

APPENDIX VI – 27

Tucson Unified School District
Office of Secondary Leadership

June 18, 2015

Memo To: Dr. Willis Hawley

From: Abel Morado

Ref: Cover Memo for DAEP and ISI Program Descriptions

The District addresses Positive Alternatives to Suspension for high school and middle school grade students in the Revised Final Dropout Prevention and Graduation Plan dated December 2014. In that document, the District commits to using different strategies as interventions with students to support minimizing the use of exclusionary discipline.

****Option 4: In-School Intervention (ISI)¹:** The District's ISI will focus on students' academic, behavioral, and social/mental health concerns with a goal of promoting social and emotional learning to complement academic skills and encourage positive behavior. For an alternative to short term suspensions, students are placed with a certified staff member (either an administrator or teacher) who continues their instruction on an individual basis including counseling and problem solving education. The District will implement a "team" model whereby the certified staff member will collaborate with counselors, paraprofessionals, social workers, and/or the site's MTSS team. This will be offered at as many schools as possible, based on funding and capacity. Each student will have an 'success action plan' (exit plan) to transition each student from ISI back into the classroom. Social workers are key in collaborating with "local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services." The plans would include a grade/transcript analysis, character-building, analysis of the students' social and/or family situation, etc... The team will work to engage the parents and/or families, and to follow up on the student' success action plan.*

****Option 5: Life Skills:** The Life Skills Alternative to Suspension Program, LSASP allows long-term suspended students (more than ten days)_to receive academic and social instruction by a certified teacher instead of kids serving out the suspension unsupervised at home; in the streets; or in some cases, in juvenile hall. The model resembles the ISI model above, but is implemented as a much more long-term engagement with the student.*

¹ “[S]tudents who need to be removed from the regular classroom setting for even a short period of time should have access to an alternative program that provides comparable academic instruction to that provided to students in the regular school program.” U.S. Department of Education. *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. January 2014.

The two reports attached to this memo provide a detailed description of how we plan to address students who commit violations where the administrator would otherwise suspend the student home. The In School Intervention (ISI) report outlines how school administrators will work to keep on campus for repeat level two violations and for level 3 violations. The District Alternative Education Program (DAEP)* report provides an outline for how students will continue their education if they have level 4 or level 5 violations. Embedded in each of these reports are strategies for working individually with students to determine the cause of their violation and to demonstrate support for the student both socio-emotionally and academically.

We believe these two programs are aligned with the drop-out prevention language in the USP. The District is committed to achieving equity in all facets of the USP. We must lower the amount of student suspensions, while at the same time maintaining a safe and secure learning environment. We continue to work with our school administrators to make sustainable improvements to the culture and climate of their campuses. Every student matters in TUSD. The ISI and DAEP programs provide our schools with alternatives to suspending students and sending them home. These programs allow for a student to serve their consequences and at the same time continue their course of studies, and to receive counseling and support that helps address the root cause of why a student was suspended.

We look forward to your comments and remain committed to working together to address this critical issue within our organization.

Respectfully submitted,

Abel Morado.

See attached reports

Tucson Unified School District

June 19, 2015

Report on TUSD's Proposed Program, In School Intervention (ISI) - Middle and High School Students

Through the In School Intervention program, hereafter known as ISI program, our efforts will be to address students who commit level two or three violations with an in school consequence, rather than suspending students home. Level three violations may result in exclusionary discipline if the administration shows there have been interventions prior to the incident that resulted in a suspension from school. Level two violations may result in exclusionary discipline if it can be proven the student has had an ongoing and escalating pattern of misconduct. Our efforts are to keep students in school and continuing their course of study, while at the same time apply the consequences as written in our Guidelines of Student Rights and Responsibility, GSRR. We believe this program will significantly reduce out of school suspensions, provide socio-emotional support for students who have committed level 2 or 3 violations, and will maintain the academic course of studies for students. We have included an appendix showing how we plan to evaluate the effectiveness of the ISI program.

TUSD Suspensions for Level 3 Violations in 2014-2015

This year TUSD had a high number of students suspended for level 3 violations. In quarter one 672 suspensions were issued; In quarter two 849 suspensions were issued; In quarter three, 869 suspensions were issued; and in quarter four, 202 suspensions were issued.

