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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Academic Standards and Assessment Report** **Monday, March 03, 2008**

**Entity:** Moon Area SD  
**Address:** 8353 University Boulevard  
Moon Township, PA 15108-2957  
**Phone:**  
**Contact Name:**

## Organization Description

**Moon Area School District** serves the educational needs of students from Kindergarten through Grade 12 who reside in either Moon Township or Crescent Township.

**Moon Township** is a rapidly growing suburban municipality located along the [Ohio River](#) in [Allegheny County, Pennsylvania](#). The origin of township's name is unknown for certain, however, it is believed to be named after a crescent-shaped bend in the river. Moon is a suburb in the [Pittsburgh Metro Area](#) as it is located 15 miles (24 km) northwest of [Pittsburgh](#). The population was 22,290<sup>[1]</sup> as reported in the [2000 census](#). Moon Township is home to the [Moon Area School District](#), which is comprised of students from both Moon and Crescent townships. The school district enrolls approximately 3,800 students in grades kindergarten through 12th grade. Growth is expected to continue in Moon in the near future due to many new construction projects such as the redevelopment of University Boulevard and conversion of the West Hills Shopping Center into a new shopping plaza. Ground was broken in late 2006 on the new Cherrington Parkway extension. The extension will create additional shovel-ready land for development.<sup>[2]</sup> As a result of Robert Morris University, the college feeds much of the economy along the township's University Boulevard area. Several new businesses have opened recently including the new DoubleTree Hotel and restaurants including [Primanti's](#). A new Target and Giant Eagle are also rumored to be in development. The township is home to the [Air Force Reserve 911th Airlift Wing](#), which was established in 1943. Moon is also home to the 171st Air Refueling Wing of the Pa. Air National Guard. Additionally, the Army has its 99th Regional Readiness Command, built in the late 1990's in Moon Township. Since the loss of the airport terminal, the township has shifted its focus from airport commerce to corporate development, residences and university hub. The main campus of [Robert Morris University](#) is also located within the township. Major corporation headquarters like [Michael Baker Corporation](#), [Nova Chemicals](#), [FedEx Ground](#), First Health/Coventry and the consumer division of [GlaxoSmithKline](#) are located in Moon.

**Demographics:** As of the [census](#)<sup>2</sup> of 2000, there were 22,290 people, 8,445 households, and 5,767 families residing in the township. The [population density](#) was 362.5/km<sup>2</sup> (939.1/mi<sup>2</sup>). There were 9,200 housing units at an average density of 149.6/km<sup>2</sup> (387.6/mi<sup>2</sup>). The racial makeup of the township was 93.17% [White](#), 3.58% [African American](#), 0.06% [Native American](#), 1.94% [Asian](#), 0.02% [Pacific Islander](#), 0.25% from [other races](#), and 0.97% from two or more races. [Hispanic](#) or [Latino](#) of any race were 0.99% of the population.

There were 8,445 households out of which 31.2% had children under the age of 18 living with them, 58.9% were [married couples](#) living together, 7.1% had a female householder with no husband present, and 31.7% were non-families. 26.8% of all households were made up of individuals and 6.7% had someone living alone who was 65 years of age or older. The average household size was 2.44 and the average family size was 2.99.

In the township the population was spread out with 22.1% under the age of 18, 10.6% from 18 to 24, 29.9% from 25 to 44, 24.6% from 45 to 64, and 12.8% who were 65 years of age or older. The median age was 38 years. For every 100 females there were 97.3 males. For every 100 females age 18 and over, there were 95.1 males.

The median income for a household in the township was \$57,173, and the median income for a family was \$68,256. Males had a median income of \$48,444 versus \$31,073 for females. The [per capita income](#) for the township was \$26,457. About 2.2% of families and 4.2% of the population were below the [poverty line](#), including 3.6% of those under age 18 and 3.5% of those age 65 or over.

Information obtained from [http://en.wikipedia.org/wiki/Moon\\_Township,\\_Pennsylvania](http://en.wikipedia.org/wiki/Moon_Township,_Pennsylvania)

**Crescent Township** is a township in [Allegheny County, Pennsylvania, United States](#) and is part of the [Pittsburgh Metro Area](#). The population was 2,314 at the [2000 census](#). The township was

created in [1855](#) and was given the name *Crescent* because it was formed from a portion of [Moon Township](#). Crescent Township has been assigned the [ZIP code](#) 15046. Crescent Township has two unincorporated villages: Glenwillard and Wireton. Crescent is part of the [Pittsburgh Metropolitan Statistical Area](#). Students living in Crescent Township attend the [Moon Area School District](#).

**Geography:** According to the [United States Census Bureau](#), the township has a total area of 2.3 [square miles](#) (6.0 [km<sup>2</sup>](#)), of which, 2.1 square miles (5.4 [km<sup>2</sup>](#)) of it is land and 0.2 square miles (0.6 [km<sup>2</sup>](#)) of it (10.78%) is water.

**Demographics:** As of the [census<sup>2</sup>](#) of 2000, there were 2,314 people, 886 households, and 658 families residing in the township. The [population density](#) was 1,115.8 people per square mile (431.6/[km<sup>2</sup>](#)). There were 920 housing units at an average density of 443.6/sq mi (171.6/[km<sup>2</sup>](#)). The racial makeup of the township was 97.23% [White](#), 1.25% [African American](#), 0.30% [Native American](#), 0.91% [Asian](#), 0.04% [Pacific Islander](#), and 0.26% from two or more races. [Hispanic](#) or [Latino](#) of any race were 0.78% of the population.

There were 886 households out of which 32.6% had children under the age of 18 living with them, 61.7% were [married couples](#) living together, 9.7% had a female householder with no husband present, and 25.7% were non-families. 21.2% of all households were made up of individuals and 9.5% had someone living alone who was 65 years of age or older. The average household size was 2.60 and the average family size was 3.05.

In the township the population was spread out with 23.9% under the age of 18, 6.7% from 18 to 24, 31.0% from 25 to 44, 23.4% from 45 to 64, and 14.9% who were 65 years of age or older. The median age was 38 years. For every 100 females there were 93.6 males. For every 100 females age 18 and over, there were 93.2 males.

The median income for a household in the township was \$49,500, and the median income for a family was \$52,267. Males had a median income of \$35,661 versus \$25,076 for females. The [per capita income](#) for the township was \$19,472. About 3.2% of families and 5.1% of the population were below the [poverty line](#), including 6.4% of those under age 18 and 5.6% of those age 65 or over.

