

Criteria and student referral avenues for Life Skills Alternative to suspension Program

The Life Skills Alternative to Suspension Program (LSASP) offers suspended students a “time-out” to re-group. The student will not only be able to focus on his/her academics in the Core areas, but will experience success, gain self-confidence, reflect on past behaviors, set goals, attain better grades, be part of a smaller learning community, and know that he/she is safe. Our high school students will know exactly where he/she stands in terms of meeting graduation requirements and he/she will return to regular high school knowing that he/she can do better.

These students will be part of a smaller, structured environment that promotes social norms and rules, the implementation of a standards-based, cognitive-behavioral curriculum, and services that enhance positive social-emotional development and physical-emotional needs.

In the LSASP, we:

- Develop a system that nurtures meaningful relationships and learning
- Establish high expectations for student achievement through the implementation of differentiated instruction and academic articulation with the suspending school
- Sustain a positive learning environment
- Implement restorative practices to meet the social/emotional needs and growth of students
- Offer basic core classes
- Review credits and graduation requirements
- Foster communication with families, agencies, law enforcement, school personnel, and resource staff.
- Offer students a look at possible career choices
- Provide weekly progress reports

The expected outcome is to provide academic and behavioral support to suspended students and to decrease mitigating factors that lead to drop-out and retention for these “at risk” populations.

We do this by:

- Creating academic articulation between the suspending school and LSASP so that students do not fall academically further behind.
- With a low student-to-teacher ratio – we maximize academic scaffolding for students who are very behind in their grade levels.
- Improving attendance rates.
- Ensuring that students complete the AIMS test rather than miss it due to lack of attendance.
- Ensuring FAPE for suspended students with an IEP and or 504.
- Providing transition support from LASAP to the neighborhood school.

Criteria and student referral avenues for Life Skills Alternative to suspension Program

Referral Avenues:

1. Students, 6th to 12th grades, who violate the district's Guidelines for Student Rights and Responsibilities (GSRR - level four and level five offenses), must attend a disciplinary hearing. If the student is found to be in violation, the hearing officer can then "suspend" a student from 20 days to 45 days and make a referral to LSASP. The student would be provided services through our educational setting during the suspension time instead of being unsupervised at home or in the streets.
2. School administrators have the option of offering an abeyance contract to a student in lieu of a disciplinary hearing. If a student violates the abeyance contract, the student is referred to LSASP to serve out the reminding days of the suspension.
3. Exceptional Ed students may be referred to a Manifestation Determination meeting and then placed in LSASP as an I.A.E.S.
4. In a student transfer situation, TUSD honors other district's long term suspension decisions. These students have to serve their suspended time in LSASP before they can attend a TUSD school.

Expanded criteria

5. LSASP can support additional students beginning in 2015—2016 and provide services for non-long term suspended students. We can explore the use of our services as part of the district's new MTSS. Students that are not successful through Tier 1, 2, and 3 interventions at the school site may be suggested by the site MTSS team as possible candidates for LSASP. Those students will have their MTSS forms reviewed by academic leadership directors to determine if LSASP will be provided to them as an alternative.

Life Skills Alternative to Suspension Program provides:

- *A dedicated and committed staff*
- *Three middle school sites*
- *Two high school site*
- *Small class sizes*
- *Convenient locations*
- *Bus passes*
- *Counselor*
- *Exceptional Ed. support*
- *Career/Transition Coordinator*
- *Tutorial*
- *Breakfast/Lunch*

TUSD

Tucson Unified School District
Office of Secondary Schools &
Student Services

Delivering Excellence in
Education Every Day

Grow * Reach * Succeed

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Life Skills Alternative to Suspension Program Grades 6-12 (for 2014-2015)



We value: Student centeredness,
caring, diversity, collaboration,
intervention and accountability

*"No one cares how much you know until
they know how much you care."
Anonymous*

*"We don't have bad kids. We have
good kids that made bad mistakes."
Leroy Johnson*



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Life Skills Alternative to Suspension Program

The program assists middle and high school students who have been long term suspended (20-45 days) from their respective school sites to continue their education.

Locations are as follows:

High School:

Whitmore Annex: 5370 E. Glenn 85712 &

SW Ed Center—see address below

- **Middle School West:**

Southwest Education Center: 6855 S. Mark Rd. Rooms 14-16 85746

- **Middle School East:**

Magee MS: 8300 E. Speedway Portable #24 85710

- **Central:**

Doolen MS: 2400 N. Country Club—Room 39A

Goal: To provide the student with the opportunity to continue his/her education while suspended, in order to be better prepared when he/she returns to the regular school setting.

