STATE OF
RECOVERY HIGH SCHOOLS

2016 Biennial Report

ASSOCIATION OF
RECOVERY
SCHOOLS

Contents

Intention of Report

The 2016 State of Recovery High Schools report is the first in a series of intended biennial publications from the Association of Recovery Schools (ARS). These reports aim to prepare and inspire starters and operators of recovery high schools to perform at their very best and directly contribute to the expanding body of principles, disciplines and tools that set the gold standard for educating and supporting students in recovery. In addition, each report presents the current landscape for recovery schools in the United States and highlights the latest research being undertaken by ARS to strengthen the expertise, resources and data-driven best practices that the organization looks to extend to recovery high schools through training, consulting and accreditation services. Overall, the State of Recovery High Schools is intended for those who advocate for the educational inclusion of youth recovery.

This report offers a refresh of the foundational 2013 Market Study for Recovery High Schools which was originally funded by The Stacie Mathewson Foundation. The 2013 Market Study, for the first time, presented the landscape of recovery high schools in the U.S. and offered a set of indicators for assessing state and community conditions that could promote or hinder the future expansion of this type of school-based recovery support. A refreshed look at the landscape for recovery schools in the U.S. is presented in Section 1 of this report.

The initial work presented within the 2013 Market Study remains an important reference for ARS and those leading or starting recovery schools across the nation. Specifically, the study provided a construct for defining the operating characteristics for recovery schools to guide the completion of the Standards for Accreditation of Recovery High Schools. The operating characteristics are presented once again in Section 2 of this report and the current accreditation standards have been included in Section 4.

In August of 2015, the Association's leadership identified the need to re-examine the set of indicators, originally presented in the Market Study, for identifying state regulatory and policy environments that might be favorable to the initiation and expansion of recovery schools. The presented state-by-state favorability analysis was an activity that the leadership wanted to continue, however, there was an expressed need to ratify the set of indicators to best inform advocacy efforts and provide guidance for consultation to those looking to initiate or expand recovery schools.

Section 3 of the 2016 State of Recovery High Schools provides a refined set of indicators that can point to the conditions that are contributing to successful initiation and sustainability of recovery high schools in the U.S. While maintaining a view of these conditions and indicators by state for reference, emphasis has been placed on defining practices for using the indicators for evaluation and planning purposes. The goal is to provide the Association with a tool that can be used to help guide individuals and groups that are looking to initiate or expand upon school-based recovery support services in their local communities.

Every student in recovery is of value and worthy of an opportunity to be educated so they can heal, grow and ultimately discover how to live their very best life. While addiction thrives in isolation, recovery is a process of hope and healing that thrives in the positive peer communities of recovery schools. The 2016 State of Recovery High Schools is intended specifically for the broad and diverse network of advocates who work tirelessly to create a continuum of support for students transitioning in and out of recovery high schools.

Students from University High School of Austin, TX at the UNITE Rally in Washington D.C.

Section 1:
The Landscape for Recovery Schools

Current Climate for Recovery High Schools
Dr. Andrew Finch

Standing on the D.C. Mall at the UNITE to Face Addiction Rally on a chilly, cloudy October day in 2015, surrounded by thousands of advocates and people in recovery, one could not help but think the policy environment the Association of Recovery Schools (ARS) discussed in a market study a few years ago had launched the movement we had envisioned. Recovery has received unprecedented attention and has gained legitimacy never before seen. In 2013, ARS released a paper noting the convergence of forces that signaled "an opportune time for recovery schools to expand."[1] These forces included the growth of research findings about adolescent addiction, treatment and recovery, high profile incidents that generated an interest in school mental health, a revised Diagnostic & Statistical Manual (DSM-V) and the Affordable Care Act bringing change to the field. The fundamental logic was that as access and demand for treatment grew, so would the need for continuing care.

One could argue that these events have in fact accelerated the recovery movement with an explosion of advocacy efforts, partnerships and rallies. The UNITE to Face Addiction rally on the Mall in Washington, D.C., on October 4, 2015, brought dozens of recovery organizations together from across the nation to speak out on behalf of people in recovery from substance use disorders.[2] The planning around that event along with ongoing advocacy efforts has propelled recovery into the public eye like never before. The opiate epidemic and Black Lives Matter movements have also shined a light on the need for more treatment access rather than punitive approaches.

Recovery high schools have been in the midst of the recovery advocacy movement. The Association of Recovery Schools, under the leadership of executive director, Kristen Harper, forged a partnership with Young People

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1 2013 Market Study for Recovery High Schools. See: http://www. transformingyouthrecovery.org/sites/default/files/resource/ARS%20Market%20Study%20 2013.pdf

2 See Facing Addiction website: https://www.facingaddiction.org/.

in Recovery, and both organizations played key roles in planning the UNITE event. In the last year, legislation passed in Minnesota and New Jersey to support recovery high schools, and new schools launched in Massachusetts and Washington. Numerous groups have started the process of opening schools, with promising efforts in states such as Colorado, Connecticut, Florida and Maryland. ARS has added staff, solidified its accreditation process and begun creating a toolkit to assist new schools.

While recovery high schools were at the center of planning the UNITE event and have themselves received national attention[3], we unfortunately have not seen the explosion of growth in recovery high schools since 2013 that we may have expected. In fact, adolescent recovery and school-based services were but a small piece of the overall picture painted on the Mall at UNITE. The complexities of adolescent substance use disorders and services for them continue to slow down efforts to expand. Ignorance, financial barriers and bureaucratic hurdles persist, but we can see reasons for hope. What follows will consider the current strengths and challenges that exist for the recovery high school movement, and suggest both threats and opportunities that stand at the precipice of our movement.

STRENGTHS: Accreditation Standards, Access to Resources and New Partnerships

Accreditation Standards

With the implementation of accreditation standards, recovery high schools now have more certainty than ever with regards to best practices in the field.[4] As more schools earn accreditation, there is an opportunity to showcase the strong programming occurring around the country. Throughout history, recovery high schools have employed a range of rigor in both academic and therapeutic elements that have caused some to question the safety and legitimacy of the schools. We now have a common language, standards for academics, recovery and administration, and thus recovery high schools as a whole are stronger than ever.

Access to Resources

Along with accreditation standards, the Association of Recovery Schools is in the process of creating a toolkit, with many online resources to help new schools get going. The association has expanded its staff, including a New Schools Coordinator, Hugh Guill. In the coming years, ARS will be creating technical assistance programs to help train new staff and administrators. The annual conference, of course, continues to be a place for schools to get information on best practices. So not only are there now clear standards for recovery high schools, there is better access to the tools for starting and operating a school.

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3 See Office of National Drug Control Policy website: https://www.whitehouse.gov/ondcp/recovery-systems-and-services

4 See ARS website: https://www.recoveryschools.org/accreditation

New Partnerships

One of the exciting things happening in the field of recovery right now is professional collegiality. Community is at the core of recovery, so it is not surprising to see organizations working together to help our youth. Certainly, there is still competition over scarce resources, but the belief that multiple organizations can leverage those scarce resources appears to be prevailing over territorial fear and parochialism. ARS entered a formal partnership with Young People in Recovery (YPR) in 2015, which has expanded administrative support and broadened the advocacy and development base for both organizations.[5]

CHALLENGES: Diversity, Enrollment and Complexities of Opening and Operating a School

School Diversity

While there are examples of recovery high schools that enroll larger numbers of ethnically diverse populations, for the most part, recovery high schools have continued to enroll predominantly white and higher income students. This is, to some extent, still an issue for drug treatment in general. Still, in most communities, there are more children of color receiving treatment per capita than are matriculating into recovery high schools.[6] Some of this gap can be addressed by geography – i.e., if schools are located close enough to diverse population centers, transportation becomes less of a problem. For adolescents around the country who still do not have access to treatment, recovery high schools can offer more intervention-level programming in addition to their traditional recovery support. And finally, all schools can build a community that is welcoming and tolerant of diverse ethnicities. For some students, there is discomfort in transferring to a school with virtually no other students who look like them or come from their neighborhoods. Hopefully, as schools start to diversify, more students of color will be attracted to them.

Stagnant Enrollment

Many recovery high schools have seen stagnant or declining enrollments over the past year. Some of this can be attributed to large graduation classes and the typical slow rebuilding of the student base. Some of the enrollment problem, however, seems counter-intuitive. In Minnesota, for example, there are now only two remaining recovery high schools to service the Twin Cities area, and four for the entire state in the "Land of 10,000 Treatment Centers", which once populated 16 recovery high schools. One of the schools (PEASE Academy) is in the Minneapolis city center and near public transportation lines. We can only speculate as to the causes of enrollment stagnation, but considering the positive impact recovery high schools have both anecdotally (student and parent accounts) and statistically[7], the issues are likely not about school value. Every school obviously must continue to

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5   See YPR website for details: http://youngpeopleinrecovery.org/blog/ars-and-ypr-are-excited-to-announce-a-formal-partnership/

6   Karakos, H., Hennessy, E., and Finch, A.J. (2014, March). "Accessing Recovery: An Ecological Analysis of Barriers and Opportunities for Adolescents through Recovery High Schools." Paper Co-Presentation at the 2014 Society for Research on Adolescence Biennial Meeting, Texas.

7   Rattermann, M.J., & Finch, A.J. (2015, June). "Recovery High Schools: What Does the Research Tell Us?" Invited Paper Co-Presentation at the UNITE Youth Recovery Conference.

improve programming according to the ARS standards, and marketing is an ongoing issue for schools to insure referral sources remain aware of the schools. More systemic issues, however, may be at play, such as burgeoning school choice (discussed below in the threats section). Before being able to adequately address external threats, though, recovery high schools must make sure they are doing all they can to offer a solid academic curriculum, deliver strong therapeutic support, provide a tolerant atmosphere for diverse populations and market their schools strengths to the community.

Complexity

Opening and operating a recovery high school is hard. Schools need curriculum for both academic and recovery support. Credits must meet the state standards that lead to a diploma. Staff must have appropriate credentials. Schools must be funded with budgets that do not have certainties. Enrollments are dynamic, which leads to cost-uncertainty and school cultural change every few months. Schools must also fit within the layers of federal, state and local bureaucracy surrounding education. This is why it can take an inordinately long time to open a school, and may require starting and stopping many times along the way. ARS can help address all of these issues through assisting new schools along the progression, and this is an area to continue strengthening and raising funds to support.