Information obtained from: [http://en.wikipedia.org/wiki/Crescent\\_Township%2C\\_PA](http://en.wikipedia.org/wiki/Crescent_Township%2C_PA)

## Core Purpose

### Mission

The Moon Area School District, in partnership with the community, is dedicated to educate every individual in a respectful, safe, enriching environment through comprehensive programs that inspire excellence, life-long learning and responsibility.

### Vision

The vision of the Moon Area School District is to provide quality, comprehensive academic programs that meet the diverse needs of all learners as individuals through a standards-based curriculum.

The stakeholders in Moon Area School District envision a district in which:

- All school community stakeholders demonstrate mutual respect.
- Each student is a lifelong learner who contributes to an increasingly diverse world.
- All members of the school community are technologically proficient.
- All members of the school community are committed to continuous improvement.

- All community stakeholders are dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique potentials.
- the district meets the needs of students, families, and the Moon community to the extent that enthusiastic support is generated for the programs and services provided by the Moon Area School District.

## **Shared Values**

- Learning is a lifelong process.
- The education of our youth is the most valuable investment for our future.
- Every person is unique and has intrinsic worth.
- Recognition and appreciation instill motivation and dedication.
- Honest, open and on-going communication promotes trust and mutual understanding.
- Relevance is an important catalyst for learning.
- Higher expectations promote greater achievement.
- A quality education provides opportunities and a basis for achieving success.
- Education is a shared responsibility of the student school, family and community.
- Essential elements to the educational process include confidence, competence, respect and cooperation.

## **Goals**

GOAL 1: 100% of Moon Area School District students will be proficient in Reading and Mathematics as measured by the PSSA results or will demonstrate at least one year standard measure of growth as determined by PVAAS (Pennsylvania Value Added Assessment System) by 2013.

GOAL 2: 100% of Moon Area School District students, teachers, and administrators will demonstrate technological literacy as determined by the ISTE National Educational Technology Standards by 2013.

GOAL 3: 100% of Moon Area School District curricula will reflect expanded educational opportunities, incorporate 21<sup>st</sup> century skills, and increase academic rigor as evaluated by an annual curriculum review through 2013.

GOAL 4: 100% of Moon Area School District students will be enrolled in classrooms that implement researched-based instructional practices as evidenced by completed, standards-based curriculum maps and teacher observations by 2013.

## **Academic Standards**

The Moon Area School District utilizes a curriculum mapping system to articulate, archive, and evaluate a comprehensive K-12 standards-based curriculum that addresses the following components: essential questions, content, skills, assessments, and standards. Each content area within the K-12 curriculum aligns each of the mapping components to Pennsylvania State Standards. For areas where PA State Standards do not currently exist, national standards are used. This curriculum mapping system affords teachers and administrators the ability to review and search for curricular content based on standards or other criteria from which to make data-informed decisions about the qualitative capital that drives the teaching and learning process. As the curricular areas are reviewed and revised over the years, this system allows stakeholders to

reflect on the past to prepare for the future in a manner that continuously strives to increase student achievement in relation to academic standards.

The Pennsylvania (PA) Academic Standards described in Chapter 4, section 4.11 and 4.12 contain the knowledge and skills which students are expected to demonstrate before graduating from high school. These standards are organized into ten content areas and provide benchmarks for student achievement K-12. The Moon Area School District has aligned all curricular areas from kindergarten to graduation with the PA Academic Standards and instructional goals outlined in the Chapter 4 curriculum regulations. The district utilizes a continuous improvement model for curriculum development that, in turn, facilitates a timely response to emerging student assessment data patterns in state and local assessments. The district is utilizing the Chapter 4 benchmarks for grades 3 — 8 and grade 11 for the Reading and Mathematics Standards in the continuous improvement and revision of grade level and /or course expectations for student learning. Concurrently, the PSSA Writing Assessments at grades 5, 8, and 11 provide the district with milestones around which we have sequenced instruction in order to teach students to become more effective writers. Finally, as the new PSSA Science assessments at grades 4, 8 and 11 begin to provide us with student data, we plan to utilize these data in a similar fashion.

In all areas of the curriculum, the district has worked diligently to develop local comparable assessments as described in Chapter 4. These assessments have been developed by the faculty who instruct a particular course of study and are intended to serve as a local measure of student progress towards achieving the knowledge and skills identified in the PA Academic Standards.

To support the achievement of these standards, students will be provided with developmentally appropriate and challenging learning experiences and expanded opportunities for demonstrating what they know and can do. During the next six years of this strategic plan, the curriculum revision process will continue in response to data analysis of student achievement, as well as anticipated revisions to the Chapter 4 Academic Standards.

#### Chapter 4 Academic Standards (4.11, 4.12)

##### 1. Acquire knowledge and skills in the following areas:

- Reading, writing, speaking, and listening
- Mathematics
- Science and technology
- Environment and ecology
- Social studies, including history, geography, civics and government, and economics
- Arts and humanities
- Career education and work
- Health, safety, and physical education
- Family and consumer sciences
- World languages

##### 2. Develop integrity

##### 3. Process information

##### 4. Think critically

##### 5. Work independently

##### 6. Collaborate with others

##### 7. Adapt to change

As evident in the information contained in other sections of this plan, there is a high correlation among our local shared values, vision, goals and the PA Academic Standards and instructional goals.

## Graduation Requirements

In compliance with Chapter 4 regulations of the Pennsylvania Department of Education and Moon Area School District policy, Moon Area High School graduation requirements shall include:

1. Completion of 24 credits as outlined in each subject listed below

4.0 — English	2.0 — Arts and Humanities
4.0 — Social Studies	2.5 — Health and Physical Education
3.0 — Science	1.0 — Technology Education
3.0 — Mathematics	4.5 — Electives

2. Satisfactory completion of a senior project, and

3. Demonstrate proficient or better achievement on the PSSA Mathematics, Reading and Writing Assessments, or

4. Demonstrate proficient or better on a local assessment that is aligned with the corresponding PSSA assessment, or

5. Demonstrate 75% or better achievement on state standards-correlated classroom assessments in Math, Reading and Writing, or

6. Successful completion of a special education program of studies that is in keeping with a student's Individualized Education Plan (IEP)

(Arts and Humanities include World Languages, Art, Fine Arts, Business, Family and Consumer Sciences, Technology Education and Elective Social Studies.)

