APPENDIX VI – 34

DAEP Transition Plan Power Point

Slide 1 — DAEP Presentation and Training
Presentation to Principals, LSCs, Counselors, Select Staff
Duffy Resource Center
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Slide 2 — Vision
- Every student matters in TUSD. We have an obligation to reduce disparities wherever they exist in our District. Achieving equity in matters of student discipline is our District's moral calling. TUSD's culture and climate must be rooted in effective and positive relationships with each student. Students cannot learn if they are not in school. Providing students a continuing education is in line with our vision and values. We can and must work with every student to ensure a fair, equitable and successful educational experience.

Slide 3 — DAEP Justification and Definition
- The DAEP program provides students who have committed a level 4 violation with an alternative to continue their education. A student who is suspended and goes through the long term hearing process would be provided the option of continuing their core courses through the DAEP. This program is optional to students and provided as an alternative to being at home during the long term suspension.
- Once students enter our DAEP program we offer a support team to ensure each student feels valued, that their success matters, and that we strive to address the constraints to their school success.

Slide 4 — FTE Staff: Southwest, Doolen, Magee, and Project More DAEP
- Locations:
  - Middle School Programs
    - Southwest Ed. Annex
    - Magee MS Portable 24
    - Doolen MS
  - High School Program, DAEP
    - Southwest Ed. Annex, DAEP
    - Project More, DAEP
- Staffing Totals:
  - Middle School Programs
    - Three Teacher FTE
  - High School Programs
    - Southwest, 1 Teacher and 1 BIM
    - Project More DAEP, 4 Teachers and 1 BIM
  - Support Staff
    - Life Skills Teacher/Sub and Coordinator: Yvonne Ramirez*
    - Learning Support Coordinator*
    - Transition Specialists, Ex. Ed. Certified

*Indicates employee supports Life Skills and Core Plus

Slide 5 — DAEP
- A student is eligible for DAEP if they commit a level 4 offense and found to be in violation.
- The long-term hearing officer would assign the student into DAEP for a total of 20, 30 or 45 days depending on the severity of the offense.
- A student is not obligated to report to DAEP. His second alternative would be to serve out his suspension at home.
- A student who chooses to participate in DAEP would be required to attend an orientation with their parents, and sign a contract agreeing to the rules, adhere to a dress code and the attendance requirements of the program.
- A total of 75 seats for grades 9-12 students in Project More DAEP

Slide 6 — DAEP and Project More
- The DAEP Program will be supported on the Project More campus.
- The DAEP program will be separate as much as possible from Project More.
- DAEP will have stricter dress requirements.
- There may be mixing of students in select credit recovery courses.
- Lunch will be held separate for DAEP students.
- DAEP students, grade 9-12 will be educated across the street from Project More.

Slide 7 — Students Who Re-offend While at DAEP
- A student who violates their contract by committing GSR infractions while enrolled at DAEP will be held accountable.
- If the violation is deemed minor, level one, two or three, there may be an extension of their assignment at DAEP. If there are repeated violations of level one, two or three, the principal at DAEP may petition to raise the violation to a level 4.
- If the violation is a level 4 violation, a long term hearing may be held which may disqualify the student from DAEP and they would then serve the concurrent suspensions at home.
- A student may only be assigned to DAEP no more than twice per school year.

Slide 8 — Model Students at DAEP
- Students who adhere to the rules, thrive, and demonstrate model student behaviors will be rewarded as follows:
- A student who exceeds behavioral and curriculum expectations may have their suspension reduced and returned to their home school. This determination would be made by DAEP principal and staff recommendation.
- A model student shall have their Mojave record reflect they were excellent students.

