(2/27/79)

6. How many students have dropped out of the VEEP program?_____

7. Is there a counseling program for VEEP students who are contemplating dropping out of the program? (please describe)_____

8. What happens to students who drop out of the VEEP program? e.g., do they return to their home school?_____

9. What are some of the reasons given for dropping out of the VEEP program that are stated most frequently?_____

10. Select a sample of VEEP students and observe some of their classes for interaction between students. (please describe)_____

11. Interview a sample of VEEP students for their perception of how they are accepted by other students and their educational experience (please describe)

SITE:_____

DATE:_____

PROPOSED MAGNET QUESTIONNAIRE

1. How was the decision made to institute the program of the proposed magnet? (Please describe in terms of who was involved in the planning, curriculum development, implementation, etc.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. How will the school/student benefit from having a magnet school program at its site?_____

_____

_____

_____

_____

3. Where will the magnet students come from?_____

_____

_____

4. How will the magnet students be recruited?_____

_____

_____

_____

5. What is being done to prepare the school and its student body for the magnet program?_____

_____

_____

_____

6. How will the staff for the magnet program be selected?_____

_____

_____

_____

7. How does the community feel about having a magnet program at its school?

_____

_____

_____

(2/27/79)

SITE: _____

DATE: _____

IDENTIFIED ISOLATED SCHOOLS WITH NO DESEGREGATION PROGRAMS

1. Are there programs available which strengthen the schools' educational program? Please describe.

_____

_____

_____

_____

_____

2. Are these programs effective in terms of improving test scores, improving self-concepts, parent education, etc.?

_____

_____

_____

_____

_____

3. What programs are available to prepare the students for more integrated experiences? Please describe.

_____

_____

_____

_____

_____

4. Does the school participate in any of the integration programs offered? If yes, which ones? What are the benefits?

_____

_____

_____

_____

_____

_____

_____

(2/27/79)

SITE: _____

DATE: _____

Ethnicity: Black, Hispanic, Asian, White, Other (please circle)

Integration Student Classification: VEEP, Magnet, Learning Center, Regular (please circle)

ELEMENTARY LEVEL STUDENT QUESTIONNAIRE

1. How do you feel about going to this school? _____

2. Whose idea was it to go to this school, yours or your parents?

3. Do you feel welcome? What helped to make you feel welcome?

4. Do you make new friends? _____

5. Are you learning about people that are different from you? _____

6. Where or how do you learn about people that are different from you? (e.g., by playing, by teacher talking about it, by seeing movies, etc.)

(2/27/79)

SITE: _____

DATE: _____

MAGNET WITHIN SCHOOL QUESTIONNAIRE

1. Where do the students come from? _____

2. What is the projected enrollment and what is the enrollment currently? _____

3. How are the students selected? (Please describe in terms of students from the resident school and students from beyond the attendance zone of the magnet school) _____

4. How are students (resident and non-resident) prepared for attending the magnet school? (please describe) _____

5. How do students, attending the regular school, benefit from the magnet school program? (e.g., participation in programs, use of facilities, resources, or equipment) _____

6. Is there contact between magnet school students and the students in the regular program? How often? (please describe circumstances) _____

7. How does the staff of the magnet program relate to the staff of the regular school? _____

(2/27/79)

8. What is the cost per student in the magnet program as compared to the cost per student in the regular program at that school?_____

9. To where does the student articulate if interested in continuing in the program offered by the magnet? (please describe in terms of location, travel time, etc.)_____

10. How was staff selected for the magnet? Where did the staff come from?

11. How does the community perceive the magnet program?_____

12. Please describe at least two aspects of the program which enhance quality education and integration_____

13. Please describe at least two aspects of the program which are problematic in terms of quality education and integration._____

14. How many students have left the program? Why?_____

SITE: _____

DATE: _____

LEARNING CENTER QUESTIONNAIRE

1. How are the schools selected to participate in the learning center?

_____

_____

_____

_____

2. If the site of the learning center is an identified racially isolated school, why are minority students bused into the school?

_____

_____

_____

_____

3. What programs are available for orienting students who will be attending the learning center? (please describe)

_____

_____

_____

_____

_____

_____

4. Is attendance or participation in the learning center program voluntary?

_____

5. Is there a quota for the number of students from a sending school?

_____

6. What happens if a sending school doesn't meet the quota? _____

_____

_____

_____

_____

7. Is there a regular school program besides the learning center at the site?

_____

8. What is the benefit that accrues to the regular school from having a learning center at the site? (please describe in terms of racial composition, educational programs, resources, etc.) _____

_____

_____

_____

_____

(2/27/79)

9. What is the contact between students involved in the learning center and the rest of the school? (please describe in terms of duration, frequency, low structured, by whom)_____

10. What is the contact between students who are involved in the learning center? (describe the interaction)_____

11. What steps are incorporated within the classroom to handle diversity within the learning center classes, both in basic and specialty classes?

