

State of Delaware

Statewide Management Report
Consortium Discipline Alternative Programs
2023-2024



As required by 14 **DE Admin. Code** 611, the Delaware Department of Education must annually evaluate the effectiveness of the Consortium Discipline Alternative Programs.

April 29, 2025

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EXECUTIVE SUMMARY

Annually, the Delaware Department of Education (DDOE) must evaluate the effectiveness of the state-funded consortium discipline alternative programs (CDAP) using criteria that include student demographic data, types of interventions employed, prior versus subsequent behavioral and academic patterns, parent involvement, agency involvement, and recidivism pursuant to 14 **DE Admin. Code** 611. The fiscal year (FY) 2025 Operating Budget Act further requires the DDOE to identify needs for program improvement and best practice in its report.

The DDOE's Statewide Management Report evaluates the CDAP sites for the 2023-2024 school year (July 1, 2023 through June 30, 2024) using the data submitted by the programs. The next several pages provide an analysis of the four CDAP sites, as well as observed needs for program improvement. Please also see below for key summary data:

- During school year 2023-24, 600 students were served through CDAPs in compliance with 14 *Del. C.* § 1604. Many of these students were referred to alternative programs in lieu of expulsion. This is evident in reviewing the [DDOE's 2023-2024 Annual Report on School Discipline Improvement](#), which reported that six incidents resulted in an expulsion, 17,887 resulted in an out-of-school (OSS) suspension, and 127 resulted in an OSS with CDAP placement.¹ The combined 18,020 incidents represent the most serious discipline incidents that occur in schools, and most are eligible for CDAP placement.
- These 600 students were supported through four CDAP sites located throughout the state. In New Castle County, students are served by YEARRRN Academy and Parkway Academy North. Parkway Academy North and Parkway Academy Central, which serve students in Kent County, are both operated by Clarvida. The Sussex County Opportunity Program in Education (S.C.O.P.E.), operated by the Woodbridge School District, provides services to students in Sussex County.

¹ Schools report placement in CDAP as either an OSS or OSS with CDAP placement, which is why there is a discrepancy with the data.

- Three consortia of school districts govern these programs. New Castle County's consortium is made up of the following schools districts: Appoquinimink, Brandywine, Christina, Colonial, New Castle County Vocational Technical, and Red Clay Consolidated. Kent County's consortium is composed of Caesar Rodney, Capital, Lake Forest, Milford and Smyrna school districts. Sussex County's consortium consists of Cape Henlopen, Delmar, Indian River, Laurel, Milford, Seaford, Sussex County Vocational Technical, and Woodbridge school districts.
- Approximately \$9.65 million is spent annually to fund these programs using a combination of state and district funding; funding has not received an increase in epilogue dollars since FY 2008.
- Approximately one quarter of students served were in middle school, and three quarters were in high school. Almost 50% of students were in grades 9 and 10. Sixteen-year-olds represented the highest percentage of students enrolled in the programs.
- 73% of students enrolled were identified as African American and 16% were identified as white. 72% of enrolled students were male and 28% were female. 17% of the students had an Individualized Education Plan (IEP), and all students served were identified as meeting low-income criteria.
- 85% of students were referred to a CDAP site for the DDOE-reportable offenses identified in 14 **DE Admin. Code** 601 and school violations. The offenses and definitions are found in 14 **DE Admin. Code** 614. The top offense for students in New Castle County and Kent County was fighting, whereas students in Sussex County were primarily referred due to drug possession.
- 60% of students who exited the CDAPs earned high school course credits and returned to the public school district of residence regular school program. Approximately 19% of students who exited obtained employment and 21% earned a high school diploma while in CDAP.
- 97% demonstrated an improvement in behavior and 86% demonstrated an

improvement in attendance. Approximately 9% were previously placed at a CDAP site.

- The programs made 1,893 referrals to external agencies to provide resources for students and families and had 11,375 contacts with families through home visits, phone calls, electronic contacts, and meetings.
- Four findings for program improvement and best practice implementation have been identified as result of the DDOE's evaluation: 1) challenges in recruiting and retaining certified teachers; 2) limited access to affordable transportation; 3) high renovation costs for aging facilities; and 4) inadequate resources to address substance use and gang involvement.

