
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report **Thursday, August 11, 2011** **(Last Approved: Thursday, May 27, 2010)**

Entity: Moon Area SD
Address: 8353 University Boulevard
Moon Township, PA 15108-4202
Phone: (412) 264-9440 Ext: 1106
Contact Name: Donna Milanovich

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Moon Area SD	Allegheny IU 3	Dr. Donna K. Milanovich	7	3715	515

District Special Education Contact:

Name	Title	Phone	Fax	Email
Michael Haslett	Pupil Services Director	(412) 264-9440	(412) 264-6143	mhaslett@moonarea.net

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Abakah, Yvonne	Parent	Parent	Michael Haslett, Pupil Services Director
Carol Dolence	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Jeffrey Zollars	Moon Area School District	Administrator	Administrators
Mike Haslett	Moon Area School District	Administrator	Administrators
Navickas, Deb	Moon Area School District	Other	Michael Haslett
Yount, Cynthia	Moon Area School District	Special Education Teacher	Michael Haslett

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

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.

The Instructional Support Team is an additional child find and pre-referral intervention mechanism that is currently in place in grades K through 5. 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. The District is currently piloting The Response-to-Intervention model (RTI) in several of our elementary buildings. Rtl 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.

The Moon Assistance Program for Students (MAPS) is an additional mechanism used by the District to identify at-risk students. MAPS teams are currently in place at the Middle and High School levels. 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.

The District has initiated early development of the Oweus Bullying Prevention Program. Each building has identified a team that includes administrators, teachers, support staff, parents and students to serve as trainers for this initiative. This team is designated as the Building-based Core Team. Each Building Core team has been trained in the Olweus techniques and strategies that will help them implement the Olweus Bullying Prevention Program throughout the District. The Core teams were given release time to plan the implementation of the Olweus Program in their respective buildings. This planning includes training the entire building staff, planning activities, and designing programs to inform parents and students about the components and rationale behind the Olweus program. District-wide inservice for all staff has been scheduled for August, 2010 with a role-out of the program scheduled for the Fall of the 2010-2011 school year. In addition, students completed a needs assessment that establishes a baseline and identifies areas of need for each building.

The district also employs a number of special education classroom assistants and personal assistants as individual student needs dictate. The District also encourages students with disabilities to participate in nonacademic and extracurricular activities by offering them equal access to participate. Transportation is arranged and provided to those students attending out of district placements who express a desire to participate in various activities such as sports, cheerleading, clubs, competitions, etc. Training is provided as needed to coaches and sponsors regarding the student's special needs and/or medical circumstances.

The District has established successful inclusionary programs in the Middle School and High School buildings where a special education and regular teacher co-teach in a regular classroom setting. At the Middle School level, all students are divided into teams of teachers and a special education teacher is assigned to each team for continuity purposes. The District has expanded the inclusion class offerings since the last submission of the special education plan. The Middle School now offers co-taught classes in language arts and mathematics in addition to those already offered in science and social studies. Middle School administration is also considering inclusion classes in health and reading. At the High School, co-taught classes are now offered in English and business mathematics. The elementary special education program is primarily a pull-out model for those students whose IEP teams determine that their mathematics and/or reading needs can best be met in a resource room setting. The special education teacher and regular education teachers work closely to ensure that the SDIs and goals are delivered to students in the least restrictive environment through the use of supplementary aides and services. The District has also recently secured the services of Keystone Consulting firm to provide on-site professional development to MASD staff involved with co-teaching in order to maximize their effectiveness in delivering instruction and invention to students with disabilities in the least restrictive settings. Keystone Consulting staff have begun to provide on-site training to our Middle School teams in small group settings and will return to the District periodically in order to conduct classroom observations and coaching as necessary. Professional development efforts in the co-teaching/inclusion areas will focus initially in the secondary schools and then will follow to the elementary level as the District moves forward.

Another strength of our program is the multidisciplinary evaluation process. Students who remain at-risk despite the pre-referral intervention activities described above, are referred for evaluation to consider the student's eligibility and need for special education and/or related services. The IST and pre-referral data is used by team to assist in the decision-making process. The District employs a full-time certified school psychologist to facilitate the evaluation process and contracts with the Allegheny Intermediate Unit for additional psychological services when referrals caseloads warrant. After evaluations are completed within state-mandated timelines, and Evaluation Report (ER) is compiled with parent input and involvement and includes specific recommendations relative to the student's needs.

The District also 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 potential. Our LSS program also provides an inclusion component so that LSS students can interact/model from typically developing peers. This program is also beneficial in that, in most cases, it allows LSS students to be served within the district, rather than being placed outside of the school district. LSS teachers at all 3 levels will be collaborating in the near future to revise/map the LSS curriculum so as to provide additional continuity and consistency with the curriculum.

The District offers the continuum of services to students identified with emotional needs. For example, all students

identified with Emotional Disturbance have individual behavior support plans developed and implemented as part of their IEP. If small group and/or individual academic instruction is needed, students may receive instruction within a learning support classroom for core academic subject areas. Special education teachers and regular education teaching staff work collaboratively to implement all components of the IEP including goals/objectives and behavior support plan. The District has also 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. In addition, Allegheny Intermediate Unit Training and Consultation (TaC) coordinators are consulted on a regular basis to provide assistance with difficult or unique emotional/behavioral cases. The District has entered into a partnership with our local base service unit, Staunton Clinic, to provide group and individual psychological to students with emotional disturbance and other disabled students as identified by their IEP teams. In addition, it is anticipated that the Moon Area School District Board of School Directors will approve a motion to permit Staunton Clinic therapeutic staff to provide School-Based Mental Health services to students in school facilities during the school day. This is viewed as a critical support for students with mental health issues whose parents may not have the means to transport their children to therapy in the evening hours. Additionally, it is believed that by allowing Staunton Clinic to provide this service to MASD students, referrals for special education placement and/or referrals for out-of-district placement consideration will be reduced in the long run.

Students receiving special education services in Approved Private Schools or full-time emotional support facilities are reintegrated back to the District to the extent possible in a manner that meets their individual needs. For example, a student attending Holy Family Learning Day School may attend Moon Area High School for 1 or 2 subjects for a period of time in an effort to ensure a seamless and successful transition back to the lesser restrictive setting of the public school. IEP team members from both schools collaborate in order to customize the student's schedule and to ensure necessary supports are in place. Also, students attending full-time placements may attend the vocational-technical school as their needs and interests warrant.

Another strength in the District's special education program is found in our relationship with the Allegheny Intermediate Unit's related service providers who provide services to MASD students. The District provides through a contract with the AIU, assistive technology, speech and language support, occupational therapy, and physical therapy to students as indicated via the IEP. These related service providers are a valuable asset to the students, staff, and administrators in the District.

