

2013-15 Alternative Education for Disruptive Youth

Instructions/Assurances

The 2013-2015 application requires LEAs to submit documentation for each proposed AEDY program or proposed placement of students in AEDY private provider run programs. Previous program approval during the previous school year does not guarantee approval. Please review the 2013-2015 AEDY Program Guidelines.

By submitting this application seeking approval for Alternative Education for Disruptive Youth Program(s), I represent and assure on behalf of the applicant, that I have received, read, understand and will comply with the 2013-2015 Alternative Education for Disruptive Youth Guidelines and Information Document. I understand that I will be required to provide the PDE with data in the end of year report pertaining to progress on performance indicators described in the 2013-2015 AEDY Guidelines.

I understand that any program operating as a disciplinary placement requires PDE approval. I understand that if the district chooses to place any student in a private provider run program PDE approval is required via this application. Failure to secure required approvals may result in penalties to basic instructional subsidy and/or immediate notification to remove students from the current placement. I understand/agree with the terms in the instructions and assurance statement listed above.

Yes

Instruction for completing this application:

All applicants must complete the Logistics of Program(s) section. This section is to include a complete description of ALL proposed AEDY Programs for which funding and/or approval is being sought by submitting this application.

For each program you are requesting approval to operate or for AEDY private provider placement you must complete ALL 4 sections of the application to identify the following program components: Design, Academics, Counseling/Behavior Modification and Formal Periodic Review.

Program #1 is required to be completed by all applicants. If you are seeking approval for more than one program you must complete all four of the sections listed above for each program. All SECTIONS MUST BE MARKED COMPLETE to submit the application, even if they are blank.

If you are requesting approval for more than five programs, please create and complete Supplement A for Additional Programs application. This is only required for applicants submitting for more than 5 programs. Please list additional programs in the Logistics of Program(s) section of this application.

Logistics

LEAs must obtain PDE approval for any internal program OPERATING AS A DISCIPLINARY PLACEMENT and for ALL PRIVATE PROVIDER PLACEMENTS. You will submit the program description for each individual program separately in the next portion of this application. The PROGRAM NAME box must include each individual program. The GRADE LEVEL section must be completed for each program. Please list accurate information in the PROGRAM ADDRESS box.

Program Name

Program Name	Grade Levels
WCSD Alternative Education Program	6, 7, 8, 9, 10, 11, 12

Each program must be designated by program type. If seeking approval for a consortium-based program ONLY THE LEAD AGENT OF THE CONSORTIUM SHOULD APPLY. Contact information provided must be for the LEA staff member responsible for the oversight of the program or placement of students in provider run programs.

Projected No. of Students for consortium programs should include the TOTAL number of students from all consortium members.

Program Type

Program Name	Program Type	Projected No. of Students	Consortium Status	LEA Contact Name	LEA Contact Phone	LEA Contact Email
WCSD Alternative Education Program	LEA In-house	20	Not a consortium	Misty Weber	814-723-6900	webermd@wcsd pa.org

The lead agent submitting this application must list ALL MEMBERS of the consortium for this program.

Consortium Members Table

Program Name	Consortium Members	Students Projected by LEA
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Any eligible public school entity that wishes to contract with an approved private provider must submit an AEDY program application seeking program approval PRIOR to placing students in the approved private provider setting. The public school entity must also submit a copy of the Act 48 Program Placement agreement to the department.

Private Provider Information

Program Name	Private Provider Name	Private Provider Contact	Address	Phone	Email address
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Program #1 Design

Programs must provide 20 hours of academic instruction per week covering the following core curricular areas: Language Arts, Mathematics, Science, Social Studies, and an additional component of Health or Life Skills. This DOES NOT INCLUDE THE REQUIRED 2.5 HOURS OF COUNSELING/BEHAVIOR MODIFICATION!

PROGRAMS MUST OPERATE A MINIMUM OF 22.5 HOURS FOR THE 2013-2015 SCHOOL YEAR.

1) What are the hours of operation for this program? 8:00 AM to 3:00 PM
Please list hours as 8:00 AM to 2:30 PM, etc.

