
Pennsylvania Department of Education



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

Academic Standards and Assessment Report **Wednesday, September 29, 2010** **(Receipt Acknowledged: Tuesday, August 11, 2009)**

Entity: Somerset Area SD
Address: 645 S Columbia Ave Ste 110
Somerset, PA 15501-2511

Educational Community

The Somerset Area School District has developed a comprehensive education plan designed to integrate the procedures and activities of the Middle States Association for Colleges and Schools accreditation model referred to as Accreditation for Growth (AFG) with this six-year strategic plan. The efforts to dovetail these two protocols strengthens the District's efforts to improve the overall educational program and identifies specific goals that will be evaluated through the collection of data with the sole purpose of increasing student achievement. Through the involvement of a variety of stakeholders, including parents, students, teachers, administrators and community members, a rigorous action plan has been written. Its implementation will reflect the District's continuing commitment to the success of all members of the school community.

Utilizing the strategic planning requirements set forth in Title 22, PA code Chapter 4, Section 4.13 , the Somerset Area School District has created a road map for the future. Our strategic plan has been organized according to the required items in the strategic planning guidelines. The organization goals selected by the District are placed within these items as appropriate. Specific learning goals also are found in this document; however, these goals will not be the sum total of District efforts during the next six-year period; rather, they will provide a basis from which we will garner data to gauge student achievement in fundamental areas.

Somerset Area School District is a suburban school district located approximately 65 miles southeast of Pittsburgh and 135 miles west of Harrisburg. The District lies between the Laurel Mountains (on the west) and the Allegheny Mountains (on the east) and is bisected by the Pennsylvania Turnpike. Somerset Area School District Township, with total population of approximately 19,125 serves Somerset Borough (population 6,762), Somerset Township (population 9,319), Jefferson Township (population 1,375), and Lincoln Township (population 1,669). According the recent census, our region is one of the few in the area who has experienced slight gains in population. The region's main industries include agriculture, mining, manufacturing, several light industries, and tourism. A variety of ski resorts and recreational parks are found within a 20-mile radius. The Somerset Historical Society, located in Lincoln Township, and the Philip Dressler Center for Laurel Arts, located in Somerset Borough, promote community's rich heritage. A number of universities, colleges, and business schools are located within a close proximity, including Allegany College of Maryland, which is located in Somerset Township.

The Somerset School District encompasses 156 square miles and is comprised of five buildings that are located in one Borough and three Townships. The Junior and Senior High Schools (which share a campus), Maple Ridge Elementary School, and Eagle View Intermediate School are located in Somerset Borough. Sipesville School is located in Lincoln Township and Friedens Elementary School is located in Somerset Township.

It is notable that major renovations to the Junior and Senior High Schools, as well as the athletic field and athletic complex are nearing completion at the time of this plan. This renovation allows for state-of-the-art technology implementation, that will include wireless internet access, distance learning opportunities, upgraded technology education and family and consumer sciences curricula, and seamless technology integration into all areas of the curriculum at the secondary level. Additionally, the 2008 - 2009 school year is the third year of funding for the District's Classrooms for the Future grant project, which includes the deployment of laptops, smartboards, and projectors into all core subject area classrooms at the secondary level. Furthermore, the District has committed its own funds to extend technology's reach into the elementary buildings by deploying similar equipment at the primary and intermediate levels. Other significant initiatives include the implementation of the Response to Intervention model to assist struggling students at the elementary schools, as well as an alternative education classroom designed to mitigate the number of dropouts at the Junior and Senior High School levels.

The Somerset School District is one of 35 school districts that make up Appalachia Intermediate Unit 8 and is comprised of five buildings with a total school population of approximately 2,478 pupils (May 2008). The Junior - Senior High School complex, located in Somerset Borough houses approximately 564 students in grades 7, 8, 9 and 636 students in grades 10, 11, & 12. There are approximately 1,278 elementary students in the following facilities: Sipesville School, located in Lincoln Township with approximately 84 students in grades K through 3; Friedens Elementary School, located in Somerset Township with approximately 159 students in grades K through 3; Maple Ridge Elementary School, located in Somerset Borough with approximately 486 students in grades K-3; and Eagle View Intermediate School, located in Somerset Borough with approximately 549 students in grades 4, 5 and 6.