The greatest strength of the MASD special education program is the teaching staff who provide the services and supports for our students with disabilities. District-wide, our special education teaching staff demonstrates a strong work ethic, professionalism, and commitment to meeting the needs of students under their care. The teaching staff exhibits a willingness to learn and incorporate new strategies to meet individual student needs as well as diligence and responsibility in keeping up with necessary special education paperwork/processes. The special education and regular education teachers work collaboratively to ensure that each student with a disability's needs are met in the least restrictive environment. IEPs are developed based on present education levels and needs as listed in the Evaluation Report. The District has a special education program in place in all buildings in order to address student needs in their neighborhood school to the maximum extent possible. Goals and objectives are developed to meet the individual needs of students and are aligned with the general education curriculum and state standards in reading and mathematics in order to ensure a focus on critical skill development.

Identifying Students with Learning Disabilities

The Moon Area School District utilizes the Discrepancy Model, or a process that examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to age or grade. A linear regression approach, examining the standard error of estimates, is utilized to determine if a statistically significant difference exists between measured cognitive ability and performance on norm-referenced assessments of academic achievement. Additionally, the inclusionary and exclusionary criteria set forth by the Department of Education are examined in the determination of the existence of a specific learning disability.

Although the Discrepancy Model is currently utilized in the determination of a specific learning

disability, the district has embraced the Response to Instruction and Intervention (RtII) model for grades K-5 as a means of supporting struggling learners in a three-tiered model. In addition to a research-based standard aligned curriculum, benchmark assessments are administered in both reading and mathematics three times yearly. These data, along with the local and state assessments are utilized to make decisions about tiered interventions at the strategic level (two/three times weekly) or intensive level (three/four times weekly) outside of the core curriculum in targeted schools with risk identified populations.

Primary level emphasis has been with early literacy skills using DIBELS information to guide specific instructional interventions. Focus in the intermediate levels utilizes Personal Learning Plans developed through the assessment/performance information gained through PSSA and 4sight measures. Student progress is monitored regularly as prescribed by their level of support. Additionally, targeted elementary buildings hold grade level data meetings on a periodic basis with the core team (instructional support, academic teachers and administrator) to review data as well as student progress. The district is committed to refining the RtII process both as a method of enhancing quality of instruction as well as a means to support determination of special needs. Current initiatives including the addition of Lexia Reading intervention to the elementary levels and the option of an Extended Day Kindergarten for 'at-risk' students will further promote the proactive goals of the District. Ongoing use of professional development to support instructional rigor for all students as well as implementing interventions with fidelity will be a continued focus.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc	as of Dec 1
None	None	0	

Nonresident Students Oversight

There is currently no saved text for this narrative.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc	as of Dec 1
NONE	NA	0	

Incarcerated Students Oversight

Upon receipt of Form 4603, the District would promptly contact the agency responsible for the incarcerated student and provide them with the name, title, and contact information for the District's LEA representative. The agency would also be advised that the LEA representative should be invited to any/all IEP team meetings convened for the student. The District would forward all necessary documentation, including IEPs and ERs to the facility so that staff there can implement the IEP and ensure FAPE is provided.

Least Restrictive Environment 34 CFR §300.114

Ensuring Maximum Integration

In compliance with Part 300 Individuals with Disabilities Education Act Federal Regulations and PA Chapter 14 Special Education Services and Programs State Regulations, the Moon Area School District provides each student with a disability without discrimination, those related aides, services, or accommodations that are needed to provide an equal opportunity to participate in and obtain an education in the least restrictive environment with the provision of supplementary aides and services and to participate in extracurricular activities to the maximum extent appropriate considering the student's needs and abilities. The District offers the full continuum of services to at-risk and identified students under Chapters 14 and 15 of the state regulations. All of the District special education teaching staff have attained highly qualified status. Instructional paraeducators have received professional development training in the paraeducator competencies necessary for them to apply to the Pennsylvania Department of Education for the Credential of Competency.

At the elementary level, the Instructional Support Team provides pre-referral intervention strategies to at-risk students so that regular education supports can be exhausted prior to a referral for multidisciplinary evaluation. At the secondary level regular staffings occur to address the needs of at-risk students. Once a student has been identified as a student with a disability and also in need of specially-designed instruction, the IEP teams make every effort to include those students in the general education curriculum with the provision of supplementary aides and services. All special education teachers and instructional paraeducators have received professional development training in the use of the Supplementary Aides and Services (SAS) Toolkit for the purpose of guiding IEP teams through steps that lead to the identification of services and supports to enable students with disabilities to learn and succeed within general education classroom settings. In addition, the AIU Training and Consultation (TaC) coordinators have provided inservice to MASD professional and support staff in the area of Promoting Inclusive Practices.

The District has expanded the inclusion class offerings since the last submission of the special education plan. For example, the Middle School now offers co-taught classes in language arts and mathematics in addition to those already offered in science and social studies. For the 2010-2011 school year, the Middle School is also considering inclusion classes in health and reading. At the High School, co-taught classes are now offered in English and business mathematics. The elementary special education program is primarily a pull-out model for those students whose IEP teams determine that their mathematics and/or reading needs can best be met in a resource room setting. The special education teacher and regular education teachers work closely to ensure that the SDIs and goals are delivered to students in the least restrictive environment through the use of supplementary aides and services.

The District has recently secured the services of Keystone Consulting firm to provide on-site professional development to MASD staff involved with co-teaching in order to maximize their effectiveness in delivering instruction and invention to students with disabilities in the least restrictive settings. Keystone Consulting staff have begun to provide on-site training to our Middle School teams in small group settings and will return to the District periodically in order to conduct classroom observations and coaching as necessary. Professional development efforts in the co-teaching/inclusion areas will focus initially in the secondary schools and then will follow to the elementary level as the District moves forward.

The District also established an inclusion committee involving regular and special education teachers, instructional paraeducator representation, key administrators, and parent representation in order to conduct on-site visits to South Side Area School District, a local school district that has been recognized by PDE as a model inclusion program for the purpose of building awareness and capacity in exemplary practices for inclusive education. Key personnel from South Side Area School District provided a follow-up on-site visit to the Middle and

High Schools in order to conduct classroom observations and review current best practices relative to co-planning and co-teaching models. These combined efforts have resulted in an expansion of the District's inclusion program and services and supports provided to students with disabilities in least restrictive settings. Regular and special education teachers, support staff and administration are committed to continuing to increase inclusive programming, skills sets, and capacity of employees to help ensure maximum participation in regular education settings.