THREATS: Growing Number of School Options and Lack of Treatment Access

Growing Number of School Options

Perhaps the greatest threat currently existing is the number of options for families wanting a different school for their children. Recovery high schools, ironically, are products of the alternative school movement of the 1970s[8] and the school choice movement of the 1990s.[9] Without the demand for choice in education and the flexibility to create innovative schools like recovery high schools, there would likely be no recovery high schools. School choice, however, has created many options for families, and choice-schools can siphon off students from recovery school rolls. Many states now have dozens of schools of choice for parents, and local districts may even provide transportation to those schools. Families living in urban and suburban communities may have multiple small schools near their homes to transfer into following treatment, or to select instead of treatment. Recovery high schools, therefore, may slip far down the list of preferred options. The reasons may include lingering stigma surrounding substance use disorders, a recovery high school community that does not represent their family's ethnic identity or perceived social status or simply a lack of awareness about the existence, purpose and quality of a local recovery high school. Of course, families may also choose a non-recovery school simply because it is closer to their home. By strengthening the challenge areas outlined above, recovery high schools can partially combat this external threat. Battling stigma and scarce availability, however, will require much broader efforts.

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8   Deal, T. E., & Nolan, R. R. (1978). Alternative schools: A conceptual map. The School Review, 29-49.

9   Boyd, W. L., Hare, D., & Nathan, J. (2002). What really happened? Minnesota's experience with statewide public school choice programs. Retrieved from http://www.texastech.edu/news/CurrentNews/display_article.php?id=208

Treatment Gap

According to the NSDUH, the number of people with substance use disorders is still far larger than the number of people who access treatment.[10] Stigma around accessing treatment certainly contributes some to this issue[11], as well as cultural concerns similar to those already discussed here that hurt recovery high school enrollment. Building social and recovery capital[12] will help, as will educating the public about the nature of substance use disorders and the benefits of legitimate and culturally competent treatment approaches. Creating more accessible and affordable treatment options will help as well. While the Affordable Care Act has not yet cut deeply into the treatment gap, there remains hope that the combination of insurance availability and parity of coverage for mental health and substance use disorder treatment will ultimately reduce the gap. Similarly, the national conversation around racial disparities in the health care and justice systems will hopefully start to provide larger demand for and provision of treatment programs nationwide. And with more treatment ultimately comes a need for continuing care programs like recovery high schools.

OPPORTUNITIES: Alternatives to Incarceration, Emphasis on College Access, Social-Emotional Learning and Legislative Efforts

Alternatives to Incarceration

Society has started to pay closer attention to the racial disparities of incarceration and imprisonment. The data showing that people of color (and especially boys) receive punishment and incarceration in disparately high numbers[13], as well as the statistics showing linkages between drug use and imprisonment[14], has brought about calls to provide more treatment access and for criminal justice reform.[15] Recovery high schools offer an alternative to incarceration and a prevention strategy for recidivism, especially if the schools continue to address their own enrollment disparities.

College Access & Success

Another trend in education today is a focus on opening the doors for post-secondary options and making sure students acquire a diploma or certificate once they are there.[16] Initiatives at both the state and federal levels are addressing college access and completion,[17] and recovery high schools

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10   See NIH website: http://www.drugabuse.gov/publications/drugfacts/nationwide-trends

11   Bowers, H., Manion, I., Papadopoulos, D., & Gauvreau, E. (2013). Stigma in school-based mental health: Perceptions of young people and service providers. Child and Adolescent Mental Health, 18(3), 165-170. doi:10.1111/j.1475-3588.2012.00673.x

12   White, W., & Cloud, W. (2008). Recovery capital: A primer for addictions professionals. Counselor, 9(5), 22-27.

13   Alexander, M. (2012). The new Jim Crow: Mass incarceration in the age of colorblindness. The New Press.

14   See ONDCP website: https://www.whitehouse.gov/ondcp/criminal-justice-reform

15   See ONDCP website: https://www.whitehouse.gov/ondcp/alternatives-to-incarceration.

16   Savitz-Romer, M., & Bouffard, S. M. (2012). Ready, willing, and able: A developmental approach to college access and success.

17   Reach Higher Initiative website: https://www.whitehouse.gov/reach-higher.

share the goal of preparing students to have post-secondary options. Working in conjunction with collegiate recovery programs, recovery high schools can provide a supportive community from secondary through post-secondary education for all students in recovery.

Social-Emotional Learning

Data has started to indicate that social-emotional skills enhance academic outcomes such as school attendance and persistence, standardized test scores and reduced disciplinary problems.[18] This has created a growing interest in teaching social-emotional competencies in schools. The Collaborative for Academic, Social and Emotional Learning (CASEL) states:

> Social and emotional skills are critical to being a good student, citizen and worker. Many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills.[19]

Recovery high schools are designed specifically to balance academic instruction with social-emotional skill acquisition, and the five Social and Emotional Learning Core Competencies are practiced everyday in every recovery high school: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Those competencies are woven into the fabric of recovery high schools, and recovery high schools need to more explicitly utilize SEL terminology to forge a link to this burgeoning education movement. This is also one of the main contributions recovery high schools may be able to make to the larger education system.

18 See CASEL research website: http://www.casel.org/research/

19 See CASEL website: http://www.casel.org/social-and-emotional-learning/

Conclusion

In summary, recovery high schools have strengths to promote and challenges to address. In so doing, the schools will be better positioned to handle external threats and to embrace opportunities happening in society. There are a few core principles the schools should maintain in the coming years as they grow and develop. The first two were suggested by Dr. Ken Simon, who was one of the co-founders of PEASE Academy (the longest-operating recovery high school) in the late 1980s. Today, he is Curriculum, Assessment and Professional Development Lead at World Savvy, a global education non-profit. The first point is that "small is important".[20] The small size of recovery high schools allows them to build relationships of trust and understanding with students in recovery. Whether they are schools-within-schools or stand-alone programs, creating autonomous small schools should remain a core principle.
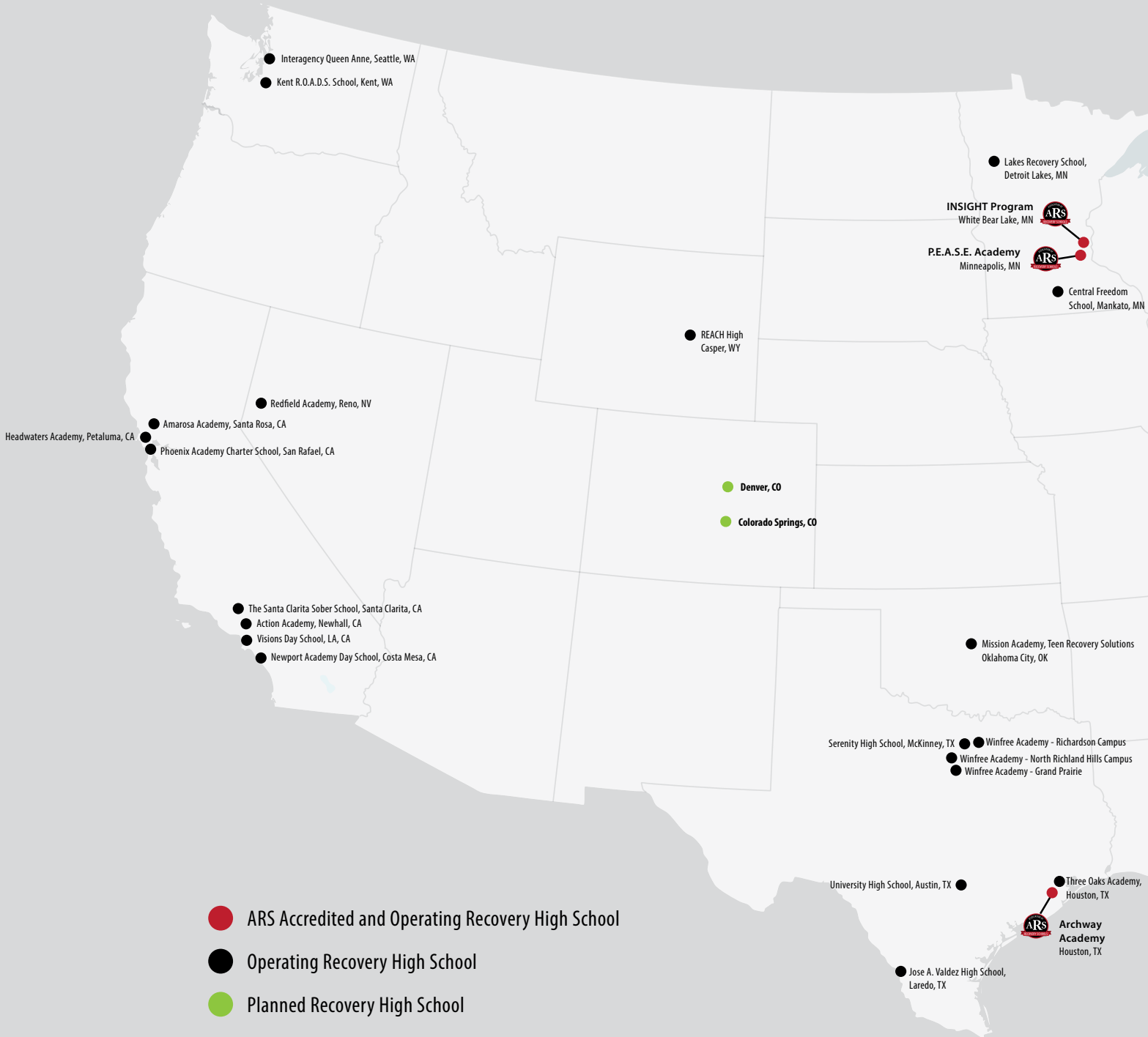
Dr. Simon has worked with many school choice initiatives since helping launch PEASE, in both the public and private sectors, and he says, "scalability can kill an idea", and a key for schools like recovery high schools is building a cohesive culture and relationships.[21] Culture is a local thing, built upon the school community's personalities and relationships. As the personnel changes, schools must adapt their programs to fit the population of students they have at that time, and the staff they have available to work with the students. This means schools have to be adaptable learning organizations, and "scaling up" model programs often does not allow for much site-based flexibility. Rather than attempting to replicate existing schools in total, new recovery high schools should try to understand which elements work best across the smorgasbord of practices occurring today. Schools should then create their own identity as a program, remaining open to change as new students and staff arrive. Small is good, and scalability can kill. These are actually lessons we have seen play out in at least one successful recovery high school that tried to duplicate itself unsuccessfully, and now no longer exists.

Finally, recovery high schools must embrace the power of their stories. As we wait for more research and findings from a major NIDA project and other studies to crystallize, mobilizing students and their parents as part of recovery advocacy can tackle many of the issues facing schools today. The partnership with Young People in Recovery can help bring those stories to local communities and national policymakers in a way that honors young people and their families. In sharing those stories, recovery high school students can bring the information to a more diverse population, create momentum for new schools and enhance development opportunities. In so doing, more lives will be saved, more families will be healed and more children will complete a high school education and beyond.