Slide 9 — DAEP and Life Skills Comparison

Life Skills	DAEP
Enrollment result of level 4 violation	Enrollment result of level 4 violation
Teachers not HQ, Grades 6-8	Teachers are HQ, Grades 9-12
Blended Learning and Not Credit Driven	Blended Instruction and Credit Driven
Ex. Ed. Support	Ex. Ed. Support
No counselor follow through at home school	Counselor follow through at home school
Schools send work for students	DAEP teachers will teach own lessons
No Dress Code	Dress Code, jeans and collared shirt/polo

Slide 10 — DAEP Transition Plan
The DAEP student is always in transition - either going in or coming out of placement. In order to facilitate the transition, constant communication both ways, which moves from home school to DAEP program and from DAEP program to home school, is essential for the student's success.

Prior to Attending DAEP
If an investigation has determined that the student has violated a level 4 or 5 offense and is placed on a short-term suspension pending a hearing that student has become a possible candidate for DAEP placement. Efforts will be made to hold the long term hearing within 3 school days. However, the long term hearing may take place between day three and five depending on the following:
- Availability of Long Term Hearing officer
- Availability of Parents/Student
- Completion of Investigation
- Preparation for Hearing
- Possible Manifestation Hearing

Slide 11 — Day 1 of Short Term Suspension
Principal or Lead Administrator will contact:
- DAEP Administration.
- Inform teacher of needed academic articulation with DAEP teacher.
  - i.e. if student was working on a project or assignment that can't be reproduced using Edgenuity.
- EX ED if necessary to set Manifestation Hearing.
- LSC or Counselor will begin to gather academic materials.
- Drop Out Prevention to contact family to set up home visit to discuss available services.

DAEP Staff will:
- Begin to gather background information on student
  - Discipline Record
  - Attendance Record
  - Interventions
  - Cumulative record including grades
  - Number years student is behind grade level

Slide 12 — Day 2 of Short Term Suspension
Drop Out Prevention meets with family:
- Discuss the ensuing long term suspension hearing.
- Set up appointment with DAEP staff to discuss services.
- Delivers first set of academic materials.
- Works with student to fill out student profile.
- Inputs information from profile into intervention block in Mohave.

DAEP liaison meets with site MTSS team/or advocate
- Review student records.
- Designate home school liaison (LSC)
- Facilitate the development of a student Wrap plan of intervention, which may or may not include placement to the DAEP center.
- Gather academic work that cannot be replicated in Edgenuity
  - i.e. on going project, novel, differentiated work
- If necessary ELD for possible services.
- If necessary Ex Ed Case Manager. (No ED student or Self-Contained student will be admitted to DAEP)
- Site Administration enters information into As Safe

Slide 13 — Day 3 of Short Term Suspension/Possible Hearing
DAEP Team meets with:
- Student and family.
  - Describes services available during short-term suspension and those if suspension moves to long term.
  - Review Wrap Around plan with student and family.
    - Solicit input and ideas from student and family to add to the plan.
    - Provide family with information on possible community resources that are available.
  - Sets appointment for student to visit DAEP facility and begin restorative services.

Slide 14 — Day 4 of Short Term Suspension/Possible Hearing
Student and Family visit DAEP facility:
- Orientation of DAEP services
  - Invite student to attend the program while pending long-term hearing and / or results (Level 5)
  - Help student develop academic and behavior goals - short term and long term.
  - Conduct Restorative Practices. Help student reflect on behavior and infraction.
  - Student takes pre diagnostic assessment:
    - Academic (Edgenuity pre-test)
    - Mindset inventory (behavioral)
  - Begin to create MTSS Academic and Behavioral Plan if needed.
    - inform family of services TUSD has to offer
  - Answer any procedural questions family may have in regards to TUSD policies.

Slide 15 — Day 3, 4, 5 of Short Term Suspension
- Long Term Hearing Takes Place
  - Student is suspended long term and assigned 20, 30 or 45 day placement to DAEP if found in violation.
  - The long term hearing officer rules in favor of the student. He/She returns to class with modified discipline.
  - If DAEP placement is accepted, student reports to facility to continue program.
  - The decision to refer a student to DAEP should be made in consultation with a student's parents, with all available options clearly delineated before the school imposes a referral for level 4 or level 5 violation.