BACKGROUND AND OVERVIEW

In July 1994, the Delaware General Assembly passed House Bill 247 establishing a comprehensive statewide program to improve student discipline in public schools (See *Appendix A - Legislation*). One component of the legislation is the provision of alternative education and related services for students with severe discipline problems. It requires the General Assembly to provide the DDOE with an appropriation to establish programs for secondary students who are expelled by a local school district, subject to expulsion, or who otherwise seriously violate the student code of conduct. The legislation also establishes that school districts are required to apply for funding from the DDOE to implement the programs and supplement at least 30% of the total cost. In addition, a consortium of school district representatives must govern the programs in each county and annually submit an evaluation report on program effectiveness to the DDOE. Further, the DDOE is required to promulgate rules and regulations for these programs, which are delineated in 14 **DE Admin. Code** 611, 614, and 616.

Several requirements related to program implementation, eligibility, and evaluation are established in 14 **DE Admin. Code** 611 (Regulation 611). First, the regulation outlines the eligibility criteria for placement at a CDAP site. As mentioned above, students who are expelled, who have been suspended for conduct that could result in expulsion, or who otherwise seriously violate their district's student code of conduct are eligible for placement at a CDAP site. Students with chronic and repetitive classroom or school environment disruptions are also eligible if the student has participated in all available school-based services and continues to routinely and seriously disrupt the classroom and impede the learning of other students. On the other hand, students involved in the following serious criminal offenses are excluded from placement at a CDAP site: Assault in the first degree; Possession of a Weapon in a Safe School and Recreation Zone; Arson; Rape; Drug Dealing; and any behavior equivalent to or greater than these offenses.

Next, the regulation specifies that the program will primarily serve students in grades 6 through 12 and must be separate from the regular school setting and include educators who are licensed and certified in the content areas of English language arts, math, science, and social studies. It also requires the CDAP site's educational program be aligned with the

regular school program to allow for a successful re-entry and include opportunities for academic acceleration. It requires school districts to provide a written decision to the DDOE when the school board expels a student but does not place a student at a CDAP site. Additionally, each school district is required to establish an alternative placement team to review each case and recommend the appropriate placement for the student. It requires involvement of special education staff in placement considerations for students with disabilities. The regulation also allows for charter schools to refer students to a CDAP site, subject to the limitations of 14 *Del. C.* 504A(8). Lastly, it requires the DDOE to evaluate program effectiveness annually.

The second regulation impacting the state-funded alternative programs is 14 **DE Admin. Code** 614 (Regulation 614). This regulation provides the uniform definitions for student conduct which may result in alternative placement or expulsion. However, school districts and charter schools have the authority to decide which violations of the student code of conduct will result in alternative placement or expulsion. In addition to definitions, uniform procedures for alternative placement and expulsion are established in the regulations under 14 **DE Admin. Code** 616 (Regulation 616). The procedures for alternative placement address student referrals; alternative placement team meetings; assignment to an alternative program, including a CDAP site; student monitoring while in placement; and return to the regular school program. Regulation 616 also includes definitions for alternative placement, CDAP, and other related terms (*See Appendix B – Definitions*).

PROGRAM OVERVIEW

Table 1 provides basic program information for each of the four CDAP sites - YEARRRN Academy, Parkway Academy North, Parkway Academy Central, and S.C.O.P.E. – during school year 2023-2024.

Table 1. Summary CDAP Data

	YEARRRN Academy	Clarvida – Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
County Served	New Castle	New Castle	Kent	Sussex
Population & Grade Level Served	High school students	Middle school & high school students	Middle school & high school students	Middle school & high school students
Capacity	147 students	205 students	180 students	110 students <ul style="list-style-type: none"> • Bridgeville (North site) - 60 students • Roxana (South site) - 50 students
Program Format	Students are assigned to the in-person or virtual format; Fridays are virtual for all students	Students are assigned to the in-person or virtual format; Fridays are virtual for all students	Students are assigned to the in-person or virtual format; Fridays are virtual for all students	Students are in-person Monday-Friday from 9 am to 2 pm
Average Length of Stay	180 days	45 days	90 days	90 days
Staffing	Full time and part time positions, which include teachers, behavior interventionists, constable, counselors, and academic coaches	Full time and part time positions, which include principal, teachers, behavior interventionists, School Resource Officer, counselors and	Full time and part time positions, which include principal, teachers, behavior interventionists, School Resource Officer, student advisor, student	All full-time positions, which include teachers, paraprofessionals, LCSW, school counselors, transition facilitators, constables, school nurses, assistant