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20   Simon, personal communication, January 9, 2016.

21   Ibid.

Recovery Schools Currently Operating

Interagency Queen Anne, Seattle, WA

Kent R.O.A.D.S. School, Kent, WA

Lakes Recovery School, Detroit Lakes, MN

INSIGHT Program
White Bear Lake, MN

P.E.A.S.E. Academy
Minneapolis, MN

Central Freedom School, Mankato, MN

REACH High
Casper, WY

Redfield Academy, Reno, NV

Amarosa Academy, Santa Rosa, CA

Headwaters Academy, Petaluma, CA

Phoenix Academy Charter School, San Rafael, CA

Denver, CO

Colorado Springs, CO

The Santa Clarita Sober School, Santa Clarita, CA

Action Academy, Newhall, CA

Visions Day School, LA, CA

Newport Academy Day School, Costa Mesa, CA

Mission Academy, Teen Recovery Solutions
Oklahoma City, OK

Serenity High School, McKinney, TX

Winfree Academy - Richardson Campus

Winfree Academy - North Richland Hills Campus

Winfree Academy - Grand Prairie

University High School, Austin, TX

Three Oaks Academy, Houston, TX

Archway Academy
Houston, TX

Jose A. Valdez High School, Laredo, TX

● ARS Accredited and Operating Recovery High School

● Operating Recovery High School

● Planned Recovery High School

or Planned in the U.S.

Northshore Recovery High School, Beverly, MA

Rockdale Recovery High School, Worcester, MA

Independence Academy, Brockton, MA

ARS **Ostiguy High School** (William J.), Boston, MA

Liberty Preparatory Academy, Springfield, MA

Anchor Learning Academy, Providence, RI

Newport Academy, Darien, CT

Newport Academy, New York, NY

The Raymond J. Lesniak Experience Strength and Hope Recovery High School (E.S.H.), Union, NJ

The Bridge Way School, Philadelphia, PA

Horizon High School, Madison, WI

Detroit, MI

Chicago, IL

Hardin Community School
Kenton, OH

Hope Academy
Indianapolis, IN

Ridgecrest Center
Nashville, TN

Jacksonville, FL

Recovery High Schools in the U.S.

The biennial report issued by the Association of Recovery Schools (ARS) provides a snapshot of those educational institutions that have indicated a specific focus on educating and supporting students in recovery from substance use or co-occurring disorders.

Accredited recovery high schools have successfully completed the accreditation process offered by the Association. The accreditation standards and process ensure students and parents that the educational and recovery supports offered by the school are of high quality and have been evaluated by experts in the field.

It is important to note that this snapshot is a depiction of the recovery high school landscape as it is recognized by the Association at the time of report publication. As a service to members, administrators, parents, prospective students and public policy advocates, the Association maintains an updated visual landscape of operating and planned recovery high schools at http://recoveryschools.capacitype.com/map.

Recovery High Schools Dashboard

The recovery high schools dashboard presents a visualization of select metrics and indicators that the Association of Recovery Schools feels may be helpful to those operating or planning for school-based recovery support services in their communities. Over time, the Association plans to broaden this data set to best monitor the health and vitality of recovery high schools and the students they serve.

This dashboard reflects responses from 19 recovery schools currently operating in the U.S. The data was collected through the Annual Recovery School Survey which was last administered in the spring of 2015.

School Classifications

How reporting recovery schools are classified by local and state school districts across the U.S.

Other 21%

Charter School 26%

Private School 16%

Alternative School 37%
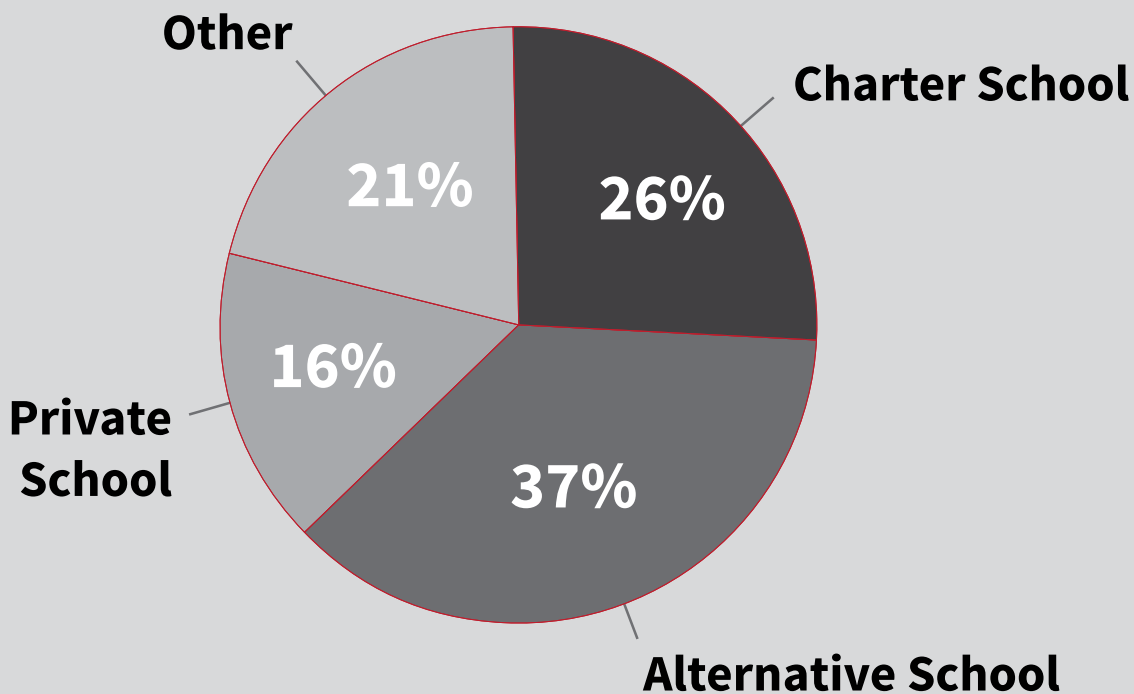
Student Engagement

The semester student enrollment of reporting recovery schools, the gender distribution among that student population, and the activities that contribute to recovery school attendance.

24
Male

19
Female
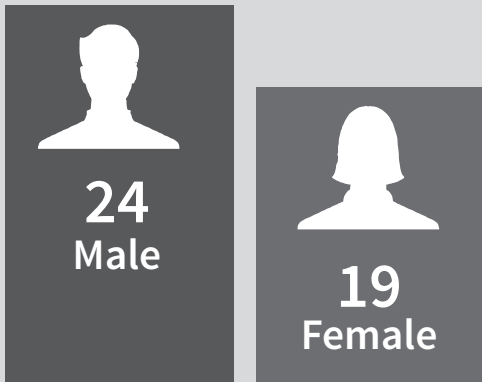
Average Male & Female Student Enrollment at a Recovery High School

2-115
Range of Students Enrolled in a Recovery High School

Average Student Enrollment is 32

Student Well-Being

The indictors of healthy and vibrant educational environments within recovery schools.

2.75
Average Recovery School GPA

3.0
National Average High School GPA

Source: U.S. Department of Education

Students Average 2 Treatment Episodes Prior to Recovery School Admittance

Section 2:

Definitions and Operating Characteristics for Recovery High Schools

Dr. Andrew Finch and Christopher Hart. Updated February, 2016

The ability to distinguish between recovery schools and other school-based recovery support services has emerged as an important activity when it comes to examining the landscape for school-based recovery support services within the U.S. and when planning for students in recovery in and around local communities and educational institutions. This definitional work on operating characteristics directly contributes to the establishment of standards for recovery schools to ensure consistency of education, care and support throughout the system and guide efforts for an accreditation process that exists as a requisite for educational advocacy and funding.

For students with substance use or co-occurring disorders, schools offer a variety of programs to assist with the continuum of care, from prevention to identification, treatment and recovery support. In most cases, programs are embedded within the overall school program and are essentially adjunct to the academic curriculum. In the case of recovery schools, recovery support is an essential component of the framework and students are typically expected to work programs of recovery. Due to the expansive nature of school options that exist today, delineating what is and what is not a "recovery school" can be confusing.

While some recovery schools call themselves "programs" rather than "schools", most identify as schools. A "school" is distinguished from a "program" essentially by its level of autonomy. Programs are components of a school that share students, schedules and an academic curriculum both for students who utilize the program and those that do not. In most cases, students access a program for part of a day, whether it is located in the school or not. Typical programs include:

- After-school/after-care programs
- Assertive Continuing Care community-based program
- Recovery classrooms (including school-day support group meetings)
- Student Assistance Programs and counselors

Contrastingly, schools (both schools-within-schools and stand-alone schools) may share resources, such as faculty or physical space, but typically have separate students, schedules and curricula from the larger school. The following guide is intended to assist with understanding the extant differences between school choices for students in recovery from a substance use or co-occurring disorders. It is organized with the schools closest in type, from recovery schools through those having the least in common with a recovery school.

Recovery Schools

Recovery schools (recovery high schools also known as "sober schools") are secondary schools designed specifically for students recovering from substance use or co-occurring disorders. They have the following definitional characteristics:

A. Primary purpose is to educate students in recovery from substance use or co-occurring disorders.

B. Meet state requirements for awarding a secondary school diploma, i.e. school offers credits leading to a state-recognized high school diploma and students are not just getting tutored or completing work from another school while there.

C. Intend that all students enrolled be in recovery and working a program of recovery for substance use or co-occurring disorders, as determined by the student and the school.

D. Available to any student in recovery from substance use or co-occurring disorders who meets state or district eligibility requirements for attendance, i.e., students do not have to go through a particular treatment program to enroll and the school is not simply the academic component of a primary or extended-care treatment facility or therapeutic boarding school.

Therapeutic Boarding School with a Recovery Emphasis

The National Association of Therapeutic Schools and Programs (NATSAP) defines "therapeutic boarding schools" as schools that have the following components:

•   Curriculum integrating "physical, emotional, behavioral, familial, social, intellectual and academic development"

•   Grant high school diplomas or award credits that lead to admission to a diploma granting secondary school

•   Typically incorporate therapy at the individual, group and/or family levels

•   Enrollment usually ranges from 1 to 2 years[22]

NATSAP includes a variety of names and categories of therapeutic schools and programs, including emotional growth, therapeutic, outdoor behavioral health, wilderness programs and outdoor therapeutic programs.

Therapeutic boarding schools may include a substance use disorder element, but this is not typically the primary purpose of such schools. As such, the schools attended by residents would differ significantly from a recovery school with regards to recovery support. Therapeutic boarding schools with a substance use disorder recovery emphasis have each of the elements noted above, but also have an explicit substance use disorder treatment emphasis. Due to the extended length of stay typical of such programs (usually 1-2 years), students will likely receive primary or extended care treatment while participating in the program.