The District's instructional paraeducators receive professional development on identified inservice days. The AIU has provided inservice workshops covering the ten knowledge and skill competencies established by the Council for Exceptional Children necessary for the paraeducators to apply for the Special Education Paraeducator Credential. All paraeducators completed this training series during the 2008-2009 school year. Moving forward, paraeducators will continue to receive professional development in areas that will provide them with skills to assist our students with disabilities in maximizing their learning potential.

Students with behavioral needs have behavior support plans developed and implemented as part of the IEP. Students may also receive psychological counseling as a related service depending on the nature and extent of their needs. Psychological counseling services are provided by licensed therapists from Staunton Clinic, the local base service unit. In addition, school-based mental health services are also available to regular and special education students who need private therapy but are otherwise unable to receive this therapy after school hours. Students receiving special education services in Approved Private Schools or full-time emotional support facilities are reintegrated back to the District to the maximum extent appropriate in a manner that meets their individual needs. For example, this year a student attending Friendship Academy transitioned back to the Middle School on a half-day basis during the second semester in order provide him with the opportunity to become familiar and comfortable with this setting, yet maintain the consistency of his current placement and the supports provided in that program. IEP team members from both schools collaborated in order to customize the student's schedule and to ensure necessary supports are in place. The student has made a successful transition thus far in the process and the IEP is planning to return the student back to the District on a full-time basis for the 2010-2011 school year. It should also be noted that students attending full-time placements may attend the vocational-technical school one-half day and their one-half day as their needs and interests warrant.

With regard to the curriculum and instruction, the District plans to incorporate the Lexia program, a new web-based resource, to assist our elementary students with disabilities in order to help them acquire and improve their basic reading skills through systematic, multisensory reading instruction and components. The program provides systematic, phonics-based activities to develop automatic word recognition and comprehension. Study Island PSSA is another program designed specifically to help K-12 students master the content specified in the PA Assessment Anchors. Study Island's focus on the Assessment Anchors helps students improve their performance in all skill areas tested on the PSSA, which will lead to improved test scores. Primary focus in grades K-2 addresses pre-PSSA skills. The user-friendly interface enables students to move through the program step-by-step. Each section has a pre-test and post-test along with topics that cover each of the anchors. Topics consist of questions, answers, explanations and lessons that address the specific skills contained in the assessment anchors. The unique needs and interests of students attending full-time placements are always taken into account. For example, the district purchased and delivered higher-level software programs (Visual Basic, Adobe Photoshop and Adobe Illustrator) to Holy Family Learning Day School for use with one of our students attending that program with interests and aptitude in this area. Students are encouraged to participate in extracurricular activities regardless of their program placement. Options are reviewed formally with the parent via the Notice of Recommended Educational Placement. The District provides the full continuum of placement options through our District operated programs, cross-district placements, contracted programs with the Allegheny Intermediate Unit and Beaver Valley Intermediate Unit, approved private school placements, alternative school placements, and licensed private academic school placements.

Supplementary Aids and Services

Service/Resource	Description
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.
Child Find	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.
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.
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.
Life Skills Support	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 potential. Our LSS program also provides an inclusion component so that LSS students can interact/model from typically developing peers.
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.
Supplementary Aids and Services - Collaborative	Scheduled time for co-planning and teaming Co-teaching Paraeducator support Professional development related to collaboration for professional and support staff Coaching and guided support for teachers in the use of assistive technology for an individual student Daily or weekly communication log between home and school Coaching and guided support for teachers in promoting inclusive practices Scheduled opportunities for parents and teachers to meet regarding student progress Audiology consultations Monthly special education department meetings Ongoing training and support from the AIU TaC team and Watson Consultant Monthly special education liaison meetings convened at the AIU Assistive technology consultations
Supplementary Aids and Services - Instructional	Small group instruction One-to-one instruction Pairing instruction Cooperative learning groups Differentiating instruction Co-teaching Copying of teacher/student notes Using manipulatives Varying lesson content Teaching to learning style Modifying and adapting curriculum Chunking assignments Providing word banks Providing printed directions Reading tests aloud to students Providing alternative assignments Tests taken in resource room Extra time for test taking Allowing for oral responses to tests Highlighting directions and key words No penalty for misspelling or handwriting Hands on activities Modifying length of assignments or reading passages Permit use of tape recorder Books on tape Structured study guides Personal FM system - sound amplification Speech to text software programs Visual cues Visual schedules Verbal prompts Use of tape recorder
Supplementary Aids and Services - Physical	Priority seating Specialized car seats Classroom sound amplification system - Promethean Boards Active Expression Controls Personal FM systems Adaptive equipment Sensory integration tools Furniture arrangement Study Carrels Adaptive Equipment Adjustments to lighting Wheelchair accessibility
Supplementary Aids and Services - Social/Behavioral	Social skills instruction Psychological counseling as a related service School-based mental health services - Staunton Clinic Counseling supports - groups Peer buddies Behavior support plans Bullying Prevention Program Cooperative learning opportunities Frequent breaks Alternative preferred and non-preferred tasks Attendance and behavior contracts Setting clear rules and expectations Modification of rules and expectations Agenda Mate as a communication tool between home and school Paraeducator support for individual students Paraeducator in resource classrooms Paraeducator in regular

education settings

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.

LRE Data Analysis

Personnel Development Activities

Topic: SE in Other Settings. The Moon Area School District did not meet the SPP target for SE in Other Settings. The School District's IEP teams determine placements for students with disabilities on a case by case basis based on each student's level of educational need. There are several factors that justify the percentage of of special education students be served in other settings.

Over the past two years, 13 students moved into the District already attending an Approved Private School or other out-of-district placement. Accordingly, the District was obligated to accept the IEP upon enrollment and ultimately determined that the students' current APS or alternative education placement was appropriate in each case. The District has also experienced several incidents where students with disabilities violated the MASD Drug and Alcohol or Weapons policies. Those students were removed from district-operated programs to alternative education settings, either on a 45-day interim basis or on a longer basis based on the results of an Expulsion Hearnig before the MASD Board of Education. In either situation, the District works closely with the parents and alternative education provider in order to ensure that the IEP can be implemented within those settings.

Students who were placed in APS or other full-time settings by their IEP teams within the district reached that decision only after exhausting lesser restrictive intervention options within the students' home schools. For example, when a student exhibits a deteriorating pattern of behavior, the IEP team will convene on multiple occasions in order to modify the behavior support plan as necessary. Should additional information or data be required to formulate an effective behavior plan, the team will recommend a functional behavioral assessment be conducted and will secure parental consent prior to doing so. In situations where the IEP team needs additional technical assistance to conduct an FBA, AIU TaC coordinators and/or the Watson Autism Consultant will be brought in to provide guidance and support to the team.

The Pupil Services Director serves as the LEA representative at IEP team meetings for students who are placed in other settings. At each out of district IEP team meeting, the LEA representative ensures that IEP teams consider whether the student's current placement represents the LRE for him/her.

