



**Alternative Education for Disruptive Youth (AEDY) Directions for the Application  
to Become an Approved Private Provider (PDE-412)**

***The Commonwealth of PA requires a non-refundable fee for the review and processing of all applications. The fee will be retained by the Commonwealth whether or not the application results in the issuance of an approval as a private AEDY provider. All applications must be accompanied by a \$1,000 per site location application fee payable to: Commonwealth of PA. Please be aware that only business checks or a money order will be accepted; no personal checks.***

**Renewal Applicants:** This application will serve as the renewal application for private providers of Alternative Education for Disruptive Youth (AEDY) programs. The Pennsylvania Department of Education (PDE) will contact you with information pertaining to the due date of your renewal application. The timeline listed below pertains to new applicants only.

**New Applicants:** An original (no copies are necessary) application to become a private provider of an AEDY program must be submitted for approval. Tentative approval is based upon successful completion of the application as determined by PDE, pending a site visit of the AEDY Team by PDE. At completion of the successful site visit, PDE will provide final approval.

The application must answer questions in the order they are presented, be typed and complete with attachments for items I through XI. Incomplete applications or those that do not respond to the items in the order they are presented will not be considered.

Public school entities seeking to contract with, change providers or add additional providers must submit a revised application or new application to PDE. Please contact the AEDY Program office.

Approved private providers may be asked to complete or assist the public school with an online end-of-year report, but it is the contracting entity's or school district's responsibility to ensure data is accurate and report is submitted on time.

PDE reserves the right to terminate approval of any private provider at any time due to a complaint, non-submission of required forms, any non-compliance issue, or for any other reason PDE deems necessary.

If you need assistance in completing the application or have questions related to private providers, please contact the AEDY Program Office.

Completed applications should be mailed or delivered to:  
Pennsylvania Department of Education  
Attn: Alternative Education for Disruptive Youth Program  
333 Market Street, 5th Floor  
Harrisburg, PA 17126-0333

Faxes or emails will not be accepted.



**Alternative Education for Disruptive Youth (AEDY) Application to Become an  
Approved Private Provider (PDE-412)**

Name of institution or individual (as you want it to appear on the official file):

\_\_\_\_\_

Type of provider (nonprofit, for-profit or individual): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP code: \_\_\_\_\_

Name of contact person\*: \_\_\_\_\_

Title of contact person: \_\_\_\_\_

Telephone: ( ) \_\_\_\_\_ Ext. \_\_\_\_\_ Fax: ( ) \_\_\_\_\_

Email: \_\_\_\_\_

Website: \_\_\_\_\_

Federal identification number: \_\_\_\_\_ (ex: 24-6001564)

\* This is the person who will be contacted and mailed information for renewal and any other relevant correspondence.

**I. Business Registration**

Please indicate how the owner is registered to operate an educational program in Pennsylvania. Attach a copy of the business registration or non-profit registration.

1. Proprietorship Name \_\_\_\_\_  
Owner \_\_\_\_\_

2. Corporation Name \_\_\_\_\_  
President \_\_\_\_\_

3. Partnership Name \_\_\_\_\_  
Owners \_\_\_\_\_

4. Registered Not-for-Profit Corporation \_\_\_\_\_  
Director \_\_\_\_\_

Please provide the following:

## II. Mission Statement

A mission statement with the goals of the individual or organization must be included.

## III. Capacity

1. A brief statement of the entity's capacity to provide alternative education for disruptive youth (AEDY) program services to school districts.
  - a. Academic services
  - b. Counseling services
  - c. Behavioral services
  - d. Mental health services

2. Staffing (instructional, administrative, and support staff). Please provide a list of staff and clinical licenses and/or certificates they hold that would enable them to perform services they are assigned to provide in AEDY programs. If you are offering instruction to students with special needs/disabilities, teachers must have appropriate PA Professional Certification. Please provide information for all contracted staff as well.

Please complete the *AEDY Private Provider Staff Information Form*, which can be found at the end of this document, to meet this information requirement.

Note: Although this information is compiled by site, all sites should be submitted with the provider's main application and not separately.

3. Partnerships with other agencies/individuals to provide services for your AEDY programs. (This does not include school district contracts.)

**\*\***For questions 4 through 6, please complete the *AEDY Private Provider Site Information Form*, which can be found at the end of this document.

Note: Although this information is compiled by site, all sites should be submitted with the provider's main application and not separately.

4. Site(s) information: List site(s) and provide a brief description of each facility that provides AEDY services as defined by the Pennsylvania School Code (24. P.S. 19-1901-C). Please include a copy of the occupancy permit for each location.
5. Number of slots available for students at each site.
6. Geographic area served.

#### IV. Program Services Available To School Entities

Provide a description of the specific services you will offer to the public school entities. The statement should include details of all components requested below.