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22 NATSAP, n.d.

Therapeutic boarding schools with a substance use disorder recovery emphasis will more closely resemble recovery schools than therapeutic boarding schools without an explicit substance use disorder recovery continuum of care, especially around characteristic B in the recovery school definition above. Characteristics A, C and D will likely have apparent differences, in that:

- The primary purpose is not to educate students in recovery from substance use or co-occurring disorders (A).
- The school likely will not have the intent that all students enrolled be in recovery and working a program of recovery as determined by the student and the school. In fact, students will usually be co-mingled with many students not in active recovery from a substance use or co-occurring disorders (C).
- The school is usually only available to students who have participated in that particular treatment program, and is essentially the academic component of a primary or extended-care treatment/therapeutic program (D).

Alcohol & Drug Treatment Center Schools

Alcohol and drug treatment centers often provide a certain level of schooling for their patients. In many cases, these are residential programs in which minors are admitted for ten days or more (states have different regulations concerning how long a student may be out of school before officially withdrawing). In some cases, the treatment facility will simply request homework from the student's school to keep the student on-track academically. In the instance of long-term treatment or extended care, the treatment center may have a school on-site that provides academic instruction leading to credits awarded by the school, a local district or the student's home district.

As described by NATSAP's definition of "residential treatment centers":

The focus of these programs is clinical treatment with both academic and behavioral support included. Medication management and medical monitoring is generally available on-site. These facilities treat adolescents with serious psychological and behavior issues. Most are Joint Commission accredited. These facilities provide individual, group and family therapy sessions. They are highly structured and offer recreational activities and academics. Specialty residential treatment centers will include psychiatric and behavioral hospitals that will provide a description of their special services.[23]

Treatment center schools and recovery schools are similar in many respects, including characteristics B and C in the recovery school definition above. The key difference between treatment center schools and recovery schools is in characteristics A and D:

- While the primary purpose of the school may be to educate students in recovery from substance use or co-occurring disorders, the purpose of the overall program is primary treatment and/or extended care (A).

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23 NATSAP, n.d.

- The school is not available to any student in recovery who meets state or district eligibility requirements for attendance, i.e., students must go through a particular treatment program to enroll and the school is the academic component of a primary or extended-care treatment facility (D).

Non-Traditional Schools of Choice with Targeted Substance Use Disorder Programming

According to the Encyclopedia of Education, there are about a dozen varieties of non-traditional public and private educational options for parents desiring an alternative to their school-of-zone[24]. These options may include a therapeutic component, which may or may not emphasize substance use disorder recovery support. The modalities most likely to include a therapeutic component are described below (definitions are from Guthrie, 2003, pp. 83-84). It is important to note that many schools include more than one of these facets; and it can be rare today to see a school that fits cleanly into any one model. Still, most schools will describe themselves as most closely aligning with one specific modality.

- **Alternative schools** –Traditionally set up for disciplinary purposes, most blend a variety of student populations and are time-limited rather than open-ended. Usually serve a range of students, including at-risk, expelled, violent or gifted and talented.

- **Charter schools** – These schools are granted a charter by the state or local district that exempts them from certain rules and regulations (such as teacher credentials or facility requirements). They are usually required to enroll students who meet qualifications for attendance, though most may expel students for not meeting the school's academic benchmarks.

- **Contract schools** – States or districts "contract" with an organization or private group to provide education and/or therapeutic services, often within the framework of an "alternative" or "charter" school.

- **Home schools** – Students receive academic instruction at home. Some families choose to form "cooperatives" with other home-school families to pool services, often under the umbrella of an independent school. Home-schooled students are usually eligible for services such as psychological and educational testing from their home districts.

- **Virtual/Online schools** – This consists of academic course work, usually accredited through regional accrediting bodies, available through the Internet. Students may take individual courses, or multiple courses leading to a diploma. Some alternative schools offer online classes in lieu of teacher-led instruction during their school day.

Area Learning Centers – Also known as "Alternative Education Programs", Area Learning Centers (ALCs) were first established in Minnesota to offer individualized programs focusing on academics

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24 Guthrie, 2003

and workforce preparation, rather than traditional disciplinary alternatives. These centers offer year-round, flexible scheduling and programming, individualized instruction, training and work experience opportunities on a full-time or part-time basis. ALCs serve both high school students at-risk of dropping out as well as residents over 21 years old who had not received a high school diploma.[25]

Non-traditional schools of choice with targeted substance use disorder programming have an explicit substance use prevention or recovery support programs/curricula. These schools will more closely resemble recovery schools than schools without explicit programs, especially with regard to characteristics B and D. In fact, recovery schools usually exist within one of these frameworks, either as a stand-alone school or as a distinct "school within a school."

For the most part, though, non-traditional schools of choice with targeted substance use disorder programming will have apparent differences from recovery schools, in that:

- These options may include a therapeutic component, which may or may not emphasize substance use or co-occurring disorders recovery support. However, the primary purpose, is to provide options for parents desiring an alternative to their school-of-zone (A).

- Most of these schools will not have the intent that all students enrolled be in recovery and working a program of recovery as determined by the student and the school (C).

Traditional Secondary Schools

Traditional schools are categorized here as public or independent schools providing academic curriculum, most commonly in grades 9-12, leading to a regular education diploma. Most traditional schools offer some level of substance use disorder programming, including:

- General, targeted and indicated prevention

- Early identification and intervention for substance use disorder

- Low-intensity, brief intervention/treatment for substance use or co-occurring disorders

- Recovery support through individual and/or group counseling for students in recovery

- School staff (such as counselors, chemical health specialists and social workers), community agencies with school contracts and peers provide these programs

Obviously, traditional public schools are open to any student who qualifies for enrollment at that school, and most traditional independent/private schools are not exclusive to students in recovery. Thus, while the intensity of recovery support may vary (and might even include a recovery classroom or homeroom or dedicated chemical dependency counselor), students in recovery will be blended with students who may be actively using and/or not in recovery for most, if not all of the school day.

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25 Boyd, Hare, & Nathan, 2002

School-Based Recovery Support: A Framework

This analysis is intended to assist families, professionals, researchers and policymakers with understanding the differences between school choices for students in recovery from substance use or co-occurring disorders. The framework is organized with the schools closest in type to recovery high schools through those having the least in common with a recovery high school.

School Types	Definitions	Comparative Operating Characteristics
Recovery Schools	Secondary schools designed specifically for students recovering from substance use disorder. Also known as "sober schools."	A. Primary purpose is to educate students in recovery from substance use or co-occurring disorders. B. Meet state requirements for awarding a secondary school diploma, i.e. school offers credits leading to a state-recognized high school diploma, and student is not just getting tutored or completing work from another school while there. C. Intend that all students enrolled be in recovery and working a program of recovery for substance use or co-occurring disorders, as determined by the student and the school. D. Available to any student in recovery from substance use or co-occurring disorders who meets state or district eligibility requirements for attendance, i.e., students do not have to go through a particular treatment program to enroll and the school is not simply the academic component of a primary or extended-care treatment facility or therapeutic boarding school.
Therapeutic Boarding Schools	Schools and programs offering a curriculum integrating physical, emotional, behavioral, familial, social, intellectual and academic development. Includes outdoor behavioral health and wilderness programs with enrollment that typically ranges from 1 to 2 years.	A. Primary purpose is to provide emotional growth through designated therapeutic programs. B. Grant high school diplomas or award credits that lead to a secondary school diploma. C. Therapeutic boarding schools with a substance use disorder recovery emphasis typically provide primary or extended care treatment and have specific services available for substance use and co-occurring disorders. The school likely will not intend that all students enrolled be in recovery and working a program of recovery for substance use or co-occurring disorders. Students will usually be co-mingled with many students not in active recovery from a substance use disorder. D. The school is usually only available to students who have participated in a particular treatment program, and the school is essentially the academic component of a primary or extended-care treatment/therapeutic program.
Alcohol & Drug Treatment Center Schools	Residential or day-treatment programs in which minors are admitted for 10 days or more and often provide a certain level of schooling for their patients. Medication management and medical monitoring is generally available on-site. Facilities treat adolescents with serious psychological and behavior issues and most are Joint Commission accredited. Services are highly structured.	A. Primary purpose is clinical treatment and/or extended care with included academic and behavioral support. B. May request homework from the student's school to keep the student on-track academically or, in the instance of long-term treatment or extended care, the treatment center may have a school on-site that provides academic instruction leading to credits awarded by the school, a local district or the student's home district. Some on-site schools may have authority to grant diplomas as well. C. Facilities provide individual, group and family therapy sessions. Specialty residential treatment centers can include psychiatric and behavioral hospitals that will provide a description of their services. D. The school is not available to any student in recovery from substance use or co-occurring disorders who meets state or district eligibility requirements for attendance, as students must go through a particular treatment program to enroll, and the school is the academic component of a primary or extended-care treatment facility.

Non-Traditional Schools of Choice	A variety of non-traditional public and private educational options exist and schools of choice with targeted substance use disorder programming have an explicit substance use prevention/recovery support programs/curricula. The modalities most likely to include a therapeutic component are: Alternative schools – Traditionally set up for disciplinary purposes, most blend a variety of student populations and are time-limited rather than open-ended Charter schools – Schools that are granted a charter by the state or local district that exempts them from certain rules and regulations (such as teacher credentials or facility requirements). Contract schools – States or districts "contract" with an organization or private group to provide education and/or therapeutic services. Home schools – Students receive academic instruction at home. Some families choose to form "cooperatives" with other home-school families to pool services, often under the umbrella of an independent school. Virtual/Online schools – Academic coursework, usually accredited through regional accrediting bodies, available through the Internet. Area Learning Centers – Also known as "Alternative Education Programs", Area Learning Centers (ALCs) offer individualized programs focusing on academics and workforce preparation, rather than traditional disciplinary alternatives.	A. Primary purpose is to provide options for parents desiring an alternative to their school-of-zone. B. Meet state requirements for awarding a secondary school diploma, i.e. school offers credits leading to a state-recognized high school diploma. C. Non-traditional schools may include a therapeutic component, which may or may not emphasize substance use disorder recovery support. Most of these schools will not require that all students enrolled be in recovery from substance use or co-occurring disorders. Working a program of recovery as determined by the student and the school is likely not the intention for all students. D. The school is open to any student who qualifies for enrollment at that school, and most non-traditional schools are not exclusive to students in recovery from a substance use or co-occurring disorders.
Traditional Secondary Schools	Public or independent schools providing academic curriculum, most commonly in grades 9-12, leading to a regular education diploma. Most traditional schools offer some level of substance use programming, including: General, targeted and indicated prevention; Early identification and intervention for substance use; Low-intensity, brief intervention/treatment for substance use and co-occurring disorders; and/or Recovery support through individual and/or group counseling for students in recovery.	A. Primary purpose is to prepare students for post-secondary careers and education. B. Meet state requirements for awarding a secondary school diploma, i.e. school offers credits leading to a state-recognized high school diploma. C. School staff (such as counselors, chemical health specialists and social workers), community agencies with school contracts, and peers provide recovery support services. The intensity of recovery support may vary and might include a recovery classroom or homeroom or dedicated chemical dependency counselor. Students in recovery are blended with students actively using and/or not in recovery for most, if not all, of the school-day. D. The school is open to any student who qualifies for enrollment at that school, and most non-traditional schools are not exclusive to students in recovery from substance use or co-occurring disorders.