The District has successfully transitioned two students with disabilities back to their home schools during the 2009-2010 school year.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall 2012 Spring 2013	PATTAN Staff, IU Staff, Consultants from other agencies	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences	2010-2011: District Pupil Services Director, as LEA representative for all students placed outside of the District,

will continue to monitor their progress and readiness for reintegration to the public school setting. Students

demonstrating this readiness will have reintegration plans put in place to help assure a successful transition back to the public school.

2010-2011 - Return 1% of students with disabilities from outside placements to programming provided in the District.

2011-2012 - Return 1% of students with disabilities from outside placements to programming provided in the District.

2012-2013 Return 1% of students with disabilities from outside placement to programming provided in the District.

Fall 2010,
Spring 2011,
Fall 2011,
Spring 2012,
Fall 2012,
Spring 2013

IU Staff, Higher Education Staff Paraprofessional, Instructional Staff

On-site Training with Guided Practice, Conferences, Study Groups

Provide training regarding inclusive practices and LRE requirements for instructional staff, instructional paraeducators, and administrative staff. Increasing the capacity of staff to address higher levels of student need will assist in decreasing referrals by IEP teams to outside placements.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
New Horizon School	Special Education Centers	Life Skills Support; Multiple Disabilities Support; Autistic Support	5
Parkway West Alternative	Other	Alternative Education; located at the local	1

Education Center		vocational-technical school	
The Bradley Center	Other	Alternative Education; provides alternative education and special education services	3
Holy Family Learning Alternative School	Other	Alternative Education; provides alternative education and special education services	2
Education Center at D. T. Watson	Approved Private Schools	Multiple Disabilities Support; Life Skills Support	4
Friendship Academy	Approved Private Schools	Emotional Support	1
DePaul School for Hearing and Speech	Approved Private Schools	Hearing Impairment Support	2
Economy Elementary	Neighboring School Districts	Autistic Support Classroom operated by the Beaver Valley Intermediate Unit	2
CLASS Academy-Signore Center	Other	Alternative Education; provides alternative education and special education services	2
Holy Family Learning Day School	Other	Emotional Support	2
Hoover Elementary School	Neighboring School Districts	Speech and Language Support operated by the Allegheny Intermediate Unit	1
Pressley Ridge Day School for Autism	Approved Private Schools	Autistic Support	1
The Children's Institute	Approved Private Schools	Multiple Disabilities Support	2
The K. D. Tillotson School	Approved Private Schools	Learning Support	2
Pace Learning Center	Other	Autistic Support	1
Wesley Spectrum Academy	Other	Alternative Education; Emotional Support; Learning Support	4
Wesley Spectrum Highland School	Approved Private Schools	Emotional Support	4
Watson Institute School-based Cyber Academy	Other	Autistic Support	1

Personnel Development for Improved Student Results

Personnel Development - PA NCLB Goal #1

Reflections

- **Legacy Dataview 1321**

Strength Concern Last Modified:

Strength--MASD consistently meets AYP requirements in 5 of 6 buildings. Challenge--The subgroup populations in the Middle School are challenged with proficiency in Reading and (to a degree) in Mathematics. The following subgroups will continue to need intervention: Economically Disadvantaged, Minority (African American), and students with Individualized Education Plans.

- **Legacy Dataview 1323**

Concern Last Modified:

The challenge facing MASD is the low performance of students in Reading proficiency in various

subgroup populations: Economically Disadvantaged, Minority, and students with IEP's. This challenge presents itself in Middle School, but is apparent in 4th and 5th grade. Interventions may need to be made for non-proficient students at the five elementary schools.

- **IEP and ED PSSA Math Data 2007/2008/2009**

Strength Last Modified: 12/7/2009

A gradual increasing trend in number of proficient and advanced students in Math appears in the IEP data for grades 3, 4, 6, 7, and 8 from 2007/2008/2009.

A gradual increasing trend in number of proficient and advanced students in Math appears in the Economically Disadvantaged data for grades 3, 5, 6, 7, 8, and 11 from 2007/2008/2009.

Base Line Data

Grade 3 PSSA IEP (2007):

READING: Below Basic 17.1 Basic 31.4 Proficient 42.9 Advanced 8.6
MATH: Below Basic 8.6 Basic 22.9 Proficient 54.3 Advanced 14.3

Grade 4 PSSA IEP (2007):

READING: Below Basic 11.4 Basic 28.6 Proficient 42.9 Advanced 17.1
MATH: Below Basic 14.3 Basic 14.3 Proficient 40.0 Advanced 31.4

Grade 5 PSSA IEP (2007):

READING: Below Basic 26.5 Basic 30.6 Proficient 32.7 Advanced 10.2
MATH: Below Basic 16.7 Basic 27.1 Proficient 41.7 Advanced 14.6

Grade 6 PSSA IEP (2007):

READING: Below Basic 39.5 Basic 39.5 Proficient 18.4 Advanced 2.6
MATH: Below Basic 42.1 Basic 28.9 Proficient 21.1 Advanced 7.9

Grade 7 PSSA IEP (2007):

READING: Below Basic 40.0 Basic 32.5 Proficient 22.5 Advanced 5.0
MATH: Below Basic 60.0 Basic 12.5 Proficient 20.0 Advanced 7.5

Grade 8 PSSA IEP (2007):

READING: Below Basic 23.7 Basic 28.9 Proficient 36.8 Advanced 10.5
MATH: Below Basic 53.8 Basic 20.5 Proficient 17.9 Advanced 7.7

Grade 11 PSSA IEP (2007):

READING: Below Basic 25.8 Basic 29.0 Proficient 35.5 Advanced 9.7
MATH: Below Basic 39.4 Basic 21.2 Proficient 27.3 Advanced 12.1

Personnel Development Activities

Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013	PATTAN Staff, IU Staff, Higher Education Staff, Private Consulting Agencies	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	2010-2011: 1% increase for students with IEPs scoring Proficient in grades 3, 4, 5, 6, 7, 8, 11 2011-2012: 1% increase for students with IEPs scoring Proficient in grades 3, 4, 5, 6, 7, 8, 11 2012-2013: 1% increase for students with IEPs scoring Proficient in grades 3, 4, 5, 6, 7, 8, 11

Topic: Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013	PATTAN Staff, IU Staff, Higher Education Staff, Private Consulting Agencies	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	2010-2011: 1% increase for students with IEPs scoring Proficient in grades 3, 4, 5, 6, 7, 8, 11 2011-2012: 1% increase for students with IEPs scoring Proficient in grades 3, 4, 5, 6, 7, 8, 11 2012-2013: 1% increase for students with IEPs scoring Proficient in grades 3, 4, 5, 6, 7, 8, 11

Qualified Staff

Reflections

There are currently no reflections selected for this section.