In the elementary, Head Start pre-school and District full-day Kindergarten classes help to ensure that all students get a positive start in school. All classrooms are self-contained, while team teaching takes place in grades 4,5, and 6. At the Junior High School level, students meet daily for English, math, social studies, science, and reading. Nine-week block periods are scheduled for art, music, library science, health, family and consumer sciences, and technology education. Physical education and geography also are required courses, each filling one semester. Gifted, high - achieving, and highly - motivated students are able to utilize the newly - adopted "Exemption from Instruction" policy to accelerate through courses and access higher - level curricula earlier than is the tradition. In addition, academically gifted and talented students are accommodated by gifted seminars at both the junior and senior high school levels. Honors courses in math, English, science, world languages, and social studies are available to students in Grades 9,10,11, and 12, while advanced placement courses are offered in calculus, U.S. History, economics, statistics, English, Spanish, French, and German. Students with individualized education plans have classes scheduled according to their individual needs at all levels, with most included in regular education courses for at least part of the school day.

The District has performed, for the most part, at or above the state average in the PSSA State Testing Program. The graduation rate for the District has consistently stayed at 95%. From the Class of 2005, 46% of the students enrolled in a four-year college, another 19% enrolled in some other type of post-high school education, and another 5% entered the military. Approximately 30% entered the work force. In the 2002, National Merit Scholarship competition, there were two students who were semi-finalists and over the last several years an average of four students received recognition in the competition each year. The average verbal SAT score for the Class of 2008 was 493 and the average math SAT score is 506. These scores were based on 129 students who took the test or 62% of the students who were eligible.

The Somerset Area School District offers a wide variety of other educational opportunities for the students. In the athletic arena, the District offers 71 competitive athletic teams, which provide opportunities for fitness and competition for students with a wide array of interests and skills. They include cheerleading, football, soccer, volleyball, basketball, wrestling, track & field, hockey, cross-country, golf, tennis, swimming, baseball, rifle, and softball. Athletics are governed by the Pennsylvania Interscholastic Athletic Association and compete in the Laurel Highlands Athletic Conference. Extensive athletic facilities are available that include four and a half gymnasiums, one fully - equipped fitness center, two athletic training rooms, one full-size swimming pool, ten various-sized soccer fields, one baseball field, two softball fields, one all-weather track, one football stadium (seats 2,000) and six tennis courts.

In addition, comprehensive music program offers chorus, orchestra, and band beginning in the elementary grades. Annual Junior High School and Senior High School musicals are integral part of the entire program. A wide range of academic co-curricular opportunities is also available at all grade levels. Each opportunity enhances the school district philosophy of developing a well-rounded and successful student.

Mission

The mission of the Somerset Area School District can be succinctly stated in the phrase, "Success for all".

Vision

The vision of the Somerset Area School District is as follows:

- The District's students will become life-long learners by learning to identify problems and research solutions.
- The District's students will take ownership of their own learning.
- The District's students will develop an understanding of a global society.
- The District's students will be actively engaged in the community and will understand their responsibility to one another.
- The District will focus on the major concepts in each course or subject area.
- The District will commit to the continuous growth and utilization of best practices in assessment and instruction and in the application of technology.
- The District will commit to consistent, high quality, relevant professional development.

Shared Values

We believe that:

Children are our community's most valuable asset.

Every individual has inherent worth.

Children learn at different rates and in different ways.

Life-long learning is essential for success in a changing society.

Education is the shared responsibility of the school, student, family, government, and community.

All students have a right to learn in a safe and respectful environment.

Every child has unique talents and abilities.

Understanding, appreciation, and acceptance of diversity are essential for harmony in society.

Education includes the development of the mind and body.

Involvement in school and civic activities promotes the development of a healthy community.

Goals

The goals of the strategic plan as established for the school year 2008-2014 are as follows:

- 1) By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of mathematics. Proficiency will be defined by the State of Pennsylvania AND by the growth model of measuring student achievement. Current baseline = 68.57% proficient or above in the PSSA.
- 2) By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of reading. Proficiency will be defined by the State of Pennsylvania and by the growth model of measuring student achievement. Current baseline = 70% proficient or above on the PSSA
- 3) By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of science. Proficiency will be defined by the State of Pennsylvania and by the growth model of measuring student achievement. Current baseline still to be established.
- 4) By the year 2014, the Somerset Area School District will meet or exceed the graduation rates established by the State of Pennsylvania. Current baseline = 93.13
- 5) By the year 2014, 100% of the staff of the Somerset Area School System will acquire the necessary skills to integrate technology where appropriate across the K-12 curriculum. Current baseline = 75%
- 6) By the year 2014, the Somerset Area School District will meet or exceed the participation rates as established by the State of Pennsylvania for participation on the Pennsylvania State School Assessment. Current baseline = 98.1%.
- 7) By the year 2014, the Somerset Area School District will establish a "safe environment" for all members of the SASD. The current baseline is established through the "School Safety and Violence Report" and through the annual survey of School Safety conducted by the School Safety Committee.