School-Based Recovery Support: Characteristics

This analysis is intended to assist families, professionals, researchers and policymakers with understanding the differences between school choices for students in recovery from a substance use or co-occurring disorder.

	Primary Purpose	Educational Focus	Recovery Focus	Student Eligibility
Recovery Schools	To educate students in recovery from substance use or co-occurring disorders.	Meet state requirements for awarding a secondary school diploma, i.e. school offers credits leading to a state-recognized high school diploma, and student is not just getting tutored or completing work from another school while there.	Intend that all students enrolled be in recovery and working a program of recovery for substance use or co-occurring disorders, as determined by the student and the school.	Available to any student in recovery from substance use or co-occurring disorders who meets state or district eligibility requirements for attendance, i.e., students do not have to go through a particular treatment program to enroll and the school is not simply the academic component of a primary or extended-care treatment facility or therapeutic boarding school.
Therapeutic Boarding Schools	To provide emotional growth through designated therapeutic programs.	Grant high school diplomas or award credits that lead to a secondary school diploma.	Therapeutic boarding schools with a substance use disorder recovery emphasis typically provide primary or extended care treatment and have specific services available for substance use and co-occurring disorders. The school likely will not intend that all students enrolled be in recovery and working a program of recovery for substance use or co-occurring disorders. Students will usually be co-mingled with many students not in active recovery from a substance use disorder.	The school is usually only available to students who have participated in a particular treatment program, and the school is essentially the academic component of a primary or extended-care treatment/ therapeutic program.
Alcohol and Drug Treatment Center Schools	To provide clinical treatment and/ or extended care with included academic and behavioral support.	May request homework from the student's school to keep the student on-track academically or, in the instance of long-term treatment or extended care, the treatment center may have a school on-site that provides academic instruction leading to credits awarded by the school, a local district or the student's home district. Some on-site schools may have authority to grant diplomas as well.	Facilities provide individual, group and family therapy sessions. Specialty residential treatment centers can include psychiatric and behavioral hospitals that will provide a description of their services.	The school is not available to any student in recovery from substance use or co-occurring disorders who meets state or district eligibility requirements for attendance, as students must go through a particular treatment program to enroll, and the school is the academic component of a primary or extended-care treatment facility.

Non-Traditional Schools of Choice	To provide options for parents desiring an alternative to their school-of-zone.	Meet state requirements for awarding a secondary school diploma, i.e. school offers credits leading to a state-recognized high school diploma.	Non-traditional schools may include a therapeutic component, which may or may not emphasize substance use disorder recovery support. Most of these schools will not require that all students enrolled be in recovery from substance use or co-occurring disorders. Working a program of recovery as determined by the student and the school is likely not the intention for all students.	The school is open to any student who qualifies for enrollment at that school, and most non-traditional schools are not exclusive to students in recovery from substance use or co-occurring disorders.
Traditional Secondary Schools	To prepare students for post-secondary careers and education.	Meet state requirements for awarding a secondary school diploma, i.e. school offers credits leading to a state-recognized high school diploma.	School staff (such as counselors, chemical health specialists and social workers), community agencies with school contracts and peers provide recovery support services. The intensity of recovery support may vary and might include a recovery classroom or homeroom or dedicated chemical dependency counselor. Students in recovery are blended with students actively using and/or not in recovery for most, if not all, of the school-day.	The school is open to any student who qualifies for enrollment at that school, and most non-traditional schools are not exclusive to students in recovery from substance use or co-occurring disorders.

Section 3:

Areas to Evaluate When Planning for a Recovery School in Communities

Kristen Harper, Rachel Steidl & Erin Jones

Often, individuals and organizations contact ARS and say, "We are interested in starting a recovery school, how should we get started?" The advice offered is the collective opinion of those who have come before, of those who successfully or sometimes unsuccessfully navigated the landscape. The belief is that for a planner, developing an awareness of the people and policies influencing the field and building relationships in five areas will benefit those who are trying to start a recovery school. These areas were derived from the research that informed the 2013 Market Study for Recovery High Schools[26] and the experience of Dr. Andrew Finch.

The areas include:[27]

| RECOVERY SUPPORT | SUBSTANCE USE AND MENTAL HEALTH | JUVENILE JUSTICE | EDUCATIONAL ENVIRONMENT | FUNDING |

This section offers a planning tool which includes a description of the measurable state level indicators that inform each area, a state-by-state view and a series of other indicators and questions that planners should consider.

Exploring, researching and discussing these five areas to evaluate is critical at the initiation of planning for a recovery high school. Once a planner has a thorough understanding of these areas and how they manifest in their state and more importantly the community where they plan to open a school, they then can work with ARS to identify where strengths exist, where opportunities lie and the weaknesses that may create barriers.

To help make this tool useful to planners, indicators are offered as an initial set of conditions that

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26 Contributors included Sasha McLean (Archway Academy – Texas), Rachelle Gardner (HOPE Academy – Indianapolis), Roger Oser (William J. Ostiguy High School – Massachusetts), Traci Bowermaster (Insight – Minnesota), Juli Ferraro (Serenity High – Texas) and Michael Durschlag (P.E.A.S.E. Academy – Minnesota).

27 ARS also recommends planners consider public/private partnerships and business planning; however, indicators for those areas were not explored during this research period.

help to dimensionalize each area. It is expected that at the community level the indicators will vary significantly; however, past experience of those who have started and built recovery high schools illustrates that understanding these indicators and leveraging them as an advantage or strategizing to overcome their absence is beneficial.

As a planner, use these areas and indicators along with the technical assistance ARS provides to guide your initial inquiry. Take some time and collect basic information on the areas and the local application of the indicators. ARS can assist in identifying other indicators that may be specific to your local community. Then, bring what you find to the recovery school community and ARS. ARS experts will then be able to provide a final report, complete with recommendations for next steps and potential barriers to success. Relying on ARS' expertise and decades of experience will enable the process to be far less challenging. By working with ARS, new schools have been able to cut the time frame from inception to implementation significantly.

Areas to Evaluate and Their Indicators

Area #1:
Recovery Support

Understanding the landscape of recovery support specifically designed for high school students is an important piece of planning for a recovery high school. This includes both school-based or non-school based recovery support. In particular, there are three indicators that can be considered at a state level that a planner should pay attention to. Those indicators include:

- Recovery high schools operate in the state
- Alternative Peer Groups operate in the state
- Other school-based recovery supports exist in the state

Why These Indicators

- The existence of recovery high schools currently operating in a state indicates that others have successfully navigated the policies and systems to successfully open a school. Although leveraging the experiences of other recovery schools leaders at a national level is beneficial, being able to do so at state level is likely to be even more beneficial as local school leaders will have a knowledge of the nuances and key stakeholders within a particular state.

- The existence of Alternative Peer Groups operating in the state indicates that there are groups committed to supporting the emotional, psychological, spiritual and social needs of teens in recovery that will be necessary in order for them to achieve school success and long term recovery. The APG model facilitates the development of healthy relationships among peers in recovery; these healthy relationships have been proven to be an integral part of adolescent recovery and when working in conjunction with a recovery high school produce high quality recovery outcomes.

- The existence of other school-based recovery support in the state such as Collegiate Recovery Programs or Communities (CRP/Cs), therapeutic boarding schools and alcohol and drug treatment center schools indicates that a continuum of recovery support services has been established in the state. This presence of such supports is representative of an acknowledgement that in order for many adolescents to thrive in their recovery they will need to rely on a number of recovery supports following treatment.

Area #2:
Substance Use and Mental Health

Understanding the landscape of substance use and mental health in the state will help planners to understand where students are likely to have received treatment, when students are coming out of treatment and to build relationships with other organizations that focus on supporting adolescent treatment and recovery. The development of relationships in these areas will ensure students and their families are aware of the continuum of support that is available as a student starts their recovery. In particular, there are two indicators that can be considered at a state level that a planner should pay attention to. Those indicators include:

- Treatment services for adolescents are available in the state
- Treatment services for adolescents have payment assistance

Why These Indicators

- The existence of treatment services for adolescents in the state indicates that there is likely a population that would be interested in attending a recovery school and that there is a concentrated venue in which people can learn about the services of a recovery school.

- The existence of payment assistance for treatment services indicates that there may be appetite to subsidize the cost of recovery support services and improve access in the state, which is often required in order to sustain a recovery school.

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Area #3:
Juvenile Justice

Understanding the landscape of the juvenile justice system in the state will help planners to understand the court's approach toward students in need of treatment and recovery. In particular there is one indicator that can be considered at the state level that a planner should pay attention to. That indicator is:

- Juvenile drug courts exist in the state

Why This Indicator

- The existence of juvenile drug courts in the state indicate that the juvenile justice system is likely to consider alternatives to incarceration for drug offenders and instead mandate more specialized treatment and recovery services with the goal of reducing recidivism and substance misuse. Additionally, it indicates that the juvenile justice system is likely educated on the unique needs and challenges of an adolescent with a substance use or co-occurring disorder.

Area #4:
Educational Environment

Understanding the educational environment will help planners to understand the type and format of school that is likely to be the most successful in the state. Variables such as charter laws, alternative schools policy and school-choice should be considered when planning for a recovery school. In particular there are five indicators that can be considered at the state level that a planner should pay attention to. Those indicators include:

- State law allows for charter schools

- State legislation defines high school aged students as those served according to alternative education definitions

- State allows students unlimited access to transfer to the public school of his/her choice (inter-district open enrollment)

- Independent schools districts are permissible in the state

- State allows students unlimited access to transfer to the public school of his/her choice (intra-district open enrollment)

Why These Indicators

- The vast majority, if not all operating recovery schools operate as alternative or charter schools. As such, the state allowing for charter schools or having legislation around alternative schools indicates that it may be easier to get a school started if those conditions exist.

- The current demand for recovery schools per capita is typically low enough that a school needs to pull from a wide geographic area to reach a student population required for economies of scale. For public funding to follow a student from their home district or school to their recovery school, open enrollment policies are required. A state mandate that districts allow inter-district (between districts) or intra-district (within district) open enrollment were therefore added as indicators of a state's favorability to recovery schools.