Total hours of instruction (including academic instruction and SCHEDULED GROUP COUNSELING): 6.5 hours a day

2) Days of Operation (Must operate a minimum of 5 days per week/180 days per year) Monday Tuesday Wednesday Thursday Friday

3) The program must be developed in consultation with faculty, administrative staff, parents, and community members. Explain how you have complied with this requirement. Acceptable evidence for this requirement may include a description of meetings or other communications with the above mentioned entities. (exempt when contracting with an approved private alternative education institution)

There are monthly faculty meetings to discuss any AEDY issues. Administration, students, parents, and faculty meet regularly to discuss any issues that arise. Weekly progress reports are mailed home. At least every 45 days meetings are held for each student where teachers, administration, community agency representatives, and parents meet to discuss the AEDY program and the progress of the student.

4) Applicants must make a determination of the scope, type, and severity of student disruption and survey community and school resources available for remediation of student disruption. Applicants should retain a documented list of available resources on file for review by PDE Staff or designees. (exempt when contracting with an approved private alternative education institution)

All students entering the program have completed the state referral packet that details all interventions and agencies currently in play. Through cooperation with the Student Assistance Program, students are assessed and work with a SAP liaison to determine if additional community resources or counseling are needed. When admitted into the program, any agencies that are currently working with the family or student will continue to work in conjunction with the AEDY program. There are a number of community- and school-based resources available to the district. At the community level, the district can access Juvenile Probation, Family Services, and professional assistance from private provides Beacon Light Behavioral Health Systems, Department of Human Services, Adagio Health Services, Deerfield Behavioral Health, and other agencies as deemed

Agency Name Warren County SD**Funds Commitment Code:**

necessary. School resources include school counselors, district SAP teams, school psychologists, school nurses, and the district attendance officer.

5) Students enrolled in the program must be considered disruptive as defined by Act 30, Section 19-1901-C(5).

What criteria are used to determine student eligibility for placement in this program?

- Disregard for School Authority/Persistent Violation of Policy
- Display/Use of controlled substances on school property
- Violent or Threatening Behavior on School Property
- Possession of a Weapon on School Property
- Commission of a Criminal Act on School Property
- Misconduct Meriting Suspension or Expulsion
- Habitual Truancy

6) Applicants must be able to document other methods of intervention (behavioral and other) that were utilized and failed before enrolling the students. Please describe the continuum of the methods of behavioral interventions used prior to placement. **PROGRAMS MUST SHOW EVIDENCE OF APPROPRIATE STUDENT ASSISTANCE TEAM INVOLVMENT PRIOR TO PLACEMENT IN ANY AEDY PROGRAM.**

In the AEDY referral application that is reviewed by the program must have the SAP referral and a signed parent permission that does or does not give permission to receive services. Also, a functional behavior assessment and a positive behavior support plan should be in place prior to admittance into the AEDY program to ensure that interventions have been made at the home school level before seeking placement into the AEDY program. Other methods of intervention may include a student conference, assigned discipline, guidance counselor support, parent conference, involvement with the district attendance officer, a Truancy Elimination Plan, and/or a referral to the district hearing officer.

7) Special education students may be included in alternative education programs. Please provide a brief description of the steps used to properly place a special education student with an IEP in the program. (Please remember all IDEA and Chapter 14 regulations must be followed.)

- WCSD Special Ed Student 45 day placement
1. If a special ed student has a weapon or drugs or if child has done serious bodily harm to another student, there can be an immediate placement in alternative setting.
 2. Home School Principal should collect all evidence and document incident that occurred that warranted immediate placement.
 3. A Manifestation Determination should be conducted by the Special Education Supervisor. FBA and PBSP should be developed or revised if it a manifestation of his/her disability.
 4. An AEDY state referral packet and a hearing packet (the Manifestation Determination needs to be done to include in the hearing packet) must be completed.
 5. A copy of the hearing packet should be sent to the Hearing Secretary to be dispersed for review to Director of Pupil Services.
 6. The AEDY packet should be sent to the AEDY Principal.

