

Gettysburg Area SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

900 Biglerville Rd
 Gettysburg, PA 17325
 (717)334-6254
 Superintendent: Jason Perrin
 Director of Special Education: Kelly Dewees

Planning Committee

Name	Role
Donna Harrison	Administrator : Professional Education Special Education
Christine Lay	Administrator : Professional Education Special Education
Noah Stachelek	Administrator : Special Education
Jeffrey Williams	Community Representative : Professional Education Special Education
Amanda Stanley	Ed Specialist - School Psychologist : Special Education
Beverly Bradnick	Elementary School Teacher - Special Education : Special Education
Tiffany Barnhart	High School Teacher - Regular Education : Special Education
Christina Godard	High School Teacher - Special Education : Special Education
Royce Stoner	High School Teacher - Special Education : Special Education
Shawn Waybrant	High School Teacher - Special Education : Special Education
Justin Klingler	Middle School Teacher - Regular Education : Professional Education Special Education
Leann Deardorff	Middle School Teacher - Special Education : Special Education
Shannon Jones	Parent : Professional Education Special Education
Kelly Dewees	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 424

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Gettysburg Area School District follows federal and state regulatory guidelines for assessing students for specific learning disabilities. The district has a universal screening process in the area of reading and mathematics that takes place three times per year for students in grades kindergarten through fifth. For those students who are not meeting benchmark grade-level indicators, research-based interventions are provided in order to address the area of deficit through a multi tiered system of support. For those students who are receiving interventions, a strategic progress monitoring system is provided to measure growth in the regular education curriculum. In kindergarten through twelfth, there is a set time in each school day where support is provided through a RTII/MTSS model. At the kindergarten through fifth grades, each grade has a set intervention period each school day where in-class or pull-out interventions are provided dependent on the intensity the student demonstrates a need to receive. At the Middle School, a resource period is scheduled at the start of each school day for students to receive intervention support. High school students have a resource period at the end of each day to receive teacher support.

The Gettysburg Area School District uses a Discrepancy Model in the initial evaluation of a "thought to be" exceptional student for the identification of a specific learning disability (SLD). The SLD identification for the Discrepancy Model is "...a process that examines whether a student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement (Discrepancy Model) or relative to age or grade." (§14.125[a][2][ii]).

The evaluation process is designed to assess the needs of the child and may consist of developmental, educational, and psychological assessments in addition to a review of intervention data and progress within the interventions. Evaluation data is gathered by parents, teachers, specialists, professional support staff and related services providers. Additional assessments and input is gathered through observations and rating scales to help incorporate information regarding social-emotional functioning, executive functioning, behavior, adaptive skills and memory.

The evaluation report brings together all information and findings concerning the educational needs and strengths of the student. The evaluation report makes recommendations as to whether the student is exceptional and makes suggestions regarding an appropriate educational program.

Eligibility recommendations are based on the documentation of a severe discrepancy between cognitive ability and academic achievement. The identification process for a Specific Learning Disability includes the exclusionary factors of vision, hearing, or motor problems, emotional disturbance, environmental, intellectual disability, socioeconomic status, lack of instruction, cultural factors, inadequate rate of improvement or limited English proficiency. Team members have an equal opportunity to provide information to the multidisciplinary team process, agree or disagree with the recommendations and submit a dissenting opinion to be included in the multidisciplinary team evaluation report. The multidisciplinary team forwards the results of the evaluation report to the individual educational planning team and the Individual Educational Program (IEP) is developed to provide instructional goals, specially designed instruction and the related services as outlined in the evaluation report in accordance with the student's educational placement.

The GASD utilizes the discrepancy model for identifying students with learning disabilities. The district's K-5 buildings utilize a tiered intervention system for students not meeting benchmark. Data teams in each K-5 building consider a child's response to research-based interventions that have been implemented over time with fidelity. Progress monitoring data utilizes a goal that is based on rate of improvement and takes into account if the rate of improvement is sufficient to close the gap between current progress and grade level expectations. This information is utilized to determine appropriate referrals for evaluation of a possible specific learning disability.

While interventions for reading begin in the classroom with the classroom teacher, those students who are in need of a more intensive intervention receive one appropriate to their needs through flexible grouping or during time allotted for direct instruction in the specific skill deficit. Students in need of a particular intervention that cannot be met in the above mentioned formats receives additional intensive intervention specific to their needs. When the need for intervention goes beyond the regular classroom, reading teachers, special education teachers, and paraprofessionals assist in delivering the needed intervention.