##### 1. Academic instruction

a. List courses of instruction available, with clear and measurable performance goals that will prepare students for successful return to a regular school curriculum and/or completion of the requirements for graduation of the sending school.

b. Describe how you will meet the contractual requirements of sending school districts for academic assessment systems.

How will you measure individual student growth in the core academic subjects (language arts, mathematics, science, social studies and life skills/health)?

How will you track this data, document it and provide written updates to the student, parent or guardian, and sending district?

How will student performance on the following assessments be tracked and reported back to the student, parent or guardian, and sending district?

i. PSSA

ii. 4 Sight

iii. Local assessments

iv. Others requested by the contracting school entities

c. Describe how you will develop individual student academic performance measures and performance indicators as required by the contracting school entities. Please see (d) below.

d. Describe how you will provide instruction sufficient to make normal academic progress and achieve requirements for graduation as defined by the placing district. It is recommended that each student have a plan for their academic performance developed in conjunction with the student, parent or guardian, and home school. **Students with special needs/disabilities must be provided appropriate instruction as per their Individualized Education Program (IEP).**

2. Provide a sample of your weekly academic schedule for the program that provides 20 hours of instruction per week covering the following core curricular areas: language arts, mathematics, science, social studies, and an additional component of health or life skills. The academic program must operate five days per week, 180 days per year. This does **not** include behavioral/mental health counseling time. Programs are highly encouraged to integrate a career preparation component within the academic curriculum.

a. If applicable, provide the number of hours that the academic instruction will be provided via computer based programming versus direct instruction.

3. Provide a description of the planned behavioral/mental health counseling component utilized within the program. The **minimum requirement** for the counseling component shall be **2.5 hours per week** and is **in addition to** the minimum of 20 hours of academic instruction.

a. Each student will have a plan that has clear and measurable goals to correct the disruptive behavior that was the reason for placement with the goal of transitioning 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 to a regular education setting based on the targeted improvement level.

\*Please provide a sample of a blank student behavior plan.

b. Programs will use behavioral assessments. Please refer to Appendix B in the *2013-15 Alternative Education for Disruptive Youth Program Guidelines* for behavioral assessments recommended by PDE. If programs wish to use an assessment not included in this list, they can submit an alternate assessment to PDE for approval. Indicate which behavioral assessments will be used in your program and a schedule for their administration.

4. Provide a narrative description of disciplinary, as well as behavior modification and monitoring procedures used within your program. This includes but is not limited to: suspensions, detentions, expulsions, removal from the classroom environment due to behavior, time-outs, level systems, and gain and/or loss of privileges.
5. The Pennsylvania School Code (24 PS 19-1901-C(1)) mandates that public school entities adopt a policy for periodic review of students placed in approved AEDY programs, including those operated by private providers. The purpose of the review is to determine whether the student is ready to return to the regular school curriculum and setting. Each applicant is required to develop a formal, documented process for the periodic review and evaluation of the student's academic and behavioral goals that are to be established upon placement in the AEDY program. This process is an integral step in assessing a student's readiness for return to the regular classroom. **Within each school year, programs are expected to return students to the regular school environment at a target rate of 20 percent.**

6. Describe the process of the formal periodic review to be used in this program. This description should include:

a. What is the schedule for review?

Note: A review must occur, at a minimum, at the end of every semester the student is in the program or more frequently at the contracting public school entity's discretion. The public school entity should oversee and be actively involved in the periodic review process to include the parent(s) and student.

b. Who will be included as members of the Formal Periodic Review Team?

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

d. What steps will be taken from one review period to the next to ensure each student continues to work towards his or her goals?

e. How the process will be documented? (Provide sample review documentation

form) Note: The review includes an evaluation of each student's academic and

behavioral

progress while in the program. This review must be documented and kept on file in each individual student's records. Pre- and post-test/assessment academic and behavioral scores, as well as progress towards objectives and recommendations should be noted.

7. Provide a copy of your Restraint Policy that has been approved by the placing LEA(s).

a. At a minimum, for physical restraints involving non-disabled students, the physical restraint policy should include, but not be limited to the following:

i. A clear and concise definition of what constitutes a physical restraint.

ii. The prohibition of mechanical devices, chemical restraints and seclusion.

iii. Circumstances that do not constitute a restraint.

iv. Reasons for a restraint (must include):

1. Only when a student poses a clear and present danger to him- or herself.

2. Only when a student poses a clear and present danger to other students or to employees.

v. The only circumstances when restraint may be employed (must include):

1. To control acute or episodic aggressive behavior; and/or

2. To impede self-injurious behavior

vi. Designate a specific time period after a physical restraint is administered that the private AEDY program must notify the placing school district (24 hours) and the parent/guardian (immediately).

vii. Training and education on policies and de-escalation and restraint techniques for all staff that are approved to implement restraints on students.