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7. The Director of Special Ed will send a copy of the 45 day letter to the Home School Special Education Supervisor.
8. Home School Principal should immediately mail the 45 day letter to:
 - Parents and student
 - WCSD AEDY Special Education Supervisor
 - WCSD AEDY Principal
 - Director of Special Education
 - Superintendent
 - Home School Principal should conduct informal hearing with parents & student within 3 days of the incident
 - WCSD AEDY Principal will set up an AEDY intake/coordination meeting with the parent and Home School Principal

WCSD Special Education Students Placed in AEDY Through the State Referral Process

1. Student has a series of incidents that meets the definition of AEDY
2. Home School Special Ed Supervisor conducts a Manifestation Determination meeting with the IEP team
 - If the incident is a manifestation of the student's disability, the IEP team will reconvene and make the necessary adjustments to the IEP and address the student's individual needs in that area.
 - If the incident is not a manifestation of the student's disability, the AEDY state referral packet must be completed (include a copy of the manifestation).
 - If a student has been assigned placement into the AEDY setting then the initial intake will be set-up.
 - At the intake, any needed IEP revisions and a new NOREP will be completed to ensure that FAPE is being provided while at the AEDY program.
 - The Home School LEA will attend the intake meeting at WAHS.

8) What is the maximum capacity of student slots the program is able to provide at any given time?

20

9) As always, analysis of the results of the program will be reported on end of year report. Please be specific and describe what data you currently collect that assists you in evaluating the effectiveness of your program. Please refer to the 2013-2015 AEDY Guidelines for the data and performance indicators that programs will be expected to provide and meet throughout the school year.

Effectiveness data is compiled based on the following information: Reason for admission, Grade Level, Number of students served per grade level, Attendance Rate, Achievement of behavioral goals, Graduation Rate, Change in GPA, Credits earned, Average length of stay, Transition rate, Probation Rate, Gender, Involvement with other systems, Drop-out rate, and IEP Rate.

Program #1 Academics

All AEDY programs must be aligned with Chapter 4 regulations.

1) List program of study offered, including language arts, mathematics, science, social studies and health or life skills. Describe career preparation approach if applicable.

- Language Arts, grades 6-12.
- Mathematics, grades 6-12.
- Science, grades 6-12.
- Social Studies, grades 6-12.
- Physical Education, grades 6-12.
- Health, grades 9-12
- Character Education, grades 6-12
- Opportunity to maintain active enrollment in the Warren County Career Center is available for any non-expelled student entering into the AEDY, grades 10-12. In order for our AEDY students to maintain their courses as they were in their home-school, they are afforded the ability to attend the Warren County Career Center. To ensure that students receive the AEDY program requirements, students begin their day at 8 am. Students will have group counseling from 8-8:30 everyday. Then they will attend the WCCC from 8:30-10:30. Students will have lunch (1/2 hour) and a total of 4 hours of academic instruction for the remainder of the day. Our goal is to be able to transition them back to their building successfully allowing them to continue all of their programming including the WCCC if that is built into their plan. Students must maintain success in their academic and behavioral goals to be able to attend the WCCC. Students will have their goals assessed daily to ensure success.
- Online Education: Students are provided with the opportunity to receive courses of study via GradPoint from Pearson Education and Acellus, grades 6-12. Online education will provide additional opportunities for credit recovery as well.
- Career Preparation will be encompassed through the required Graduation Project. Students will use online career interest assessments and inventories to learn and research career opportunities. Students will also be provided support and instruction to assist them in completion of their graduation projects.
- SuccessMaker is an online education program that helps remediate students in Math and Reading. This will be used for any student who has does not top the initial placement test, which tops out at an 8.9 grade level.

2) List academic assessments used to determine student progress and success. Please refer to Appendix B of the 2013-2015 AEDY Guidelines for lists of academic assessments that should be used. How often are they administered? Please see guidelines for minimum requirements. . Pre/post and other assessment results will be required in the end of year report.

The program will use the following:

- Daily Behavior Point System
- Benchmark Assessments: 4Sight or Study Island
- Classroom Diagnostic Tests, given 3-4 times a year
- All Pennsylvania required assessments: PSSA in required grade levels, and Keystones, in required subject areas
- Student progress reports: Weekly
- Report Cards: Quarterly
- Diplomas are issued from the sending school upon completion of graduation requirements

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3) Explain procedures used to ensure that students are continuing the course of study from the sending school to ensure a successful transition back to the regular school environment when the student has met behavioral and academic goals.