What to expect:

What Life Skills offers suspended students is a "time-out" to re-group. The student will not only be able to focus on his/her academics in the Core areas, but will experience success, gain self-confidence, reflect on past behaviors, set goals, attain better grades, be part of a smaller learning community, and know that he/she is safe. Our high school students will know exactly where he/she stands in terms of meeting graduation requirements and he/she will return to regular high school knowing that he/she can do better.

These students will be part of a smaller structured environment that promotes social norms and rules, the implementation of a standards-based, cognitive-behavioral curriculum, and services that enhance positive social-emotional development and physical-emotional needs.

We will:

- Develop a system that nurtures meaningful relationships and learning
- Establish high expectations for student achievement through the implementation of differentiated instruction

- Sustain a positive learning environment
- Implement restorative practices to meet the social/emotional needs and growth of students
- Participate in academic articulation with the suspending school
- Review of credits and graduation requirements
- Foster communication with families, agencies, law enforcement, school personnel, and resource staff.
- Offer a look at possible career choices
- Weekly progress reports

Tucson Unified School District

**Life Skills
Alternative to
Suspension: Sr
Program
Coordinator**
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Project MORE
Project M

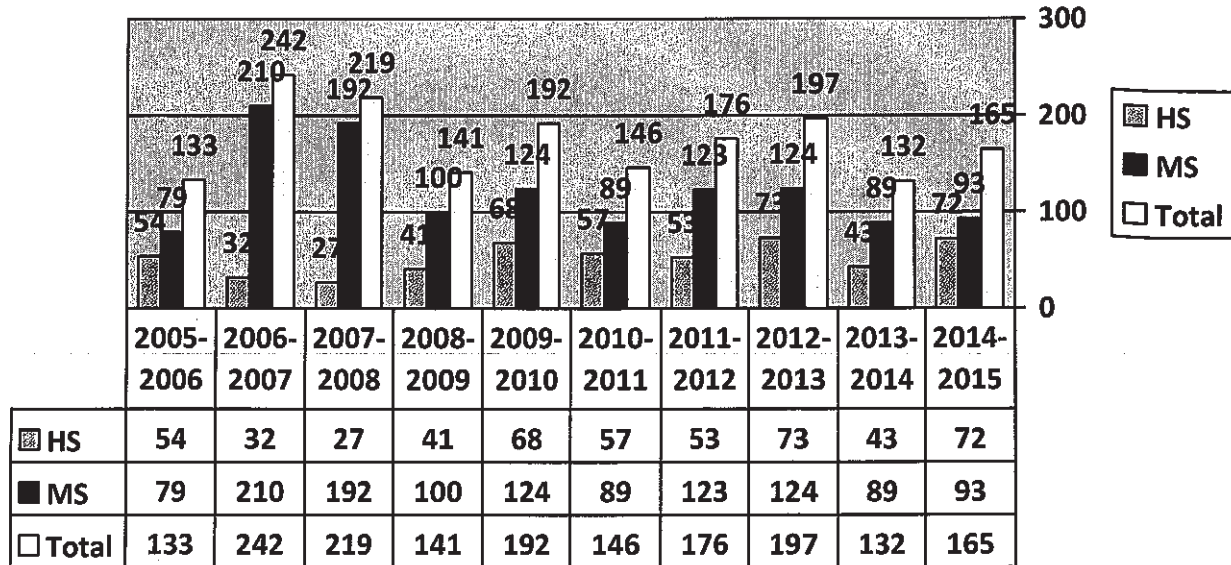
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Life Skills Alternative to Suspension Program

Students served from:

2005-06 to 2014-2015



- Since 2005-2006, the LSASP has served a total of 1,743 long-term suspended students. This does not include the number of students that were referred and not enrolled.
- In 2009-2010, data was tracked on students that were referred to the program but did not enroll. In total, there have been 358 students that were referred but not enrolled into the program since 2005-2006.

2014 - 2015: Served Level 4 & 5 infractions | LSCs in schools | Abeyance contracts used in TUSD.

- In 2014-15 we served 165 students, 93 middle school students and 72 high school students.
- 38% of students in the program were Ex-Ed students.
- MS demographics:
 - White = 13
 - African American = 9

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- Hispanic / Latino = 56
- Native America = 9
- Native Hawaiian or other PI = 2
 - Total MS Students = 93

- HS demographics:

- White = 20
- African American = 6
- Hispanic / Latino = 41
- Native America = 4
- Native Hawaiian or other PI = 1
 - Total HS Students = 72

- Other information:

- 62 other students were referred to the Life Skills Alternative program but were not placed. These students were either referred to Distance Learning or were not able to attend due to transportation, incarceration, entered to a drug rehab facility, left the district or no contact was possible. A portion also chose to attend charter schools.

