



Handbook for:
Muhlenberg School District Students
2025-2026 AEDY

Department of Pupil Services
Muhlenberg School District
Reading, PA 19605

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PA Department of Education

You may file a formal complaint with the Pennsylvania Department of Education:

Mail: Forum Building, 607 South Drive, Harrisburg, PA 17120

Phone: 717-783-6788

Special Education Issues: Call 1-800-879-2301 or email ConsultLine@odr-pa.org

For student enrollment concerns, email mwashington@pa.gov and RA-PDE-SchoolService@pa.gov, or call 717-787-4860.

To report educator misconduct, contact the Office of Chief Counsel at 717-787-5500 (mail to 607 South Drive, 3rd Floor, Harrisburg, PA 17120).

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DEFINITIONS

Alternative Education for Disruptive Youth (AEDY) Program

A program approved by the Pennsylvania Department of Education (PDE) that is designed to provide a temporary placement for disruptive students in grades 6 through 12. Students placed in an AEDY Program continue to make academic progress towards graduation and work to remedy disruptive behavior through counseling and other behavioral interventions. AEDY placements are used only as a last resort, after all other behavioral interventions have failed to remedy the student's disruptive behavior(s). (PDE website)

AEDY LEA In-house Program

A PDE-approved AEDY Program operated by an LEA or LEAs (including vocational/technical schools, charter schools or intermediate units) designed to provide a sound educational course of study and counseling for disruptive students who are removed from the regular education setting. (PDE website)

Controlled substance

A drug or other substances as defined in the Controlled Substance, Drug, Device and Cosmetic Act (35 P.S. §780-104) or as identified under schedules I, II, III, IV or V of the Controlled Substances Act (21 U.S.C. § 812(c)). (PDE website)

Disruptive Student

As defined by the Public School Code (24 P.S. § 19-1901-C(5)), a student in grades 6 through 12:

- *who poses a clear threat to the safety and welfare of other students or the school staff;*
- or*
- *who creates an unsafe school environment; or*
- *whose behavior materially interferes with the learning of other students or disrupts the overall educational process.*

Additionally, the student must exhibit to a marked degree any or all of the following conditions:

1. *Disregard for school authority, including persistent violation of school policy and rules.*
2. *Display or use of controlled substances on school property or during school-affiliated activities.*
3. *Violent or threatening behavior on school property or during school-affiliated activities.*
4. *Possession of a weapon on school property, as defined by the Crimes Code at 18 Pa.C.S. § 912 (relating to possession of weapon on school property).*
5. *Commission of a criminal act on school property or during school-affiliated activities.*
6. *Misconduct that would merit suspension or expulsion under school policy. (PDE website)*

Formal Periodic Review

AEDY LEA In-house and Private Provider Programs are required to conduct formal periodic reviews of every student placed in an AEDY Program. This review must occur, at a minimum, prior to the Presumptive Exit Date that the student is in the AEDY Program. The purpose of this review is to determine whether the student is ready to transition back to the regular education setting. (24 P.S. § 19-1901-C)(1)). (PDE website)

Presumptive Exit Date

PDE has established a 45-day presumptive exit date to ensure that students do not remain in placement beyond 45 days without a review of progress and a deliberate decision for continuation in the program. Students meeting behavioral goals should transition back to the regular education setting, and students not meeting behavioral goals may remain in the AEDY Program with their progress reviewed prior to the second Presumptive Exit Date. (PDE website)

Weapon

"Weapon" is defined by the Crimes Code at 18 Pa.C.S. § 912 (relating to possession of weapon on school property). (PDE website)

REFERRAL CRITERIA

24 P.S. § 19-1902-C(5) provides that an AEDY Program may only be used when all other established methods of intervention and/or discipline have been exhausted. Further, students placed in AEDY are limited only to those students who:

- *Pose a clear threat to the safety and welfare of other students or the school staff; or*
- *Create an unsafe school environment; or*
- *Whose behavior materially interferes with the learning of other students or disrupts the overall educational process.*

AND

- *Exhibit to a marked degree any or all of the following six criteria for placement:*
- *Disregard for school authority, including persistent violation of school policy and rules.*
- *Display or use of controlled substances on school property or during school-affiliated activities.*
- *Violent or threatening behavior on school property or during school-affiliated activities.*
- *Possession of a weapon on school property, as defined by the Crimes Code at 18 Pa.C.S. § 912 (relating to possession of weapon on school property).*
- *Commission of a criminal act on school property or during school-affiliated activities.*
- *Misconduct that would merit suspension or expulsion under school policy.*