It is paramount that students enrolled in the program are not penalized academically for enrollment in the AEDY. Graduation is the ultimate goal of all students. In addition, special education students in the AEDY will receive educational services per their IEP. The alternative education program utilizes WCSD planned instruction and curriculum resources consistent with the curricular practices in place throughout WCSD. The AEDY administrator communicates with teachers, sending school administration and guidance counselor(s) prior to a student exiting the AEDY program. A progress report outlining student academic and behavioral progress is submitted to sending schools prior to a student's return to his/her home school. The progress report provides the regular school with current grades and credits. While also detailing the academic and behavioral objectives accomplished during the student's placement.

4) Describe the method/mode of instructional delivery.

AEDY teachers will follow adopted standards-based curriculum/planned instruction. Certified teachers will incorporate into daily lesson plans selected instructional materials aligned with and supporting the grade- and/r course-level standards. Instructional delivery will occur in a classroom setting using research-based instructional strategies and materials. Formative and summative assessments will provide continuous feedback on pupil achievement of the level and /or course standards. Students will receive both classroom instruction and online course delivery.

Teacher Certification-Staff assigned to the district program must hold a Level I or Level II Commonwealth of Pennsylvania Professional Teaching Certificate and be highly qualified in their area of assignment.

5) List all teachers assigned to the AEDY program for which you are submitting this application. (THIS SECTION IS OPTIONAL ONLY if contracting with an approved private provider for educational services unless an individual student's IEP requires a teacher with special education certification)

Name	Subjects Assigned/Taught	Certificate Level/Content Area
Jeff White	Social Studies	Social Studies 7-12
Amy Morrison	Character Ed/PE	Health/PE K-12
Olivia Zapel	Middle School Science, Env Science, Bio, Chem	Middle School Science, Env Science, Bio, Chem
Mark Casolo	Middle School Sci, Earth Sci, Physics, Math 7-12	Middle School Sci, Earth Sci, Physics, Math 7-12
Elizabeth Kent	English, Spec Ed, Math 7-12, Eng/SS/Math 6	Ele Eng 7-12, Spec Ed N-12, Sci/SS 7-9, Math 7-12
Betsy Sobkowski	Counseling	Secondary Counseling
Deb Weigel	English	Secondary English
Jennifer Stover	English	Secondary English

Program #1 Counseling/Behavior Modification

Student Counseling Component (Programs must include 2.5 hours of counseling/behavioral modification for each student placed in an AEDY program. THIS IS IN ADDITION TO THE MINIMUM MANDATED 20 HOURS OF ACADEMIC INSTRUCTION.

1) Programs are required to use an approved behavioral assessment to measure and document student success towards behavioral goals. Describe how students' behavioral needs are assessed upon placement in the program. Please see Appendix B of the 2013-2015 AEDY Guidelines for a list of behavioral assessments that are recommended by PDE.

Each student's behavioral status will be assessed using the Child and Adolescent Functional Assessment Scale (CAFAS). This assessment is administered upon entry into the program and immediately prior to discharge. Additionally, the team reviews the problem behaviors precipitating placement into the AEDY program and a positive behavior support plan is developed. This plan identifies the individualized goals to be attained by the student prior to return to the sending school. Each student/parent receives an informational handbook outlining the program rules and expectations. Attainment individual goals and adherence to program rules is tracked on a daily basis and reviewed during a periodic review occurring at least every 45 days. Students receive incentives and rewards for positive achievements. The transition to regular education is accomplished according to a plan that is devised by the AEDY administrator, home school administrator, the parents, the student, the school counselor, and appropriate regular and special education teachers. The transition will occur when the student has made progress and achieved the behavioral, academic, and attendance goals set forth.

Each student must have a behavior plan that has clear and measurable goals to correct the disruptive behavior that was the reason for placement with the goal of enabling the student to return to the regular classroom.

This plan should include:

Clear goals that are based on the problem behaviors that caused the student to be referred to the AEDY program.

Measurable outcomes that identify the targeted improvement level the periodic review team has identified.

A plan for student transition/return back to a regular education setting based on the targeted improvement level.

2) What is the approximate amount of time per week a student will receive counseling/behavioral modification services? (minimum 2.5 hours) 2.50

3) What type of counseling is provided?

Addictions Counseling (drug/alcohol/gambling, etc)

Career/Post Secondary Preparation

Conflict Resolution (peer mediation, problem-solving, etc)

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- Family Systems (family therapy, parenting, pregnancy, etc)
- Self Control/Self Concept (anger management, decision making, etc)
- Trauma, Grief & Loss (suicide prevention, recovery form abuse, etc)
- Other

4) Please list counseling staff assigned to the AEDY program. Indicate whether or not they are employed by your program, another agency, or a contractor, list credentials.