In School Intervention is a Research Based Solution

PBIS World lists an "in-school suspension" as the first strategy for Alternatives to Suspension.

Teach Safe Schools says "For more serious violations of the school Code of Conduct or for students for whom the above consequences proved insufficient, schools need to institute learning-based consequences. In general, these take the form of in-school suspension programs or alternative site suspension programs."

Our USP requires TUSD to develop a dropout prevention and retention plan which includes positive alternatives to suspension as cited in the *Revised Final Dropout Prevention and Graduation Plan dated December 2014.*

Current Practice in TUSD

This past year eight schools in TUSD ran some sort of In School Alternative to Suspension. Different programs run on different days, with different curriculum, some simply "house" students under the supervision of an Assistant Principal. It has been hard to ensure that students continue receiving classroom instruction from content certified teachers or the socio-emotional support needed. Our ISI programs will replace these programs and we will have consistency of practice.

The ISI Proposal

Each program school will be provided a certified staff member as an ISI Teacher. Students would be assigned on a temporary basis as an alternative to a level 2 or level 3 suspensions. The ISI teacher will use PBIS strategies and Restorative Practices to help get the student ready to return to class while completing their school work.

Students may **not** be assigned for level 1 violation in the GSRR. Students may be assigned for level 2 violations in the GSRR **if** Restorative Practices have been implemented and documented but have been deemed ineffective. Students may be assigned for level 3 violations as an in-school consequence or as an alternative to an out of school suspension by site administration. Students assigned to ISI will be provided work by their regular classroom teachers under the direction of the ISI teacher. The ISI teacher will ensure that the work is returned to teachers in a timely manner each day.

However, students assigned more than once to ISI will be referred to the LSC or Counselor for a behavior contract or the MTSS team for further intervention. Students who have behavioral issues while assigned to the ISI program are subject to regular discipline according to the GSRR. A student with an IEP or who is ELL will receive all services via a push in model. On the last day of a student's assignment to ISI they will create a success plan for how they will re-integrate into their regular classes.

Planned Professional Development

Professional Development, PD, is needed to create consistency in the way the program is utilized across-schools. PD would include training on Restorative Practices, PBIS, Culturally Responsive Practices, GSRR, and student empowerment.

Teachers involved in running the program and the administrators who supervise the program at chosen sites would be included in program development PD. MTSS site teams would be trained to ensure appropriate referral and follow up practices. There would be a close connection between MTSS and ISI student assignment.

We plan to train the teachers and administrators on July 30, 2015, and July 31, 2015 on the protocols and procedures of opening an ISI program. The training is a six hour training. Each team would select the one day they would like to come in for training. As the semester opens, PBIS and Restorative Practices training would be mandatory for the ISI teachers. Principals will be encouraged to directly supervise the ISI teacher and to be fully engaged regarding the progress and evaluation of this critical program.

Class Structure

While assigned to ISI, students will continue to be exposed to the regular curriculum. Each day begins and ends with a restorative circle led by ISI teacher or LSC. ISI teachers will also use Restorative Practice questions to help students reflect on what led them to the program. Each day the ISI teacher will review classroom rules and procedures. Character building curriculum (*The 7 Habits of Highly Effective Teens*)

and Math/ELA support (texts for close reading, writing prompt samples, and Math curriculum) will be used.

Students may complete group community service activities. Examples include setting up for an event, reading to students in lower grades, creating poster projects to promote awareness of issues affecting students, etc. ISI teachers must use community service projects with care to avoid stigmatization of students involved.

Counselor will check in daily with the students assigned to ISI. Each ISI teacher will have one period for planning. Depending on the school site students may be released early or covered by another teacher for loss of plan or as part of their regular teaching duties.

Program Cost

Our intention is to fund an ISI program at 19 schools in the 2015-2016 school year. The cost of each school's program would be the cost of the teacher, total \$1,045,000. There is the cost of Professional Development for the 19 teachers and administrators. The training will be in PBIS and Restorative Practices. The funding for this is already allocated within the District's professional development budget. There is a cost to support each program with the text, *Seven Habits of Highly Effective Teens*. We will order 25 books for each school. Each book costs \$10 x 25 books x 19 schools = \$4,750.