Unilateral Placements

Muhlenberg *students will receive an automatic 45-day, unilateral placement if one or more of the following behaviors occur:

1. A student brings a weapon to school
2. A student possesses, uses or distributes illegal drugs
3. A student causes serious bodily injury to a staff member

*Students with IEPs can receive a 45-day unilateral placement providing:

1. The behavior is NOT a manifestation of their disability

— Or —

1. The behavior IS determined to be a manifestation of their disability, AND
2. The parent agrees to AEDY placement

INFORMAL HEARINGS

(PDE website) Before a student is placed in an AEDY Program, the student must be provided with an informal hearing in accordance with the 22 Pa. Code § 12.8(c). The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being disciplined and to determine whether or not the student should be disciplined.

The following requirements must be observed and documented through the AEDY Student Referral Process and must be available for review during site visits conducted by the PDE AEDY Team:

- 1. Notification of the specific reasons for the removal from the regular education setting must be provided in writing to the parents or guardians and the student;*
- 2. Sufficient notice of the time and place of the informal hearing must be given;*
- 3. A student has the right to question any witnesses present at the hearing;*
- 4. A student has the right to speak to and produce witnesses on his or her own behalf; and*
- 5. The school entity shall offer to hold the informal hearing prior to placement in the AEDY Program. If the student's presence in the regular education setting poses a continuing danger to persons or property or provides an ongoing disruption of the academic process, immediate placement in the approved AEDY program may occur with the informal hearing to follow. The exception is generally discouraged and should be limited only to the most serious, ongoing infractions*

STUDENTS WITH SUPPORTS

Special Education

(PDE website) AEDY Programs must comply with all applicable federal and state laws and regulations pertaining to the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504, and the American with Disabilities Act. The sending LEA is responsible for ensuring that students with disabilities within AEDY Programs receive a free and appropriate public education (FAPE).

A student may not be removed to an AEDY Program if their behavior is a manifestation of their disability with the exception of the circumstances listed in 34 C.F.R. § 300.530(g) or § 300.532(b)(2)(ii), or when the student's parent and LEA agree to the change in educational placement pursuant to 34 C.F.R. § 300.530(f)(2). For all students eligible under IDEA and Section 504, the LEA must conduct and document a manifestation determination prior to a disciplinary change in educational placement. For circumstances listed in 34 C.F.R. § 300.530(g), the LEA must conduct and document a manifestation determination within 10 days of the decision to change the educational placement. A copy of a recommended Manifestation Determination Worksheet is available on the Pennsylvania Training and Technical Assistance (PaTTAN) website at www.pattan.net Opens In A New Window, keyword "Manifestation Determination Worksheet."

Special Education Records

(PDE website) The following documents must be forwarded to the AEDY Program when a special education student is placed:

- 1. Permission to Evaluate, Permission to Reevaluate or Agreement to Waive Reevaluation – with signatures.*
- 2. Evaluation Report or Reevaluation Report – with evaluator signatures for SLD students and list of evaluators for other disabilities.*
- 3. Invitation to Participate in the Individualized Education Program (IEP) Team Meeting Or Other Meeting – with signatures.*
- 4. Individualized Education Program (IEP) – with signatures.*
- 5. Notice of Recommended Educational Placement (NOREP) – with signatures.*
- 6. Functional Behavior Assessment (FBA), if available.*
- 7. Positive Behavior Support Plan (PBSP), if available.*
- 8. Manifestation Determination.*

ESL

(PDE website) The education of students whose dominant language is not English is the responsibility of the LEA. Regulations require the LEA to provide a program for every student who is an English Learner (EL). 22 Pa. Code § 4.26.

The sending LEA maintains the ultimate responsibility for ensuring that EL students in AEDY Programs receive EL services and education that conforms to federal and state law.

AEDY Programs must comply with all applicable federal and state laws and regulations pertaining to the education of students identified as EL. ELs are entitled to equal access to the general education curriculum via modifications and adaptations to and accommodations for instruction and assessments as well as planned instruction in English language development. Beginning on July 1, 2019, LEAs must certify to PDE in the online application that ELs in AEDY Programs are provided with services in accordance with federal and state laws and regulations.