	YEARRRN Academy	Clarvida – Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
		nurse.	support specialist, counselors, nurse, and bus drivers.	principal, and principal.
Licensing & Certification	Few staff are licensed or certified	Few staff are licensed or certified	Few staff are licensed or certified	All staff are licensed or certified
Location	Wilmington	Wilmington	Dover	2 sites: Bridgeville (North site) and Roxana (South site)
Transportation	Districts provide	Districts provide	Program provides	Districts provide
School Districts Served	Appoquinimink, Brandywine, Christina, Colonial, New Castle County Vo-Tech, & Red Clay Consolidated	Appoquinimink, Brandywine, Christina, Colonial, New Castle County Vo-Tech, & Red Clay Consolidated	Caesar Rodney, Capital, Lake Forest, Milford, & Smyrna	Bridgeville (North site) - Laurel, Milford, Seaford, Sussex Tech, & Woodbridge Roxana (South site) – Cape Henlopen, Delmar, Indian River, & Sussex Tech

FUNDING STRUCTURE

Table 2 shows the funding structure for each of the four CDAP sites for FY 2025. These programs are funded by a combination of state and district funding. The epilogue language in the FY 25 Operating Budget Act provides guidance on the allocation of state funds. Some changes have been made to budget epilogue since the funding was appropriated in 1993; however, epilogue funding has not increased since FY 2008. The districts as a whole are responsible for funding at least 30% of the total program costs. Transportation costs are not included below for the New Castle County sites; participant districts separately pay those costs. S.C.O.P.E. is administered by the Woodbridge School District, so districts contribute a higher percentage towards salaries and other employee costs compared to the other programs.

Table 2. CDAP Funding

	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
FY25 State Funding	\$1,325,000	\$1,594,666	\$1,242,867	\$1,162,667
Combined District Funding	\$567,858	\$683,428	\$906,000	\$2,167,996
Total Funding	\$1,892,858	\$2,278,094	\$2,148,867	\$3,330,663

STUDENT DEMOGRAPHIC DATA²

Table 3 shows the count of students served by the state-funded alternative programs for the past three school years.

Table 3. Students Served by CDAP

Student Count by School Year	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.	Total
2021-2022 ³	145	221	102	136	604
2022-2023	156	115	131	191	593
2023-2024	160	141	141	158	600

Table 4 shows the student enrollment data for the 2023-2024 school year by the student's age.

Table 4. Student Enrollment by Age

Student Count by Age	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
11	0	0	0	11
12	0	0	-	22
13	0	5	14	24
14	0	16	27	27
15	15	15	22	43
16	40	28	35	20

² The data in this report is redacted according to the DDOE's Data Privacy Policy. For more information, please see the DDOE website: <https://education.delaware.gov/community/data/data-privacy/>

³ The program was Kingswood Academy during this school year.

17	45	27	25	11
18	55	32	14	0
19	5	18	-	0

Table 5 shows the student enrollment data for the 2023-2024 school year by the student's grade level.

Table 5. Student Enrollment by Grade Level

Student Count by Grade Level	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
6	0	-	-	25
7	0	14	16	19
8	0	19	26	32
9	18	36	39	49
10	40	47	31	24
11	50	14	19	-
12	52	10	8	-

Table 6 shows the student enrollment data for the 2023-2024 school year by race or ethnicity.

Table 6. Student Enrollment by Race or Ethnicity

Student Count by Race/ Ethnicity	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
American Indian or Alaska Native	0	-	-	0
Asian	0	0	0	0
Black or African American	140	111	101	87
Hispanic or Latino	7	10	9	-
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	13	10	23	50

Two or more races	0	-	-	-
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Table 7 shows the student enrollment data for the 2023-2024 school year by the student's gender.

Table 7. Student Enrollment by Gender

Student Count by Gender	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Male	129	106	101	96
Female	31	35	40	62

Table 8 shows the student enrollment data for the 2023-2024 school year by disability status.