The Somerset Area School District commits itself to the attainment of proficiency for all students as defined by the State of Pennsylvania.

There are currently no activities selected for this plan report.

Academic Standards

Item 3. Academic Standards for Student Achievement

The academic standards describe the minimum knowledge and skills that students will be expected to demonstrate in the Somerset Area School District. The district will provide for student attainment of the academic standards as per Chapter 4, Section 4.12 as a minimum requirement. The PA Academic Standards in grades 3 through 8, and 11 for all subjects will guide the educational program in these areas in the district.

These standard statements will be designed from the PA Academic Standards as minimum student expectations. The curriculum will be taught and assessed at each grade level. The assessment of the grade level standard statements is described under Items 5 of this strategic plan.

Over the next six years, the district will determine further development of standards and grade level standard statements consistent with approved state standards in the subject areas of:

- Social Studies
- Arts and Humanities
- Career Education and Work

- Health, Safety, and Physical Education
- Family and Consumer Science
- World Languages

The process and time line for the development of the grade level standard statements in each of the above areas are discussed in Item 4 of the strategic plan.

Until such time as these grade level standard statements are developed in each of the above areas, the district planned courses and objectives within them will be utilized as the district standards for student achievement.

Each student must demonstrate mastery of the PA Academic Standards either on the state system of assessment (PSSA) or the local system of assessment. The state assessment shall be administered during grades 3 through 8, and 11 in reading and math, and in grades 6, 9, and 11 in writing. The district local assessments will be administered to all students at each grade level (K-12) in each area per year exclusive of the period required for the state assessment. If a student does not demonstrate proficiency on any of the exam areas (state or local), the student will be monitored for remediation. If a student in grade 11 does not demonstrate proficiency on any of the three state exams (reading, math, writing), that exam area may be retaken once during the senior year. A student may opt to retake that exam area at the local level in an effort to achieve proficiency. In addition, the student must pass the proficiency assessment designed by the local intermediate unit.

As the district implements the Curriculum Development Plan (see chart) the process of developing specific local assessments that aligned with the standards will be written. The process will begin with the familiarization of state standards, and then developing standard statements designed using the state standards statements as minimum expectations. The next phase is the development of assessments reflective of the standards and standard statements. Each year the district will undertake a study of various standard areas and proceed to initiate a thorough process to focus the curriculum and the instructional program with the district developed standards. Local assessment tools will then be created and aligned with the standards. This process will be repeated in each subject area during the six years of the strategic plan (see chart).

Graduation Requirements

The Somerset Area School System meets and exceeds the graduation requirements established under 22 Pa. Code Section 4.24(a): The requirements as of school year 2008 are:

- A. Successful completion of requirements through grade 8.
- B. Passing a minimum 24 credits in grades 9-12 including the following required courses:
 1. English I,II,III,IV
 2. Civics,World Cultures, American Cultures, Government, Economics
 3. Science - 3 Credits
 4. Mathematics - 3 Credits
 5. Computer Applications - .5 credit
 6. Health
 7. Highway Safety
 8. Physical Education - 1 Course per year
 9. Electives to complete the credit requirements

In addition, students must successfully complete a culminating project through the senior year English department that monitors student research and presentation.

Students in the Somerset Area School District must score proficient or Advanced on the Pennsylvania State School Assessment or on the recently validated local assessment. All curriculum in the Somerset Area School District is completely "Standards based" as demonstrated through the district developed curriculum documents. This process is implemented and advanced through monthly curriculum mapping in each course. The district is in compliance with Section 4.52, 22 Pa. Code Section 4.24 (a).

Strategic Planning Process

The Somerset Area School District began the strategic planning process in the fall of 2007. The initial phase of the plan was instituted through the creation of a district wide strategic planning team. The team was initially comprised of building administrators, central office administration and building - level teachers and specialists. The process began with a two day "kick off" retreat at the Summit Hotel in Uniontown, PA. The team developed a series of goals, strategies and activities to meet the academic goals of the district.