Slide 16 — Initial Assessment
- DAEP staff shall be responsible for administering a pre- and post-assessment to each student at the beginning and end of their suspension.
- When placement occurs the student shall be administered an assessment based on their current grade level.
- DAEP staff shall provide an academic report to the student's home school, which shall include the pre- and post-assessment results in reading and mathematics. This will be done within ten days of the student completing the post-assessment.

Slide 17 — While At DAEP, Students...
- Students will be instructed in their core curriculum classes while enrolled in DAEP.
- Students will be offered a variety of opportunities to complete work within their core curriculum classes. Teachers may work with students individually, in class settings, using computer guided lessons, direct or blended instruction.
- DAEP teachers will work in conjunction with the home school teacher, utilizing the Instructional Planning Guides, to keep the student on pace for an easy transition back to their regular education placement.
- The DAEP liaison staff will work closely with the home school liaison to facilitate the student's transition to their home school.

Slide 18 — 5 Days Prior to Transition Back to Home Site
Student's Home Principal will:
- Inform teachers of date that student would be returning from DAEP assignment.
- EX ED if necessary.
- Drop Out Prevention, LSC or Counselor to schedule meeting with parents & student for transition back to regular classroom.

Slide 19 — At 3 Days Prior to Transition
DAEP Team Meets With Site MTSS Team
- Review student records.
- Facilitate the transition of student Wrap plan of intervention, from DAEP to home school.
- Develop MTSS plan to monitor student once transition is complete.
  - Academic throughout the remainder of year
  - Behavioral throughout the remainder of year
- Review academic progress of student and the transition of grades from DAEP to home school.
- If necessary ELD for services.
- If necessary Ex Ed Case Manager.
- DAEP team enters information into intervention block

Slide 20 — Two Days Prior to Transition
Home School Liaison and DAEP team meet with parents and student.
- Solicit input and ideas from student and family to add to the plan.
- Provide family with information on possible community resources that can continue after transition.
- Plan is solidified and signed off on by all parties.
- Meeting held at DAEP facility

Slide 21 — One-Day Prior to Return

- Student returns to home school and attends ISI.
  - Student is transitioned back into the home school community and meets with:
    - Site Administration
    - Counselor/LSC
    - Drop Out Prevention
    - Teachers – MTSS plan communicated

Slide 22 — Return to Home School

- Student resumes attending home school
  - MTSS plan in place (Academic & Behavioral)
  - DAEP staff checks on student transition/progress once a week for a month.

Slide 23 — MTSS Student Referral for Wrap Plan

Slide 24 — MTSS Student Profile

Slide 25 — TUSD Disciplinary Alternative Education Program Student Information Form

Slide 26 — GENERAL RULES and DIRECTIVES

All requests or directives of DAEP personnel will be followed by students.

- Profanity, disrespect, bullying of any kind, disobedience, vandalism, and gang related graffiti or activities will not be tolerated.
- Students are to remain awake and on-task at all times. No student will be allowed to disrupt or keep other students from learning.
- Students must demonstrate daily that academic progress is being made.

Slide 27 — GENERAL RULES and DIRECTIVES

- Students shall be expected to adhere to the posted schedule of class times and activities.
- Students will be observed and monitored by staff at all times. DAEP personnel may conduct searches of outer garments, pockets, belts, hair, collars, socks and shoes as deemed necessary, but must follow district procedures.
- Computers, calculators or any other technology equipment used in the classroom are learning tools and shall be treated as such. Any unauthorized or non educational use of these devices will be a violation of this rule
- Students are not to enter any public school campus during their enrollment at DAEP. Students are restricted from attending any school event, activity, or program, on or off campus, in or out of town.

Slide 28 — ITEMS NOT ALLOWED

- No electronic devices are allowed. These items will constitute a rule violation and parent contact will be made.
- Cell phones must be turned into office and picked up at end of school day.
- Candy, gum, soft drinks, backpacks, shall not be brought to the DAEP campus. Random searches will be conducted. Overnight bags will be allowed with permission.
- Tobacco, tobacco products, drugs or drug paraphernalia are prohibited and criminal charges may be filed.