When an EL is educated in an AEDY Program, he/she must:

- 1. Receive a 45-day Presumptive Exit Date,*
- 2. Receive planned English language development instruction by a certified ESL/Bilingual Education teacher (Program Specialist ESL Certification), and*
- 3. Receive adaptations/modifications in the delivery of content instruction and assessments by all teachers based on the student's language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania Academic Standards.*

When an EL is educated in an AEDY Program, the sending LEA must:

- 1. Provide PDE with a copy of their EL Service Plan if the AEDY Program is providing the EL instruction.*
- 2. LEAs are responsible to ensure AEDY Programs have plans that give due consideration to the following requirements and program recommendations.*
- 3. Ensure that parents/guardians are provided with translation and interpretation services.*

When an EL is educated in an AEDY Program, the provider must:

- 1. Provide PDE with a copy of their individual EL Service Plan if they are providing the EL instruction.*
- 2. Ensure that parents/guardians are provided with translation and interpretation services.*

PROGRAM REQUIREMENTS

Program Approval and Reporting

Our Alternative Education for Disruptive Youth (AEDY) Program is officially approved by the Pennsylvania Department of Education. Each year, we share a report with the state about how the program is running, including information on how students are doing and how the program is helping them reach their goals. This helps make sure our program stays up to date, meets state standards, and continues to provide the support you need to succeed.

(PDE) Days and Annual Hours of Operation

(PDE website) AEDY Programs must operate five days per week, at least 180 school days per year, and provide a minimum of 990 hours of instruction per year or 27.5 hours per week. Program applications that do not satisfy the following requirements will not be accepted by the online system. In the event a program cannot meet the requirements, you must contact the AEDY Office.

The required 990 hours must include at least:

- *20 hours of academic instruction including:*
 - *Math*
 - *Science*
 - *Social studies*
 - *English/Language Arts*
 - *Health or Life Skills*
- *2.5 hours of counseling.*
- *Electives*
- *Note: Electives must be offered within the AEDY Program.*
- *Implementation of an evidence-based behavior modification program.*

PDE recommends that AEDY Programs maintain the same schedule and hours of operation as the regular education setting. By aligning AEDY Program and LEA hours, AEDY students are able to transition back to the regular education setting in an efficient manner.

(MSD) Days and Annual Hours of Operation

- *Start time is 8:00 AM*
 - *Breakfast is 8:00 AM. Breakfast will not be served after 8:15 AM.*
 - *Lunch 11:00-11:30 PM*

- No outside food or drink permitted unless permission and approved by a doctor's note.
- Dismissal time is 2:20 PM
- Students will work on the program's daily progress rate. They will be working on online courses in curricular areas that match up with the curriculum of the Muhlenberg School District. Students will work on their behavior goals with AEDY team members.

(MSD) Sample Daily Schedule

8:00 AM - Arrival and Breakfast

8:20 AM - Edgenuity

11:00 AM - Lunch

11:30 AM - Edgenuity

1:00 PM - Guidance Counseling

1:30 PM - Edgenuity

2:20 PM - Dismissal

Counseling

*AEDY Programs must provide at least 2.5 hours per week of counseling for every student.
Counseling may be delivered in individual or group sessions.*

1. *The purpose of counseling is to remediate the behavior(s) that caused the placement in the AEDY Program and to help the student to transition back to the regular setting.*
2. *The 2.5 hours of counseling per week must be provided in addition to the required hours of academic instruction. It is recommended that the 2.5 hours of weekly counseling take place in a small group or individual format.*
3. *AEDY LEA In-house Programs and AEDY Private Provider Programs are responsible for maintaining an up-to-date counseling record. The counseling record should include, at a minimum, student attendance, group topics, name of the counselor leading the group, the date, and the start and stop times of the group session.*
4. *As of July 1, 2019, individuals delivering counseling services must hold one of the following credentials and should have experience in providing services to students in the appropriate age range: certified school counselor, certified school psychologist, certified school social worker, certified drug and alcohol counselor (as appropriate), licensed social worker, licensed clinical social worker, licensed professional counselor, certified/licensed therapist, licensed psychologist or psychiatrist.*

Behavioral Assessment

(PDE website) AEDY Programs are required to assess each student at the time of placement and at the end of each 45-day period following placement. The behavioral assessment must be completed within the first five school days of attendance in the AEDY Program. Behavioral assessment tools are used to not only identify areas in which the student is experiencing difficulties and set goals, but also to measure and document student success towards behavioral goal attainment. If the sending LEA of a student with a disability has recently (within 60 days) completed an FBA, it should be used in conjunction with the behavioral assessment.

AEDY Programs are required to administer a behavioral assessment upon entry of each student into the AEDY Program. Information gathered through this assessment, in addition to the student's reason for placement and other input, must be used to develop the student's behavioral goals. This assessment may be used to measure and document student success towards behavioral goals.

