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# Pennsylvania Department of Education

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

## **Student Services Report** **Wednesday, September 29, 2010** **(Last Approved: Friday, January 09, 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.

## **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.

## Current Student Services

Service/Resource	Description
Academic Teams and Clubs	The district has a wide variety of extracurricular and co-curricular clubs and activities, including athletics.
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.
Athletic Teams and Clubs	District provides a variety of athletic teams and clubs for student participation.
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.
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.
Guidance Services	Provides individual and group counseling services, crisis intervention, college and career preparation, student scheduling, and coordinates

	local and state testing.
Health Services	The district provides health and wellness services to staff and students in the Somerset Area School District.
Instructional Aides	Instructional aides provide necessary support to the academic and behavioral programs for students, K-12.
Mental Health Counseling via BSMHMR	Provides supplemental counseling services, crisis intervention, family support, and organizes CASSP meetings.
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.
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 Assistance Services	Student assistance programs are provided for students in need grades k-12.
Title I Services	The district provides small group instruction for elementary students identified as "at-risk" in Mathematics and Reading.
Transportation Services	Transportation services are provided annually for students in the Somerset Area School District.

## Needs Assessment

## Reflections

There are currently no reflections selected for this section.

### Attendance:

Student attendance is a concern district wide. Many students in the district are from single parent homes of which many fall below the poverty line. Additionally, many caretakers work daily and often leave children to be responsible for themselves regarding their school attendance. The district has initiated a communication system that notifies parents of their child(ren)'s absences on a daily basis. In addition, the MMS program that serves as the management system for the school district provides a parent portal where parents can access grades and attendance information.

### Student Achievement:

The district continues to address needs relating to meeting AYP for all of its buildings. The secondary Mathematics program is in the process of aligning curriculum to state standards as well as addressing students that have historically performed poorly on standard assessments. Reading, Math, and Writing goals, as related to the state system of school assessment, remain a high priority in the curriculum of the Somerset Area School District.

### Increasing Special Education Population:

The district has concerns regarding the increasing number of students being referred for special

education services. The district has implemented an elementary Response To Intervention Model to provide necessary interventions for students. There is currently discussion regarding the implementation of this same model for the district's secondary student population.

Integration of Technology in the Elementary School Program

The district has received funding through the Classrooms for the Future Initiative and has integrated technology, through this grant, throughout the curricula of the secondary school program. The district would like to integrate technology into the feeder schools (elementary) in order to assure students and staff have the technology skills necessary to be successful well into the future.

**Action Plan**

**Goal: Meet or exceed graduation rate formula**

**Description:** The Somerset Area School District will meet and/or exceed the graduation rate for the duration of the strategic plan.

**Strategy: Provide personnel to intervene at specific levels (truancy, citizen tutors or mentors)**

**Description:**

**Activity: Development of a post-secondary career portfolio and advisement program**

**Description:** 10th grade students will complete a career portfolio that allows the student to identify career pathways. The students will identify career aptitudes, academic qualifications and knowledge of career requirements.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
David Pastrick	Start: 12/19/2008 Finish: 12/31/9999	\$30,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	2	10
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
SASD	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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**Status:** Not Started — Overdue

## **Goal: Provide for the learning needs of a diverse population of learners**

**Description:** The number of special education students who are proficient or advanced on the PSSA will increase each year.

### **Strategy: Gather PSSA data for English Language Learners**

**Description:** PSSA data for English Language Learners will be analyzed to determine instructional needs.

### **Activity: Personalization of the school environment**

**Description:** Connections will be made with English Language Learners and their families to ensure their success in school and in the community. ELLs will be paired with student mentors and efforts will be made to pair their parents with community services and ambassadors.

#### **Person Responsible    Timeline for Implementation    Resources**

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David Pastrick	Start: 1/1/2009 Finish: Ongoing	\$3,000.00
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**Status:** Not Started — Overdue

## **Narratives**

### **Developmental Services**

#### Student Attendance:

The district presently issues perfect attendance certificates to students that attain a perfect attendance record. This is a K-12 initiative. In addition to the certificates being issued, the district's parental organizations (PTA/PTSA) sponsor attendance-related incentives for students.