8. If an AEDY Program chooses to search students, the School Districts must coordinate and approve a student search policy with the contracted AEDY Private Provider Program in order to ensure the safety of all students and staff.
  - a. At a minimum, for student searches, the policy should include, but not be limited to the following:
    - viii. A clear and concise definition of the purpose and scope of the Student Search Policy.
    - ix. The search techniques, instruments and processes the AEDY Program will utilize.
    - x. The frequency of searches, such as if the searches will be conducted at random or for every student.
    - xi. The staff to student ratio while conducting searches.
    - xii. The logistic plan for room coverage to allow supervision of students who have been searched.
    - xiii. The policy for handling late arrivals to school.
    - xiv. The policy must take students' gender, culture and religion into consideration.
    - xv. A definition for what constitutes contraband and what the seizure and return policy will be.
    - xvi. Training and education policies for all staff.

## **V. Financial Statement**

Provide evidence that the approved private provider has available financial resources to operate the program. One of the following may be submitted to display evidence of financial responsibility:

1. A financial report, such as an audit, conducted by a certified public accountant, with a letter of assurance prepared by and attested to by the certified public accountant, indicating that the provider is fiscally sound; or
2. A Financial Statement with all specified assets and liabilities completed. A sample financial statement document is available on PDE's website at [www.education.state.pa.us](http://www.education.state.pa.us), keyword AEDY.

## **VI. Background**

The individual proprietor, each member of a partnership, association or company, and each officer and director of a corporation that intends to contract with a school entity, along with **all** other staff members, including contractors involved in the operation of an AEDY program delivery of services to disruptive youth shall file, with this application, background information as follows:

1. A PA Criminal Background Clearance, as specified in the Pennsylvania School Code (24 P.S. § 1-111);
2. A PA Child Abuse Clearance, as specified in the Pennsylvania School Code (23 P.S. § 6354);
3. An FBI Background Check through Cogent, as specific in the Pennsylvania School Code;
4. An Employment History Review, as specified in PA School Code (P.L.30, No.14, section 111.1); Act 168.

Note: Copies of the Criminal History Record, PA Child Abuse Clearance, FBI Background Check, and Employment History Review may be sent but they must be dated and signed as copied from the original document. Clearances must be dated within one year of application.

5. The *AEDY Private Provider Staff Information Form*, which can be found at the end of this document.

Note: Although this information is compiled by site, all sites should be submitted with the Provider's main application and not separately.

## **VII. Professional Development**

Provide a schedule and detail content for the staff development opportunities available to program staff. This detail content must include the training topics and credentials of the trainers providing the professional development opportunity. PDE provides professional development opportunities throughout the year and private providers are encouraged to participate. Information regarding upcoming professional development opportunities for AEDY program staff can be found on PDE's website at [www.education.state.pa.us](http://www.education.state.pa.us), keyword AEDY.

## **VIII. Program Evaluation**

Providers must document the success of instructional and behavioral programs utilizing performance measures and performance indicators. For providers who are not new applicants, data must be provided for the past three school years or since the first school year your program opened, whichever came first. If you are a new applicant, you do not need to submit this data with your application however, this data should be collected throughout the school year, as it will be required for the end-of-year report.

1. Please see *AEDY Program Evaluation Data Collection Sheet* to provide this information. You must complete an *AEDY Program Evaluation Data Collection Sheet* for each of the past three years or since the first school year your program opened, whichever came first.
  - a. Grade Level (column already completed).
  - b. Total number of AEDY students served at each grade level.
  - c. Average Daily Attendance for AEDY student population at every grade level.
  - d. Of number of students in column B, how many at every grade level met behavioral goals on their behavior plan as defined in the application?
  - e. Of the number of students in column B, how many students at every grade level met academic goals as determined by Periodic Review Team?
  - f. Of the number of students in column B, how many were promoted to the following grade (for grades 7 through 11)? How many graduated from grade 12?
  - g. Of the number of students in column B, how many students at every grade level transitioned to regular school setting due to success in meeting goals? Note: The target for this performance indicator is 20 percent.