The district then created a core team to review the progress of the strategic planning team and to develop further goals, strategies and activities. The team was comprised of school district administrators, students, parents and community members. The group met throughout the planning process.

The district leadership team, comprised of building - level and central office administrators met consistently to review progress and to further develop the plan and its various sub-components. The team met to collaboratively develop a plan that integrated all of the required areas of special education, technology, staff development, teacher induction and standards/assessment.

The district requested an extension of the deadline for the submission of the plan in August of 2008 with planned completion by December 30, 2008.

In response to the granting of the extension, the core team began a series of bi-monthly meetings to coordinate the strategic planning process. The team collaboratively created the plan through an integration of the component sections of the e-strategic plan. The team shared the results of the process with an enlarged core team comprised of teachers and administrators at the annual school district retreat held at the Summit Inn on October 29th and 30th, 2008. The plan was then shared with the steering committee for review before submission to the school board for approval in November of 2008. After approval the plan was submitted to the Pennsylvania Department of Education for final review and approval.

Strategic Planning Committee

There are currently no participants selected for this plan report.

Goals, Strategies and Activities

There are currently no activities selected for this plan report.

Measurable Annual Improvement Targets

The Somerset Area School District has adopted the elements of a High Performance School System. The framework of the high performance school system will provide the district with a rubric based method of tracking progress towards the ultimate goal of establishing a school system

that can be defined and documented as "truly a high performance system". A High Performance School System is defined by the following characteristics:

- The system is standards based comprised of the following characteristics:
 - a) Seamless curriculum
 - b) Periodic Student Benchmark Assessments
 - c) Clear K-12 Instructional expectations
 - d) Action Planning to improve student achievement
- The system takes as its purpose enabling all students to meet high expectations
- The climate of the school system is nurturing and supportive
- The school system holds itself accountable for the success of all students
- The system ensures intensive, on-going, high quality professional development for all its employees
- The system resources are strategically focused on supporting powerful instructional practices in all schools
- The system collects and uses data effectively
- The system engages in active, open, substantive and clear two-way communication

Throughout the District will develop policies and procedures that ensure student safety. In the strategic planning process, the core team strove to develop goals to focus the efforts of the school district:

- By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of mathematics. Proficiency will be defined by the State of Pennsylvania AND by the growth model of measuring student achievement.
- The Somerset Area School District will meet and/or exceed the graduation rate of 80% for the duration of the strategic plan
- The District will develop policies and procedures that ensure student safety.
- The number of special education students who are proficient or advanced on the PSSA will increase each year
- By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of reading. Proficiency will be defined by the State of Pennsylvania AND by the growth model of measuring student achievement.
- By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of science. Proficiency will be defined by the State of Pennsylvania AND by the growth model of measuring student achievement
- By the year 2014, the staff of the Somerset Area School System will acquire the necessary skills to integrate technology where appropriate across the K-12 curriculum
- The Somerset Area School District will meet or exceed the state mandate rate of participation on the PSSA test

In addition, the plan delineates specific instructional strategies and activities that support our achievement goals. These strategies and activities are outlined in the action plan section of the Academic Standards and Assessment Report.

The district recognizes that the system must meet all applicable student achievement goals as defined by the No Child Left Behind Act. The district thus must meet the following yearly student achievement proficiency goals throughout the duration of the strategic plan.

AYP Criteria

08/09

09/10

10/11

11-12

12-13

Percent Proficient in Reading	63	63	72	81	89
Percent Proficient in Mathematics	56	56	67	78	91

The district recognizes the importance of overall student proficiency in the subject area of science. The district is prepared to develop action plans in order to facilitate student achievement as defined by the achievement scores derived from the Pennsylvania State Assessment in science. The assessment administered in the 2007/08 school year will provide the district with baseline achievement data for further enhancement of student achievement. The district is committed to providing students with an approach to science that will address state science standards and enhance student

Curriculum, Instruction and Instructional Materials

The creation of a K - 12 high performance school system demands that the district create a standards - based curriculum delivered via high - quality, research - based, best practices in instruction.

The four components of this approach are:

- 1) The creation of curriculum documentation and practices that result in a seamless curriculum
- 2) A statement of K-12 instructional expectations
- 3) Periodic student benchmark assessments
- 4) Action plans that will focus or adapt instructional activities to focus on identified student learning needs.

