

# **TUSD DAEP Presentation to Governing Board**

Duffy Resource Center  
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# 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.

# DAEP Justification and Definition

- \* The DAEP program provides students who have committed a level 4 or level 5 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.

# FTE Staff: Southwest, Doolen, Magee, and Project More DAEP

- \* **Locations:**

- \* **Middle School Programs**

- \* Southwest Ed. Center
- \* Magee, MS Portable 24
- \* Doolen, MS One Classroom

- \* **High School Program, DAEP**

- \* Southwest Ed. Center, DAEP
- \* Project More, DAEP

- \* **Staffing Totals:**

- \* **Middle School Programs**

- \* Three Teacher FTE
- \* Three Behavior Intervention Monitors

- \* **High School Programs**

- \* Southwest, 1 Teacher and 1 BIM
- \* Project More DAEP, 4 Teachers and 1 BIM
- \* One Counselor

- \* **Support Staff**

- \* Life Skills Teacher/Sub and Administrative Designee
- \* Coordinator and Counselor Specialist
- \* Transition Specialist, Ex. Ed. Certified

# DAEP

- \* A student is eligible for DAEP if they commit a level 4 or level 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.
- \* 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

# 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.

# Model Students at DAEP

Students in DAEP for a level 4 violation 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.

# 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.



# 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 Mr. Kramkowski 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.

# 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.

# Research Supporting DAEP

- \* Anon 1992, *America's cities: doomed to burn?* The Economist 323(7758): 21-24.
- \* Cobb, N. I. 1995, *Adolescence: Continuity, change, and diversity*, 2<sup>nd</sup> ed. Mountain view, Calif.: Mayfield Publishing.
- \* Glazer, N. 1992. *The real world of urban education*. Public Interest (106): 57-75.
- \* Hayghe, H.V. 1989. *Children in two-worker families and real family income*. Monthly Labor Review 112(12): 48-52.
- \* Lezotte, L. W. *Correlates of effective schools: The first and second generation*. VHS. Okemos, Mich.: Effective Schools Products, 1991.
- \* Shelley, J.F., ed. 1995. *Criminology: A contemporary handbook*, 2<sup>nd</sup> ed. Belmont, Calif.: Wadsworth.
- \* Siegel, L.J., and J.J. Senna. 1994. *Juvenile delinquency: theory, practice and law*, 5<sup>th</sup> ed. Minneapolis/St.Paul: West Publishing.

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- \* Brooks-Gunn, J., G.J. Duncan, P.K. Klebanov, and N. Sealand. 1993. Do neighborhoods influence child and adolescent development? *American Journal of Sociology* 99(2): 353-95.
- \* Campbell, L. 2003. As strong as the weakest link: Urban high school dropout. *High School Journal* 87(2): 16:24.
- \* Chase-Lansdale, P.L., and R.A. Gordon. 1996. Economic hardship and the development of five- and six-year-olds: Neighborhood and regional perspectives. *Child Development* 67(6): 3338-67.
- \* Crosnoe, R. 2004. social capital and the interplay of families and schools. *Journal of Marriage and Family* 66(2):267-80.
- \* Hoffman, J.P. 2003. A contextual analysis of differential association, social control and strain theories of delinquency. *Social Forces* 81(3): 753-85.
- \* Howes, C., C.E. Hamilton, and C.C. Mathenson. 1994. Children's relationships with peers: Differential associations with aspects of the teacher-child relationship. *Child Development* 65(1): 253-63.
- \* Keating, L.M., M.A. Tomishima, S. Foster, and M. Alessandri. 2002. The effects of a mentoring program on at-risk youth. *Adolescence* 37(148): 737-34.
- \* Lewis-Charp, H., H. Cao Yu, S. Soukamneuth, and J. Laco. 2003. Lessons in leadership: How young people change their communities and themselves. Takoma Park, MD: Innovation Center for Community and Youth Development. Available at: [www.theinnovationcenter.org/pdfs/Lessons\\_in\\_Leadership\\_exec.pdf](http://www.theinnovationcenter.org/pdfs/Lessons_in_Leadership_exec.pdf).