The process for determining what intervention a student needs and what level of intensity is determined by building level data teams and grade level teams. Building level teams consist of the principal, school psychologist, special education teachers, and reading specialists and sometimes guidance. In all of the elementary buildings, benchmark assessments are administered three times per year. After benchmark assessments have been completed, building level data teams meet to analyze the data and determine which students are in need of an intervention and what specific intervention they may need. These recommendations are shared with grade level teams (who work with a liaison from the building level data team) to determine a grade level action plan or goal to assist all students. Based on the area of need, students are recommended for additional support through Tier 2, or Tier 3 interventions. Progress monitoring data is collected for students at each Tier: Tier 2 progress monitoring is completed every other week and Tier 3 progress monitoring is collected weekly at a minimum. Goals are set for students within an intervention based on ROI—rate of improvement. Progress within the intervention is monitored (typically 6-8 data points) and recommendations for movement within the Tier system are based on a student's progress or lack of progress. Students who have not shown progress within a Tier 3 intervention (that has been implemented with fidelity) may be recommended for further assessment to determine eligibility and

need for specially designed instruction.

Teams exist at the K-12 level to act as the vehicle that gathers data on a particular student and recommend interventions. If a student is experiencing difficulty in the classroom academically, behaviorally, and/or socially, the classroom teacher or interventionist will implement adaptations or strategies to address the difficulty the student is experiencing. The teacher documents and progress monitors the student's progress or lack of progress. If the student is not making progress, the teacher/interventionist presents the data and refers the student to the building level team. At the K-5 level the principal, reading specialists, special education teacher, school counselor, school psychologist and speech clinician make up the team. At the middle school level (6-8) the students are placed on teams and the process is called CPS, collaborative problem solving and the team of teachers, guidance counselor, principal or assistant principal and the student meet during common planning time to discuss a student who has been referred to CPS. The make-up of the 9-12 teams are the student's teachers, special education department chair, grade level principal, and guidance counselor. The teams on each level review the teacher's data and may suggest additional time for the strategies that are being used, suggest additional or other strategies or additional support for the classroom teacher. The elementary and middle school teams reconvene weekly to assess the progress or lack of progress the student is making. The high school team does not have a process and uses a child study team meeting as a referral process. If the student has not made progress, the teams at the K-8 level make a recommendation to proceed to multidisciplinary evaluation. In the above mentioned system for referral questions that continue to exist include the duration of a given intervention and the number of research-based interventions prior to referral.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Not significantly disproportionate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

As the host district for Hoffman Homes, GASD is responsible for providing the Hoffman Homes student with an appropriate special education program and staff whose training is consistent with IDEA and Chapter 14. Regarding educational placement decisions, GASD, as the LEA, Hoffman Academy (PAL school), and the parent discuss and consider a full continuum of educational placement options to determine the least restrictive environment for each student. The team first considers a regular education placement with the full range of supplementary aids and services in the district. Next, the team discusses and determines the appropriate type and level of support for the special education student at Hoffman. The final educational placement decision for a student with an IEP is made on an individual basis and by the IEP team which includes input from parents, home district and GASD. GASD will place a student in a regular or special education program in a regular public school unless a court order requires that the student be educated at the residential facility; a current IEP and NoREP requires a full-time emotional support placement, the student is currently expelled from their last educational placement due to a weapons offense; or if the student is deemed unsafe by the treating psychiatrist to attend public school. Placements are in accordance with IDEA and federal and state disciplinary protections referenced in the BEC's on Alternative Education for Disruptive Youth and Enrollment of Students. For students requiring full-time special education placement in ES, the educational component is provided by Hoffman Academy. GASD with Hoffman Academy make decisions regarding the goals, programming, and educational placement for each student. The student's resident school district is kept informed regarding the student's educational plans. No barriers exist which limit the district in meeting the obligations under 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Gettysburg Area School District, in cooperation with the Adams County Prison and the Lincoln Intermediate Unit 12 provides ongoing services for all incarcerated students who are or may be eligible for special educational services to ensure that they are offered a free and appropriate public education. The district provides support for procedures that are established in the facility by the Lincoln intermediate unit staff to identify anyone eligible for special education services. Students may be evaluated while incarcerated if there is a reason to believe the youth may be disabled and in need of specially designed instruction. Students who may be eligible for special education are located, identified, and evaluated. Those students already identified are provided re-evaluation services, psychological services and counseling services as needed. LIU procedures are established and followed in order to notify school districts when school age youth enter the facilities. Students are eligible for a diploma when the home school district superintendent with the high school principal determines that the work completed by the student meets the school district criteria for graduation.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Least Restrictive Environment 34 CFR §300.114