There will also be a cost to cover math instruction for students. We are discussing how to provide math instruction in each ISI program. Some schools may be able to pay a teacher to tutor students while they are assigned to ISI. Others may need assistance from the district to pay the math teacher. Math instruction is critical because of the nature of the content, and the reality that it is so easy to fall behind unless a student studies daily.

List of the 19 Sites

The ISI programs will be placed throughout the District. There will be no programs in elementary schools or at most K-8 schools. The principals of each school listed below are in full support of the ISI program.

- Middle Schools: Doolen, Gridley, Magee, Mansfeld, Pistor, Secrist, Utterback, Vail, Valencia
- K-8 Schools: Safford and Booth-Fickett
- High Schools: Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sahuaro, Tucson High

Summary

TUSD is committed to reducing out of school suspensions. Every student matters in TUSD. Each school campus will be a safe and secure environment dedicated to student learning and to improving culture and climate for each student. Towards this end the ISI program will address out of school suspensions. Attached is an appendix that outlines the methods we will use to evaluate program effectiveness.

Appendix: Program Evaluation Draft

In-School Suspension Intervention (ISI) Program Evaluation Design (*Draft*)

The proposed In-School Intervention will be implemented in eleven middle and high schools in Tucson Unified School District. Students would be assigned on a temporary basis to ISI as an alternative to a level 3 suspension. Each school will provide a certified staff member as an ISI Teacher who would use PBIS strategies and Restorative Practices to help get the student ready to return to class while completing their school work. A site Math teacher would receive a 6/5ths contract to provide one period of differentiated math instruction to the ISI class. Some program specifics are:

- Students may **not** be assigned for level 1 violations in the GSRR.
- Students may be assigned for level 2 violations in the GSRR **if** Restorative Practices have been implemented and documented but have been deemed ineffective.
- Students may be assigned for level 3 violations as an in-school consequence or as an alternative to an out of school suspension by site administration.
- Students assigned to ISI will be provided work by their regular classroom teachers under the direction of the ISI teacher. The ISI teacher will ensure that the work is returned to teachers in a timely manner each day.
- However, students assigned more than once to ISI will be referred to the LSC or Counselor for a behavior contract or the MTSS team for further intervention.
- Students who have behavioral issues while assigned to the ISI program are subject to regular discipline according to the GSRR.
- Students with IEP's will receive all services via a push in model
- On the last day of a student's assignment to ISI they will create a success plan for how they will re-integrate into their regular classes.

If a student commits a level 4 violation at the high school level, they will be referred to the DAEP program. 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, a support team is provided to ensure each student feels valued, that their success matters, and that the constraints are addressed to support their school success.

The purpose of the program is to decrease the number of out-of-school suspensions by providing an in house alternative. The in house program will also provide increased instructional time compared to out of school suspensions.

Research Question:

Does the ISI Program decrease the number of out-of-school suspensions?

Associated questions might be:

- **Does the ISI Program decrease the number of out-of school suspensions among specific groups of students (ethnicity, SES, gender, grade level)**
- **Does participation in the ISI Program decrease the frequency of in-school discipline issues among specific groups of students (ethnicity, SES, gender, grade level)?**

To test whether the in-house suspension program is effective at reducing the number of out of school suspensions, baseline data will be compiled for schools participating in the program (Treatment Group) as well as schools that are not participating in the program (Control Group).

Since students with a severity rating of 3 will be referred to in-school suspension in the treatment group, the primary measure will be the frequency of behavioral actions resulting in a severity rating of 3 or greater. Severity ratings of 4 and 5 require mandatory out-of-school suspension whether that results in enrollment in the DAEP program or remaining at home.