Base Line Data

Autism: Targeted special education teachers and IEP teams have participated in Autism Team Training at the AIU over the past three years. The district has also identified an IEP team to participate in an Autism Team Training that is planned for the Fall, 2010 at the AIU. The benefits of this particular training program include the fact that training participants focus on an actual student's case and IEP and that follow-up on-site visits are

conducted by AIU trainers. Special education teachers have received intensive professional development in promoting inclusive practices, conducting functional behavioral assessments, and developing effective behavior support plans in large group settings during the District's inservice days. The District also continues to secure the services of an Autism Consultant from the Watson Institute. This individual provides technical assistance and training to IEP teams on an individualized and as needed basis with regard to functional behavioral assessments, behavior support plan development, and social skills development for students on the Autism Spectrum. In addition, the Allegheny Intermediate Unit provides continuously provides on-site technical assistance to IEP teams for the purpose of conducting functional behavioral assessments, developing behavior support plans, and providing assistive technology consultations for students on the Autism Spectrum. Recommendations from these consultants are considered by IEP teams and incorporated into students' IEPs as appropriate.

Role of Paraeducator/Highly Qualified Teacher: The Moon Area School District is proud to state that all special education teachers in the district have achieved "highly qualified" status. Teachers have either taken the Praxis, completed the Bridge Program, or completed the HOUSSSE Program as outlined by the Pennsylvania Department of Education. Many special education teachers possess certifications and/or designations in multiple content areas. The role of the special education teacher is expanding to include increasing opportunities within the District for co-teaching so that all students can benefit from the expertise of the regular and special education teachers alike. The Paraeducators have participated in all professional development activities necessary for them to apply to PDE for the Paraeducator Credential of Competency. In addition, paraeducators are certified in First Aid/CPR/AED and have received additional trainings in promoting inclusive practices, and medical issues. PaTTAN paraeducator training announcements are forwarded to all paraeducators for their consideration.

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	2010- 2011: Survey special education teachers and parents regarding training needs for Autism Spectrum Disorders; Solicit input from Autism Consultant and AIU TaC personnel; Provide professional development and workshops in identified need areas for staff, administration and parents 2011-2012: Provide professional development and workshops in identified need areas for staff, administration and parents 2012-2013: Provide professional development and workshops for staff,

administration and parents in topics identified as need areas.

Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	2010-2011 Paraeducators will receive a minimum of 20 hours of professional development activities in order to build capacity and maintain highly qualified paraeducator status 2011-2012 Paraeducators will receive a minimum of 20 hours of professional development activities in order to build capacity and maintain highly qualified paraeducator status 2012-2013 Paraeducators will receive a minimum of 20 hours of professional development activities in order to build capacity and maintain highly qualified paraeducator status

Transition/Post School Outcomes

Reflections

There are currently no reflections selected for this section.

Base Line Data

Moon Area School District’s transition program for students with disabilities provides them various opportunities through their Individual Education Plan. Special Education teachers, guidance counselors, the transition coordinator, and a consultant from the Allegheny Intermediate Unit, work together in order to develop transition

activities that are appropriate and meaningful for each student and to prepare them for life after high school.

Currently, all students with disabilities in grades 9-12 have access to the Transition Office, which administers transition surveys, interest surveys, and yearly interviews to explore post secondary plans, work experience, independent living needs, hobbies and interests. These interviews begin in grade 7 and are done annually prior to the IEP meeting. The Transition Office also offers job shadowing opportunities, in-school voluntary work experiences, and at least 2 opportunities to meet with an OVR representative in the high school. Parents are offered interest surveys bi-annually, along with bi-annual information nights, in order to make informed decisions in regards to the types of transition experiences their child will be exposed to.

For college bound students, the transition office provides applications for accommodations on SATs and ACTs, which are made available to the student and parent at the IEP meeting. Tours of post secondary schools are scheduled when opportunities arise. High school seniors who are college bound are given the option to attend a one-credit, dual enrollment class one day a week at the Community College of Allegheny County, which focuses on promoting academic success. Numerous trade schools and 2 year school representatives give presentations in classes during the senior year. All students with disabilities are offered opportunities to attend presentations given by guest speakers on topics including banking and financial literacy, building trade careers and trade unions, and technical school education.

The Counseling Center offers programs presented by grade level. Freshman view "How to Create Competitive Transcripts", juniors view "Next Step College Search", and seniors attend "How to Apply to College." Counselors come to the special education and/or regular education classrooms in order to present information and to link the students to Collegeboard.com for post secondary education information. Juniors are extended an invitation to attend the college fair at D.L. Lawrence Convention Center and seniors can attend presentations given by visiting college admissions representatives. Freshmen and sophomores can choose to attend an information session about Parkway West Career and Technology Center and may schedule a tour of the facility.

A consultant from the Allegheny Intermediate Unit is available 1 time per week in order to assist the students with developing self-knowledge and skills related to the world of work and occupations. The Choices Career Program, a recently introduced online career and college exploration system, helps students with disabilities create a portfolio through activities that measure their learning styles, interests, work value and transferable workplace skills, along with assisting with resume' building. At present, between 75% - 80% of freshman have developed portfolios on the Choices program. The AIU consultant also assists with course plan building for college in order to compare college course requirements with the student's present course of study. Additionally the consultant works with those students in the Life Skills program offering them volunteer experiences in the community and classroom, and information regarding job openings.

Within the Special Education classes at Moon Area High School, students are introduced to a variety of educational units that assist them in moving through the steps to achieve their individual post high school goals and be familiarized with the skills necessary for independent living and workplace responsibilities. Units include career exploration and related requirements and resume writing; the college application process, obtaining letters of recommendation, writing college and scholarship essays and financial aid discussions; cost of raising a child, cost of an apartment, car, utilities and household items; and financial awareness and responsibility. The special education teachers work in conjunction with guidance counselors, the transition coordinator and the AIU consultant to develop a functional transition plan for each student on their caseload.

The district has developed working relationships with several businesses in the area that provide work experience that will prepare the students for life after high school including Sweetwater Center for the Arts, Beaver County Rehabilitation Center, Goodwill and UPMC Mercy Hospital.