2013 – 2014: Served **Level 4 & 5** infractions | LSCs in schools | Abeyance contracts used in TUSD.

- In 2013-14 we served 132 students, 89 middle school students and 43 high school students.
- 37% of students in the program were Ex- Ed students.
- MS demographics:

- White = 15
- African American = 16
- Hispanic / Latino = 55
- Native America = 3

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- Native Hawaiian or other PI = 0
 - Total MS Students = 89
- HS demographics:
 - White = 7
 - African American = 6
 - Hispanic / Latino = 26
 - Native America = 2
 - Native Hawaiian or other PI = 2
 - Total HS Students = 43
- Other information:
 - 42 other students were referred to the Life Skills Alternative program but were not placed. These students were either referred to Distance Learning or were not able to attend due to transportation, incarceration, entered to a drug rehab facility, left the district or no contact was possible. A portion also chose to attend charter schools.

2012 – 2013: Served Level 4 & 5 infractions | LSCs in schools | Abeyance contracts used in TUSD.

- In 2012-13 we served 197 students, 124 middle school students and 73 high school students.
- 32% of students in the program were Ex- Ed students.
- MS demographics:
 - White = 22
 - African American = 8
 - Hispanic / Latino = 89
 - Native America = 5
 - Native Hawaiian or other PI = 0
 - Total MS Students =124

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- HS demographics:

- White = 15
- African American = 7
- Hispanic / Latino = 46
- Native America = 3
- Native Hawaiian or other PI = 2
- Total HS Students = 73

- Other information:

- 71 other students were referred to the Life Skills Alternative program but were not placed. These students were either referred to Distance Learning or were not able to attend due to transportation, incarceration, entered to a drug rehab facility, left the district or no contact was possible. A portion also chose to attend charter schools.

2011 – 2012: Served Level 4 & 5 infractions – |LSC in schools | Abeyance contracts used in TUSD.

- In 2011-2012 – we served 176 students, 123 middle school students and 53 high school students.
- 32% of students in the program were Ex- Ed students.
- MS demographics:

- White = 14
- African American = 14
- Hispanic / Latino = 80
- Native America = 15
- Native Hawaiian or other PI = 0
- Total MS Students = 123

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- HS demographics:

- White = 9
- African American =7
- Hispanic ? Latino =32
- Native America =4
- Native Hawaiian or other PI =1
 - Total HS Students =53

- Other information:

- 59 other students were referred to the Life Skills Alternative program but were referred to Distance Learning or were not able to attend due to transportation, incarceration, entered to a drug rehab facility, left the district or no contact was possible.

2010 – 2011: Served Level 4 & 5 infractions –|LSC in schools | Abeyance contracts used.

- In 2010 – 2011 we served 146 students, 89 middle school students and 57 high school students.

- 40 % of our students this year were Ex Ed.

- MS demographics:

- White = 13
- African American =14
- Hispanic ? Latino =54
- Native America =7
- Native Hawaiian or other PI =1
 - Total MS Students =89

- HS demographics:

- White = 19
- African American =3

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- Hispanic or Latino =32
- Native America =3
- Native Hawaiian or other PI =0
 - Total HS Students =57
- Other information:
 - 47 other students were referred to the Life Skills Alternative program but were referred to Distance Learning or were not able to attend due to transportation, incarceration, entered to a drug rehab facility, left the district or no contact was possible.

2009 – 2010: Served Level 3, 4 and level 5 infractions | No LSC in Schools

| Abeyance contracts use

- In 2009 – 2010 we served 192 students, 124 middle school students and 68 high school students.
- 35% of our students this year were Ex Ed.
- MS demographics:
 - White = 72
 - African American =11
 - Hispanic ? Latino =72
 - Native America =12
 - Native Hawaiian or other PI =0
 - Total MS Students =124
- HS demographics:
 - White = 13
 - African American =12
 - Hispanic / Latino =40
 - Native America =3

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- Native Hawaiian or other PI =0
 - Total HS Students =68
- Other information:
 - 77 other students were referred to the Life Skills Alternative program but were referred to Distance Learning or were not able to attend due to transportation, incarceration, entered to a drug rehab facility, left the district or no contact was possible.