

Gettysburg Area School District Equity Plan 2023-2024

Overview

The Gettysburg Area School District ensures the equitable distribution of experienced and highly qualified teachers within district schools through (1) Board Policy, (2) hiring procedures, and (3) analysis of staff in each building. GASD's ***Policy #103: Nondiscrimination School and Classroom Practices***. The Board is clear in its intent to provide an equal opportunity for all children to achieve to their maximum potential through the programs offered in the schools regardless of age, race, color, creed, religion, sex, sexual orientation, ancestry, national origin, or handicap.

GASD strives to hire only highly qualified teachers in the core areas. As openings occur, candidates are screened for their qualifications and certifications and are interviewed with equity in mind. Principals and district office administrators analyze student achievement and PSSA/Keystone data to note trends, strengths, and weaknesses within and between student populations and subgroups. For self-contained classrooms, students are assigned to classroom teachers to achieve balance in all respects.

If the demographic profile changes in GASD, principals, district office administrators, and the Human Resources director will note staffing needs, building level needs, and district trends when making decisions about new hires.

**Gettysburg Area School District
EQUITY PLAN WORKSHEET
2023-2024**

LIST of SCHOOLS	% of Poverty	%of Minority	# HQ Teachers	% HQ	# Non HQ	% Non HQ	Teacher Experience 4 or more years	Teacher Experience 3 or less years
Franklin Township Elementary	45.0%	20.6%	31	96.9%	1	3.1%	23	9
James Gettys Elementary	48.4%	31.0%	29	96.7%	1	3.3%	28	2
Lincoln Elementary	46.3%	27.5%	33	94.3%	2	5.7%	28	7
Gettysburg Area Middle School	43.8%	25.9%	62	96.9%	2	3.1%	59	5
Gettysburg Area High School	42.1%	25.9%	83	97.6%	2	2.4%	73	12

**Core Academic Subjects and Grades with Teacher Vacancies That Cannot be filled
by Highly Qualified Teachers GASD 2023-2024**

List of Schools	Subject	Grades(s)	# of Vacancies Filled by Non-HQT Per Subject/Grade
Franklin Township Elementary	All Core Academics	K-5	1
James Gettys Elementary	All Core Academics	K-5	0
Lincoln Elementary	All Core Academics	K-5	1
Gettysburg Area Middle School	All Core Academics	6-8	2
Gettysburg Area High School	All Core Academics	9-12	1

Description of Possible Inequities within GASD

An analysis of socioeconomic status and minority status of students within the GASD for 2023-2024 shows no sign of inequity.

Strategies for Implementation to Promote Equity:

STRATEGY 1	Examine equity across the district and ensure that students who are considered low socio-economic status (SES), minority, ELL, or students with learning disabilities receive equitable services from highly qualified, with teachers' level of experience commensurate compared to others within the school or district.
Evidence of Probable Success	Efforts are underway to provide teachers staff development activities to improve their understanding of the needs of the student population.
Evaluation	GASD will monitor after the first 10 days of school to see that Appropriately Certified and experienced teachers are equitably distributed to all populations.
STRATEGY 2	As hiring needs occur, GASD will make every effort to hire only teachers who are already Appropriately Certified in the areas to which they are assigned.
Evidence of Probable Success	90+% of teachers in GASD currently meet all highly qualified requirements. We intend to keep that expectation in future hiring decisions.
Evaluation	GASD will continue to maintain records for Appropriately Certified teachers.

Evaluation of These Strategies:

GASD has been very successful in its hiring efforts. Evaluation strategies for the plan are found in the charts above.

Should a teacher need to become Highly Qualified, the district may choose to provide:

1. Reimbursement for tuition, workshops, conferences, and other training opportunities relevant to obtaining this status;
2. Information about opportunities to take the Praxis Tests and other pertinent assessment tools; and,
3. A mechanism for obtaining Highly Qualified status through the state's temporary credentialing opportunities until HQ status is achieved.