Ensuring Maximum Integration

1. Gettysburg Area School District provides a continuum of service options for students with disabilities. To ensure that students with disabilities are educated with non-disabled peers to the greatest extent possible the continuum of services begins with total inclusion of students into regular education classes in the district with supplementary aids and services. Co-teaching is in place on the primary and secondary levels. In addition, the learning support program utilizes paraprofessionals in the regular classroom environment to provide the supplementary aids and services necessary to ensure that all the identified students are receiving instruction in the least restrictive environment. Due to significant skill deficits in reading, some students who are well below grade level in reading at the high school level are offered replacement English in grades 9-12. The curriculum in the replacement class is based on PA Common Core, but is delivered at a pace that is commensurate with the students' abilities. These students cannot access their grade level's regular education classroom in English even with supplementary aids and services, but with curricular modifications and the necessary support, they are able to access the regular education classes in other subject areas, such as social studies and science. Targeting the five big areas of reading for all students including our special needs students who are below proficient is an attempt to ensure that students identified with a disability make adequate progress.

In the special education program interventions, such as Early Reading Intervention (ERI), are used in kindergarten and first grade to intervene with all students who exhibit deficits in phonemic awareness. In grades K-3, all students participate in the Foundations program as part of the core curriculum. In addition to receiving Foundations in the core, students who are struggling can receive additional Foundations intervention or a replacement Foundations program at a lower level. Other scientifically evidence based programs, such as the Wilson Reading System, can be delivered targeting students (grade 3 and above) who have serious deficits in phonemic awareness and phonics skills. Other interventions available include: Horizons, Corrective Reading, PASP, Rewards. Fluency is addressed in grades K-6 in the special education programs through the Read Naturally

program, Great Leaps, or Six-minute Solution which is delivered by both special education teachers and Para educators. For students who have deficits in comprehension SOAR to SUCCESS is offered as an intervention program. The READ 180 program, by Scholastic, was implemented in 2010 for the 6-12 special education students and those regular education students who need an intervention for comprehension. Students attend READ 180 classes based on the results of the SRI screener and their lexile levels. SYSTEMS 44, a program by Scholastic is available at the middle school for students with lexile levels less than 300 and based on SPI (phonics inventory) results. Everyday Math is taught in all regular K-6 grades and is supported through co-teaching and guided math groups for students with disabilities. Four weeks of summer school is offered to students performing below proficient especially targeting the special education population, in order to address their reading and math deficits, as well as a preview to support their grade level core math and reading curriculum program.

Secondary transition services in the special education program also help to ensure that students with disabilities are educated with non-disabled students by providing on-site job programs, agency assistance, vocational classes and access to Junior ROTC. The high school special education teachers participate in the Adams County Transition Council. They organize and coordinate the vocational services with the Office of Vocational Rehabilitation and junior students with special needs. The district's guidance counselors are actively involved with the transition component of the IEP and work with the teachers to assist the special needs students. The district offers tech prep programs in Culinary Arts, Building Trades, Allied Health, Law Enforcement/Police Science, Diesel Mechanics, and Early Learning. They also offer a program of study in Agriculture. The tech prep teachers participate in the IEP team planning and meetings for the special needs students who attend the vocational programs. The district also has a Junior ROTC program which supports the special needs students who join the program. Gettysburg High School students with IEPs have been participating in the PAS program offered through Harrisburg Community College (HACC), Gettysburg campus and the Office of Rehabilitation (OVR). Promoting Academic Success or (PAS) is a course designed to provide special education students an opportunity to earn a college credit and introduce the rigor and expectations of post-secondary education. The secondary special education teachers participate in on-going transition training for Indicators 13 and 14 through PaTTAN.