Curriculum

At the elementary level, the curriculum will focus on math, reading, and science literacy and will be complimented by instruction in writing, social studies, health, physical education, technology, music and citizenship skills. Each course will be mapped and aligned to the Pennsylvania standards, with an annual review of content and pacing.

At the secondary level, all curricular areas will be mapped and paced as per the Pennsylvania standards. Core curricular areas include reading (at the junior high school level), English/language arts, math, science, and social studies. These content areas will be enhanced with course offerings in physical education, family and consumer sciences, art, music, technology, technology education, agriculture, library science, and world languages.

Instructors will meet in K - 12 subject - area groups, led by grade level and subject coordinators, to ensure a comprehensive and seamless approach to all standards achievement. Anchor and eligible content - specific PSSA and 4Sight data, as well as DIBELS and Terra Nova assessments will be analyzed regularly to prescribe instruction and review curriculum and instructional strategies. Following these data reviews, student instructional needs will be determined and action plans will be developed.

The curriculum will be enhanced for both gifted and high - achieving students using a differentiated instructional approach and by providing extension activities to build upon the base instruction in each area.

Instruction

In the primary grades (K - 3) guided reading will enhance the core reading curriculum, with an emphasis on data analysis and prescribed, differentiated instruction. In kindergarten through

grade six, language arts will be taught with a Pennsylvania - specific, aligned curriculum, enhanced with various scientific, research - based interventions. Additionally, the following instructional strategies will be utilized, K - 12:

- Inclusion
- Differentiated Instruction
- Cooperative Learning
- Co - Teaching
- Technology Coaching (for seamless technology integration)
- Inquiry and project - based learning
- Problem - Solving and Open - Ended Questioning
- Deductive Reasoning and Critical Thinking/Decision - Making Practice

From 2006 until 2009, the District has been included in the Classrooms for the Future grant program. With this, many secondary core content area classrooms have been supplied with whole - classroom sets of student laptops, and interactive white boards. Additionally, the District has used local funds to provide critical infrastructure at all levels and equipment for elementary classrooms. The seamless integration of technology is an instructional strategy that will be utilized across all curricular areas, implemented with the assistance of the District's technology coach.

Instructional Materials

Instructional materials in the elementary grades include a Harcourt core reading curriculum, enhanced by trade books and big books, leveled readers, PSSA study books, classroom magazines newspapers, and software subscriptions such as Waterford Learning, Scholastic Reading Counts, and Compass Learning. In addition, the Houghton Mifflin math series is used, along with Compass Learning. Scott Foresman science is utilized in grades K - 6 to meet science standards and locally - developed social studies materials are utilized to achieve social studies goals. In all curricular areas, instructors supplement curricula with various print and software resources.

Secondary school instructional materials consist of various textbook series, including Prentice Hall science and math, McDougal Littell English,

Assessments and Public Reporting

The Somerset Area School District communicates the results of student assessments and achievement to the community and parents of the district through a quarterly news letter. This newsletter is supplemented by a monthly news letter published by the elementary level. Parents receive the "Grow Network" report of student achievement from the school district. This provides parents with timely and accurate information concerning student achievement as indicated by achievement on the Pennsylvania State School Assessment (PSSA).

Student achievement is the major topic of discussion at the annual K-12 parent's meeting, which is scheduled for November of each school year. Parents of primary age students receive the results of the DIBELS assessment at these meetings and local assessments and textbook benchmark assessments are reviewed all parents and guardians in attendance.

The parents/guardians of all Tier III (Response to Intervention) students have the opportunity to receive an explanation of the reading remediation program and a description of the process employed to identify students for such services.

Report cards describing student achievement are distributed to parents and students on a quarterly basis.

Students who are experiencing difficulty in specific subjects are provided the following interventions:

- After - school tutoring (at some grade levels)
- Response to Intervention programming
- Peer tutoring
- In - class remediation via differentiated instruction
- Title I services (at eligible school buildings)
- Referral for special education testing
- Parent/guardian - teacher conferencing
- Guidance counselor services

Targeted Assistance For Struggling Students

The districts employs a data informed approach to the interpretation of student achievement results. Students are identified as "struggling" and therefore in need of assistance through this approach. The district also employs anecdotal evidence, primarily teacher opinion, in order to further refine this process. The district recognizes that the identification process is best approached through an composite interpretation of achievement data based upon a variety of assessments and perception data gathered from classroom teachers. The following table illustrates the districts approach to providing services for struggling students:

Grade Level	Service	Description
K-6	Title I	Provides services for students identified as significantly below grade level
K-12	Tutoring	Provide personal tutoring for students at all grade levels in mathematics and
K-3	Instructional Support	Provides intervention plans for students experiencing difficulty
K-3	Teacher Mentoring	Provides services for "at-risk" students in order to improve attendance and participation
K-3	Parent -Forums	Provides avenues for discussion of student concerns
Gr 4-6	Extended Learning Opportunities	Daily provision of research based services for students in language arts
Gr-4-12	Student Assistance Teams	Provides a range of services for students experiencing difficulty in academic and social success
K-12	Student Staffings	Teachers collaborate with principals, counselors and parents to develop student intervention plans

Support for Struggling Schools

There are no identified "struggling Schools" in the district as of the 2008/09 school year.

Qualified, Effective Teachers and Capable Instructional Leaders

The Somerset Area School District strives to provide a highly qualified instructor in each subject area and speciality. To date, a survey of all professional staff indicates that 98% of the staff can be identified as "Highly Qualified". On-going professional development is provided throughout the school year. Sufficient time is provided in defined in-service days throughout the school year supplemented by weekly early student releases provides the professional staff with the time necessary to address student instructional needs.

The focus of staff development defined for the 2008/09 is based upon:

- 1) Differentiated Supervision
- 2) Differentiated Instruction
- 3) Data Informed Decision Making
- 4) Instructional Technology use in the classroom
- 5) Curriculum alignment through mapping

Principals act as instructional leaders. The principals conduct data team meetings, supervise instructional improvement plans, focus district resources to match instructional needs, and seek further professional development opportunities to further enhance achievement in all schools of the district. The principals participate in leadership team development through monthly meetings with the Tri-State Study Council of the University of Pittsburgh and also participate in a variety of professional development activities through Intermediate Unit 8.

An identified challenge for the school district will be the replacement of highly qualified teachers over the duration of the plan. It is projected that large numbers of veteran, highly qualified staff members at the secondary and elementary levels will retire during the duration of the plan and the district will need to replace teachers in crucial areas of expertise. This will place greater emphasis on staff development activities and teacher induction activities.

The administrative staff has aggressively pursued advanced degrees at local universities. This has resulted in the development of a powerful and competent leadership team. This team has, with one exception, completed their Act 48 requirements and are not required to participate in the current PILS cohort. The team will participate in the future PILS training when it is required of all administrators during the duration of the plan. The administrative team participates in monthly leadership team development through the Tri-State Study Council of the University of Pittsburgh.

Parent and Community Participation

The Somerset Area School System strives to maintain open and substantive two-way communication with the parents of its students as well as the community. The chart below outlines the communication efforts of the district:

Parent and Community
Participation Activities

Community Groups The school district encourages community involvement from local organizations such as The Foreign Wars, Soroptomist International, Boys and Girls Clubs of America, Retired Senior Volunteer Program, local fire and police departments, Rotary, Somerset Exchange Club, Community Libraries, Newspapers and television stations.

Representatives of Head Start, IU08 Early Intervention

Infants and Toddlers	
Business	Somerset Area Chamber of Commerce, Career Advisory Board, Somerset Lions Club
Institutions of Higher Learning	Allegany College of Maryland, Mt. Aloysius, California University of Pennsylvania
Other Parent and Community Representatives	PTA, PTSB

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Academic Teams and Clubs	The district has a wide variety of extracurricular and co-curricular clubs and activities, including athletics.	Student Services
ACRP	The Alternative Community Resource Program provides alternative education to students that have exhibited severe behavioral difficulties.	Other
Alternative Education	The district provides an in-house alternative education program for district students. The program is housed in the senior high school and is an intervention utilized for both academic and behavioral issues.	Student Services
Athletic Teams and Clubs	District provides a variety of athletic teams and clubs for student participation.	Student Services
Bedford - Somerset Mental Health and Mental Retardation	The Bedford-Somerset Mental Health and Mental Retardation Agency provides necessary support services to district students.	Other
Carroll Law Offices	The Carroll Law Offices serve as the legal representation for the Somerset Area School District and provide guidance, as necessary, to assure the district is in compliance with local, state, and federal law regarding matters relating to the operation of the district, its staff, and students.	Other
CASSP	CASSP meetings are conducted as necessary to assure students in the Somerset Area School District receive appropriate intervention services.	Other
Civic and Service Organizations	Students at the secondary level are involved in an array of civic and service learning opportunities. Community service projects are provided by various school organizations throughout the school year.	Student Services
Collaborative	A. Special education and regular education collaborate on the development and delivery of SAS B. Special and regular educators trained in use of assistive technology C. Team taught classes D. Inclusion facilitator in general education classes E. One to one support F. Paraprofessional support in the classroom	Special Education
District Newsletter	The District newsletter serves as a quarterly dissemination of information pertinent to all stakeholders. Financial	Community