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
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<p>Fall, 2010; Spring 2011; Fall 2011; Spring 2012</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning</p>	<p>2010-2011: Continue high rate of students with disabilities entering post-secondary education and/or employment in chosen field; Participate in Indicator 13 Training if selected by PDE to do so. Propose development of transition goals per grade level to be consistently incorporated into academic instruction. Generate Educational Trends data to improve Transition process and program for students</p> <p>2011-2012: Continue high rate of students with disabilities entering post-secondary education and/or employment in chosen field. Implement transition goals per grade level so that goals can be consistently incorporated into academic instruction.</p> <p>2012-2013: Continue high rate of students with disabilities entering post-secondary education and/or employment in chosen field. Implement transition goals per grade level so that goals can be consistently incorporated into academic instruction.</p>
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Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Summarized School District Policy

<p>1. Purpose</p> <p>34 CFR 300.550</p>	<p>113.2. BEHAVIOR SUPPORT PLAN</p> <p>The Board recognizes that an individualized Behavior Support Plan is extremely important for students in special education programs. Behavior support programs include a variety of techniques to develop and maintain skills that enhance a student’s opportunity for learning and building a sense of confidence.</p> <p>The Board acknowledges that each student exists as part of the whole community, both in and out of school. Each eligible student in the district is entitled to receive an education in the least restrictive environment. All students are entitled to an environment free from restrictions or injuries caused by the challenging behaviors of others. Accordingly, effective behavior support is necessary and is predicated upon the clear, direct, specific and concrete communications among school, students and family. It is essential for all districts to provide staff training for a behavioral support system to be effective. Where possible, the district administration should tap a wealth of community resources.</p>
<p>2. Guidelines</p> <p>Title 22 Sec. 14.133</p> <p>Pol. 218</p>	<p>Positive techniques for the development, change and maintenance of selected behavior shall be attempted prior to the use of more intrusive or restraining measures.</p> <p>When specialized intervention is required, the following basic premises are to be pursued:</p> <ol style="list-style-type: none"> 1. Behavior concerns should be addressed through goals established in the student’s IEP. 2. Positive, rather than negative, measures shall be used in designing interventions. 3. The least restrictive alternative necessary to develop and maintain appropriate change in behavior shall be used. 4. Appropriate replacement behavior should be identified. 5. Instruction in task and/or work related behaviors which lead to increased academic growth and post-secondary opportunities shall be provided. 6. Procedures should be used which can be faded, normalizing consequences to a level and type found in the community. 7. Components of the district’s Code of Student Conduct

shall be used as appropriate.

8. A team process involving appropriate students and staff shall be used when making decisions regarding any change in placement.

When strategies are necessary to intervene in dangerous and seriously disruptive behavior, students' rights are protected only through the use of clearly delineated and approved procedures, including classroom management strategies and behavior plans. The following safeguards shall be used to protect students' rights and prevent misuse of procedures:

Title 22
Sec. 14.133

1. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner so as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be ineffective.

Title 22
Sec. 14.133

2. The use of restraints to control the aggressive behavior of a student shall cause the meeting of an IEP team to review the current IEP and the appropriateness and effectiveness thereof. Wherever possible, this meeting shall occur within twenty-four (24) hours of the use of the restraint.

Title 22
Sec. 14.133

3. The use of restraints may not be included in the IEP solely for the convenience of staff, or as a substitute for an educational program.

Title 22
Sec. 14.133

4. Mechanical restraints to control involuntary movement, or lack of muscular control, to control a student due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination. Use of mechanical restraints must be agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself/herself or others, or to promote normative body position and physical functioning.

5. The IEP team will decide the specific behavior or support plan elements necessary for each eligible student.

34 CFR
300.24
Title 22
Sec. 14.133

Behavior Support Plan

A **behavior support plan** is a special education service for eligible students whose behavioral problems interfere with their own learning or the learning of others. Positive approaches that are less intrusive will be attempted in order to maintain and support the dignity of the individual, and shall be attempted prior to the use of any negative approaches. Any student with

disabilities whose behaviors interfere with learning will have an individualized program of behavior support. A behavior support plan shall be included in the IEP of any student, when appropriate, and shall include the following:

1. Primary focus on positive rather than negative measures.
2. Interventions that are the least intrusive necessary.
3. Use of systematic application of behavior change techniques, and not substitute aversive techniques, restraints or discipline; use only those techniques for which the staff has been adequately trained.

The behavior support plan shall utilize two (2) levels of intervention from which to choose, depending upon staff training and type of behaviors which require attention. The two (2) levels of intervention are:

Level 1 — Good classroom management strategies. No individual behavior support plan will be required as part of the IEP for Level 1 intervention.

Level 2 — Specific interventions designated for individual students. An individual behavior support plan shall be required as part of the IEP, with parental consent.

Pol. 113.1,
218, 233

Students with disabilities are subject to district and building discipline policies to the extent that these policies comply with special education regulations on suspension and expulsion.

Title 22
Sec. 14.133

Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavioral support program.

Title 22
Sec. 14.133

The following aversive techniques for handling behavior are considered inappropriate and may not be used for students in special education programs of the district:

1. Corporal punishment.
2. Punishment for a manifestation of the student's disability.
3. Locked rooms, locked boxes, or other locked structures or spaces from which the student may not readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, including the withholding of meals, water, etc.
6. Serial suspensions.

7. Treatment of a demeaning nature.
8. Electric shock.
9. Implementation of the behavioral method by untrained personnel.
10. Methods which have not been outlined in this policy.

Intervention Levels

The following interventions identified in Levels 1 and 2 are offered as suggested activities only. Other interventions may be recommended by the IEP team with parental consent.

Level 1 -

Classroom management has traditionally been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. Management is commonly reviewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom management involves responding effectively by creating environments that encourage learning and appropriate behavior. Comprehensive classroom management incorporates both proactive planning for and encouragement of productive behavior. Proactive classroom management activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies will be maximized when used in conjunction with preventive methods. Without proactive management methods, behavior change interventions will have limited long-term effectiveness.

Level 1 - Models

Strategies Emphasized

- | | |
|-------------------------------|--|
| 1. Proactive class management | <ul style="list-style-type: none"> *Effective teaching practices *Frequent monitoring *Clear rules and procedures *Social praise *Class management system |
| 2. Pro-social behavior | <ul style="list-style-type: none"> *Systematic reinforcement *Modeling pro-social behavior *Verbal instruction *Role-playing *Token economy *Response cost |

3. Social problem solving

- *Classroom discussions of real dilemmas
- *Role-playing
- *Student participation in making decisions
- *Alternative thinking
- *Means/Ends thinking
- *Self-instruction training
- *Social skills instruction

Level 2 —

Specific intervention may be necessary for individual students whose behaviors continue to be challenging after Level 1 strategies have been implemented. These students need to have an individual behavior support plan as part of their IEP.

A team approach is required to develop a comprehensive behavior support plan for a student. The team should be comprised of people who know the student well. Where possible, the team should include representatives from the school, home and community environments. As a general rule, the IEP team requirements will provide a good cross-section of individuals knowledgeable about the student's behaviors sufficient for developing a behavior support plan. In some cases, students may have community resources available as well, and individuals of this type from the community may also be invited to participate in the development of the behavior support plan for the student.