Dependent Variable:

Number of out-of-school suspensions (Severity Rating \geq 3)

The 11 schools that will be participating in the program are:

Treatment Schools

Middle Schools	High Schools
Mansfeld	Pueblo
Secrist	Cholla
Pistor	Tucson
Safford	Palo Verde
Booth-Fickett	Sahuaro
	Santa Rita

Possible Control Schools

Middle Schools	High Schools
*Doolen	*Catalina
Maxwell	*Rincon
Naylor	Tucson
*Magee	Sabino
*Utterback	University
*an informal in-school suspension program already exists at these schools. They will be removed as control schools if increased resources, structure, and oversight are placed into these programs.	

The proposed method of analysis for answering the research question is a two factor analysis of variance (ANOVA).

Group	SY 13-14	SY 14-15	SY 15-16*
Treatment	T1	T2	T3
Control	C1	C2	C3

* *In school suspension program instituted*

The two-way ANOVA will allow both comparisons of means across groups and for the same group over time. Planned post-hoc comparisons will be (T1 – T2), (T2 – T3), (C1 – C2), (C2 – C3) to analyze any possible change over time, and (T1 – C1), (T2 – C2), (T3 – C3) to investigate differences across groups.

The null hypothesis will be no differences between means.

H₀: T1 = T2 = T3, and T3 = C3

The alternative hypothesis will be a difference between specific means.

H₁: T2 > T3, and T3 < C3

If T3 = C3 and T2 > T3 we could still infer that the in school suspension program had a positive effect provided the difference between T2 and T3 is statistically significant ($p < .05$).

An alternative to the 2 X 3 design above would be to collapse the first two school years into one resulting in a 2 X 2 design. A 2 X 2 design would increase the number of students in the pre-program cells and make interpretation simpler by reducing the number of possible post-hoc comparisons.

Additional analyses will be conducted to determine the efficacy of the program for different subgroups (e.g., Gender, Ethnicity, SES) provided there are a sufficient number of students to allow further breakdowns.

Additional Independent Variables to be examined:

1. Gender
2. Ethnicity
3. SES
4. Attendance
5. Mobility
6. School
7. # of behavioral contacts

Tucson Unified School District

June 19, 2015

Report on TUSD's Proposed District Alternative Education Program (DAEP)- Middle & High School Students

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.

District Alternative Education Program (DAEP): Justification and Definition

The DAEP program provides students who have committed level 4 or level 5 violations with an alternative to continue their education. A student who is suspended and goes through the long term hearing process will 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.

Level 5 suspensions that would be considered for DAEP are students who have had few interventions, but who committed violations that rose to level 5 status. Once students enter our DAEP program the District will offer a support team to ensure each student feels valued and experiences success in their core academic studies.

Support Team

Students in DAEP will have access to highly qualified teachers in a smaller class setting. These teachers have experience working with students who need more concentrated attention. A counselor will be hired to support students with their academic and socio-emotional needs. Counselors will work with the teachers at DAEP and act as a liaison to the student's home school staff. The counselor will be trained in restorative practices and PBIS strategies.

Project More is the main alternative education high school in our school district. It serves students who are older and who have deficiencies in credit acquisition. The school is centrally located just south of the District's main building. Project More serves around 80 students in grades 9-12. The student in DAEP will work with the principal and select staff at Project More to address their academic and behavior goals. A campus monitor who has experience working with youth in alternative school settings will work full time to make sure students are safe and secure at DAEP. These positions are known as Behavior Intervention Monitors. They work exclusively within our alternative schools.

Life Skills Alternative to Suspension (LSAS)

For the past few academic years, the District committed to a Life Skills Alternative to Suspension program that is similar to the DAEP program being recommended in this report. The following represents a brief description of that program. Later in the report, I will outline how the Life Skills program will be folded into our DAEP program. In Life Skills, they accepted students, 6 through 12 grades, who have been long term suspended (20 days to 45 days) and are not allowed to return to their home schools while suspended.

Life Skills teachers provide instruction and support for completion of suspending school course work in multi-grade, self contained classrooms. Per ADE Instructional Minutes requirements, high school sites meet for a four hour and 45 minutes per day and middle school sites meets for a six hour day. Behavior Intervention Monitors provide support to the teachers and the students to prevent behavior from getting in the way of successful completion of work. A counselor works with students to address individual needs and root cause(s) of suspension as well as transition back to home-school support.