Table 8. Student Enrollment by Disability Status

Student Count by Disability Status	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Students with Disabilities (IDEA)	30	45	5	24
Students with 504 Plans	-	7	10	9

Table 9 shows the student enrollment data for the 2023-2024 school year by special population.

Table 9. Student Enrollment by Special Population

Student Count by Special Population	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Limited English Proficiency	0	0	0	-
Low Income	160	141	141	158

Table 10 shows the count of students by program format for the 2023-2024 school year. YEARRRN Academy's core curriculum is designed to serve older students virtually, which is why fewer students are served in person compared to the other programs.

Table 10. Student Enrollment by Program Format

Student Count by Program Format	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
In Person	34	118	120	158
Virtual	126	23	21	0

Table 11 shows the count of students referred to alternative placement by incident type. The offenses that fall under these categories are defined in Regulation 614.

Table 11. Student Enrollment by Incident Type

Student Count by Incident Type	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
DDOE Reportable Offense	-	60	76	55
School Violation	119	54	50	54
State Law Reportable Offense (School Crimes)	-	27	15	49

STUDENT OUTCOME DATA⁴

Table 12 shows the number of students who exited state-funded alternative programs for the past three school years. Students exit for a variety of reasons including leaving the program after successful completion, end of expulsion duration, graduation, transfer to another agency, moved out of state, or moved out of district.

Table 12. CDAP Exits

Student Count by School Year	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.	Total
2021-2022 ⁵	61	17	55	91	224
2022-2023	60	40	58	134	292
2023-2024	60	76	71	111	318

⁴ The data in this report is redacted according to the DDOE's Data Privacy Policy. For more information, please see the DDOE website: <https://education.delaware.gov/community/data/data-privacy/>

⁵ The program was Kingswood Academy during this school year.

Table 13 shows the student outcome data for students who exited the program during the 2023-2024 school year. The number of students may be higher than the actual exits since some students had more than one outcome.

Table 13. Outcomes for CDAP Exits

Student Count by Outcome Type	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Accepted or Enrolled in Post-Secondary Education	15	-	-	-
Dropped Out	-	-	-	-
Earned High School Course Credits & Enrolled in Local District School	30	55	45	60
Enrolled in a GED Program	-	-	-	5
Earned a GED	-	-	-	-
Enrolled in Job Training Courses/Programs	20	-	-	5
Obtained Employment	60	-	-	-
Obtained a High School Diploma	52	5	11	-
Moved Out of State	-	-	-	5

Table 14 shows the categories of supports students received during the 2023-2024 school year. Every student served through CDAP received supports in all three categories. Specific interventions vary by program and included academic and clinical assessments, best interest meetings, bully prevention, contract for safety, drug and alcohol counseling, 1-1 academic tutoring, transition counseling, Back on Track Summer School, character development, credit recovery, LifeSkills, tiered academic interventions, individual and group counseling, job shadowing, mentorship, nursing services, state testing, skill building, social emotional skills/conflict resolution, team building, and treatment planning.

Table 14. CDAP Supports

Student Count by Intervention Type	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Academic	160	141	141	158
Behavioral	160	141	141	158
Mental Health	160	141	141	158

Table 15 shows the number of referrals to external agencies during the 2023-2024 school year. The agencies included community programs; state agencies (e.g., Division of Family Services, Division of Prevention & Behavioral Health Services, Division of Youth Rehabilitative Services, Family Court); law enforcement agencies; medical or dental providers; mental health providers; residential treatment centers; and other external agencies.

Table 15. Referrals to External Agencies

Referral Count	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Outside Referrals	1280	246	76	291

Table 16 shows the count of students who showed decline, no change, or an improvement in their behavior during the 2023-2024 school year. None of the students showed a decline in behavior during the school year.

Table 16. Student Behavior Trends

Student Count	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Showed a Decline	0	0	0	0
Showed No Change	10	0	0	7
Showed Improvement	150	141	141	151
Total Student Count	160	141	141	158

Table 17 shows the count of students who showed decline, no change or an improvement in their attendance during the 2023-2024 school.

Table 17. Student Attendance Trends

	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Student Count				
Showed a Decline	-	10	-	48
Showed No Change	-	9	-	6
Showed Improvement	158	122	132	104
Total Student Count	160	141	141	158

Table 18 shows the count of students who were previously placed at a CDAP site and enrolled in the program during the 2023-2024 school year.