	information as well as information relevant to students, parents, and guardians is provided.	
District Website	The District's website is a primary sources of information for all stakeholders, including parents who visit for information about student academic progress and other pertinent data.	Community
Electronic Communication System	This system allows the District to contact all parents/guardians via telephone call, text message, or email in less than ten minutes. It assists the District in keeping parents informed of critical school information and emergencies.	Community
Free and Reduced Lunch Programming	Students and families are provided free and reduced lunch as mandated by state and federal law. Breakfast opportunities also exist at all grade levels for students who qualify. Applications are made available to all students K-12 annually.	Student Services
Guidance Services	Provides individual and group counseling services, crisis intervention, college and career preparation, student scheduling, and coordinates local and state testing.	Student Services
Health Services	The district provides health and wellness services to staff and students in the Somerset Area School District.	Student Services
Instructional	A. Tests/materials read aloud B. Modified curriculum goals C. Provide adapted tests (limiting the number of choices, word banks, and chunking) D. Provide alternate methods of assessment E. Provide tutoring and remediation F. Provide alternate materials G. Provide study guides H. Braille/enlarged print texts I. Extended time to complete tests and assignments J. Reduce assignments K. Use of homework book or daily planner L. Use of manipulatives, number line in math M. Modeling N. Verbal and physical prompting M. Modified grading scale O. Community Based Instruction	Special Education
Instructional Aides	Instructional aides provide necessary support to the academic and behavioral programs for students, K-12.	Student Services
Intermediate Unit 08	The Appalachia Intermediate Unit 8 provides technical assistance to the Somerset Area School District as well as professional development opportunities to relevant to all staff and students.	Other
Mental Health Counseling via BSMHMR	Provides supplemental counseling services, crisis intervention, family support, and organizes CASSP meetings.	Student Services
PASBO	The district is a member of PASBO who provide guidance and information regarding the budgetary responsibilities of the district.	Other
PaTTAN	PaTTAN provides state-related training opportunities throughout the school year.	Other
Physical	A. Preferential seating B. Hearing aids/FM System C. Adaptive equipment D. Weighted vest E. Adapted furniture/equipment F. Lift system for transfers G. Reduce distractions in the classroom H. Use of communication device I. Use of computer for word processing J. Special transportation	Special Education

PSBA	The district is a member of the Pennsylvania School Boards Association who provide information and professional development opportunities, as necessary.	Other
Response to Intervention	Response to Intervention is a comprehensive program for students in grades K-6. Students are "tiered" according to PSSA test data, DIBELS assessments, and Harcourt Benchmark examinations. Tier 2 and Tier 3 students meet daily with Title I Reading specialists for remediation intervention strategies to improve student achievement.	Student Services
SAEA/PSEA/NEA	Local, State, and National Teachers' Associations provide assistance to teachers of the Somerset Area School District that have chosen to maintain membership in the respective organization(s).	Other
Social-Behavioral	A. Social Skills supports B. Psychological counseling C. Peer mentors D. Behavior Support Plan E. Give immediate positive feedback F. Classroom system of rewards for behavior and on task completion G. Use of the Stop Think method H. Use of a notification system to enable a student to request a time out.	Special Education
Special Education and Section 504 Services	The district complies with all special education and 504 regulations as per federal and state law. The district employs a Special Education Coordinator to oversee all programs and services provided by the district and Appalachia Intermediate Unit 8.	Student Services
Student Assistance Services	Student assistance programs are provided for students in need grades k-12.	Student Services
Title I Services	The district provides small group instruction for elementary students identified as "at-risk" in Mathematics and Reading.	Student Services
Transportation Services	Transportation services are provided annually for students in the Somerset Area School District.	Student Services
Tri-State School Study Council	The Tri-State School Study Council provides assistance to the school district through bi-monthly with the administrative team of the Somerset Area School District.	Other