Name	LEA Employed (yes/no)	Agency Name (if Applicable)	Contractor Name (if applicable)	Certificate/Credential
Betsy Sobkowski	Yes			Secondary Counseling

Program #1 Formal Periodic Review

Students in approved AEDY programs must be provided with clear and measurable academic and behavioral performance goals based on academic and behavioral assessments. **THE PURPOSE OF THE AEDY PROGRAM IS TO BE A TEMPORARY PLACEMENT WITH THE GOAL OF RETURNING STUDENTS TO THE REGULAR SCHOOL ENVIRONMENT.** Programs are required to implement a **FORMAL, DOCUMENTED** process of periodic review and evaluation of the student academic and behavioral goals that are established upon placement in the program.

1) Staff must review the student's academic and behavioral progress in the program at least at the end of every semester to determine if they are ready to return to the regular school environment. When is your review period?

End of Quarter

Other

2) How will you document individual student periodic reviews?

Each academic and behavior plan is reviewed, modified and/or updated every 45 days to reflect the student's achievements and/or barriers to achievement since the prior review period or entry within the program. All participants within these meetings are asked to sign off on the student's progress sheet indicating that they have participated in the review meeting.

3) What assessments and/or evaluations will be used to provide data for these reviews?

Staff will complete a point sheet daily for each student participating in the program. These documents target individualized areas specified on the student's behavior and academic plan and are part of the program record. Any additional assessments or screenings that are completed during the interim period are reviewed as a part of this process. Staff reports, attendance reports, progress reports, and reports from other systems/service providers are incorporated into this review process. Reviews of individual academic and behavioral goals and objectives are tracked by the program supervisor and documented in each student's file. Data from the review is used to determine if placement back into the regular educational setting is appropriate.

4) Who will be included as members of the Periodic Review Team?

Administrator/Principal, Student, School Counselor and/or Teacher, Parent/Guardian, and Special Education case manager (when appropriate).

Program #2 Design

Programs must provide 20 hours of academic instruction per week covering the following core curricular areas: Language Arts, Mathematics, Science, Social Studies, and an additional component of Health or Life Skills. This DOES NOT INCLUDE THE REQUIRED 2.5 HOURS OF COUNSELING/BEHAVIOR MODIFICATION!

PROGRAMS MUST OPERATE A MINIMUM OF 22.5 HOURS FOR THE 2013-2015 SCHOOL YEAR.

1) What are the hours of operation for this program?

Please list hours as 8:00 AM to 2:30 PM, etc.

Total hours of instruction (including academic instruction and SCHEDULED GROUP COUNSELING):

2) Days of Operation (Must operate a minimum of 5 days per week/180 days per year)

3) The program must be developed in consultation with faculty, administrative staff, parents, and community members. Explain how you have complied with this requirement. Acceptable evidence for this requirement may include a description of meetings or other communications with the above mentioned entities. (exempt when contracting with an approved private alternative education institution)

4) Applicants must make a determination of the scope, type, and severity of student disruption and survey community and school resources available for remediation of student disruption. Applicants should retain a documented list of available resources on file for review by PDE Staff or designees. (exempt when contracting with an approved private alternative education institution)

5) Students enrolled in the program must be considered disruptive as defined by Act 30, Section 19-1901-C(5). What criteria are used to determine student eligibility for placement in this program?

6) Applicants must be able to document other methods of intervention (behavioral and other) that were utilized and failed before enrolling the students. Please describe the continuum of the methods of behavioral interventions used prior to placement. **PROGRAMS MUST SHOW EVIDENCE OF APPROPRIATE STUDENT ASSISTANCE TEAM INVOLVMENT PRIOR TO PLACEMENT IN ANY AEDY PROGRAM.**

7) Special education students may be included in alternative education programs. Please provide a brief description of the steps used to properly place a special education student with an IEP in the program. (Please remember all IDEA and Chapter 14 regulations must be followed.)

8) What is the maximum capacity of student slots the program is able to provide at any given time?