† Any course indicated by this symbol will satisfy a Technology Education requirement

### REQUIREMENT FOR GRADE PLACEMENT

A student must have earned 5.0 credits to enter grade 10, 11.0 credits to enter grade 11, and 16.5 credits to enter grade 12. No student will be classified as a senior unless they have earned 16.5 credits, and is a confirmed candidate for graduation by the end of the school year.

### GRADING SCALE

All grades are reported in percentage figures in Moon Area High School. Letter grades may be determined according to the following conversion scale:

92%	-	100%	=	A
83%	-	91%	=	B
74%	-	82%	=	C
65%	-	73%	=	D
64%	-	below	=	F

## QUALITY POINTS

Quality points for each course are assigned according to the number of credits a course is valued and the grade earned as indicated below:

0.5 credit		1 credit		4 credits	
Grade - QP		Grade - QP		Grade - QP	
A -	2.0	A -	4.0	A -	16.0
B -	1.5	B -	3.0	B -	12.0
C -	1.0	C -	2.0	C -	8.0
D -	0.5	D -	1.0	D -	4.0
F -	0.0	F -	0.0	F -	0.0

## ADVANCED PLACEMENT AND HONORS COURSES

Quality points are assigned to Advanced Placement and Honors Courses as indicated below:

ADVANCED PLACEMENT	COLLEGE IN THE HIGH SCHOOL (CHS)	HONORS
A 5.0	A 5.0	A 4.5
B 4.0	B 4.0	B 3.5
C 3.0	C 3.0	C 2.5
D 2.0	D 2.0	D 1.5

## MASD Senior Project Procedural Requirements

### Parent Permission Form (SP-1)

A Parent or Guardian will be required to sign the Parent Permission Form to indicate their understanding of the Senior Project requirements. The Student must submit this form to their English teacher at the beginning of the school year.

### Project Proposal Acceptance Form (SP-2)

The Student must complete and submit a Project Proposal Acceptance Form to their English teacher. This form will provide a general overview of the proposed project, including risk factor and ultimate goal. The Teacher will review the proposal and indicate acceptance by signing the form.

*In the event that the teacher feels that the risk factor or appropriateness of the project is questionable, the student's Project Proposal will be reviewed by a Committee of Senior English teachers for a final approval decision.*

### **Speech of Proposal**

The student will deliver a 3 to 5 minute speech of proposal in their English class on the project and paper topic they have chosen.

### **Letter of Intent**

The student will write a Letter of Intent describing various aspects of their intended project and research paper.

### **Parent Project Consent Form (SP-3)**

After the project proposal has been accepted and the Speech of Proposal has been approved, the student's parent or guardian must give permission for the student to complete the project.

### **Mentor Consent Form (SP-4)**

The student must obtain written consent from the mentor that they select. This form must be completed in it's entirety with accurate contact information. The complete address and phone information is required.

If a student wishes to begin logging hours on their project during the summer preceding their senior year, they **MUST** obtain approval from a Senior English Teacher by completing an **Early Start Application**. Also, regardless of how many hours are logged during the summer months, the student must log a minimum 15 hours of the 25 hour requirement during the school year.

### **I-Search Paper**

The student will research and write a documented paper relating to their project

### **Poster**

The student will create an 8 1/2 x 11 poster illustrating their project and paper topics. All the posters will be displayed in the school hallway.

### **Portfolio**

The student will compile a portfolio documenting their project. [Click here](#) to review the requirements in detail

### **Presentation**

- Practice speeches are performed in early May. This is an opportunity for students to fine tune the length of their speech (must be at least 8 minutes, but less than 10 minutes) and practice with their visual aids. The practice speeches are graded, and appropriate attire is required. *(Please refer to the Timeline for the due dates.)*

- The final presentations will be made during 2 days at the end of May. Students will be placed in groups of 6 according to the category of their projects and their audio visual needs. A panel of 6 judges will view and score the presentations using a standardized scoring sheet. An MAHS teacher will act as a facilitator for the presentations, and at least 1 MAHS teacher and 5 community members will serve as the judges.

## **Strategic Planning Process**

Due to administrative changes during the academic year 2007-08, the Pennsylvania Department of Education granted an extension to Moon Area School District to complete the strategic plan before March 30, 2008. The school district contracted with consultants from Intermediate Unit #3 to facilitate the initial sessions of the steering committee in order to streamline the strategic planning process in a compressed format. The Moon Area School District Steering Committee, comprised of representative stakeholders, met during the dates that follow initially to analyze and discuss the ideas supporting Gary Marx's text Sixteen Trends: Their Profound Impact on our Future in order to develop a common vision of expectation for the students of the school district and their futures.

In-house sessions in preparation for the steering committee sessions: September 12, 2007 (Dr. Milanovich and administration team representatives); October 4, 2007 (with Pat DiRenzo, AIU; and Kevin Conner, AIU); December 11, 2007; and December 17th, 2007

Perceptual Surveys were administered to Moon Area School District parents, high school students, middle school students, elementary students, and staff. A contextual survey was completed by the Moon Area School District administrative team. A technology needs assessment was conducted as well. All of the above data was combined with AYP results, PSSA data results, and demographic data to determine root cause for interventions that will lead to district improvement.

Steering committee sessions: November 17, 2008; November 20, 2008

Subsequent to the steering committee sessions, four action teams were developed to address the four questions created by the steering committee and based on the collaboration and research conducted by the participating stakeholders. These four questions were transformed into district goals. The consultants facilitated the December steering committee session where each of the goals were assessed by prioritizing needs supporting each goal. The action teams utilized the results of prioritization of these needs and designed strategies to support each action team's assigned goal. Action plans were developed based on this process.

The following is an accounting of the four action team planning sessions based on goal:

**GOAL 1:** 100% of Moon Area School District students will be proficient in Reading and Mathematics as measured by the PSSA results or will demonstrate at least one year standard measure of growth as determined by PVAAS (Pennsylvania Value Added Assessment System) by 2013.

Team Leaders: Mr. Michael Haslett; Mr. James McElroy

Scheduled Sessions: January 8, 2008; January 15, 2008; January 24, 2008

**GOAL 2:** 100% of Moon Area School District students, teachers, and administrators will demonstrate technological literacy as determined by the ISTE National Educational Technology Standards by 2013.