(MSD) Behavior Assessment

The Muhlenberg AEDY program uses the TALID point system to document and collect behavioral data. Students earn points based on:

- T - Task - Staying on task
- A - Area - Staying in assigned area
- L - Language - Using respectful, appropriate language
- I - Interaction - Maintaining positive, respectful interactions with others
- D - Direction - Following directions

45 Day Formal Period Review Meeting

1. *If behavioral goals have been met, an FPR meeting must be conducted within one week, regardless of the timing associated with the end of the semester. During the FPR meeting, an exit/transition plan must be created to return the student to the regular education setting (See "Formal Periodic Review" below for additional information about this process.).*
2. *If behavioral goals have not been met, the LEA must justify continued placement in the AEDY Program, thereby triggering a new 45-day Presumptive Exit Date.*

Prior to the 45th day of a student's Presumptive Exit Date, the LEA must consult with the AEDY Program working with the student to review the student's progress toward meeting behavioral goals.

1. *The ultimate goal of AEDY Programs is to assist students in addressing disruptive behaviors so they may successfully return to the regular education setting. Students'*

readiness to return to the regular education setting is determined by their ability to meet behavioral goals. All AEDY Programs must have a formal documented process for periodic review and evaluation of each student's behavioral goals. The purpose of a formal periodic review is to determine the readiness for return to the regular classroom setting.

- 2. The review team should consist of the AEDY Program's administrators, teachers, counselors, parent(s), students and a representative from the sending LEA's school administration. In addition, the parent or student may invite other(s) to take part in this process.*
- 3. The FPR must include an evaluation of the student's behavioral progress and may include a review of the student's academics and attendance in the AEDY Program. As mentioned above, students' readiness to return to the regular education setting is determined by their ability to meet behavioral goals. A student cannot remain in placement for lack of academic progress or lack of attendance. If a student has met behavioral goals, the FPR is developed to support and facilitate return to the regular education setting. Each student's behavior, academic, attendance, and/or other needs should be considered when developing an appropriate exit plan. If a student has not met behavioral goals, the FPR must justify continued placement in the AEDY Program, thereby beginning a new 45-day Presumptive Exit Date.*
- 4. All AEDY Programs are required to document and maintain all information discussed at the FPR meeting. The AEDY Program must develop and implement FPR that documents: the student demographic information, the date and time of review, names and signatures of all in attendance at the review, behavioral assessment information, previous data collection, current interventions, behavioral goals/progress related to the results of the behavior of concern and the behavioral assessment, current student academic progress and attendance, and if appropriate the exit plan. The FPR must be uploaded to the reporting system and a copy located in each student's file. If it is determined that the student will no longer remain in placement, the AEDY Program will use the FPR to document the student's exit plan. It is recommended that the review include input from the LEA, AEDY Program staff, parent(s)/guardian(s), and student.*

45 Day Formal Periodic Review Exit Document

(PDE website) AEDY Programs must develop individualized measurable behavior goals that evidence positive behavioral interventions and approach for each student that is based on the results of the student's behavioral assessment, the reason(s) for placement in the AEDY

Program, and any supporting documentation from the LEA, in order to address the behavior(s) that prompted placement into the AEDY Program.

The FPR should reflect best-practice and utilize motivation and reinforcement. Components of evidenced based positive behavior supports include:

- *Antecedent (prevention) Strategies: Outline strategies to assist in preventing the behavior of concern from occurring and to increase the occurrence of the replacement behavior. This may include a description of environmental adjustments, or adjustments to type of content or instruction presented to the student.*
- *Replacement Behavior: Identify the behavior that will be taught to the student as a replacement to the behavior of concern. The replacement behavior should efficiently achieve the same function as the behavior of concern. Include the plan for instruction including prompts, and systematic adjustment of behavior requirements over time (based on data).*
- *Consequences (reinforcement) for when the student performs the replacement behavior: Describe specific procedures for providing reinforcement when the student performs the replacement behavior, so that the replacement behavior will be effective and efficient for the student in achieving the same function. Reinforcement should increase the likelihood that the student will continue or increase the replacement behavior. Also, include a plan for systematically thinning the reinforcement schedule over time (based on data).*

Each student must have an FPR that has clear and measurable goals. The intent of the document is to address the function of the disruptive behavior, thereby preparing students to return to the regular education setting. The AEDY Program must review the FPR with the parent and student in order to afford them the opportunity to provide input. The FPR must have signature lines for all of those providing input into the document.