Positive behavior supports focus on the design and delivery of strategies to help the student across his/her needs. Instructional strategies are used to teach the student socially acceptable alternative behavior that can be delivered within typical school settings.

The behavior support teams working with the children who demonstrate challenging behaviors are encouraged to use a five-step process in designing behavior support plans:

1. Define the problem behavior and indicate why it is in need of change. This should be followed by conducting a functional behavior assessment.
2. Develop hypotheses statements concerning the function of the defined behavior.
3. Design and implement a behavior support plan that simultaneously uses proactive and reactive strategies.

	<p>4. Evaluate the effectiveness of the plan with the student and the student’s family, as well as other people involved.</p> <p>5. Modify the behavior support plan as needed.</p> <p>Level 2 — Sample Strategies</p> <ul style="list-style-type: none"> *Skill Streaming *Daily behavior logs *Home/School incentive programs *Cool down time *Anger management group *Social skills group *Individual student goal review/self-evaluation *Frequent team meetings/progress checks *Daily data collection process
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Personnel Development Activities

Topic: Positive Behavioral Supports:

During the 2009-2010 school year, the District initiated early development of the Olweus Bullying Prevention Program. Each building has identified a team that includes administrators, teachers, support staff, parents and students to serve as trainers for this initiative. This team is designated as the Building-based Core Team. Each Building Core team has been trained in the Olweus techniques and strategies that will help them implement the Olweus Bullying Prevention Program throughout the District. The Core teams were given release time to plan the implementation of the Olweus Program in their respective buildings. This planning includes training the entire building staff, planning activities, and designing programs to inform parents and students about the components and rationale behind the Olweus program. District-wide inservice for all staff has been scheduled for August, 2010 with a role-out of the program scheduled for the Fall of the 2010-2011 school year. In addition, students completed a needs assessment that establishes a baseline and identifies areas of need for each building.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010, Spring 2011	PATTAN Staff, IU Staff, Private consulting agencies that specialize in providing technical support and professional development in conducting	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	Fall 2010: All staff receive training; bullying survey data for each building is analyzed in order to assist the Core Team to identify specific building needs. It will follow that building-level Olweus Bullying Prevention Plans will

FBA's and developing behavior support plans

address the individual needs of each school building.

2011-2012: Decrease in incidents regarding bullying behavior by at least 2% from the baseline as established by the needs assessment administered during the Spring, 2010. Supportive evidence will be reflected in a follow-up survey relative to incidents of bullying and student discipline referrals.

2012-2013: Decrease in incidents regarding bullying behavior by at least 2% from the baseline as established by the needs assessment administered during the Spring, 2010. Supportive evidence will be reflected in a follow-up survey relative to incidents of bullying and student discipline referrals.

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2011, Fall 2012	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	2010-2011: Special education teachers and instructional paraeducators receive training in de-escalation and safe physical management techniques. 2011-2012: Building administrators, IST, and school counselors receive training in de-escalation and safe physical management techniques. 2012-2013: 2% decrease in discipline

referrals /restraints
for students with
disabilities.

Topic: School-based Behavioral Health

There are currently no trainings entered for this topic.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The Moon Area School District has not experienced difficulty ensuring FAPE for a student in a particular disability category. However, should the District be faced with this problem in the future, the Pupil Services Director in conjunction with the building principal/LEA representative would contact the Allegheny Intermediate Unit personnel responsible for interagency coordination to assist us in identifying agencies and resources. Once these agencies and resources are located, the District would convene a CASSP meeting with all appropriate parties in attendance in order to remove placement barriers so that FAPE can be assured for the student.

Should the District exhaust all known placement options for a hard to place student with disabilities, we would contact the Allegheny Intermediate Unit's interagency contact, Mrs. Susan Ackerman, to assist us in identifying other placement options, support agencies and resources. Following discussions with the interagency coordinator, the district may also contact the Supervisor of Child/Adolescent Services from the Allegheny County Department of Human Services/Department of Behavioral Health in order to bring additional agency support/expertise to the table. Knowledge gained from these discussions will be applied to any future situations when the District encounters a difficult case where appropriate placement cannot be easily identified.

The District encourages and supports collaboration between our IEP teams and outside agencies providing services to our students with disabilities. Intensive case managers, MH/MR caseworkers, and CYF representatives, therapeutic staff support personnel attend meetings as appropriate to assist the IEP teams in providing programming and supports for our students with disabilities and at-risk populations.

In the event that a student with disability would present as Homeless, the District stands ready to work with local and state agencies and perhaps the school district of origin as the situation may warrant.

A probation officer from the Allegheny County Juvenile Probation Office is assigned to Moon Area School District and works closely with the District's adjudicated students with disabilities and at-risk youth. The probation officer will attend IEP team meetings as warranted and also serves as a consultant and resource to parents, teachers and administrative staff. The Regional Educational Support Center, McKees Rocks facility, also helps to ensure FAPE for students who are transitioning from longer-term court placements to lesser restrictive settings on a short-term basis. For example, a student with a disability who may have been court-placed at George Jr. Republic may attend the lesser restrictive RESC program for a period of time so that juvenile justice officials and IEP teams can put additional supports in place and make determinations regarding the student's readiness for transition to the public school setting.

The District continues to provide professional development activities to our professional and support staffs in the areas of promoting inclusive practices for our students with disabilities. Administrators, teachers and support staff have also received inservice on the Supplementary Aids and Services Toolkit and emphasis is made at each IEP team meeting to explore/exhaust the use of these supplementary services in the mainstream settings prior to recommending more restrictive options for students with disabilities. Moon Area also makes available to IEP team outside consultants, such as the Autism Consultant from the Watson Institute and Training and Consultation Coordinators from the Allegheny Intermediate so that students can be educated to the maximum extent appropriate in the least restrictive settings within their neighborhood schools.