- h. Of the number of students in column B, how many at every grade level dropped out and did not re-enroll in any educational program (sending school or other)?
- i. Of the number of students in column B, how many at every grade level transferred to another program without having met their behavioral or academic goals?
- j. Number of total student suspensions at every grade level during this school year.
- k. Number of total expulsions at every grade level during this school year.
- l. Number of times police intervention, of any type, was required for students in column B at every grade level.
- m. Of the number of students in column B, how many at every grade level passed all four core content subjects (science, math, English, and social studies) while in your program?
- n. Of the number of students in column B, how many at every grade level passed at least three of four core content subjects (science, math, English, and social studies) while in your program?
- o. Of the number of students in column B, how many at every grade level participated in a career prep training program. (This includes but is not limited to, work-based learning, work-study, Career and Technical Education, and job-coaching)?
- p. Of the number of students in column B, how many at every grade level have an IEP?
- q. Of the number of students in column B, how many at every grade level entered your program already identified as a student with an IEP?
- r. Of the number of students in column B, how many at every grade level were identified as needing special education services (as defined by IDEA) while in your program?
- s. Of the number of students in column B, how many at every grade level have been in your AEDY placement 0-6 months?
- t. Of the number of students in column B, how many at every grade level have been in your AEDY placement 7-9 months?
- u. Of the number of students in column B, how many at every grade level have been in your AEDY placement 10-12 months?
- v. Of the number of students in column B, how many at every grade level have been in your AEDY placement 13-18 months?
- w. Of the number of students in column B, how many at every grade level have been in your AEDY placement 19-24 months?
- x. Of the number of students in column B, how many at every grade level have been in your AEDY placement longer than 24 months?

## **IX. Experience and Training**

The individual proprietor, each member of a partnership, association or company, and each officer and director of a corporation involved in the direct delivery of services to students that intends to contract with or has contracted with a school entity to operate an AEDY program shall provide a description of his/her experience in the operation of such a program and experience with grade levels and the type of students served.

## **X. Licenses**

A list of other licenses held by the organization relative to the services offered. For example, is the organization licensed by PDE as a private licensed school? Does it hold a Day Treatment License from the Pennsylvania Department of Public Welfare?

## **XI. Other Names/Locations**

If the approved private provider is the administrative head of other schools under similar names (other than those provided in Section III), please provide a list of those schools and their locations. This does not constitute approval or endorsement of specific sites or schools, **nor does it provide a license to operate alternative or other types of schools.** It merely allows approved private providers to contract with public school entities for AEDY services. In all cases, the public school entity must contract with the private provider for AEDY services and must submit an application or revision to an application to PDE that includes a copy of the contract with the private provider.



## **Alternative Education for Disruptive Youth (AEDY) Private Provider Site Information Form**

List all sites associated with the provider that delivers Alternative Education for Disruptive Youth (AEDY) Services as defined by the Pennsylvania School Code (24 PS 19-1901-C).

Please note the number of student slots available at each AEDY program site and the geographic area served by each site.

**Site 1:**

**Site 2:**

**Site 3:**

**Site 4:**

**Site 5:**



## Alternative Education for Disruptive Youth (AEDY) Private Provider Staff Information Form

<u>Name</u>	<u>Position Held</u>	<u>Certification/Credential</u>
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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

\*Attach additional pages if applicable



**Alternative Education for Disruptive Youth  
Assurance Statement**

I understand that status as an approved Alternative Education for Disruptive Youth Provider allows \_\_\_\_\_ to enter into contractual agreements  
(Agency Name)

with LEAs to provide services to students in Alternative Education for Disruptive Youth (AEDY) approved programs as defined by Title 24 Articles XIX-C and E. **This approval only allows the delivery of academic instruction and behavioral counseling to students placed by eligible local education agencies that meet specific criteria established in Title 24 Article XIX-C of public school code. All required interventions and due process requirements must be met by the sending local education agency PRIOR TO our organization accepting any student into our (AEDY) Program. Documentation substantiating the implementation of these requirements must be maintained in each individual student file at the program location.**

Our approval at this point in time authorizes our organization to provide AEDY Program services at the site locations listed in the most recent AEDY Private Provider renewal application.

All required federal and state laws and guidelines will be followed. A list of the state laws and regulations that apply to private alternative education institutions (private providers) listed in Attachment A of the state guidelines have been reviewed and will be followed as they pertain to private alternative education institutions contracting alternative education services with public schools.

I understand that The Pennsylvania Department of Education reserves the right to terminate approval of any private provider at any time due to a complaint, non-submission of required forms, any non-compliance issue, or for any other reason the Department deems necessary.

We understand that approval does not provide or imply any licensure or accreditation for our organization to operate a school, program or provide instruction to any other populations of students. Other programs implemented and run by our organization are not authorized or licensed to operate under this approval. **If we intend to operate an AEDY Program at any other site(s) in the Commonwealth of Pennsylvania, we will notify the Pennsylvania Department of Education and receive approval prior to commencing operation and/or accepting students.**

I understand that this approval does not authorize \_\_\_\_\_ to provide  
(Agency Name)  
required instruction and/or special education services to individuals at any other existing facility or program operated by our organization.

\_\_\_\_\_  
Agency/Organization Name

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
City, State, Zip Code

\_\_\_\_\_  
Title/Position

\_\_\_\_\_  
Approval Signature/Name  
PDE Representative

\_\_\_\_\_  
Date