
Note: As required by law, each District is responsible for administering a pre- and post-assessment for each student assigned to the District's disciplinary alternative education program (DAEP) for a period of 90 school days or longer. Released state assessments for reading and mathematics for the appropriate grade may be used. A District may [contact TEA](#)¹ to obtain accommodated versions of particular assessments.

Table of Contents

[Exhibit A — Transition Services While Student Is In Disciplinary Alternative Education Program \(DAEP\)](#)

[Exhibit B — Personalized Transition Plan Following Student's Release from Disciplinary Alternative Education Program \(DAEP\)](#)

¹ TEA Accommodation Resources: <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>

Exhibit A — Transition Services While Student Is In Disciplinary Alternative Education Program (DAEP)

Note: Transition procedures for a student exiting a disciplinary alternative education program (DAEP) and returning to a locally assigned campus, including an established timeline for transition and required communication from DAEP staff during the assignment, must be established and updated annually as needed. [See FOCA(LEGAL)]

Student's name: _____

Grade: _____ Original length of DAEP placement: _____

_____ (student's name) may begin transitioning back to the locally assigned campus on _____ (date) if the following criteria have been met and continue to be met throughout the period of transition:

1. Academic Criteria: ***[List the specific academic criteria the student must meet and maintain during transition. The following are examples.]***
 - a. Regularly complete all assignments given to the student within the time frame required by the assignment.
 - b. Complete _____ (additional academic criteria).
2. Behavioral Criteria: ***[List the specific behavioral criteria the student must meet and maintain during transition. The following are examples.]***
 - a. Adhere to all DAEP rules as set out in the _____ (for example, DAEP manual).
 - b. List specific goals for the student in accordance with the student's offense.
 - c. Receive the recommendation of the DAEP principal for positive behavior.
3. Attendance Criteria:

Be in attendance and on time every assigned day of DAEP placement or present a signed document for an excused absence on the day the student returns to school.

During the student's assignment to the DAEP, the DAEP staff will provide timely written and oral communication to the locally assigned campus regarding this plan, including information regarding the student's educational performance and tasks completed. A log of oral communications and copies of written communications should be included with this plan, as available.

Date of scheduled return to the regular educational setting: _____

Written notice of the student's release date from DAEP was provided to:

- The student's parent or guardian on _____ (date)
- The administrator at the student's regular campus on _____ (date)

Exhibit B — Personalized Transition Plan Following Student's Release from Disciplinary Alternative Education Program (DAEP)

Note to administrator: Transition plans are personalized documents meant to assist a student who is transitioning back into the regular classroom from an alternative education program. The transition plan should be based on the student's specific needs. The regular campus administrator must coordinate the student's transition back to the regular classroom not later than five instructional days after the date of a student's release from an alternative education program. Such coordination must include the assistance of and recommendations from certain individuals. [See FOCA(LEGAL)]

The transition plan shall be developed for a student who is exiting a DAEP and returning to the student's locally assigned campus and shall be implemented as required by Education Code 37.023.19 TAC 103.1201(k)

As soon as practicable after a discipline alternative education program (DAEP) determines the date of a student's release from the program, **the DAEP Administrator shall:**

1. Provide written notice of that date to:
 - a. The student's parent or a person standing in parental relation to the student; and
 - b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
 - a. An assessment of the student's academic growth while attending the alternative education program; and
 - b. The results of any assessment instruments administered to the student.

The **campus behavior coordinator/administrator** must coordinate the student's transition back to the regular classroom not later than five instructional days after the date of a student's release from a DAEP. Such coordination must include the assistance of and recommendations from certain individuals designated as the Transition Team. [See FOCA(LEGAL)]

Student's
name: _____

Grade _____ Original length of DAEP placement
Level: _____ (days): _____

Scheduled Date of Reentry to the regular classroom: _____

Effective Date of Transition Plan: _____(mm/dd/yyyy)

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA
(EXHIBIT)

In the development of this personalized transition plan, the following documentation provided by the DAEP Administrator must be considered. If the following documentation was **not** considered, a written explanation must be provided detailing the reason(s) for its exclusion from consideration:

- ☐ An assessment of the student's academic growth while attending the DAEP
- ☐ The results of any assessment instruments administered to the student

The following individuals provided assistance and recommendations for the development of the student's personalized transition plan (*check all that apply*):

- ☐ Campus behavior coordinator
- ☐ School counselor(s)
- ☐ Campus school resource officer(s) or Campus/District School Based Law Enforcement Officer(s)
- ☐ Licensed clinical social worker(s)
- ☐ Other appropriate District personnel, including: _____ (*list any other positions*)
- ☐ Classroom teachers currently involve, or who may reasonably be expected to be involved, in the implementation of this student's plan:

Classroom/Course Teacher Name	Subject/Course	Classroom/Course Teacher Initials

- ☐ ***The student's personalized transition plan must include recommendations for the best educational placement of the student. The District must also provide parents information about requesting a full individual and initial evaluation for special education services. [See FOCA(LEGAL)]***

Based on the assistance and recommendations of the transition team, the best educational placement for this student has been determined to be **(describe best educational placement)**. _____

In accordance with law, the _____
(*position title and date*) provided the parent or guardian information about the process to request a full individual and initial evaluation of the student for special education services under Section 29.004, Education Code.

The student's personalized transition plan may include the following recommendations relevant to the student's academic or career goals. Participation in certain services will require parental consent. Please check all applicable items below and attach the supporting documentation of the details pertaining to the recommendation from the following sources/individuals:

- ☐ Counseling
- ☐ Behavioral management
- ☐ Academic assistance (concentrated on the student's academic or career goals)
- ☐ Mental health services provided by:
 - ☐ District or campus
 - ☐ A local mental health authority
 - ☐ Private or public entity

The student's progress toward academic or career goals will regularly be reviewed:

- ☐ Frequency of Review (select one)
 - ☐ Daily
 - ☐ Weekly
 - ☐ Monthly
 - ☐ Other: Weekly for at least four (4) weeks
- ☐ Identify the Transition Team Member Responsible for Reviewing and Monitoring the Plan: _____
(Name and Position Title)

By providing their printed names and signatures below, the members of the Transition Team acknowledge their review of the goals outlined in this plan and affirm their commitment to collaborate in supporting the student's success and continued academic progress:

Campus Behavior Coordinator:

Printed name: _____

Signature: _____

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA
(EXHIBIT)

School Counselor:

Printed Name: _____

Signature: _____

Printed Name: _____

Signature: _____

SBLE:

Printed Name: _____

Signature: _____

Licensed Clinical Social Worker:

Printed Name: _____

Signature: _____

Other appropriate District Personnel:

Printed Name: _____

Signature: _____

To coordinate the student's transition, the regular campus behavior coordinator/administrator or designee will **meet** with the student's parent(s) or person standing in parental relation to the student (**select one below**):

- ☐ Met with the student's parent or person standing in parental relation to the student to coordinate plans for the transition on: _____ **(list meeting date and time)**

- ☐ Attempted but was unable to meet with parent or person standing in parental relation to the student to coordinate plans for transition. (Attach a documentation log of all attempts made to contact, notify, or engage the relevant parties, including dates, methods of communication, and outcomes.)

Name of campus administrator or designee: _____

Signature of campus administrator or designee: _____