9) As always, analysis of the results of the program will be reported on end of year report. Please be specific and describe what data you currently collect that assists you in evaluating the effectiveness of your program. Please refer to the 2013-2015 AEDY Guidelines for the data and performance indicators that programs will be expected to provide and meet throughout the school year.

Program #2 Academics

All AEDY programs must be aligned with Chapter 4 regulations.

1) List program of study offered, including language arts, mathematics, science, social studies and health or life skills. Describe career preparation approach if applicable.

2) List academic assessments used to determine student progress and success. Please refer to Appendix B of the 2013-2015 AEDY Guidelines for lists of academic assessments that should be used. How often are they administered? Please see guidelines for minimum requirements. . Pre/post and other assessment results will be required in the end of year report.

3) Explain procedures used to ensure that students are continuing the course of study from the sending school to ensure a successful transition back to the regular school environment when the student has met behavioral and academic goals.

4) Describe the method/mode of instructional delivery.

Teacher Certification-Staff assigned to the district program must hold a Level I or Level II Commonwealth of Pennsylvania Professional Teaching Certificate and be highly qualified in their area of assignment.

5) List all teachers assigned to the AEDY program for which you are submitting this application. (THIS SECTION IS OPTIONAL ONLY if contracting with an approved private provider for educational services unless an individual student's IEP requires a teacher with special education certification)

Name	Subjects Assigned/Taught	Certificate Level/Content Area
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Program #2 Counseling /Behavior Modification

Student Counseling Component (Programs must include 2.5 hours of counseling/behavioral modification for each student placed in an AEDY program. THIS IS IN ADDITION TO THE MINIMUM MANDATED 20 HOURS OF ACADEMIC INSTRUCTION.

1) Programs are required to use an approved behavioral assessment to measure and document student success towards behavioral goals. Describe how students' behavioral needs are assessed upon placement in the program. Please see Appendix B of the 2013-2015 AEDY Guidelines for a list of behavioral assessments that are recommended by PDE.

Each student must have a behavior plan that has clear and measurable goals to correct the disruptive behavior that was the reason for placement with the goal of enabling the student to return to the regular classroom. This plan should include:

Clear goals that are based on the problem behaviors that caused the student to be referred to the AEDY program.

Measurable outcomes that identify the targeted improvement level the periodic review team has identified.

A plan for student transition/return back to a regular education setting based on the targeted improvement level.

2) What is the approximate amount of time per week a student will receive counseling/behavioral modification services? (minimum 2.5 hours)

3) What type of counseling is provided?

4) Please list counseling staff assigned to the AEDY program. Indicate whether or not they are employed by your program, another agency, or a contractor, list credentials.

Name	LEA Employed (yes/no)	Agency Name (If Applicable)	Contractor Name (If applicable)	Certificate/Credential
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Program #2 Formal Periodic Review

Students in approved AEDY programs must be provided with clear and measurable academic and behavioral performance goals based on academic and behavioral assessments. **THE PURPOSE OF THE AEDY PROGRAM IS TO BE A TEMPORARY PLACEMENT WITH THE GOAL OF RETURNING STUDENTS TO THE REGULAR SCHOOL ENVIRONMENT.** Programs are required to implement a **FORMAL, DOCUMENTED** process of periodic review and evaluation of the student academic and behavioral goals that are established upon placement in the program.

1) Staff must review the student’s academic and behavioral progress in the program at least at the end of every semester to determine if they are ready to return to the regular school environment. When is your review period?

2) How will you document individual student periodic reviews?

3) What assessments and/or evaluations will be used to provide data for these reviews?

4) Who will be included as members of the Periodic Review Team?

Program #3 Design

Programs must provide 20 hours of academic instruction per week covering the following core curricular areas: Language Arts, Mathematics, Science, Social Studies, and an additional component of Health or Life Skills. This DOES NOT INCLUDE THE REQUIRED 2.5 HOURS OF COUNSELING/BEHAVIOR MODIFICATION!

PROGRAMS MUST OPERATE A MINIMUM OF 22.5 HOURS FOR THE 2013-2015 SCHOOL YEAR.

1) What are the hours of operation for this program?

Please list hours as 8:00 AM to 2:30 PM, etc.