The Exit team must set clear exit criteria with measurable behavioral goals within five school days of placement. The goals should be reasonably achievable by the presumptive exit date and clearly communicated to all staff who have contact with the student. Exit criteria may only address the behavior that resulted in placement.

Transitions

All students in AEDY are afforded the opportunity to transition back to regular school that is tailored to their needs. Transition periods can serve from a couple of days to a couple of weeks.

- Students with IEPs must complete their transition BEFORE or ON the 45th day of AEDY placement. All students with IEPs must begin regular school, in full, the school day after the 45th day of AEDY placement.
- Students without IEPs will begin their transition AFTER the 45th day of their AEDY placement.

Post-AEDY Behaviors

Upon successful completion of the AEDY assignment and transition, all students will return to the regular school setting. Any students demonstrating subsequent behaviors in regular school, will follow these guidelines:

Level II Behaviors (Policy 218 AR)

- First offense - School-issued consequence; Parent meeting
- Second offense - School-issued consequence; Parent meeting; Optional AEDY placement
- Third offense - School-issued consequence; Parent meeting; AEDY placement

Level III and IV Behaviors (Policy 218 AR)

- First offense - School-issued consequence; Parent meeting; Optional AEDY placement
- Second offense - School-issued consequence; Parent meeting; AEDY placement

Equity and Compliance Monitoring

The Muhlenberg School District is committed to ensuring equitable access to education for all students. In accordance with Pennsylvania Department of Education (PDE) requirements, the District monitors AEDY placements for any disproportionality based on race, ethnicity, or disability status. Placement decisions are made solely on documented behaviors that meet AEDY eligibility criteria, and all data is reviewed regularly to ensure compliance with state and federal civil rights laws.

Complaint Process

Parents/guardians and students have the right to raise concerns about any aspect of the AEDY Program. Concerns should first be directed in writing to the AEDY Program Supervisor for review and resolution. If the concern is not resolved at the program level, it may be appealed to the Director of Pupil Services for further review.

If a parent/guardian or student believes that the AEDY Program is not meeting Pennsylvania Department of Education (PDE) requirements, they have the right to file a formal complaint directly with PDE. Complaints to PDE must be submitted in writing and should clearly state the nature of the concern, any steps already taken at the local level, and the requested resolution. PDE will review the complaint in accordance with state policy and respond accordingly.

If you believe a PDE requirement has not been met, you may file a formal complaint with the Pennsylvania Department of Education:

Mail: Forum Building, 607 South Drive, Harrisburg, PA 17120

Phone: 717-783-6788

Special Education Issues: Call 1-800-879-2301 or email ConsultLine@odr-pa.org

For student enrollment concerns, email mwashington@pa.gov and RA-PDE-SchoolService@pa.gov, or call 717-787-4860.

To report educator misconduct, contact the Office of Chief Counsel at 717-787-5500 (mail to 607 South Drive, 3rd Floor, Harrisburg, PA 17120).

MUHLENBERG AEDY PROGRAM

Education

The entire academic core curriculum classes at Muhlenberg AEDY is supervised and supported by PA certified teachers. Students will receive instruction in their four core academic classes: math, English, social studies, and science. Students will be placed in course work in these four core areas that will allow them to earn credits toward their high school diploma. Students may also receive instruction in living skills, social skills, physical education, and electives. Teachers can provide direct instruction, computer aided instruction, small group instruction, and some students will utilize a self paced curriculum.

Students within the Muhlenberg AEDY program will utilize the Edgenuity online learning program. The Edgenuity program can be used for a self paced curriculum, credit recovery, and/or preparation for the PSSA/Keystones. The major educational emphasis of Muhlenberg AEDY program is to provide all students with a sound educational course of study that will allow them to make normal academic progress toward graduation.

Special Education Services are provided by PA certified Special Education teachers who ensure compliance with all PA Special Education Regulations. Individual Educational Plans will be developed in conjunction with the AEDY referral and into the Transition Plan. The Transition Plan will be used to reintegrate youth back into regular school.

Grades

Grades will reflect participation, assignments completed, and test scores. Attendance can also be weighted in grade calculation. Mid-term and marking period grades will be sent via mail on a quarterly basis to parents/guardians. Grades earned in the Muhlenberg AEDY program are a component of goals to determine exiting the program. All grades earned in Muhlenberg AEDY will be incorporated back into the student's regular school grades by the student's regular School Counselor.