The continuum of services is further enhanced with Lincoln Intermediate classes for those students who cannot access the regular education curriculum. Students whose needs go beyond what can be offered in the regular education classes with supplementary aids and services attend IU operated classes contracted by the school district. In these settings, disabled peers are educated with non-disabled peers to the greatest extent possible. Some students in IU classes are supported with paraprofessionals or personal care assistants who accompany them to the regular education classes when appropriate. Vocational and job training sites are also available through IU programs, such as the LIU#12 York Learning Center, on-site locations at the local Outlet Center and other locations. In keeping with the former state initiative "Include Me from the Start", the district has included Kindergarten students with Intellectually Disability and Autism and in Learning Support settings using the support of paraprofessionals, IU behavioral consultants, and providing professional development to regular education and Learning Support teachers.

GASD students whose needs cannot be met in regular education or special IU classes with supplementary aids and services are those students who have been recommended for residential,

partial or special programs. The district contracts with the facility or IU to deliver the educational component while the student is not in the regular education setting. Ultimately a transition plan can be implemented when the student is able to return to public school.

2.

The district first began discussing **Response to Instruction and Intervention** in 2006-07. Many aspects of RtII were put into place between 2008 and 2011. The RtII initiative blossomed in 2011 at the elementary level with the goal of developing a well-integrated system to connect general education curriculum, reading and Title I services, and special education services. Each elementary building created a data team to include special education teachers, reading specialists, gifted teachers, ELL teachers, school psychologist, guidance counselor and principal. The following RtII components exist at GASD:

- Reading: aligned to standards and is research based-delivered with fidelity (Common Core Training- last spring and summer)
- Universal screening K-5 (DIBELSNext)- administered by trained staff
- Universal Screening K-5 (DIBELSMath)- administered by trained staff
- Differentiated instruction at Tier 1—Core curriculum—co-teaching
- Research based tiered interventions (tier 2 and 3)- training on-going and on as-needed basis
- Progress monitoring in reading (DIBELS and Aimsweb)—students performing below benchmark—can be weekly, bi-weekly, monthly—use to see if student is responding to intervention (Aimsweb training offered in February)
- 90 minute reading block for all students
- Regular data team meetings to review benchmark and progress monitoring data (data based decision making) for Tier movement
- Grade level action plans (SMART goals) –collaboration between general education teachers and specialists
- Continuum of interventions (5 areas of reading)
- 30 minutes of intervention time for reading
- Math= 60+ uninterrupted minutes per day, push in and pull out interventions
- Math core curriculum is aligned to PA common Core standards and delivered with fidelity

Parents are informed about tiered instruction through Title 1 overview, informational letters about interventions, quarterly report cards and progress monitoring updates. Franklin Township Elementary consulted with LIU and participated in RtII training throughout school year 2011-2012. Professional development is ongoing and job-embedded through collaborative discussions, meetings, summer training offerings, and through other opportunities offered by PATTAN, LIU, and

PDE.

The high school athletic department offers **Allied Sports**

teams in three disciplines, golf, bowling and track & field. Students with disabilities are partnered with mentor athletes who participate side by side. Varsity status is recognized and honored.

Participation rates continue to increase, especially in bowling. This is modeled after the Howard County (MD) Allied Sports program , which differs somewhat from Special Olympics Unified Sports.

3. Refer to and discuss the SPP (state performance plan) and district indicator 5 percentages

According to the most recent Special Education Data Report 2015-16, Gettysburg Area School District has exceeded the state average for *SE Student Educated inside the Regular Class 80% or more* with 71.9% an increase from 66.3% at the onset of this plan. This indicator has improved and held above the state rate over the last five reporting years.

Year	SE inside regular classroom 80%	Less than 40%	SE Other settings
2015-16	71.8	13.0	7.2
2014-15	72.8	8.9	7.4
2013-14	70.1	10.9	8.1
2012-13	66.3	10.3	6.6
2011-12	66.6	7.6	5.1
2010-11	56.7 (did not meet)	7.7	19.2

The district has successfully included students with autism in the regular education classroom, as well as kindergartners with ID in the learning support setting through the use of supplementary aids and services such as personal care assistants and learning support. The district Learning Support teachers have embraced inclusion to the maximum extent possible. The high school students in LIU classes for Life Skills and Autistic Support participate in numerous community and school related opportunities.