Program Profile

Change Type	OPR Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
SD	Allard Elementary	E	GE	S	LSS	6	9	5	1.00
SD	Allard Elementary	E	GE	S	LSS	9	12	4	1.00
SD	Allard Elementary	E	GE	I	LS	9	11	3	0.40
SD	Allard Elementary	E	GE	S	LS	9	11	6	0.60
SD	Allard Elementary	E	GE	I	LS	6	9	2	0.20
SD	Allard Elementary	E	GE	S	LS	6	9	2	0.30
SD	Bon Meade Elementary	E	GE	I	LS	6	8	5	0.40
SD	Bon Meade Elementary	E	GE	S	LS	6	8	7	0.60
SD	Bon Meade Elementary	E	GE	I	LS	9	12	5	0.40
SD	Bon Meade Elementary	E	GE	S	LS	9	12	6	0.60
SD	Bon Meade Elementary	E	GE	I	LS	7	10	4	0.40
SD	Bon Meade Elementary	E	GE	S	LS	8	10	8	0.60
SD	Hyde Elementary	E	GE	I	LS	10	12	2	0.40
SD	Hyde Elementary	E	GE	S	LS	10	12	9	0.60
SD	Hyde Elementary	E	GE	I	LS	6	9	2	0.40
SD	Hyde Elementary	E	GE	S	LS	7	10	9	0.60
SD	Brooks Elementary	E	GE	I	LS	10	11	2	0.40
SD	Brooks Elementary	E	GE	S	LS	10	11	8	0.60
SD	Brooks Elementary	E	GE	I	LS	7	8	1	0.40
SD	Brooks Elementary	E	GE	S	LS	7	8	6	0.60
SD	Brooks	E	GE	I	LS	9	10	5	0.40

Elementary									
SD	Brooks Elementary	E	GE	S	LS	9	10	3	0.60
SD	McCormick Elementary	E	GE	I	LS	7	10	3	0.20
SD	McCormick Elementary	E	GE	S	LS	7	10	3	0.30
SD	McCormick Elementary	E	GE	I	LS	9	12	1	0.40
SD	McCormick Elementary	E	GE	S	LS	9	12	5	0.60
SD	Middle School	M	GE	I	LS	12	14	1	0.40
SD	Middle School	M	GE	S	LS	12	14	7	0.60
SD	Middle School	M	GE	I	LS	14	15	7	0.40
SD	Middle School	M	GE	S	LS	14	15	1	0.60
SD	Middle School	M	GE	I	LS	11	13	1	0.40
SD	Middle School	M	GE	S	LS	11	13	7	0.60
SD	Middle School	M	GE	I	LS	11	13	1	0.40
SD	Middle School	M	GE	S	LS	11	13	7	0.60
SD	Middle School	M	GE	I	LS	13	14	4	0.40
SD	Middle School	M	GE	S	LS	13	14	3	0.60
SD	Middle School	M	GE	I	LS	11	13	9	0.40
SD	Middle School	M	GE	S	LS	11	13	0	0.60
SD	Middle School	M	GE	I	LS	12	13	6	0.40
SD	Middle School	M	GE	S	LS	12	13	1	0.60
SD	Middle School	M	GE	I	LS	12	14	9	0.40
SD	Middle School	M	GE	S	LS	12	14	1	0.60
SD	Middle School	M	GE	I	LSS	12	15	2	0.20
SD	Middle School	M	GE	S	LSS	12	15	9	0.80

SD	Middle School	M	GE	I	LS	13	14	5	0.40
SD	Middle School	M	GE	S	LS	13	14	1	0.60
SD	Middle School	M	GE	I	LS	14	15	3	0.40
SD	Middle School	M	GE	S	LS	14	15	3	0.60
SD	High School	S	GE	I	LS	15	18	12	0.60
SD	High School	S	GE	S	LS	14	18	4	0.40
SD	High School	S	GE	I	LS	15	19	13	0.40
SD	High School	S	GE	S	LS	15	19	7	0.60
SD	High School	S	GE	I	LS	14	18	12	0.40
SD	High School	S	GE	S	LS	16	17	4	0.60
SD	High School	S	GE	I	LS	14	18	4	0.40
SD	High School	S	GE	S	LS	15	18	8	0.60
SD	High School	S	GE	I	LS	14	18	9	0.40
SD	High School	S	GE	S	LS	14	18	7	0.60
SD	High School	S	GE	I	LS	15	18	8	0.40
SD	High School	S	GE	S	LS	15	18	4	0.60
SD	***High School	S	GE	I	LS	15	18	12	0.40
SD	High School	S	GE	S	LS	14	18	4	0.60
SD	High School	S	GE	S	LSS	15	19	9	0.70
SD	*High School	S	GE	FT	LSS	21	21	1	0.30
SD	High School	S	GE	I	LS	14	17	14	0.40
SD	High School	S	GE	S	LS	15	16	2	0.60
SD	**Allard Elementary	E	GE	I	SLS	6	11	38	1.00
SD	**Bon Meade Elementary	E	GE	I	SLS	6	11	42	0.75
SD	**High School	S	GE	I	SLS	14	19	11	0.25

SD	**Hyde Elementary	E	GE	I	SLS	5	11	31	0.50
SD	Middle School	M	GE	I	SLS	12	13	28	0.50
SD	**Brooks Elementary	E	GE	I	SLS	5	12	41	0.70
SD	**McCormick Elementary	E	GE	I	SLS	6	11	15	0.30
IU	Allard Elementary	E	GE	I	DHIS	6	9	2	0.09
IU	McCormick Elementary	E	GE	I	DHIS	10	10	1	0.06
IU	Middle School	M	GE	S	DHIS	12	13	2	0.45
IU	High School	S	GE	I	DHIS	17	18	2	0.04
IU	High School	S	GE	S	BVIS	14	14	1	0.29
SD	High School	S	GE	I	LS	15	18	13	0.40
SD	High School	S	GE	S	LS	15	17	4	0.60
C	J. H. Brooks Elementary School	E	GE	FT	AS	5	11	8	1.00
C	J. H. Brooks Elementary School	E	GE	FT	AS	5	11	8	1.00
C	J. H. Brooks Elementary School	E	GE	FT	AS	5	11	8	1.00

Support Staff (District)

School District: Moon Area SD

ID	OPR Title	Location	FTE
- SD	School Psychologist	All buildings	1.00
- SD	Instructional Support Teachers	Elementary Buildings	2.50
- SD	Pupil Services Director	All buildings	1.00
- SD	Instructional Paraeducators	All buildings	53.00
- SD	School Counselors	Elementary	2.50
- SD	School Counselors	Middle School	2.00

- SD School Counselors High School 3.00

Contracted Support Services

ID IU / Agency	Title / Service	Amount of Time per Week
- Allegheny Intermediate Unit	Psychological Services	4 Hours
- Allegheny Intermediate Unit	Social Worker Services	1 Days
- Allegheny Intermediate Unit	Occupational Therapy	25 Hours
- Allegheny Intermediate Unit	Physical Therapy	12 Hours
- Watson Institute	Autism Consultant	1 Hours
- Allegheny Intermediate Unit	Assistive Technology	30 Minutes
- Allegheny Intermediate Unit	Hearing Interpreter	5 Days
- Allegheny Intermediate Unit	Transition Consultant	1 Days
- Independent Contract	School Psychologist	1 Hours
- Independent Contract	Student Assistance Program Coordinator	1 Days

Assurance for the Operation of Special Education Services and Programs

School Years: 2013 - 2016

The Moon Area SD within Allegheny IU 3 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's report revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President	Date	Superintendent	Date
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