Table 18. Rates of Recidivism

	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Student Count				
Prior CDAP Placement	20	15	-	17
No Prior CDAP Placement/Unknown CDAP Placement	140	126	-	141
Total Student Count	160	141	141	158

PARENT ENGAGEMENT DATA

Table 19 shows the number of contacts the program had with family during the 2023-2024 school year.

Table 19. Contacts with Family

	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Number of Contacts				
Home Visits with Family	160	161	19	47

Number of Contacts	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Electronic Contacts with Family	160	1737	1368	358
Meetings with Family	50	211	137	580
Phone Contacts with Family	160	1599	2346	2282
Total Number of Contacts	530	3708	3870	3267

STUDENT TESTIMONIALS

“When I was sent to [YEARRRN], I had just had my baby... I had just turned 19 years old and wanted to graduate but never thought it was possible. I was home with the baby and doing my work as a virtual student every chance that I could. No matter what time I called the staff was there for me. I can remember some nights we would work till 1:00 AM. I can remember...I got a call from [YEARRRN]. Are you going on tonight? I said, no I am quitting school. I am dropping out. I give up. [Staff] told me, oh no you are not quitting. I said I have to quit because I just found out that I am pregnant again. She said, ok, when are you due? I told her... She said, we can work with you up till you have the baby, during your six weeks, we will slow it down, then you will work through July and be ready for graduation in August. My mom was listening. My mom was crying, I was crying and my baby...was crying because we were crying. [YEARRRN] Academy never gave up on me, they never looked down on me, nor did they judge me. [Staff] made sure that I got counseling and like I said before I am still working on how to be a better me. I know that I am a...diamond in the rough, but I am somebody. I am now attending...College in the day. My...children are in day care. It is hard but I can do it. If I could achieve my goal of graduating last year, there is hope for everyone. Having a good team of people working with you and believing in you helped me a lot. I still keep in contact with [YEARRRN] Academy. They are still encouraging me and letting me know that I am starting a legacy for my family.”

“Parkway has made a very significant impact on me because it made me feel as if I hit rock bottom. It took away my freedom in school and motivated me to do better things for myself. If I didn't find myself at Parkway I would've given up. It really gave me an opportunity to receive the one on one and more personal aspect of a school setting that I really needed. Parkway showed me a really structured learning environment. It was a tough challenge and an amazing achievement to graduate and I wouldn't have been able to do it without all the support from my teachers at Parkway.”

“S.C.O.P.E. has made a difference in my life. I learned how stupid drugs are and how I need to be careful with my choices. I have learned to be patient with others. I have learned a lot about myself and how to deal with situations when they come my way. The teachers here have pushed me to be the best version of myself. I have become more responsible and I understand that there are consequences for my actions, good and bad. I’m very grateful for the opportunity, support, care and kindness I have been shown while in the S.C.O.P.E. program.”

DDOE FINDINGS

Informed by school year 2023-24 data, the DDOE has identified the following priorities for program improvement and areas of best practice implementation.

1. Challenges in Recruiting & Retaining Certified Teachers:

CDAP sites face ongoing difficulties in attracting and retaining certified teachers, particularly those with experience in alternative education settings. Contributing factors include less competitive salaries compared to traditional schools, limited professional growth opportunities, and the complex needs of the student population.

2. Limited Access to Affordable Transportation:

Transportation remains a significant barrier for districts in New Castle County. There are few affordable or reliable transportation options, and the districts are responsible for the total cost in addition to a portion of the program costs.

3. High Renovation Costs for Aging Facilities:

Many of the buildings used for CDAP sites are older facilities requiring renovations to meet health, safety, and educational standards. Limited funding and deferred maintenance have created environments that may hinder effective teaching and learning.

4. Inadequate Resources to Address Substance Use and Gang Involvement:

Programs report limited access to targeted interventions for students struggling with substance use and gang involvement. A lack of specialized staff, community partnerships, and inadequate funding for prevention and the effective delivery of tier two and tier three Multi-tiered System of Support intervention services restricts the ability of sites to provide comprehensive support to these high-risk youth.