Behavioral Support Framework

The Muhlenberg AEDY Program incorporates evidence-based practices to support student growth and success. These include elements of School-Wide Positive Behavioral Interventions and Supports (SWPBIS), small student-staff ratios to allow for individualized attention, structured transition teams to assist students in returning to their regular school environment, and mentoring opportunities to provide ongoing guidance. These strategies are designed to promote positive behavior, build strong relationships, and help students develop skills for long-term success.

Point System

The Muhlenberg AEDY program uses a five point system that is used to determine privileges and eligibility for special activities. It is also used for progress monitoring purposes. A teacher evaluates every student several times per day. The measurable criteria for the point system are as follows: TALID:

T-Task - Staying on Task. The student remains focused on the assigned work or activity without unnecessary distractions.

A-Area - Staying in Assigned Area. The student stays in the designated classroom or workspace unless given permission to move.

L-Language - Using respectful, appropriate language. The student speaks politely to peers and staff, avoiding profanity, insults, or inappropriate comments.

I-Interaction - Maintaining positive, respectful interactions. The student cooperates, works well with others, and treats everyone with respect.

D-Direction - Following directions. The student listens to and follows staff instructions the first time they are given.

Purpose

TALID is both a data collection tool and a behavior coaching framework. Staff record points based on these five areas twice daily (AM and PM). Points are used for:

- Monitoring progress toward behavioral goal
- Determining readiness for transition back to the regular school setting
- Awarding privileges or incentives through the program's Positive Behavior Intervention System (PBIS)

Attendance Policy

The attendance policies of Muhlenberg School District apply to the Muhlenberg AEDY program. Students having three or more absences must secure a doctor's note for further absences to be considered excused. Additionally, all unexcused absences could lengthen the assignment period in the Muhlenberg AEDY program by the same number of unexcused absences accumulated.

Transportation

To support student success, the Muhlenberg School District provides transportation to and from the AEDY Program for all enrolled students. This ensures every student has consistent access to academic instruction, counseling, and other program supports. Transportation arrangements are coordinated through the District's Transportation Department, and schedules are designed to align with AEDY start and dismissal times. Parents/guardians will be notified of pick-up and drop-off times prior to the student's first day in the program. Students are expected to be ready at the scheduled pick-up time to ensure timely arrival to the program.

Rules and Procedures

All rules of Muhlenberg School District and Muhlenberg High School must be followed, in addition to:

1. Cell phones, personal devices and all peripherals (e.g. earbuds, etc.) are not permitted during Alternative Education without the explicit permission of the teacher and as part of a Positive Behavior Intervention System (PBIS) Point system.
 - a. Cell phones brought to Alternative Education must be turned OFF and relinquished to the teacher upon entry. Cell phones will remain OFF during the school day and returned to the student at dismissal.
2. No Head Coverings
 - a. Except for religious or documented medical reasons.

AEDY Behavior Contract**ALTERNATIVE EDUCATION BEHAVIOR CONTRACT**

Your child, _____, has been assigned to the Alternative Education program (AEDY) of Muhlenberg School District. While in this alternative setting, he/she will be expected to follow the rules stated below for the duration of their assignment. Following the rules set forth in this Behavior Contract will support the presumptive exit date from AEDY. Not following one or more rules of this Behavior Contract will provide evidence that he/she is not ready to be placed back in a general education setting, and could extend their placement in AEDY for further support:

- ___ Attend daily with the exception of excused absences (e.g., illness)
- ___ Follow and cooperate with the assigned AEDY daily schedule (e.g., arrival, dismissal, lunch, etc.)
- ___ Work on and demonstrate progress on assigned Edgenuity lessons or other academics
- ___ Respectfully cooperate and contribute to counseling sessions designed to support student needs while in AEDY
- ___ Respectfully cooperate with all AEDY and school procedures, administrators, teachers and support teachers (e.g. fire drills, counseling, special education, etc.)
- ___ No physical altercations or threats of any kind with other students, teachers or staff
- ___ No verbal altercations or threats of any kind with other students, teachers or staff
- ___ No threats of any kind via school devices, personal devices or social media
- ___ No cell phone possession or use, from arrival to dismissal, unless specifically permitted for a limited amount of time by the teacher as an earned reward
- ___ The signatures below indicates that these rules have been read to me and understand them:

Expected Entry Date: _____ Presumptive Exit Date: _____

Printed Student Name	Signed Student Name	Date
Printed Parent/Guardian Name	Signed Parent/Guardian Name	Date
Printed LEA Name	Signed LEA Name	Date