Team Leaders: Mr. Dan Vogel; Mr. Scott Seltzer

Scheduled Sessions: January 9, 2008; January 16, 2008

**GOAL 3:** 100% of Moon Area School District curricula will reflect expanded educational opportunities, incorporate 21<sup>st</sup> century skills, and increase academic rigor as evaluated by an

annual curriculum review through 2013.

Team Leaders: Mr. Ron Zangaro; Mr. Michael Hauser

Scheduled Sessions: January 7, 2008; January 16, 2008; January 23, 2008

GOAL 4: 100% of Moon Area School District students will be enrolled in classrooms that implement researched-based instructional practices as evidenced by completed, standards-based curriculum maps and teacher observations by 2013.

Team Leaders: Mr. Jeffrey Zollars; Ms. Lynette Conti Dinello

Scheduled Sessions: January 9, 2008; January 10, 2008

Moon Area School District student representatives from the Moon Area High School Student Council met with the administrative team to review the plans in the strategic plan, to provide suggestions for each of the plans from a student perspective, and to provide suggestions for activities that would support the existing strategies and goals.

The steering committee re-convened February 6, 2008 to review the strategic plan draft in preparation for review by the Moon Area School Board of Directors from February 11-25, 2008. Targeted approval date for the Moon Area School District Strategic Plan by the local Board of Directors is March 25, 2008.

The plan will be on display through March 30, 2008 and will be electronically submitted to the Pennsylvania Department of Education at that time for approval.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anita Marcocci	Moon Area School District	Community Representative	Moon Area School District Board of Education
Audrey Babyok	Moon Area School District	Parent	Moon Area School District Board of Education
Barbara Dempster	Moon Area School District	Community Representative	Moon Area School District Board of Education
Carol Dolence	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Carole Belhumeur	Moon Area School District	Parent	Moon Area School District Board of Education
Christie Covelli	Moon Area Middle School	Middle School Teacher	Teacher Association Representatives
Dr. Donna Milanovich	Moon Area School District	Administrator	Moon Area School District Board of Education
Ellen Bufalini	Moon Area School District	Parent	Moon Area School District Board of Education
Gene Casasanta	Moon Area School District	Business Representative	Moon Area School District Board of Education
Jeffrey Zollars	Moon Area School District	Administrator	Administrators
Jim McElroy	Moon Area School District	Administrator	Administrators
Joanne Canan	Moon Area School District	Regular Education Teacher	Teacher Association Representatives
Joe Werlinich	Moon Area School District	Other	Dr. Donna Milanovich, Superintendent

Kelly Noyes	Moon Area School District	Parent	Dr. Donna Milanovich, Superintendent
Kim Prevost	Moon Area School District	Ed Specialist - Instructional Technology	Dr. Donna Milanovich, Superintendent
Kyle Burgess	Moon Area School District	Middle School Teacher	Dr. Donna Milanovich, Superintendent
Laura Schepis	Moon Area School District	Parent	Moon Area School District Board of Education
Lisa Wolowicz	Moon Area School District	Board Member	Moon Area School District Board of Education
Loni Iannessa	Moon Area School District	Secondary School Teacher	Teacher Association Representatives
Lynnette Conti Dinello	Moon Area School District	Administrator	Administrators
Marcia Welsh	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Mark Limbruner	Moon Area School District	Board Member	Moon Area School District Board of Education
Mary Ann Miller	Moon Area School District	Parent	Moon Area School District Board of Education
Mike Haslett	Moon Area School District	Administrator	Administrators
Mike Hauser	Moon Area School District	Administrator	Administrators
Nancy Augustine	Moon Area School District	Parent	Moon Area School District Board of Education
Nicholas Barthen	Moon Area School District	Secondary School Teacher	Teacher Association Representatives
Patty Hunziker	Moon Area School District	Parent	Moon Area School District Board of Education
Ronald Zangaro	Moon Area School District	Administrator	Administrators
Rose Varsanik	Moon Area School District	Business Representative	Moon Area School District Board of Education
Scott Seltzer	Moon Area School District	Administrator	Administrators
Sean Snowden	Moon Area School District	Special Education Representative	Teacher Association Representatives
Sue Papst	Moon Area School District	Parent	Moon Area School District Board of Education
Susan White	Moon Area School District	Community Representative	Moon Area School District Board of Education
Daniel Vogel	Moon Area School District	Administrator	Administrators
Peri Faulkner	Moon Area School District	Other	Moon Area School District Board of Education
John McCready	Moon Area School District	Other	Moon Area School District Board of Education

Spencer Donaldson	Moon Area School District	Other	Moon Area School District Board of Education
Sarah Finnegan	Moon Area School District	Other	Moon Area School District Board of Education
Brittany Wassen	Moon Area School District	Other	Moon Area School District Board of Education
Kim Obusek	Moon Area School District	Other	Moon Area School District Board of Education
Stephanie Jackson	Moon Area School District	Other	Moon Area School District Board of Education

## Goals, Strategies and Activities

### Measurable Annual Improvement Targets

**Rigor, Relevance, and Relationships**—The Moon Area School District is beginning to implement the processes that will facilitate unity of purpose and district alignment in order to enable the successful accomplishment of the goals of the school district. The district employs three primary principles that support the **“Leading for Learning”** and **“Getting Results!”** frameworks on which the Measurable Annual Improvement Targets are established:

**Increasing Academic Rigor**—Regardless of whether a student enters a four-year university or a technical college, or heads straight to the workforce, every student needs to access a challenging curriculum that opens the door to personal independence and a successful future. The Moon Area School District must offer academically challenging courses that are meaningful, and all students must be encouraged to take these classes.

**Increasing Academic Relevance**—The Moon Area School District strives to move learning experiences from the textbook to tangible, real-world applications. The incorporation of relevancy into curriculum will provide more meaningful experiences for students, encouraging greater engagement and exposure to potential career pathways.

**Fostering Relationships**— Every student needs a team of people that is actively involved in her/his educational welfare, including parents, teachers, counselors, and the community. Each student needs a personal plan for progress that is revisited throughout his/her academic career. Every student should feel that his/her school provides a safe though challenging environment in which s/he can maximize potential.