The district will utilize a research-based approach in dealing with the attendance issues faced by the various schools. Many of these strategies were obtained from the Northwest Regional Education Laboratory. The following is an overview of the approach that will be utilized by the Somerset Area School District:

- Attendance policies must be publicized and understood by all staff and students. There must be a clear understanding of the difference between excused and unexcused absences.
- Policies should be aligned with the district's policies and goals.
- The purpose should be to change behavior, not to punish. Reconsider the use of zero tolerance policies such as suspensions for truancy and instead consider less severe consequences such as community service or in-school detentions (Skiba & Knesting, 2001).
- There must be effective reporting, recording, and monitoring. Investigate the various computerized attendance tracking systems currently available.
- Policies must include full family involvement, with parent notification and frequent home-school contact.
- Develop two-way contracts among students, administrators, teachers, and families, as necessary, that delineate standards of performance for the student, services the school will provide, or changes the school will make.
- Have consistent policies and practices, which keep children in school, rather than pushing them out.
- Involve families in all program planning and implementation. There must be mutual trust and communication for families and schools to work together to solve problems.
- Provide a continuum of supports to students, including meaningful incentives and consequences. Supports should include academic (e.g., tutoring, after-school programs), behavioral (e.g., mentoring, group or individual counseling), family, and health (e.g., drug and alcohol rehabilitation). Meaningful incentives should be long, not short-term, and consequences should not be punitive, but serve to keep students in, not push them out (e.g., in-school suspensions rather than out-of-school suspensions).
- Collaborate with local law enforcement, community organizations, mentoring programs, and social services.
- Ensure building-level support and commitment to keeping children in the educational mainstream.
- Continuously evaluate programs and obtain meaningful and relevant data to make informed changes.
- Have a consistent process in place that identify at-risk students and provide necessary counseling services through the school district.
- Morning activity time will be provided in the elementary schools for working parents needing to place their children at the school prior to the official start time.

#### Student Achievement:

Parents who understand and support educational standards will help their children meet these expectations. When the community supports the standards, it is more likely to provide the resources to meet them. "Accountability is essential in maintaining public confidence, and accountability begins with shared understanding of desired results" (Gemberling, Smith, and Villani 2000). With this philosophy in mind, the Somerset Area School District will employ the following strategies to increase parental awareness and student achievement in attaining the Pennsylvania standards. These goals are based upon the Pennsylvania Standards Aligned Systems approach to addressing student achievement:

- Clear standards will be in place across the curriculum framework of the district.
- Summative and Informative Assessments will be conducted to monitor student progress in attainment of the standards and anchors.
- Instruction will be aligned with curriculum utilizing a Differentiated Instruction model.
- Materials and resources will be selected and utilized that best meet the needs of students while also aligning to curriculum standards.
- Interventions will be in place, across all grade levels, to address those students at-risk of not meeting specified targets.
- Parental awareness of these goals will be a continual focus.

### Special Education:

The district has concerns regarding the increasing number of students referred for special education services. The district will employ a variety of strategies that provide interventions for students experiencing academic, behavioral, and social difficulties. The following strategies will be utilized by the Somerset Area School District:

- The Response To Intervention Model will be implemented in the elementary schools. The district will explore the possibility of this same model being implemented by the secondary schools.
- The district will continue to support Pre-K programs and activities that provide early interventions to students.
- Tutoring will be provided through in-school and after-school programming.
- Instructional Support Team meetings will be conducted with family and staff to identify, implement, and evaluate intervention strategies for students.
- The district utilizes community support agencies to provide necessary support for students and families
- Standardized Testing occurs K-12 to provide necessary student achievement data.
- Data teams are in place that meet to discuss interventions for students based upon achievement data.
- Staffings will be conducted for parents, students, administrators, and counselors to discuss at-risk students and to brainstorm interventions.
- The secondary START team (SAP) will meet to discuss at-risk students and to brainstorm necessary intervention.
- The Differentiated Instruction Model will be utilized across the district in order to meet specific student needs in heterogeneously grouped classrooms.

### Technology Integration:

The district has implemented technology throughout the secondary buildings due to the receipt of Classrooms for the Future monies. The district's goal is to continue the integration of technology district-wide to include the elementary schools. The district will devote funding to the elementary schools for the implementation of Smart Boards, Student Laptop Computers, Technology Coaching, and technology-related student programming and activities. Teachers will be provided continuous staff development in order to implement this new technology in their classrooms.

## **Diagnostic, Intervention and Referral Services**

The guidance counselors, school nurses, and administrators facilitate referrals to agencies that provide mental health, mental retardation, counseling, and family based services for families and students. The guidance counselors, school nurse, and building administrators determine student and family needs through the student assistance program, IST, counseling sessions, community referrals or interviews. Appropriate referrals are submitted by the school nurses, guidance counselors, and building administrators to respective agencies. School personnel can and do assist families with the contact and intake procedures on an as needed basis

## **Consultation and Coordination Services**

The IST and Elementary support assistance team meet weekly to review referrals presented by counselors, teachers, principals or parents/guardians for academic or behavioral reasons. Data is collected to assess student needs. The team meets with the parent and presents data along with suggested interventions for academic or behavior concerns. Child protective agencies may be notified and further action may be necessary. Data is reviewed with parents and interventions

are designed for the students. Persons responsible for the intervention are identified and data is collected weekly for a 30 day intervention program to monitor progress. Additional team meetings are conducted to determine the need for the continuation of services or to determine the need for more intense services.