- Independent school districts are able to operate as their own entities rather than being bound exclusively by a county or geographical boundary. An independent school district can be a collection of charter schools, alternative schools or schools from multiple counties. In Texas and Minnesota independent schools districts allow recovery high schools to have more enrollment flexibility.

Area #5:
Funding

Understanding funding needs and mechanisms will help planners to consider the mechanisms that are available to support the school financially. Variables such as public funding, per-pupil allotments, private funding and available grants should be considered. In particular, there are five indicators that can be considered at the state level that a planner should pay attention to. Those indicators include:

- Recovery school funding legislation exists in the state

- State has awarded block grant, or Access to Recovery (ATR) funds for adolescent treatment and recovery services

- State funding is available for transportation costs related to open enrollment/school choice

- State does not use single count date for school funding

- State level funding is available for charter school facilities

Why These Indicators

- The existence of recovery school funding legislation is representative of a concerted effort to specifically make space for and enable the development recovery schools in the state. Only a few states currently have recovery school funding; however, the existing legislation can be leveraged if planning a school in such a state or utilized to advocate for the creation of legislation in an additional state.

- The existence of state level funding for adolescent recovery support through ATR, SAMHSA block grant or other specialized grants would be reflective of a concerted effort by a member of the community advocating for funding specifically allocated to supporting adolescents. Should this be present it establishes that adolescent recovery is a focus of this community. However, should the Comprehensive Addiction and Recovery Act (CARA) become legislation then this indicator would likely change to measure the availability and utilization of CARA related funding.

- Funding allocations for charter school facilities and open enrollment policies indicate the degree to which legislation can increase access to recovery schools. Without funding for facilities or transportation it is unlikely a student can easily benefit from recovery school services.

- Recovery school students tend to matriculate and depart schools throughout the year, instead of at traditional times. If a state utilizes a single count date for public per-pupil school funding calculations, recovery schools are unlikely to receive appropriate funding for the number of students served. Utilization of methods other than a single count mechanism, such as multiple count dates and average daily attendance was therefore added as an indicator.
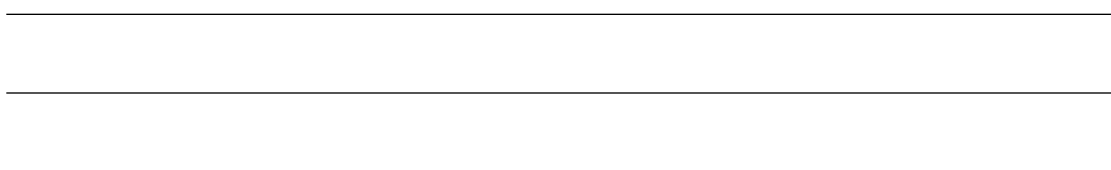
State-by-State View

The table that follows illustrates which of the sixteen indicators are present in each state. Where possible, and when needed, additional information is provided such as the number of recovery schools that operate in the state or the number of locations with treatment services available for adolescents. It is likely that by the time a planner is actually using the information collected here, it may be out of date. Therefore, the sources provided should be referenced often to ensure the most up to date information is being utilized.

Area	Recovery Support			Substance Use & Mental Health		Juvenile Justice	Educational Environment					Funding				
Indicator	Recovery high schools operate in the state[1]	Alternative Peer Groups operate in the state	Other school-based recovery supports exist in the state	Treatment services for adolescents are available in the state	Treatment services for adolescents have payment assistance[2]	Juvenile drug courts exist in the state[3]	State law allows for charter schools	State legislation defines high school aged students as those served according to alternative education definitions	State allows students unlimited access to transfer to a public school of his/her choice (inter-district open enrollment)	State allows students unlimited access to transfer to a public school of his/her choice (intra-district open enrollment)	Independent school districts are permissible in the state	Recovery school funding legislation exists in the state	State has awarded block grant or ATR funds for adolescent treatment and recovery services	State level funding is available for charter school facilities	State funding is available for transportation costs related to open enrollment/school choice	State does not use single count date for school funding
AK	No	No	Yes	Yes, 23	Yes 15 w/ SS 6 w/ PA 5 w/ both	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	No
AL	No	No	Yes	Yes, 33	Yes 18 w/ SS 11 w/ PA 9 w/ both	Yes, 15	No	No	No, however, there are provisions for charter schools	No, however, there are provisions for charter schools	Yes	No	No	No	Not addressed	No
AZ	Yes, 1	No	Yes	Yes, 66	Yes 18 w/ SS 12 w/ PA 3 w/ both	Yes, 17	Yes	Yes	Yes	Yes	Yes	No	Yes, tribe only	Yes	No	Yes
AR	No	Yes	Yes	Yes, 23	Yes 14 w/ SS 5 w/ PA 2 w/ both	Yes, 13	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes, but it depends on if coming from low-performing schools	Yes
CA	Yes, 6	No, but CA has something similar to an APG, see link	Yes	Yes, 306	Yes 141 w/ SS 114 w/ PA 69 w/ both	Yes, 38	Yes	No	Yes	Yes	Yes	No	No	Yes	No	Yes
CO	No	No	Yes	Yes, 139	Yes 90 w/ SS 17 w/ PA 15 w/ both	Yes, 10	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes, but it depends on if coming from low-performing schools	No
CT	Yes, 1	No	Yes	Yes, 25	Yes 13 w/ SS 4 w/ PA 2 w/ both	No	Yes	No	Yes	No	Yes	No	Yes	Yes	No, but sometimes local board of ed can assist	No
DC	No	No	Yes	Yes, 3	Yes 1 w/ SS 1 w/ PA 0 w/ both	Yes, 1	Yes	N/A	Yes	Yes	No	No	Info not found	Yes	Not addressed	Unknown
DE	No	No	Yes	Yes, 8	Yes 6 w/ SS 1 w/ PA 1 w/ both	Yes, 3	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes
FL	No	No, but preliminary APG work being done	Yes	Yes, 103	Yes 76 w/ SS 29 w/ PA 25 w/ both	Yes, 26	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes, but it depends on if coming from low-performing schools	Yes
GA	No	No	Yes	Yes, 69	Yes 25 w/ SS 18 w/ PA 12 w/ both	Yes, 12	Yes	No	Yes	Yes	Yes	No	No	Yes	No	Yes
HI	No	No	Yes	Yes, 114	Yes 3 w/ SS 64 w/ PA 1 w/ both	Yes, 6	Yes	No	Yes, voluntary intradistrict (interdistrict is unavailable because Hawaii only has one school district)	Yes	No	No	No	Yes	Not addressed	Yes
ID	No	No	Yes	Yes, 59	Yes 29 w/ SS 13 w/ PA 10 w/ both	Yes, 7	Yes	Yes	Yes	Unclear	Yes	No	Yes	Yes	No	Yes
IL	No	No	Yes	Yes, 174	Yes 116 w/ SS 38 w/ PA 31 w/ both	Yes, 3	Yes	Yes	Unclear	Unclear	Yes	No	Yes	No	Not addressed	Yes

State	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16
IN	Yes	No, unless student is under court ordered desegregation	Yes	No	Yes	Yes	Yes, but only in Indianapolis schools	Yes	Yes	Yes	Yes, 4	Yes 53 w/ SS, 7 w/ PA, 7 w/ both	Yes, 79	Yes	No	Yes, 1
IA	No	No	No	Yes	No	Yes	No	Yes	No	Yes	Yes, 7	Yes 31 w/ SS, 7 w/ PA, 6 w/ both	Yes, 43	No	No	No
KS	No	Districts must come up with an agreement for payment	No	No	No	Yes	No	Yes	Yes	Yes	Yes, 2	Yes 35 w/ SS, 15 w/ PA, 14 w/ both	Yes, 73	No	No	No
KY	Yes	Yes, but it depends on if coming from low-performing schools	No	No	No	Yes	Yes	Yes	No	No	No	Yes 35 w/ SS, 12 w/ PA, 11 w/ both	Yes, 85	Yes	No	No
LA	Yes	Not addressed	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes, 17	Yes 14 w/ SS, 14 w/ PA, 12 w/ both	Yes, 21	Yes	No	No
ME	Yes	No	No	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes 21 w/ SS, 6 w/ PA, 4 w/ both	Yes, 45	Yes	No	No
MD	No	Not addressed	No	No	No	No	No	No	No	Yes	Yes, 9	Yes 40 w/ SS, 11 w/ PA, 11 w/ both	Yes, 74	Yes	No	No
MA	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes, 1	Yes 18 w/ SS, 14 w/ PA, 11 w/ both	Yes, 45	Yes	No	Yes, 4-5
MI	Yes	No	Yes	Yes, for inter tribal council for state	No	Yes	Yes	Yes	Yes	Yes	Yes, 17	Yes 54 w/ SS, 23 w/ PA, 15 w/ both	Yes, 106	Yes	No	No
MN	Yes	No	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes, 2	Yes 13 w/ SS, 7 w/ PA, 3 w/ both	Yes, 82	Yes	No	Yes, 4
MS	Yes	No, but sometimes districts have a transfer agreement	No	No	No	Yes	Yes	Yes	No	Yes	Yes, 13	Yes 8 w/ SS, 0 w/ PA, 0 w/ both	Yes, 16	Yes	No	No
MO	Yes	Yes	No	No	No	Yes	No	Yes	Yes	Yes	Yes, 9	Yes 26 w/ SS, 17 w/ PA, 17 w/ both	Yes, 43	Yes	No	No
MT	Yes	Districts must come to agreement	No	Yes	No	Yes	Yes	Yes	No	No	Yes, 3	Yes 14 w/ SS, 7 w/ PA, 4 w/ both	Yes, 22	Yes	No	No
NE	Yes	No	No	No	No	Yes	Yes	Yes	No	No	Yes, 3	Yes 15 w/ SS, 7 w/ PA, 6 w/ both	Yes, 19	Yes	No	No
NV	No	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes	Yes, 6	Yes 8 w/ SS, 5 w/ PA, 5 w/ both	Yes, 16	Yes	No	No
NH	Yes	Yes, for intradistrict transfers No for interdistrict	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes, 3	Yes 3 w/ SS, 2 w/ PA, 2 w/ both	Yes, 5	Yes	No	No
NJ	No	No	No	No	No	Yes	No	Yes	No	Yes	Yes, 2	Yes 59 w/ SS, 28 w/ PA, 20 w/ both	Yes, 100	Yes	No	Yes, 1
NM	Yes	No, except for some exceptions	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes, 17	Yes 9 w/ SS, 9 w/ PA, 2 w/ both	Yes, 17	Yes	No	No
NY	Yes	Not addressed	Yes	No	No	No	No	Yes	Yes	Yes	Yes, 16	Yes 126 w/ SS, 34 w/ PA, 32 w/ both	Yes, 200	Yes	No	No
NC	Yes	Not addressed	Yes	Yes	No	Yes	No	No	No	Yes	Yes, 4	Yes 37 w/ SS, 26 w/ PA, 21 w/ both	Yes, 81	Yes	No	No
ND	Yes	Yes, but only for interdistrict mandatory transfer	No	No	No	Yes	No	Yes	No	No	Yes, 6	Yes 6 w/ SS, 6 w/ PA, 4 w/ both	Yes, 15	Yes	No	No
OH	No	Unclear	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes 60 w/ SS, 34 w/ PA, 30 w/ both	Yes, 87	Yes	No	Yes, 1