Location and Staffing at DAEP Sites

The middle school DAEP programs will be located at Southwest Education Center, the Whitmore Annex, and Magee MS. These programs occupy one room work with students in grades 6-8. These programs will educate around 12-15 students at a time. The high school DAEP programs will be held at Southwest Education Center and at Project More. Southwest will educate around 12-15 high school students, and Project More DAEP will educate up to 75 students in grades 9-12.

Each middle school DAEP program will have one certified teacher along with a behavior intervention monitor. The high school DAEP program at Southwest will have one certified teacher along with a behavior intervention monitor. The staff at Project More DAEP will have four certified teachers and one behavior intervention monitor, along with a counselor and a DAEP coordinator.

The support staff for the middle school DAEP programs consists of an itinerant teacher/sub, and a coordinator to insure that the programs are staffed, that instruction is occurring and that we don't have a disproportionate amount of students from one ethnicity or from one or two schools. There is also a transition specialist/job developer who has an experience with exceptional education background.

DAEP

A student is eligible for DAEP if they commit a level 4 or 5 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. In the next few weeks district staff will define criteria long term hearing officers will use to determine the amount of days a student will serve in DAEP. We want consistency across the district for the length of stay in DAEP. There will be a cap of 75 seats for grades 9-12 students in Project More DAEP. The number for middle school students at the three sites will run between 12-15 students at each site. Enrollment will be highly mobile given that entry into DAEP is for students who have level 4 or 5 violations.

A student is not obligated to report to DAEP. Their 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 specific dress requirements, and meet the attendance requirements of the program.

Ethnicity and Gender Make Up at DAEP

We envision having up to 75 students at Project More DAEP. The enrollment would vary based on the 20 to 45 day student assignments. Secondary Leadership will work closely with schools and the Office of Student Services to focus on assignment of students based on ethnicity, gender and grade. We will ensure a school is not over-represented at DAEP, or that one particular ethnicity is not over-represented to avoid issues of disproportionality. We can make room by sending model students back to their school (see Model Student section below), or by having students serve the remaining suspension through an abeyance contract. Two of the Directors in Secondary Leadership would be the lead administrator, high school and middle school, and act as the liaison between DAEP, Student Services and Schools.

DAEP Program Goals

The GSRR outlines violations for which students must face disciplinary consequences. Some of these consequences require a suspension that constitutes exclusionary discipline.

- DAEP provides an option for the District to support an educational alternative for the length of suspension.
- Students in DAEP can continue their core subject studies so they can keep pace with their peers. Once a student returns to their home school their grades transfer from DAEP thereby minimizing lost academic standing in graduation required classes.
- We are seeking student transformation in areas of attitude and behavior using character development strategies. We will work in two areas: The first is to address the underlying causes of why a student was assigned to DAEP. Second, we will focus on character development using *The Seven Habits of Highly Effective Teens*, as an example of how we will work with students. This critical work with students will be primarily done by the counselor and Project More coordinator. They will utilize PBIS, Restorative Practices and relevant counseling strategies to reach students and to identify the underlying cause of a student's behavior

Transitioning In

On the day the administration learns about the student's long term hearing results, the student's home school counselor and administrator will set an intake meeting with the counselor at DAEP. The staff at DAEP will be provided with an academic progress report in the three or four core academic classes in which the student is enrolled. There will be a discussion regarding home school interventions, attendance, 504 plans if relevant, health notes, a transcript review for the student, and home contact information.

The home school staff and the DAEP staff will discuss the length of the student's assignment in DAEP, and schedule a follow meeting to discuss behavior and academic progress. The DAEP staff will then schedule an appointment with the suspended student and their parents.

Student and Parent Orientation

The counselor at DAEP will set a meeting with the student and parent. The family will be informed that the student is suspended due to the level 4 or 5 violation. However, the District is allowing the student to continue their education at DAEP in lieu of being at home. At this meeting the counselor and principal at DAEP will outline the student handbook which includes the rules at DAEP, attendance requirements, dress code and the academic expectations for students. The principal will outline what will occur if there are rules violations. The student and parent will sign the agreement outlining the conditions of attending DAEP. Students in DAEP will have access to academic tutoring if needed. They will also have access to school and District counseling services specific to the cause of their suspension. Parents will have the responsibility of transporting their students to and from DAEP, but public bus tickets may be available to students.