The district Data Report for 2015-16 indicates an above average rate of 13.0% for special education students *inside the Regular Class <40%*. This number is higher than the previous year. The District entered into a Corrective Action Plan to address LRE January 2016. The plan was successfully closed in June 2017. Actions included closely monitoring the accuracy of LRE calculations using the PaTTAN provided annotated IEP and Calculation guide. Programs operated by the LIU #12 as transition placements for 18+ year olds were inaccurately calculating % of time in community as "Outside Regular Education". Students in SE in Other Settings (placements outside the public school) has decreased since 2013-14 but still exceeds the state average. Work continues in this area by addressing student progress and returning them to the least restrictive environment as they make gains. The area of mental health continues to be a barrier for many of these students who are educated in full time placements outside the public school. Additionally students entering the district from other districts or from out of state with significant needs addressed in current IEPs must be placed appropriately even if that means outside the public school setting. In 2016-17, the number of Instruction Conducted in the Home doubled (form 2 to 4) while student in Public

Separate Facilities decrease by one third (21-13)

The most difficult students to place are often identified as having significant mental health concerns in combination with an identified disability. Several students have been placed in Residential Treatment Facilities (RTF), Partial Hospitalization Programs (PHP) or Inpatient Hospitalizations (all outside our county) and upon discharge it is determined not to be appropriate to return to their previous special education class or placement. The district participates in discharge planning meetings, IEP meetings, periodic updates and Reauthorization / Review meetings to ensure that the student's needs will be met in the proposed placement. Finding appropriate placement options for our students with severe mental health and behavioral issues in a nearby or neighboring county is difficult. While we have options in Fair Share classes for children with multi-disabilities through the LIU#12, there are students who require more support than is available. The district works closely with the county office of MH/IDD; however our local County Child and Adolescent Service System Program (CASSP) has been terminated in Adams County.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Gettysburg Area School District Policy 113 (Special Education) and Administrative Guidelines 113.2 (Behavior Support: Restraint Procedure) supports the use of positive, rather than negative, measures for behavior support programs and provides for the use of restraint as a last resort. The use of Positive School Wide Behavior Support is present in all district buildings. A Functional Behavior Assessment is conducted for Special Education students who are in need of additional (Tier 3) behavior support. Teachers, guidance counselors and aides are trained in the use of de-escalation techniques so that the use of restraints is only used as of last resort. Positive Behavior Support Plans incorporate the use of teaching replacement behaviors and skills to children with disabilities and include progressive consequences as needed. Functional Behavior Assessment and Individual positive behavior support plans are developed and implemented for students who have demonstrated a need and whose behaviors interfere with academic progress.

The district has put into place the foundation and belief that **school-wide positive behavior supports** can and do reduce discipline incidents, increase school attendance and address the needs of many children in a more systematic approach. The Gettysburg Area High School was the first district school to receive training in School-wide Positive Behavior Support (SWPBS) at the LIU. Topics include reinforcing the expectations of the high school, promoting diversity, equality, bullying prevention, dedication, perseverance.

Gettysburg Area Middle School was the next school trained in SWPBS in 2014-15. Core team members have studied the SWPBS program at the high school and are implementing many of the same concepts and lessons, geared to younger teens.

Each elementary school has implemented a school-wide positive behavior support plan to reinforce school rules and reward positive behavior. These buildings have not received formal training in SWPBS, but have many of the core components of RtII for behavior in place, such as:

- School-wide universal screening (SRSS) by guidance counselor to identify students in need of behavior support (see below for explanation)
- Small groups of students are created by guidance counselor to address student needs (Tier 2/3)
- Guidance Counselor whole class lessons on character traits (6 pillars-character counts)—Tier 1
- Faculty and Staff nominate students for good character

Each elementary school has developed school wide rules and positive reward system. Typical behavior management strategies, using such tools as behavior cards, picture schedules and other strategies designed by the child's teacher, guidance counselor and /or psychologist address students whose needs can be met at the Tier 1 or Tier 2 level. A Functional Behavior Assessment is conducted for children who do not respond to typical behavior management strategies. The data informs the team who will develop a Positive Behavior Support Plan.

The Bullying Prevention Program, which has been incorporated into the Middle School SWPBS, educates middle school students on avoiding bullying behaviors and learning how to properly respond in a bullying situation as both a victim and bystander. The SWPBS Committee compiles data of reported disciplinary infractions including bullying incidents, sorted by gender, grade, location and type of incident. They also ensure that school staff, students, and parents are familiar with and actively engaged in activities surrounding bullying prevention.