State-by-State View *Continued*

Area	Recovery Support			Substance Use & Mental Health		Juvenile Justice	Educational Environment					Funding				
Indicator	Recovery high schools operate in the state[1]	Alternative Peer Groups operate in the state	Other school-based recovery supports exist in the state	Treatment services for adolescents are available in the state	Treatment services for adolescents have payment assistance[2]	Juvenile drug courts exist in the state[3]	State law allows for charter schools	State legislation defines high school aged students as those served according to alternative education definitions	State allows students unlimited access to a public school of his/her choice (inter-district open enrollment)	State allows students unlimited access to transfer to a public school of his/her choice (intra-district open enrollment)	Independent school districts are permissible in the state	Recovery school funding legislation exists in the state	State has awarded block grant or ATR funds for adolescent treatment and recovery services	State level funding is available for charter school facilities	State funding is available for transportation costs related to open enrollment/school choice	State does not use single count date for school funding
OK	Yes, 1	Yes	No	Yes, 54	Yes 28 w/ SS 32 w/ PA 18 w/ both	Yes, 8	Yes	Yes	Yes	No	Yes	No	Yes, tribe only	Yes	Districts must reach an agreement	Yes
OR	No	Yes	Yes	Yes, 73	Yes 54 w/ SS 28 w/ PA 23 w/ both	Yes, 11	Yes	Yes	Yes	No	Yes	No	No	No	Not addressed	Yes
PA	Yes, 1	No	Yes	Yes, 123	Yes 37 w/ SS 12 w/ PA 8 w/ both	Yes, 9	Yes	No	Yes	No	Yes	Currently being reviewed	No	Yes	Not addressed	Yes
RI	Yes, 1	No	Yes	Yes, 8	Yes 4 w/ SS 1 w/ PA 1 w/ both	Yes, 4	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
SC	No	No	Yes	Yes, 39	Yes 12 w/ SS 15 w/ PA 7 w/ both	Yes, 11	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Not addressed	Yes
SD	No	No	Yes	Yes, 27	Yes 15 w/ SS 10 w/ PA 5 w/ both	No	No	No	Yes	Yes	Yes	No	No	No	No	No
TN	Yes, 1	No, but preliminary APG work being done	Yes	Yes, 27	Yes 7 w/ SS 5 w/ PA 3 w/ both	Yes, 7	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes
TX	Yes, 8	Yes	Yes	Yes, 94	Yes 52 w/ SS 44 w/ PA 35 w/ both	Yes, 16	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes
UT	No	No	Yes	Yes, 40	Yes 18 w/ SS 5 w/ PA 3 w/ both	Yes, 9	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes
VT	No	No	Yes	Yes, 10	Yes 8 w/ SS 4 w/ PA 2 w/ both	Yes, 1	No	No	Yes	Yes	Yes	No	No	No	Unclear	Yes
VA	No	No	Yes	Yes, 32	Yes 16 w/ SS 3 w/ PA 1 w/ both	Yes, 8	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Not addressed	Yes
WA	Yes, 1	No	Yes	Yes, 126	Yes 69 w/ SS 31 w/ PA 23 w/ both	Yes, 13	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Not addressed	Yes
WV	No	No	Yes	Yes, 22	Yes 3 w/ SS 7 w/ PA 1 w/ both	No	No	Yes	Yes	Yes	Yes	No	Yes	No	Not addressed	Yes
WI	Yes, 1	No	Yes	Yes, 45	Yes 17 w/ SS 4 w/ PA 3 w/ both	Yes, 2	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes
WY	Yes, 1	No	Yes	Yes, 20	Yes 13 w/ SS 4 w/ PA 4 w/ both	Yes, 6	Yes	No	Yes	Yes	Yes	No	No	Yes	Not addressed	Yes

Key

1. Number indicates the number of recovery high schools operating in the state
2. Number indicates the number of behavioral health treatment facilities with slide fee scales (SS) or payment assistance (PA) or both
3. Number indicates the number of juvenile drug courts in the state

Sources For Indicators

Recovery high schools operate in the state[1]
http://recoveryschools.capacitype.com/map

Alternative Peer Groups operate in the state
Sasha McLean and George Youngblood

Other school-based recovery supports exist in the state
Visit: http://tyr.capacitype.com/search and select Collegiate Recovery Effort, Collegiate Recovery Program, Community College Recovery Support, Therapeutic Boarding School, Treatment Center School

Treatment services for adolescents are available in the state
https://findtreatment.samhsa.gov/locator (select Service: Substance Abuse and Special Program: Adolescents)

Treatment services for adolescents have payment assistance[2]
Same as prior, plus: Payment Assistance Available, "Sliding fee scale" or "Payment assistance" optional.

Juvenile drug courts exist in the state[3]
http://www.nadcp.org/learn/find-drug-court;
Data for Texas appeared in accurate Texas Source:
http://childrenatrisk.org/wp-content/uploads/2013/05/Juvenile-Specialty-Courts-2014-web.pdf

State law allows for charter schools
https://www.edreform.com/2014/03/2014-charter-school-law-rankings-scorecard/
https://www.edreform.com/2013/01/the-last-eight-states-without-charter-school-laws/

State legislation defines high school aged students as those served according to alternative education definitions
https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2014038.pdf

State allows students unlimited access to transfer to a public school of his/her choice (inter-district open enrollment)
http://www.ecs.org/html/educationIssues/OpenEnrollment/OEDB_intro.asp

State allows students unlimited access to transfer to a public school of his/her choice (intra-district open enrollment)
http://www.ecs.org/html/educationIssues/OpenEnrollment/OEDB_intro.asp

Independent school districts are permissible in the state
http://proximityone.com/sdstate.htm;
if not present in the state then no

Recovery school funding legislation exists in the state
Rachelle Gardner and Roger Oser

State has awarded block grant or ATR funds for adolescent treatment and recovery services
http://www.samhsa.gov/grants/awards/TI-14-004 ;
http://www.samhsa.gov/grants/awards/2015/TI-15-004;
http://www.samhsa.gov/grants/awards/2015/TI-15-005

State level funding is available for charter school facilities
http://ecs.force.com/mbdata/mbquestNB2?rep=CS1420.
http://ecs.force.com/mbdata/mbquestNB2?rep=CS1421
http://ecs.force.com/mbdata/mbquestNB2?rep=CS1421"

State funding is available for transportation costs related to open enrollment/school choice
http://ecs.force.com/mbdata/mbtab80E?sid=a0i7000006fu14&rep=0E132T

State does not use single count date for school funding
http://ceep.indiana.edu/projects/PDF/PB_V10N2_2012_EPB.pdf

Other Indicators to Consider & Advisor Questions

A number of indicators were identified as potentially important considerations for a planner; however, an aggregate national measure of each of these indicators was not available. In future iterations, ARS will continue to evaluate whether national measures for these indicators become available and whether or not they are significant enough to the experience of planning a school to include in the state-by-state view.

A statewide recovery support organization exists in the state

The existence of a statewide recovery support organization indicates that within the state there is an organization that is working to unite and support the local, regional and statewide recovery organizations, an organization that likely has a good understanding of the key players and stakeholders and an organization that is able to advocate. An organization such as this is likely to have preexisting relationships that a planner can leverage as they work to open a recovery school. Historically, this information was made available by Faces & Voices of Recovery; in the future, Young People in Recovery (YPR) may have this information.

State allows for the use of formative assessments in school accountability

Recovery school students frequently experience co-occurring disorders and while they may have high academic potential, they are more likely to have academic, attendance or behavior difficulties compared to a general population. When recovery schools are held to the same standards as traditional schools, the recovery school often suffers in comparison. Even though recovery school students may be experiencing impressive individual improvements, the overall perceived failure of the school hurts fundraising efforts and general reputation. As such, having an alternative education evaluation policy or using formative assessments was added as a potential indicator as these assessments will more accurately demonstrate the value added by the school. At present, there is not a reliable source to collect this information at a national level; however, formative assessments are up and coming and it is likely that an organization such as the Council of Chief State School Officers may have this information in the future.

State legislation regarding alternative school funding exists

State level funding for charter school facilities and alternative schools indicates that law allows for these types of schools to exist and the operation of them is supported. As most recovery schools currently operate as charter schools or alternative schools the absence of such indicators may illustrate that a different school type should be pursued. The last aggregate data that could be located was from the University of Minnesota in 2003 and was therefore the collection of state-by-state data was omitted from this research.

Private foundation(s) in the state are willing to fund adolescent recovery support in schools

In practice most recovery schools rely on private donors in addition to state and local funding. Therefore if private foundations in the state are willing to fund adolescent recovery support in schools then the schools might be better equipped to thrive. An aggregate measurement of this

indicator is not available; however, during the course of research, Foundation Directory Online was identified as a promising tool that planners could use when working to secure funding.

There are, of course, considerations beyond the indicators listed above. The 2013 Market Study for Recovery High Schools contained 25 indicators. As experience informed the indicators, here, we have reduced that number. However, in practice, as you plan to start or expand your recovery high school you may find a number of different indicators that you need consider, research and influence. The following begins to outline some of the nuances that you are likely going to need to consider. For ease of use, these considerations are being organized by the areas presented above.

For many indicators, a simple yes or no question does not inform to the extent needed during the planning process. Some additional questions a planner should consider regarding the areas outlined include:

Recovery Support

1. Does a YPR chapter exist in the state and in what ways might they help you?

2. Does the state alcohol and drug abuse agency have a formal process for the representation of youth recovery support?

3. Are the other recovery high schools operating in the state (if any) public, private or charter? And why were they formed in that manner?

4. What recovery support organizations nearby might be collaborators?

Substance Use and Mental Health

1. Does a mental health caucus exist in the state?

2. Does the single state agency designated for substance misuse services in your state dedicate resources to supporting individuals under the age of 18? If not, which agency in your state is responsible for the recovery support for individuals under 18?

3. What does the continuum of care look like in your area? Are there detox, treatment, housing or other services offered?