Transitioning Back to Home School

At a time period approaching the end of the student's stay in DAEP, the meeting with the home school counselor, and when possible teachers and administrator, will be held. The DAEP staff will outline the academic and behavior progress made by the student. The student will attend at least a portion of this meeting to discuss their own progress and commitments at their home school. The student would be encouraged to share their experiences and their portfolio of work at DAEP. It is important to problem solve issues at the home school that are triggers for the student. The goal is to chart a plan of success for the student once he/she re-enters his home school. The DAEP counselor will conduct a follow up visit with the student once they have returned to their home school to ensure the student is adhering to the commitments made at DAEP.

Project MORE

A student who is a junior or senior by their cohort, but who is behind by more than two credits may petition to enroll at Project More full time. The student and/or parent could petition the principal at Project More. The principal of Project More will then confer with the principal of the student's home school. The student would then be enrolled at Project More with the goal of graduating high school there.

DAEP and Project More

The DAEP Program will be supported on the Project More campus. This 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. These students would be eligible to earn credit towards graduation. Lunch will be held separate for DAEP students. DAEP students, grade 9-12 will be educated across the street from Project More.

Students Who Violate the GSR at DAEP

A student who violates their contract by committing a GSR infraction 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.

There will be two DAEP programs, one at Project More and the other at Southwest. Project More principal will have the option of sending DAEP violators to the other program as an alternative to sending them home. A student may only be assigned to DAEP no more than twice per school year.

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 using staff recommendations. A model student shall have their Mojave record reflect they were excellent students.

The Cost

The cost of the Life Skills programs at Southwest, Magee, and Whitmore are already allocated for next year, given these programs have been part of the school district for the past few years. These programs will be converted under one umbrella to form Middle School DAEP and High School DAEP. The cost listed below

represents the staff necessary to have the DAEP program at Project More which will accommodate more students and be known as the central DAEP.

● Five Certified Teachers:	\$277,550
● One Counselor:	\$55,510
● Behavior Intervention Monitor	\$32,500
● Tutoring (32 hours per week @ \$25 x 36 Weeks)	\$29,750
● Teaching Supplies	\$5,000
▪ Total	\$400,310

Middle School DAEP

Grade 6-8 students will remain in their current locations at Southwest, Whitmore Annex, and Magee. These locations are already funded for next school year, have performed well and provide parents easier access to an alternative school setting. We would change the name from Life Skills to Middle School DAEP. Students who end up in MS DAEP are those who have committed Level 4 or Level 5 violations. The time period they would be at MS DAEP would be the same as High School DAEP. We would have a similar handbook, dress code and attendance requirements at MS DAEP for grade 6-8 students as at HS DAEP.

DAEP and Life Skills Comparison

As mentioned before, we will be converting our Life Skills program into DAEP for consistency purposes and to make sure we have a singular approach to how we educate students who have level 4 or 5 violations. The following represents some of the core features of the DAEP program.

- Teachers are HQ in at least one core content area, Grades 6-8. Teachers are HQ, Grades 9-12
- Enrollment is a result of level 4 or 5 violation and assignment from a long term hearing officer.
- In middle school DAEP, the courses are blended learning and not credit driven, but in high school there is direct instruction and the courses are credit driven. Each level will receive direct instruction from highly qualified teachers.
- Both middle school and high school DAEP will receive exceptional education and English Language Learning, ELL services through appropriate itinerant staff.
- The TUSD dress code policy will be enforced, but DAEP students will wear jeans and a collared shirt.
- The middle school director and high school director will work with our Assistant Superintendent of Student Services and the building principals to ensure that students of a particular ethnicity are not over-represented or that one or two schools are not monopolizing the slots in our DAEP programs.
- There will be follow through from the counselor at DAEP with students once they have re-enrolled back to their home schools. This follow through visit is designed to reinforce the plan students made as they left DAEP.