The Pennsylvania Department of Education **“Leading for Learning!”** and **“Getting Results!”** frameworks serve as building blocks emphasizing similar high-leverage educational practices for any K-12 system. The high-leverage targets are as follows:

#### 1. Quality Teaching: In every classroom and every school--

- 1.1 a qualified, effective teacher
- 1.2 a rigorous curriculum, reliable assessments and standards-aligned instructional materials
- 1.3 evidence-based instruction for *all*, with targeted assistance for ‘struggling’ students, subgroups and staff

#### 2. Quality Leadership: In every school and school system--

- 2.1 a strong and capable instructional leadership team
- 2.2 an unrelenting focus on evidence-based teaching-&-learning
- 2.3 a culture of continuous improvement and accountability for performance

**3. Artful Use of Infrastructure:** In every school and school system--

- 3.1 relationships with families, community, business and higher education
- 3.2 strategic alignment & utilization of staff, facilities, time, fiscal resources and technology
- 3.3 intensive supports for 'struggling' districts, schools and teams

**4. Continuous Learning Ethic:** In every school and school system--

- 4.1 a culture of evidence-based collaborative practice
- 4.2 a culture of continuous professional learning
- 4.3 a culture of collective professional accountability

Goals for student achievement will be derived from the AYP expectations as defined under the Pennsylvania Accountability System. Moon Area School District has consistently met AYP targets annually with rare exceptions. It is the goal of Moon Area School District to strive to achieve 100% proficiency every year as determined by the Pennsylvania State System of Assessment for Reading, Writing, Mathematics, and Science. Nevertheless, Moon Area School District shall meet or exceed the following proficiency targets as set by the Pennsylvania Department of Education:

Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage of Students Proficient in Reading	63%	63%	63%	72%	81%
Percentage of Students Proficient in Mathematics	56%	56%	56%	67%	78%
Percentage of Students Proficient in Science	To be determined by PDE	To be determined by PDE	To be determined by PDE	To be determined by PDE	To be determined by PDE

**Curriculum, Instruction and Instructional Materials**

Moon Area School District currently has a course curriculum that is aligned to PA Academic Standards as outlined in a syllabus and a scope and sequence provided for each district approved course. Documentation and alignment of courses has been developed through the use of an on-line curriculum management process, TechPaths, in order to create an accounting of PA Academic Standards aligned curriculum within each content area. Secondary courses and instructional units can be designed or revised on-line. Teachers use the system to collaboratively develop common instructional units. We are currently exploring the expansion of Techpaths usage to include all courses that extend to the elementary level. Exploration of a the Techpaths lesson planning component shall occur during 2008-09.

The long term curricula action plan for Moon Area School District will address the following areas:

1. Horizontal curriculum articulation within each content area as determined by course and within each grade level where appropriate.
2. Vertical curriculum articulation within each content area from Kindergarten through Grade 12.
3. Cross-curriculum articulation as determined by need and by content summit teams.
4. PA Academic Standards based assessment articulation within each content area.
5. Standards alignment articulation for non-core content areas.

6. Instructional alignment to PA Academic Standards, Anchors, and Eligible Content.
7. Differentiation of instruction to meet individual student learning needs.

A formalized 5-year curriculum cycle shall be developed for the 2008-09 academic year. The proposed curriculum cycle has a two-year implementation for the content (and/or grade level) up for review, requiring a pilot year and an implementation year. Prior to the pilot year, a resource review is completed by each content team on cycle. The results of this comprehensive review will include a detailed summary of at least three research-based program series under consideration as options for new adoption. The content team will justify which program series should be given highest priority as well as a rationale for rejection of the other two program series. Once a new program has been adopted, a supporting curriculum for each new adoption will be written by the teacher adopting that curriculum to occur the summer prior to implementation.

### **Gifted Identification and Education Services**

The Challenge Program is available to identified students through all grade and building levels to provide enrichment and accelerated learning opportunities not ordinarily provided through regular education programs. The identification of eligible students begins with a screening process including review of records and performance along with a profile of the student's strengths and learning proficiency. Further evaluation may then be recommended for individualized assessment with a certified school psychologist and determination of program eligibility.

Once a student is identified as eligible for services through Chapter 16 Regulations, the Gifted Individualized Education Plan (GIEP) is developed according to a student's interests, abilities and identified needs. The elementary program utilizes the Challenge Center as an instructional focus for pull-out programming one-half day per week. Students are transported to facilitate advanced skills and abilities are also coordinated through the Challenge Program and student's GIEP. \

The secondary Challenge Programs, both Middle School and High School, are implemented through similar formats with opportunities for pull-out programming at the building level and implementation of the GIEP to provide expanded curricula, development of critical thinking and enhanced instructional opportunities as well as encouragement for independent learning. Special interest areas with focused skills and aptitudes are typically available and often address highly specialized strengths for students. Additionally, investigations into career and educational interests are encouraged through group opportunities and independent study options. Again, as with the elementary Challenge Program, field experience, community based learning as well as participation in academic and aptitude competitions are utilized and encouraged along with the coordinating regular education programming to facilitate individual student's advanced skills and abilities. Activities are coordinated to the Challenge Center for small group and individualized activities geared toward expanded curricula, development of critical thinking and enhanced instructional opportunities. Activities also include field experience and community based learning as well as participation in academic and aptitude competitions. Collaborations with regular education

### **Limited English/ESL**

The Moon Area School District Professional Education Plan includes programs, activities, or learning experiences for the professional staff to assure that the administrative staff, teaching staff, and paraprofessional staff are prepared to enable, encourage, and support English Language Learners (ELL) so they may participate actively in learning experiences and social activities in the school. Appropriate staff development programs will be provided to alleviate the most serious of cultural clashes or biases. The students who qualify shall receive sufficient instructional time from a PA certified teacher with appropriate resource materials. The teacher shall use an assessment system that monitors student progress in learning English. The ESL Program shall be evaluated annually to determine if the ELL are achieving success in

learning English. If this were not the case, the program shall be adapted to meet the needs of the students.