4. Are the treatment providers in your area developing aftercare plans that include education?

Juvenile Justice

1. Is your state harsh on crime? Or do you have a relatively low number of legal barriers facing people with criminal records?

2. Are the juvenile drug courts that exist in your state, if any, in relatively close proximity to the school?

3. Are all adolescent drug related cases heard in the juvenile drug courts or is there a special process to have a case heard in such a specialty court?

Educational Environment

1. If charters are operating in the state, how many are operating? A lot or just a few?

2. What percentage of students in the state attend charter schools? Is the percentage high or low?

3. Is open enrollment, if any, voluntary or mandatory? And if voluntary, is the school district participating?

4. Is there a cap on the number of charter schools the state or the district allows to operate?

5. Where do charters actually operate? Are they close to your location or far away?

6. Does the state allow for the funding of categorical programs?

7. How much is the per-pupil allotment adjusted for regional differences? Or not adjusted for regional differences?

8. Does the alternative education legislation cover only suspension and expulsion? Or does the alternative education legislation appear to cover other student needs?

Funding

1. How many pupils do you need in order to sustain the school?

2. How much outside funding is needed?

3. Who will pay for the transportation costs associated with getting students to the school?

Section 4

Accreditation Standards for Recovery High Schools

The purpose of the Association of Recovery Schools (ARS) accreditation review is to support recovery high schools in a self-reflective process of examining the conditions and practices within their schools. The review intends to assist a school with an in-depth look at what currently exists and what needs to be improved in relation to student learning, student recovery support and the overall school administration. The process and framework are shared here as a tool to assist planners. For the complete manual, please contact ARS.

Accreditation Process

1

Accreditation Self-Report

- Define school mission and vision

- Examine school Data

- Respond to areas of concern

- Evaluate core indicators

2

Accreditation Visit

- Work with the visiting team

- Gain understanding and perspective regarding the school program

3

Accreditation Follow Up

- Develop or inform plan(s) to address areas of concern

- Inform school community of progress

Process Summary

1. Self-Review and Self-Evaluation

The process requires multiple sources of evidence to understand the school's performance. The school collects evidence and writes a self-evaluative report prior to the visit. The school report is then submitted at least one-month prior to a visitation. The review of the school program continues through an on-site visit, which includes additional document review, classroom observations, and interviews with any number of stakeholders. Findings provided by the site visiting team can be used to validate what the school is doing well and prioritize its areas for improvement. It is the task of the site visiting team to report on the pre-identified indicators of the Accreditation Framework and give to the Association of Recovery Schools Board of Directors information to aid them in accreditation decisions.

2. Accreditation Visit and Onsite Evaluation

An Association of Recovery Schools site visit team engages in a number of evidence-collecting activities. The focus of this evaluation is to validate the school self-report and to gauge perceptions of key stakeholders at the school, in relation to the areas of the accreditation framework that are part of the evaluation. The ARS site visit team conducts focus group discussions with students and staff, as well as interviews with the school administration. These focus groups and interviews are conducted over the course of the site visit. Classroom observations are performed on site using the classroom observation instrument provided by ARS. The onsite observations last approximately 30 minutes (or a full class period if possible), with a goal of observing over half of the teaching staff.

3. Accreditation Report and Follow-Up

As an outcome of the review, ARS will provide the school with a written report. An executive summary of that report will be presented on the last day of the visit, and the site visit team will provide a full report within 45 days of the visit. The report will include a judgment and supporting evidence on various aspects of the school. The report will be based on a rubric of indicators developed for each of the four core questions and sub-questions in the Performance Framework. The assessment system utilizes the following judgments: Meets Standard, Approaching Standard, or Does Not Meet Standard.

Schools can use the report to develop a plan to address areas of concern or use as a reference for federal, state, or local planning. Should the site visit team recommend accreditation, the ARS Board of Directors will approve within 30 days of receiving the final report. Should the site visit team not recommend accreditation, the school will be given recommendations and a timeline in order for the school to meet the appropriate standards.

Accreditation Framework Review

The Association of Recovery Schools Framework Review is designed to assess whether a recovery high school is meeting the dual goals of providing a high quality education and supporting students' recovery from substance use and co-occurring disorders. The Accreditation Review Protocol is based on the Accreditation Framework for Association of Recovery Schools Members, which is used to determine a school's success relative to a common set of indicators, as well as school-based goals.

The Evaluation Process

The Accreditation Report presents to the school and the Association of Recovery Schools a professional judgment on conditions and practices at the school, which are best provided through an external perspective. This report uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with any number of stakeholders. Findings provided by the site visit team can be used to celebrate what the school is doing well and prioritize its areas for improvement. It is the task of the site visit team to report on the pre-identified indicators of the Accreditation Framework and give to the Association of Recovery Schools Board of Directors information to aid them in accreditation decisions.

Final Accreditation Determination

The outcome of this review will provide the school with written report that includes a judgment and supporting evidence on various aspects of the school, based on a rubric of indicators developed for each of the four core questions and sub-questions in the Accreditation Framework. The assessment system utilizes the following judgments:

- Meets standard
- Approaching standard
- Does not meet standard

In the Accreditation Report, standards and indicators are listed with relevant evidence given related to the performance criteria. Following the discussion of each indicator, a summary of strengths and areas for attention are provided for the framework questions.

There are 6 standards in 4 areas. A school must receive **'meets standard/green'** for at least 12 standards, and must not receive **'does not meet standard/red'** in more than 8 standards. There can be as many **'approaches standard/yellow'** as the math will allow, with the distribution being at least 3 "meets standard'/green" in each area, and no more than 2 "does not meet standard/red" in any area.

Accreditation Framework

1. **School Organization**

   1a. *Business Planning*: Does the high school operate with a revised strategic business plan that provides for a reasonable level of organizational autonomy and is created for long-term survivability and viability?
   Evidence: Budget, strategic/school improvement plan, organizational chart

   1b. *Board Involvement*: Does the school have a functional and appropriately involved Central Administration, School Board, and/or Board of Directors?
   Evidence: Organizational chart, employee handbook, interviews, focus groups, school documentation

   1c. *School Leadership*: Does the school have a recognized and fully trained leader or leaders in both academic and therapeutic programs who operate with a level of autonomy and flexibility within the larger organizational system?
   Evidence: Organizational chart, employee handbook, interviews, focus groups; school documentation, focus groups, interviews

   1d. *Community Partnerships*: Does the school establish collaborative partnerships with local schools, treatment centers, and other community resources to create a coordinated system of support?
   Evidence: List of collaborations, community resources, school and treatment partners, MOU's with collaborators, org chart for system of support, interviews and focus groups

   1e. *Public Relations and Privacy Issues*: Do the school and its governing body have a plan to promote the school and its programs while respecting the privacy and safety of its students and families?
   Evidence: Parent materials, privacy statements, public relations documents, FERPA and HIPAA policy statements

   1f. *Program Evaluation*: Does the school perform regular performance evaluations to improve overall staff quality and plans created to identify and address staff training needs?
   Evidence: School documentation, focus groups, interviews

2. **School Community**

   2a. *Target Population*: Does the school have a clearly defined eligibility criteria aligned with the mission to support recovery from substance use and co-occurring disorders?
   Evidence: Admission materials, student handbook, admission policies

   2b. *Enrollment Diversity*: Do the school's admission and recruitment procedures reflect intentionality around enrolling a diverse student body?
   Evidence: Admission materials, student handbook, admission policies

   2c. *Transitional Planning & Support*: Does the school have clear procedures for transitioning

students from traditional school, community or treatment settings into the recovery high school setting
Evidence: School documents, focus groups, interviews

2d. *Climate & Culture*: Does the school utilize constructive rather than punitive practices that aim to generate and restore a sense of well-being among students and staff?
Evidence: School documents, focus groups, interviews

2e. *Parent Engagement*: Does the school actively engage parents, guardians, and families, with parents/guardians recognized and involved as partners in the education and recovery process? Does the school provide training and support for families to promote the healthy growth and academic achievement of each student?
Evidence: School documents, parent interviews

2f. *Sensitivity to Differences:* Does the school or its governing body create policies and procedures that promote sensitivity to human differences and are responsive to individual student's developmental needs?
Evidence: School documents, focus groups, interviews

3. **Recovery Practices**

3a. *Recovery Supports*: Are recovery supports and relapse prevention measures meeting the needs of students?
Evidence: School documents, focus groups and interviews

3b. *Recovery Climate*: Does the school provide a recovery-oriented school climate that promotes collegial relationships among faculty, students, and their families?
Evidence: School documents, focus groups and interviews

3c. *Recovery Assessment*: Does the school collect data for initial screening, progress monitoring, and outcome measures to assess and improve short and long-term results for students?
Evidence: School documents, focus groups, interviews

3d. *Recovery/Therapeutic Staff Evaluation & Professional Development*: Is the recovery/therapeutic staff appropriately trained for their current positions, with ongoing professional development in areas salient to the school community, such as mental health and therapeutic practices, cultural competence, and adolescent development?
Evidence: School documentation, focus groups, interviews

3e. *Relapse Prevention & Recovery Support*: Does the school have services available which help support the students' plan to abstain from substance use and recover from substance use and co-occurring disorders, from intervention through recovery maintenance and relapse prevention?
Evidence: School documents, focus groups and interviews

3f. *Recovery Transition*: Does the school have processes in place to help students transition smoothly from the recovery supports provided by the recovery high school in order to maintain their sobriety?
Evidence: School documents, focus groups and interviews

4. **Educational Practices**

    4a. *Diploma*: Does the school offer credits leading to a state-recognized high school diploma and does the school offer all courses needed to graduate?
Evidence: School documents, focus groups, interviews

    4b. *High Quality Curriculum & Instruction*: Does the school provide a high quality curriculum and classroom instruction of high quality?
Evidence: School documents, focus groups, interviews, curriculum review

    4c. *Data-driven Instruction*: Is the school curriculum and classroom instruction data-driven?
Evidence: Classroom observations, document review, lesson plans and curriculum maps

    4d. *Teaching Staff Evaluation & Professional Development*: Is the teaching staff appropriately trained for their current positions, and does the school perform regular performance evaluation to improve the quality of instruction? Does the school provide professional development in areas salient to the education community?
Evidence: Classroom observations, document review, Special Education File review; IEP audit

    4e. *Special Education Services*: Does the school have educational and behavioral plans in place to address the spectrum of student exceptionality?
Evidence: School documents, focus groups, interviews

    4f. *Post-Secondary Transitions*: Does the school have criteria and plans in place to help students transition smoothly from the recovery high school to the student's next educational or workforce setting, preparing the student for the broadest selection of reasonable post-secondary options?
Evidence: School documents, focus groups, interviews

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