Total hours of instruction (including academic instruction and SCHEDULED GROUP COUNSELING):

2) Days of Operation (Must operate a minimum of 5 days per week/180 days per year)

3) The program must be developed in consultation with faculty, administrative staff, parents, and community members. Explain how you have complied with this requirement. Acceptable evidence for this requirement may include a description of meetings or other communications with the above mentioned entities. (exempt when contracting with an approved private alternative education institution)

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5) Students enrolled in the program must be considered disruptive as defined by Act 30, Section 19-1901-C(5). What criteria are used to determine student eligibility for placement in this program?

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8) What is the maximum capacity of student slots the program is able to provide at any given time?

9) As always, analysis of the results of the program will be reported on end of year report. Please be specific and describe what data you currently collect that assists you in evaluating the effectiveness of your program. Please refer to the 2013-2015 AEDY Guidelines for the data and performance indicators that programs will be expected to provide and meet throughout the school year.

Program #3 Academics

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2) List academic assessments used to determine student progress and success. Please refer to Appendix B of the 2013-2015 AEDY Guidelines for lists of academic assessments that should be used. How often are they administered? Please see guidelines for minimum requirements. . Pre/post and other assessment results will be required in the end of year report.

3) Explain procedures used to ensure that students are continuing the course of study from the sending school to ensure a successful transition back to the regular school environment when the student has met behavioral and academic goals.

4) Describe the method/mode of instructional delivery.

Teacher Certification-Staff assigned to the district program must hold a Level I or Level II Commonwealth of Pennsylvania Professional Teaching Certificate and be highly qualified in their area of assignment.

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Program #3 Counseling/Behavior Modification

Student Counseling Component (Programs must include 2.5 hours of counseling/behavioral modification for each student placed in an AEDY program. THIS IS IN ADDITION TO THE MINIMUM MANDATED 20 HOURS OF ACADEMIC INSTRUCTION.

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Measurable outcomes that identify the targeted improvement level the periodic review team has identified.

A plan for student transition/return back to a regular education setting based on the targeted improvement level.

2) What is the approximate amount of time per week a student will receive counseling/behavioral modification services? (minimum 2.5 hours)

3) What type of counseling is provided?

4) Please list counseling staff assigned to the AEDY program. Indicate whether or not they are employed by your program, another agency, or a contractor, list credentials.

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Program #3 Formal Periodic Review

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1) Staff must review the student’s academic and behavioral progress in the program at least at the end of every semester to determine if they are ready to return to the regular school environment. When is your review period?

2) How will you document individual student periodic reviews?

3) What assessments and/or evaluations will be used to provide data for these reviews?

4) Who will be included as members of the Periodic Review Team?

Program #4 Design

Programs must provide 20 hours of academic instruction per week covering the following core curricular areas: Language Arts, Mathematics, Science, Social Studies, and an additional component of Health or Life Skills. This DOES NOT INCLUDE THE REQUIRED 2.5 HOURS OF COUNSELING/BEHAVIOR MODIFICATION!

PROGRAMS MUST OPERATE A MINIMUM OF 22.5 HOURS FOR THE 2013-2015 SCHOOL YEAR.

1) What are the hours of operation for this program?

Please list hours as 8:00 AM to 2:30 PM, etc.

Total hours of instruction (including academic instruction and SCHEDULED GROUP COUNSELING):

2) Days of Operation (Must operate a minimum of 5 days per week/180 days per year)

3) The program must be developed in consultation with faculty, administrative staff, parents, and community members. Explain how you have complied with this requirement. Acceptable evidence for this requirement may include a description of meetings or other communications with the above mentioned entities. (exempt when contracting with an approved private alternative education institution)

4) Applicants must make a determination of the scope, type, and severity of student disruption and survey community and school resources available for remediation of student disruption. Applicants should retain a documented list of available resources on file for review by PDE Staff or designees. (exempt when contracting with an approved private alternative education institution)

5) Students enrolled in the program must be considered disruptive as defined by Act 30, Section 19-1901-C(5). What criteria are used to determine student eligibility for placement in this program?

6) Applicants must be able to document other methods of intervention (behavioral and other) that were utilized and failed before enrolling the students. Please describe the continuum of the methods of behavioral interventions used prior to placement. **PROGRAMS MUST SHOW EVIDENCE OF APPROPRIATE STUDENT ASSISTANCE TEAM INVOLVMENT PRIOR TO PLACEMENT IN ANY AEDY PROGRAM.**

7) Special education students may be included in alternative education programs. Please provide a brief description of the steps used to properly place a special education student with an IEP in the program. (Please remember all IDEA and Chapter 14 regulations must be followed.)