### Moon Area School District Resource Allocations

Resources	MAHS	MAMS	Allard Elem.	Bon Meade Elem.	Brooks Elem.	Hyde Elem.	McCormick Elem.
Professional Personnel	92	87	16+9 shared	32+8 shared	38+14 shared	14 + 10 share	14 + 7 shared
School Libraries	1	1	1	1	1	1	1
Classrooms	45	49	11	29 full size	29 (3 Spec. Ed.)	18	16
Science Laboratories	4	8	0	0	0	0	0
Mathematics Laboratories	0	0	0	0	0	0	0
Computer Laboratories	3	3	1	1	1	1	1
Gymnasiums	2	1	1	1	1	1	1 gym/cafe
Gymnasium Office	4	2	1	1	1	1	1
Weight Rooms	0	0	0	0	0	0	0
Multi-purpose Classrooms	1	0	1	0	LGI	2	0
Vocal Music Classrooms	1	1	1	1	1	1 1	1
Instrumental Music Classrooms	1	1	1	1	2 small practice rooms	1	1
Art Classrooms	2	3	1	1	1	1	1
Audio/Visual Studios	0	0	0	0	0	0	0
Industrial Arts Laboratories	2	3	0	0	0	0	0
Photography Dark Room	1	0	0	0	0	0	0
ES Room	1	0	0	0	0	0	0
ESL Room	1	0	0	0	0	0	0
Speech Room	0	1	1	1	3 Spec. Ed.	1	1
Life Skills Room	1	1	2	0	0	0	0

<b>OT Room</b>	0	0	0	0	1	0	0
<b>PT Room</b>	0	0	0	0	1	0	0
<b>Access Coordinator</b>	0	N/A	0	0	0	0	0
<b>Receptionist</b>	1	N/A	1	1	1	1	1 admin.asst
<b>Truancy Specialist</b>	0	N/A	0	0	0	0	0
<b>Psychologist</b>	0	0	0	0	1	0	0
<b>Nurse's Room</b>	1	1	1	1	1	1	1
<b>Guidance Office</b>	1	1	1	1	1	1	1
<b>Copy Room</b>	1	1	1	2	1	1	1
<b>Cafeteria</b>	1	1	1	1	1	1	1 cafÃ©/gym
<b>Police Officer</b>	0	0	0	0	0	0	0

## Assessments and Public Reporting

Moon Area School district is developing an assessment and review committee. This committee will be responsible for planning, reviewing, and monitoring the district's assessment plan.

This committee maintains and updates the listing of assessment tools used in the district, investigates emerging trends in student assessment procedures, and recommends district assessment procedures (e.g., annual testing schedule, addition/deletion of assessments, test administration, etc.) to the administration.

The Moon Area School District believes that student learning must be defined, measured, and recognized in a variety of ways. To this end the district utilizes a variety of assessments to:

1. Determine the degree to which students are achieving local and PA Academic Standards.
2. Provide useful information in the evaluation of the educational program, as well as continuous improvement of the curriculum and instructional practices.
3. Provide summary information on the achievement of students to parents, the general public, and the Pennsylvania Department of Education.

Students are expected to demonstrate achievement at the proficient level as identified by the Pennsylvania Department of Education and measured by state-administered assessments in mathematics, reading, writing, and science, as well as locally developed and comparable assessments. Typically, assessment of student achievement will occur within planned courses of instruction through on-going documentation and evaluation of student work. Assessment of student learning is considered an integral part of the teaching/learning process with multiple forms of assessment used to capture a comprehensive understanding of each learner's achievement. Forms of classroom-administered assessments include both teacher-formulated evaluation measures and processes for student reflection and self-evaluation.

The District has aligned curricula and assessment practices to the PA Academic Standards for each content area. As identified by Chapter 4, section 4.52(d) various assessment strategies are used that include:

1. Written work by students.
2. Scientific experiments conducted by students.
3. Works of art or musical, theatrical or dance performances by students.
4. Other demonstrations, performances, products or projects by students related to specific academic standards.
5. Examinations developed by teachers to assess specific academic standards.
6. Nationally available achievement tests.
7. Diagnostic assessments.
8. Evaluations of portfolios of student work related to achievement of academic standards.
9. Other measures, as appropriate, which may include standardized tests.

As provided by Chapter 4 state curriculum regulations, students also have opportunities to demonstrate achievement of the PA Academic Standards through other educational experiences listed in the Graduation Requirement section of this strategic plan. In addition to the Chapter 4 assessment practices listed above, Moon Area School District uses a variety of methods and measures to determine student achievement. The district collects and analyzes data using the following assessments:

- Teacher-created assessments and observations
- Curriculum-based assessments within courses (e.g., Core Assessments)
- Common curricular assessments administered across the district
- PSSA
- Portfolio assessments
- Performance assessments
- 4Sight Benchmark Assessments
- DIBELS

During the 2007-08 school year, we will begin to use the data available to us through the Pennsylvania Value Added Assessment System. In preparation for this, the administration has been participating in workshops designed to introduce this system and its potential, as well as planning for the development of district and building level data analysis teams.

### **PVAAS and Data Analysis**

PVAAS results will be reviewed and analyzed by stakeholder represented school-based data teams. The school principal will have the primary responsibility for leading and coordinating the activities of each data team for the following purposes:

1. To analyze group learning to identify patterns from previous points to the current point of assessment.
2. To analyze subgroup population learning to identify patterns from previous points to the current point of assessment.
3. To analyze strengths and weaknesses in regard to attainment of specific standards and/or sub-skills by grade level or class.
4. To analyze strengths and weaknesses in regard to attainment of specific standards and/or sub-skills by subgroup populations.
5. To identify individual students who are significantly behind overall in attainment of standards.
6. To identify individual students who are significantly behind in the attainment of a specific standard.

## **Data Driven Interventions**

The above indicators being determined, each data team will develop a data driven action plan based on the following interventions:

1. Curricular and/or instructional modification at the grade level or class level as an intervention for identified weaknesses in specific standard and/or sub-skill attainment by that grade level or class level.
2. Curricular and/or instructional modification at the building level, grade level, or class level as an intervention for identified weaknesses in specific standard and/or sub-skill attainment by a specific subgroup population.
3. Interventions for overall deficiency in standard or sub-skill attainment by identified groups or subgroup populations.
4. Interventions for identified individuals who are significantly behind in the overall attainment of standards and/or sub-skills.
5. Interventions for identified individuals who are significantly behind in the attainment of a specific standard and/or sub-skill.

## **Ethical Review**

Each data driven action plan will be governed by an ethical review as outlined in the following guiding questions. This guideline was developed by the University of Pittsburgh Tri-State School Study Council and written in a document entitled, "Process for Data-Driven Decision Making for Improvement of Student Attainment of Pennsylvania's Academic Standards."

1. Does the Action Plan fully address the needs of all students in all groups? Specifically, does the plan include tactics to enrich "advanced" students learning and not only tactics to improve the skills of lower achieving student groups and NCLB sub-group populations?
2. Do the strategies included in this plan truly focus on improved student achievement or are they designed merely to increase test scores?
3. Does this plan narrow the focus of educational activities to the extent that critical educational areas receive little attention? Is the plan 'balanced'?
4. Are resources available to support the demands being placed on students, teachers, and principals?
5. Are all members of the professional staff being treated equitably in regard to this plan?
6. Does the plan create further ethical issues?