Slide 29 — Dress Code

- Physical appearance shall be neat, and clean.
- Solid, button down or polo shirt with a collar and long enough to be tucked in at all times. Shirts must be buttoned up to the collar bone. No logos or designs.
- Long pants or shorts with belt loops. Pants or shorts must fit and be worn at the natural waist at all times and cannot be baggy or drag the floor. Pants must be worn on the outside of the shoe or boot. No large logos and no holes in pants.
- Solid belt with a small, plain buckle. No metal studs, rings or designs.
- Closed in shoes with same color shoelaces. No slippers, flip flops or steel toed boots are permitted.

Slide 30 — Dress Code

- ALL shirt undergarments must be solid white or tan, e.g. T-shirts, camisoles, bras. No logos, artwork, graphic designs or printing shall be visible undergarments.
- Head coverings of any type are not to be worn in the building, e.g. caps, beanies, hats, and scarves.
- Jewelry and visible body piercing are not allowed on campus. All jewelry must be left at home.
- Jackets, coats or sweaters may be worn to school; however, any outer wear garment must be removed prior to entering the building. In the judgment of the school administration, students are not to wear or bring items with pictures, logos, phrases, letters or words printed on them that are obscene, pornographic or disruptive. Items representing gang related activity or gang graffiti are not allowed. Items depicting prohibited or illegal substances are not allowed.

Slide 31 — Wrap Around Services

- Students assigned to DAEP will have an opportunity to participate in a counseling program. Each student, with the aid of the counselor, will develop:
  - A responsible behavior plan to facilitate success at school.
  - Decision-making, goal setting, behavioral skills, anger management, peer interaction compliance, authority figure coping
  - May provide some drug and alcohol education. The counselor, in conjunction with staff and parents, may help determine the need for any additional referrals.

Slide 32 — Behavior Assessment Form

Slide 33 — Behavior Intervention Plan

Slide 34 — Behavior Intervention Plan

Slide 35 — Behavior Intervention Plan

Slide 36 — Wrap Around Services

Juvenile Court:
- DAEP representative meets with Education Consultant Coordinator (court representative).
- When appropriate Education Consultant Coordinator will schedule a meeting with judge.

Support for child/teen trauma, homeless support, drug/substance abuse or Medicaid:
- DAEP Social Worker or counselor in collaboration with TUSD Student Services will make contact/recommend appropriate social service agency.

Identify Mentor Networks:
- DAEP Social Worker or Counselor works with Drop Out Prevention (Kromkowski) to identify and assign mentors.

Transportation:
- Bus passes will be available for students who qualify.
- Ex Ed services will be provided as they would normally.

Slide 37 — DATA Reporting

- Central Leadership will collect data on DAEP to include information on referring schools, data on DAEP staff and curriculum, and follow-up data on students' academic and disciplinary status.
- DAEP & Site Leadership (MTSS) will review Academic & Behavioral plans, collect data and determine interventions leading toward success or needing revisions.
- Central Leadership will compile academic achievement and disciplinary referral data on all DAEP students annually, with reports submitted to the local school board and community.
- Central Leadership should expand local and state dropout reporting data to include summary reports on dropout statistics for students referred to DAEP.

Slide 38 — Data Reporting

- Student Services and Secondary Leadership will monitor Assignments to Disciplinary Alternative Education Programs (DAEPs), by Grade Level.
- Student Services and Secondary Leadership will monitor Students Assigned to Disciplinary Alternative Education Programs (DAEPs), by Number of Assignments.
- Student Services and Secondary Leadership will monitor Assignments to Disciplinary Alternative Education Programs (DAEPs), by Student Group.
- Student Services and Secondary Leadership will monitor Actual Length of Disciplinary Alternative Education Program (DAEP) Attendance.
- Student Services and Secondary Leadership will monitor Most Common Reasons for Disciplinary Alternative Education Program (DAEP) Assignments.