8) What is the maximum capacity of student slots the program is able to provide at any given time?

9) As always, analysis of the results of the program will be reported on end of year report. Please be specific and describe what data you currently collect that assists you in evaluating the effectiveness of your program. Please refer to the 2013-2015 AEDY Guidelines for the data and performance indicators that programs will be expected to provide and meet throughout the school year.

Program #4 Academics

All AEDY programs must be aligned with Chapter 4 regulations.

1) List program of study offered, including language arts, mathematics, science, social studies and health or life skills. Describe career preparation approach if applicable.

2) List academic assessments used to determine student progress and success. Please refer to Appendix B of the 2013-2015 AEDY Guidelines for lists of academic assessments that should be used. How often are they administered? Please see guidelines for minimum requirements. . Pre/post and other assessment results will be required in the end of year report.

3) Explain procedures used to ensure that students are continuing the course of study from the sending school to ensure a successful transition back to the regular school environment when the student has met behavioral and academic goals.

4) Describe the method/mode of instructional delivery.

Teacher Certification-Staff assigned to the district program must hold a Level I or Level II Commonwealth of Pennsylvania Professional Teaching Certificate and be highly qualified in their area of assignment.

5) List all teachers assigned to the AEDY program for which you are submitting this application. (THIS SECTION IS OPTIONAL ONLY if contracting with an approved private provider for educational services unless an individual student's IEP requires a teacher with special education certification)

Name	Subjects Assigned/Taught	Certificate Level/Content Area
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Program #4 Counseling/Behavior Modification

Student Counseling Component (Programs must include 2.5 hours of counseling/behavioral modification for each student placed in an AEDY program. THIS IS IN ADDITION TO THE MINIMUM MANDATED 20 HOURS OF ACADEMIC INSTRUCTION.

1) Programs are required to use an approved behavioral assessment to measure and document student success towards behavioral goals. Describe how students' behavioral needs are assessed upon placement in the program. Please see Appendix B of the 2013-2015 AEDY Guidelines for a list of behavioral assessments that are recommended by PDE.

Each student must have a behavior plan that has clear and measurable goals to correct the disruptive behavior that was the reason for placement with the goal of enabling the student to return to the regular classroom. This plan should include:

Clear goals that are based on the problem behaviors that caused the student to be referred to the AEDY program.

Measurable outcomes that identify the targeted improvement level the periodic review team has identified.

A plan for student transition/return back to a regular education setting based on the targeted improvement level.

2) What is the approximate amount of time per week a student will receive counseling/behavioral modification services? (minimum 2.5 hours)

3) What type of counseling is provided?

4) Please list counseling staff assigned to the AEDY program. Indicate whether or not they are employed by your program, another agency, or a contractor, list credentials.

Name	LEA Employed (yes/no)	Agency Name (If Applicable)	Contractor Name (If applicable)	Certificate/Credential
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Program #4 Formal Periodic Review

Students in approved AEDY programs must be provided with clear and measurable academic and behavioral performance goals based on academic and behavioral assessments. **THE PURPOSE OF THE AEDY PROGRAM IS TO BE A TEMPORARY PLACEMENT WITH THE GOAL OF RETURNING STUDENTS TO THE REGULAR SCHOOL ENVIRONMENT.** Programs are required to implement a **FORMAL, DOCUMENTED** process of periodic review and evaluation of the student academic and behavioral goals that are established upon placement in the program.

1) Staff must review the student's academic and behavioral progress in the program at least at the end of every semester to determine if they are ready to return to the regular school environment. When is your review period?

2) How will you document individual student periodic reviews?

3) What assessments and/or evaluations will be used to provide data for these reviews?

4) Who will be included as members of the Periodic Review Team?

Program #5 Design

Programs must provide 20 hours of academic instruction per week covering the following core curricular areas: Language Arts, Mathematics, Science, Social Studies, and an additional component of Health or Life Skills. This DOES NOT INCLUDE THE REQUIRED 2.5 HOURS OF COUNSELING/BEHAVIOR MODIFICATION!

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Program #5 Formal Periodic Review

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