## **Targeted Assistance For Struggling Students**

The district's strategic plan includes student achievement as a goal for all students and PSSA proficiency is a focus for student achievement. To attain this goal, the district has planned to maintain before and after school tutoring programs, as well as its Title I Reading program in order to foster individualized learning. Moon Area School district has historically met Adequate Yearly Progress within each of its six schools. However, we have received a warning for a subgroup population at our middle school this past year, and the AYP challenge will become increasingly difficult to achieve as the bar is raised in years to come. Therefore, the district is taking a proactive approach to reaching AYP status by remediating its lowest achieving students through these individualized, research-based tutoring programs.

The programs provided by the district are as follows:

- Elementary Title I program will serve students in grades 1-5 (during the school day).
- Elementary Before School Remediation program will serve students in grades 3-5
- Middle School After School Remediation program will serve students in grades 6-8.

- High School Remediation program will serve 12th grade students before school, after school, and during the school day.

Each branch of tutoring has its own coordinator who oversees the operations, scheduling, and communication among tutors and classroom teachers. Each coordinator will be responsible for relaying feedback regarding student attendance, reports, etc. Information is accessible by all teachers and tutors utilizing a private server share in the district. The coordinators will also conduct site visits and communicate via e-mail and/or telephone. All tutoring rooms have access to the district's network, the Internet, and to telephones.

The parents of students eligible for the district's tutoring programs are notified by letter and/or parent conference about the tutoring program that is available to eligible students at no cost. At the elementary level, a parent meeting is held to provide parents information about the program and to preview materials that will be used as well as ask questions about program activities. The program coordinator provides parents and classroom teachers with progress reports on a biweekly basis.

At the middle school, a team-based approach is used to inform parents about the program and provide feedback on student improvement.

At the high school parents receive information about the program through a letter, and the guidance counselors and principals conference with students in person and with parents over the telephone to relay the importance of reaching PSSA proficiency to meet the Chapter 4 graduation requirement.

Students are exited from their enrolled programs when he/she scores in the proficient or advanced categories on the PSSA or on a comparable local assessment. A student may also be exited at the request of a parent for various reasons.

The tutors use the 4Sight online assessment tool as the formative evaluation tool for the program. The students will be evaluated with the 4Sight program two to three times per year. The first time will be to collect baseline data at the beginning of the year, and subsequent measurements will be conducted throughout the year to determine the success of the program and adjust instruction accordingly. Teachers and parents will receive the reports for their children.

The district plans its programs, including its tutoring programs, in conjunction with community partners during its strategic planning process. The district's strategic plan calls for more opportunities for students to receive targeted and individualized academic assistance, and our tutoring programs are one way we accomplish this strategic goal.

### **Support for Struggling Schools**

The Moon Area School District is composed of five elementary schools (Allard, Bon Meade, Brooks, Hyde, and McCormick), one middle school, and one high school. Moon Area School District elementary schools are supported by Title I funding for Reading. All of the schools have consistently made Adequate Yearly Progress with the exception of Moon Area Middle School.

Moon Area Middle School is currently (2007-08) in Warning for not making Adequate Yearly Progress for academic proficiency in Reading for the subgroup population of students with Individualized Education Plans. Interventions have been in place for students providing a voluntary after-school tutoring program for non-proficient students. A skills intervention pull-out program using a proficiency-based on-line tool was implemented at the middle school for non-proficient students not participating in the after-school program starting in January 2008.

### **Qualified, Effective Teachers and Capable Instructional Leaders**

The Moon Area School District is in compliance with the NCLB mandate that all teachers are highly qualified. All paraprofessionals have participated in competency training as provided by the Intermediate Unit.

## **Parent and Community Participation**

Moon Area School District upholds a commitment to ensure parents and community members are welcomed, engaged and valued as stakeholders in the education of our students. The district recognizes and respects the variety of ways in which parents, family members, and community members can be involved—whether district initiated, school initiated, parent/family member initiated, or community member initiated.

Participation of parents, family, and community members implies a regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

1. That parents and community members play an integral role in assisting the learning of the children of our community;
2. That parents and community members are encouraged to be actively involved in the educational process at school;
3. That parents and community members act as full stakeholders in the education of the children of our community; and
4. That parents and community members are included, as appropriate in decision-making and on advisory committees to assist in the education of the children of our community.

All parents are asked to share the responsibility with the district for:

1. Communication between the home and school on an ongoing basis;
2. Support of their children’s learning, such as monitoring attendance, homework completion, and positive use of extracurricular time;
3. Participating in decisions relating to the education of their children;
4. Participating in all parent-teacher conferences;
5. Responding to school notices and requests by deadlines given; and
6. Providing for the health and well-being of their children including, but not limited to, discipline, nutrition and hygiene.

The Moon Area School District will ensure that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Such information shall include, but not be limited to, the following categories:

1. Curriculum;
2. Tutoring programs;
3. Extra-Curricular;
4. Athletic;
5. After-School Programs; and
6. Outreach Activities.

## **Pre-Kindergarten Transition**

There is no pre-Kindergarten offered at Moon Area School District.