12. Is there communication between the sending school and the learning center regarding the student's welfare and/or progress? (please describe)

13. Are students evaluated on learning experiences after participation in the learning center program? If yes, how? If not, why not?_____

14. What is the race/human relations program that is available at the learning center? (please describe)_____

15. On a scale of 1 to 5, with 5 having the highest value, rank the learning center in relation to (a) enrichment program; (b) integration experience.

SITE: _____

DATE: _____

VEEP SENDING SCHOOL QUESTIONNAIRE

1. Is there a program available to assist students and parents in making a decision regarding participation in the VEEP Program? If yes, please describe, including when it is offered. _____

2. May students and/or parents preview the receiving school before a decision is made? _____

3. Is there a screening process for enrollment in the VEEP Program? If yes, what criteria are used? _____

4. Has enrollment been affected at the sending school? If yes, how?

5. Has participation as a VEEP sending school affected the educational options available to students in terms of kinds of classes, number of classes offered, facilities, or resources? (please describe) _____

(2/27/79)

6. Has participation as a VEEP sending school affected extracurricular activities such as athletic programs? (please describe)

7. Generally, how do remaining students view the school and its programs?

8. What do remaining students think of students that leave? (please describe)

9. How do remaining students perceive themselves? (please describe)

10. How does the community feel about the school? (please describe)

SITE: _____

DATE: _____

ALL SCHOOL MAGNET QUESTIONNAIRE

1. Where do the students come from? _____

2. What is the projected enrollment and what is the enrollment currently?

3. How are the students selected? (please describe in terms of students from within the attendance zone and students from beyond the attendance zone.)

4. What happens to students within the attendance zone who do not attend the magnet schools? Where do they attend? _____

5. What is the cost per student? Is it more than the cost per student in a regular school that does not have a magnet program? _____

6. To where does the student articulate if interested in continuing in the program offered by the magnet? (please describe in terms of location, travel time, etc.) _____

7. Can the magnet program be duplicated at other sites? If yes with conditions, what are some of the conditions? _____

8. How was the staff selected for the school? Where did the staff come from?

(2/27/79)

9. How does the community perceive the school?_____

10. Please describe at least two aspects of the program which enhance quality education and integration._____

11. Please describe at least two aspects of the program which are problematic in terms of quality education and integration._____

12. How many students have left the program? Why?_____

SITE: _____

DATE: _____

Ethnicity: Black, Hispanic, Asian, White, Other (please circle)

Integration Student Classification: VEEP, Magnet, Learning Center, Regular (please circle)

SECONDARY LEVEL STUDENT QUESTIONNAIRE

1. Why are you going to this school? _____

2. Whose idea was it to go to this school, yours or your parents? _____

3. Do you feel welcome? If so, what happened to make you feel welcome? _____

4. Was there an orientation program to welcome new students? Did you participate? _____

5. Do you make new friends? _____

6. What aspects of this school do you like best? _____

7. What aspects of this school don't you like? _____

8. What is your opinion of the discipline code in this school? Is it fair? _____

9. What is your impression of the race/human relations program? _____

(2/27/79)

DATE: _____

SCHOOL OBSERVATION FORM

CLASSROOM

1. Name of school _____
2. Type of integration program _____
3. Subject/designation of class _____
4. Room number _____ Period _____
5. Ethnic composition: Number of Children

   Black _____

   Hispanic _____

   Asian _____

   Anglo _____

   Other _____

   Total number of children _____

6. What is your impression of the interaction between students, and what do you base it on? _____

PLAYGROUND/LUNCH

1. Describe the structure or organization plan for that period, e.g., is it free play or self-selection, or are there designated games or composition by grade level, sex, or ethnicity?

2. In your opinion, does this structure or organization promote interaction? _____

3. What is your impression of the interaction between students?

(2/27/79)

SITE: _____

DATE: _____

PARENT QUESTIONNAIRE

1. Why is your child attending this school? _____

2. Who decided that your child should attend this school? What helped you to decide to give permission? _____

3. If enrolled in a new school or participating in a learning center, what problems did you or your child encounter? _____

4. Do you think your child feels accepted? _____

5. Describe at least one aspect of this school which you like best.

6. Describe at least one aspect of this school which you see is a problem.

7. Do you participate in the race/human relations program? If yes, how often?

8. What is your impression of the race/human relations program? _____

(2/27/79)

SITE: _____

DATE: _____

TEACHER QUESTIONNAIRE

1. What is your involvement in the integration program of this school?

_____

_____

_____

_____

2. How has your present assignment been affected by the integration effort? (e.g., in terms of resources, time, number of students, etc.)

_____

_____

_____

_____

_____

_____

3. What is your impression of the race/human relations program in your school? (Please describe activities that seemed successful and those that were unsuccessful.)

_____

_____

_____

_____

_____

_____

4. Successful activities: _____

_____

_____

_____

_____

_____

5. Unsuccessful activities: _____

_____

_____

_____

_____

_____

(2/27/79)