APPENDIX A: LEGISLATION

§ 1604. Treatment of severe discipline problems component.

The Department of Education shall establish a program component which will provide alternative educational and related services for the more severe discipline problems in the public schools. This component will serve primarily secondary school students, including but not limited to: youngsters who have been expelled from regular schools, students who may be subject to expulsion, and others who have serious violations of the local school district discipline code. The Department of Education shall provide rules and regulations for the conduct of programs authorized under this section subject to the following limitations:

- (1) School districts shall make application to the Department of Education for funding to implement programs authorized under this section. Preference shall be given to applications from consortia of school districts. To the extent feasible, programs offered under this component should serve eligible pupils within a county, however, multiple sites may be operated by a single consortia of school districts within a county.
- (2) Any application submitted under this section shall specify the types and level of services to be provided and an estimate of the number of youngsters to be served. The application shall also include a budget of proposed expenditures during a fiscal year. That budget shall indicate, at a minimum, the funds being requested from appropriations authorized under this section and funds to be obtained from all other sources.
- (3) All applications submitted to the Department of Education under this section shall indicate an agreement to fund at least 30 percent of the total cost of services provided from sources of funding other than those authorized under this section.
- (4) All projects funded under this section shall submit an annual evaluation report on the effectiveness of the program to the Department of Education. Such report shall incorporate the data and information specified by the Department.
- (5) School districts shall be permitted to use funds collected in accordance with the provisions of Chapter 6 of this title to make tuition payments for youngsters assigned to programs authorized under this section.
- (6) Nothing in this section shall prohibit a consortia of school districts from contracting for educational or related services with public or private agencies when operating programs authorized under this section.
- (7) The provisions of § 4130 of this title shall not apply to youngsters enrolled in programs authorized under this section.
- (8) A student 16 years of age or less who is expelled or suspended pending expulsion by a local school district or charter school shall be presumed appropriate for placement in a Consortium Discipline Alternative Program site, provided the student is not

otherwise ineligible by statute or regulation for placement in such a program. The burden of establishing that a student is not appropriate for placement in a Consortium Discipline Alternative Program shall be on the local school district or charter school. Any student not shown by preponderance of evidence to be inappropriate for placement in a Consortium Discipline Alternative Program shall be placed in such a program.

APPENDIX B: DEFINITIONS

- **Alternative Placement**

Means the removal of a student from the student's school on a temporary basis and assignment to an alternative program for a duration not to exceed the total number of student days in a school year from the date of approval by the District or Charter School Level Coordinator.

- **Alternative Placement Team**

Means a team composed of the principal or assistant principal, the student's parent, and the school counselor or school social worker.

- **Alternative Placement Team Meeting**

Means a meeting held by the district/charter school Alternative Placement Team to determine the appropriate educational setting for a student whose behavior is within the defined conduct under 14 **DE Admin. Code** 614 and who has been recommended for assignment to an alternative program. The district or charter school level coordinator shall preside over the meeting and determine whether to assign the student to an alternative placement.

- **Alternative Program**

Means a school discipline improvement program that provides appropriate educational services and that has been created for students whose behavior is within the defined conduct under 14 **DE Admin. Code** 614. Alternative programs include any programs managed by a district/charter school, including supportive instruction as defined in 14 **DE Admin. Code** 930, or the Consortium Discipline Alternative Program.

- **Appropriate Educational Services**

Means instruction and assessment provided by the district/charter school and includes access to instructional materials, graded homework and communication with educators so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting a level of proficiency in that curriculum.

- **Consortium Discipline Alternative Program**

Means a school discipline improvement program which serves an organized consortium of school districts, charter schools, or both as provided for in 14 **Del.C.** Ch. 16.

- **Regular School Program**

Means student enrollment in a public school, not including specially assigned non-special education or student behavioral intervention programs within or outside the enrolled school, in which the student's classroom or course placement is based primarily on age, grade level and cognitive abilities as assigned by the school administration or an IEP team and the student's participation in daily course instruction and activities within the assigned classroom or course.

- **Student Code of Conduct**

Means the district/charter school approved document which specifies the rights and responsibilities of students, defines conduct that disrupts, threatens, or disrupts and threatens a positive and safe school environment, standardizes procedures for consequences and disciplinary action, and defines due process and grievance procedures.