## **Utilization of Resources and Coordination of Services**

Service or	Comment or Reflection
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Resource	
Employee Assistance Program	<p>The Employee Assistance Program is a service available to MASD employees and their families to assist with a wide variety of life challenges. EAP professionals provide support, consultation, short-term counseling, and/or referral to resources.</p>
School Counseling Services	<p>The District employs seven full-time certified school counselors to support our student population. At the K-5 elementary level, three school counselors provide services to students in five elementary school buildings. The Middle School is staffed with two full-time school counselors and the High School is staffed with three full-time counselors.</p> <p>As part of the comprehensive, developmental guidance program of the Moon Area School District, students at the elementary level are provided with classroom guidance lessons that focus on character development. Individual and small group counseling support services are also offered as needed. Elementary school counselors also participate on the Elementary Student Assistance and Instructional Support Teams.</p> <p>At the Middle School level, two school counselors conduct classroom lessons focusing on career planning, character education, conflict resolution, and Services for Teens at Risk (STAR). Topical group counseling sessions including areas such as grief and loss, divorce, and study skills and motivation are also provided. Individual counseling sessions are provided as needed to address needs such as bullying, building friendships, and academic support.</p> <p>At the High School level, the testing program, scholarship aid, individual counseling, job placement, follow-up studies and personal or social adjustment are among the many aspects of the counseling program. Students acquire knowledge and skills in several areas. This year in the high school the counselors will present the following curriculum topics:</p> <p>Freshmen: Introduction of counseling services, academic and career planning through decision making, goal setting, and four year plans.</p> <p>Sophomores: Career and academic planning through four-year plans. The Career Inventory is also used as part of a research paper students complete in their English classes.</p> <p>Juniors: Career and academic planning through the four-year plans and post secondary planning seminars in the spring.</p> <p>Seniors: Career planning and post secondary options planning.</p> <p>Counselors will have met with all high school students in classroom settings by the third week of September.</p>
Nursing Services	<p>The District employs 4.5 FTE certified school nurses to provide comprehensive nursing services to the students and staff of Moon Area School District. One full-time nurse is staffed at both the High School and at the Middle School. 2.5 FTE Certified School Nurses are shared between five elementary school buildings. It is important to note that the District also employs four Registered Nurses in Nurse Assistant positions to ensure that each elementary school building has necessary coverage by qualified personnel. School nurses provide emergency care, maintain health records as required by law or guidelines, and promote an optimal level of wellness for students and staff.</p> <p>Essential duties and responsibilities of the school nurse include;</p> <p>Applying appropriate theory and generally accepted medical practice as basis for decision-making; establishing and maintaining a comprehensive school health program, and interpret such to administration, teachers, parents, students and community; collecting information about the health and developmental status of the students in a systematic and continuous manner; using data collected about the health and developmental status of the students to determine a nursing diagnosis; implementing nursing actions that promote, maintain, or restore</p>

	<p>health, prevent illness, and effect rehabilitation; maintaining adequate medical supplies; assessing student responses to nursing intervention in order to revise the data base to determine progress toward goal achievement; collaborating with other professionals in planning to assure quality of health care provided to students; assisting students, families, and school personnel to achieve optimal levels of wellness through health education; assuming responsibility for continuing education and professional development and contribute to the professional growth of others.</p>
Student Assistance Program	<p>The Moon Assistance Program for Students (MAPS) is an additional mechanism used by the District to identify at-risk students. MAPS is a cooperative effort utilizing the support staff, students, and community. It is a proactive prevention/intervention program that attempts to provide intervention before school performance is seriously compromised. The MAPS Core Team consists of individuals trained in the Student Assistance Program model and focus on screening/intervention for students who may be experiencing drug and alcohol, depression, and/or family issues, referrals to appropriate agencies or treatment facilities, aftercare for those returning from treatment, and crisis intervention as needed.</p>
Instructional Support Team	<p>The Instructional Support Team is a pre-referral intervention mechanism that is currently in place in grades K through 5. The District employs 2.5 FTE IST teachers to support at-risk students at the elementary level. The IST assists classroom teachers and parents with helping students who are experiencing academic, behavioral, or social skills problems. A team trained in providing interventions works together to find ways to help the at-risk student achieve success in school prior to making a referral for special education placement consideration. The core of the IST process is the belief that all students can learn and that all students are important. Parental involvement in the IST process is viewed as critical to the success of the intervention plan. Parents are strongly encouraged to attend and participate in all phases of the IST process.</p>
Response to Intervention	<p>The Moon Area School District is currently piloting the Response-to-Intervention model (RTI) as an alternative eligibility model for special education services in the Reauthorization of IDEA 2004 or IDIEA. RTI encourages districts to provide well designed, proactive interventions for students with needs through data based models and systematic, research based instructional opportunities. This model differs from the traditional disparity model in several ways, but most importantly has the potential to benefit students at earlier stages of needs and often can remediate skill difficulties successfully without unnecessary special education identification or development of more significant learning problems. It is believed that the RTI model will also help to provide meaningful data in determining specific learning needs and in better identifying students with special learning problems.</p>
Child Find	<p>The Moon Area School District has adopted a child find system to locate, identify, and evaluate school age children who are thought to be eligible for special education and/or related services. The District employs various mechanisms to ensure public awareness of our child find activities. For example, each year the Public and Parental Information Notice of Child Find booklet is sent via U.S. mail to each household in Moon and Crescent Townships. In addition, the child find information is included on the MASD website and local cable access television channel for review by area residents. District contact information is also provided and residents/parents are encouraged to contact appropriate district representatives with questions or concerns related to child find.</p>
Life Skills Support	<p>The District offers a Life Skills Support program at the elementary, middle, and high school levels. The program provides a balanced approach with academic instruction and independent living skills so that students can maximize their</p>

	potential. Our LSS program also provides an inclusion component so that LSS students can interact/model from typically developing peers.
Learning Support	Learning support services are provided to students presenting with a variety of disability categories. Specially-designed instruction consistent with student IEPs can be delivered in the mainstream setting with the provision of supplementary aides and services or through resource room instruction.
Speech and Language Support	The Districts employees 4.0 FTE Speech and Language Pathologists to provide speech therapy to students presenting with a variety of articulation and language processing needs. Speech and language pathologists provide support to students whose speech and language delays represent their primary disabilities and also to students whose speech needs are a related service in the IEP.
Hearing Impaired Support	The District contracts with the Allegheny Intermediate Unit to provide a Teacher of the Hearing Impaired to our students with a HI disability under Chapter 14 regulations.
Vision Impairment Support	The District contracts with the Allegheny Intermediate Unit to provide a Teacher of the Visually Impaired to our students with a VI disability under Chapter 14 regulations.
Autism Consultant	The District has entered into a consultation agreement with The Watson Institute so that their clinical experts can provide inservice, guidance, and technical support to the students, teaching staff, administrators, and parents regarding the needs of students diagnosed with autism spectrum disorders. This ensures that all parties responsible for providing services to the student have the skills necessary to address student needs in the LRE.

## Signatures

Date Submitted to PDE \_\_\_\_\_

School District/AVTS/Charter School

Name: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

IU#: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Telephone (area code): \_\_\_\_\_ # \_\_\_\_\_

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

\_\_\_\_\_  
Signature Date  
School Board Secretary

\_\_\_\_\_  
Signature Date  
School Board President

\_\_\_\_\_  
Signature Date  
Chief School Administrator