The secondary START team meets weekly to discuss and review student referrals from teachers, guidance counselors, administration, students, and community. The action taken is based on data collected from stakeholder and team members and is determined by the team. Data is reviewed monthly and additional interventions, if any, are determined. START team members receive updates from guidance counselors and principals and involved agencies on a weekly basis.

Both the and START teams work with parents to establish lines of communication to assist parents to access special services. The guidance counselors present information concerning available services through Bedford/Somerset Mental Health/Mental Retardation. Guidance counselors will assist the family in contacting the agencies and assist in answering family questions.

Applications for free and reduced lunches are mailed annually to families during the summer. The Director of Student Services and staff assist with the completion of these forms

## **Student Assistance Program**

The goal of the district in regards to student assistance is to be proactive. This goal allows the district to focus on programs that are based on prevention which will result in less need for utilizing the more resource-intensive intervention strategies.

Elementary school nurses instruct students on drug and alcohol topics annually. These programs are designed to meet student developmental limitations. The OLEWUS bullying prevention program is utilized in grad K-6.

Junior high school students participate in DARE programs that are facilitated by the school resource officer. Students receive substance abuse awareness in health classes in grades 8 and 10. The START team meets weekly to review referrals from teachers, school nurses, community, and building principals. Students are referred to local agencies as needed. The START team meets weekly to discuss and follow-up on student referrals and to monitor their progress.

## **Communication**

1) Parents, guardians, and students receive information about educational opportunities of the schools instructional programs through various sources. Students receive course information during scheduling meetings presented by the Guidance Counselors. Course outlines are discussed and questions concerning scheduling are discussed. Students meet one on one with Guidance Counselors to select classes that are relative to their chosen career path. Students are also able to meet with the counselor to discuss instructional programs offered. Students who are identified as special education teachers meet with special education teachers to determine instructional programming. High School parents are able to access grades and homework assignments daily via MMS, the student management system, via the SASD website.

2) Career information is available in the Guidance Department. Students are able to access information at their convenience. Representatives from post-secondary schools, armed forces and Vocational Technical schools visit to present relevant information to students. Visits to county career and college fair is sponsored by the SASD. Numerous computer software programs are available for career inventory and exploration. Students in special education are assessed for skills and interests by the IU 8. Students participate in a senior project as part of

graduation requirements.

3) Student health needs are communicated to parents via the school nurse. The information is disseminated through various SASD publications. Telephone calls and e-mail are also utilized.

4) If/when surveys are administered to students, parents are notified via an implied consent form. Results are made available, upon parental request. Parents must respond in writing to the district if/when surveys are not deemed appropriate for their individual child.

5) Communication activities will be maintained in the LEA's action plan. The LEA will continue to explore additional means of communication to strengthen parental involvement. The LEA will distribute a district newsletter to provide continuous updates. This occurs 4x/year. The LEA will maintain available transition and career contacts and seek to establish new ones. The LEA will support communications with post-secondary schools, AVTS, and other continuing educational facilities in order for students to access relevant career information, educational materials, and possible employment opportunities. The LEA will conduct parent, teacher, student, and community surveys to determine the needs of the stakeholder of the school. Health updates will be communicated via student handbooks and newsletters.

6) The district newsletter will be sent to district residents 4x/yearly and posted on the SASD website. Parents are able to access student grades and academic progress via the MMS Parent Portal. Principals conduct mailings on an as-needed basis. Health information is continuously updated via the student handbook. Newsletters from nurses are sent on an as-needed basis. The BMI is sent home via U.S. mail on an annual basis.

## **Assurance for the Collection, Maintenance, and Dissemination of Student Records**

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to [ra-chapter12@state.pa.us](mailto:ra-chapter12@state.pa.us)).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with § 12.31(a) and § 12.32
- The plan shall be maintained in compliance with § 12.31(b) and made available to PDE in compliance with § 12.31(c)

## **Assurance for the Operation of Student Services and Programs**

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies,

and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § § 780-101—780-144)
- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
- Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

## Supporting Documents

### Supporting Documents - Attachment

- Somerset Area School District Wellness Policy