At the elementary level, bullying prevention efforts are school-wide and are addressed through classroom lessons, small groups, and individually. Elementary students are taught how to identify bullying behaviors and they learn useful strategies on how to cope with these types of behaviors. Students who engage in bullying behaviors learn problem solving skills and more positive ways of interacting with peers. These efforts help students feel comfortable and safe in school.

One way the identification and progress monitoring of students' behavioral health concerns is accomplished is through the use of a universal screener called Student Risk Screening Scale (SRSS). The SRSS allows teachers to rate students' behaviors in several domains three times throughout the academic year and the results help guide interventions and supports to be provided to students who are identified as being at risk. Students at highest risk are placed into age/grade based small groups and meet once per cycle to address deficient skills.

Individual developmental counseling sessions can satisfy the particular needs of children, which may appear as they develop and grow. Concerns appropriately addressed by individual counseling may include peer-related difficulties, academic problems, decision making, and problem solving skills. Behavioral concerns are often addressed, as school counselor's guide and encourage students to reflect on feelings and behavior patterns. Working together with the student, counselors offer insight and support to help students manage feelings and emotions in a healthy manner.

The virtues of Respect, Responsibility, Caring, Fairness, Trustworthiness, and Citizenship are the key

ingredients of the K-5 Character Education Program. The intent of this program is to supplement the home environment and encourage these traits to stress the importance of a positive life style and making good choices. Through school wide themes and classroom lessons these character traits are taught and reinforced so students have an understanding of the meaning and importance of good character.

2. De-Escalation Techniques

The district utilizes **Crisis Prevention Institute (CPI)**

as a non-violent crisis intervention training program for de-escalation techniques and responses to behaviors. CPI is a 2-day training program focusing on the safe management of disruptive and assaultive behavior founded on the philosophy of providing for the best possible care, welfare, safety, and security of everyone involved. This program provides school personnel with the skills and strategies for safely managing assaultive and disruptive behavior. This highly interactive, reality-based training includes demonstration, role-plays, and practice, and ensures that participants learn and understand program concepts. CPI trained staff are able to organize their thoughts about how to respond to agitated, disruptive or assaultive individuals and know when it is appropriate to physically intervene. The district offers refresher training each year to previously CPI certified staff through formal staff development, small groups/teams or at faculty meetings.

Additionally, the district developed and implemented a Threat Assessment Protocol in 2013-2014. The process includes a core threat assessment team that conducts the assessment. If further evaluation is needed the school psychologist has available various standardized threat assessments for children and adolescents.

The Student Assistance Programs operate at each district building including all three elementary schools. SAP is a student-centered approach that identifies barriers to academic success, and addresses emotional and behavioral issues that interfere with student success. The SAP teams collect information and make recommendations for interventions. This takes place within a system of school based support, referral and after-care monitoring. The Student Assistant Programs are coordinated through the guidance counselors and include the Principal and other staff as appropriate.

Peer Mediation is a voluntary, problem solving process used in all three elementary schools, where students are specially trained to help other students talk about their conflicts and find positive ways to resolve them. Peer Mediators learn about conflict, the mediation process, and problem solving steps. They learn and practice skills necessary to become an effective mediator, under the supervision of the school counselor. Fourth and fifth grade students are eligible to become mediators.

Any GASD students who appear depressed or angry or are referred by school staff, parent or other student can be evaluated by their counselor for suicide risk and ideation. If the student is deemed to be at-risk the counselor will contact Adams County Crisis. The student can meet with the Crisis counselor at the school or a parent can take the student to the Emergency Room for an evaluation. There is a walk in center in Hanover as well if parents cannot afford the ER visit. Parents are notified either way. Counselors receive training through the local LIU and through other resources throughout the year.

Warrior Academy is a transition program for students coming into 9th grade. It is open to students

who are at-risk for failure and/or dropping out due to poor grades, poor attendance, and/or behavioral problems during their 8th grade year. The students enrolled in the program have their 4 core classes with the same four teachers who have a common planning time. The class size is a maximum of 15 students. The core classes run on an A/B schedule and meet all year as opposed to the current high school schedule of a 4x4 block. The other two courses in which the students are enrolled are on the block schedule for Mods 3, 4 and 5. Warrior Academy students are involved in Student Led Conferences in which they present their portfolio to their parent(s) on their goals, attendance, academics and behavioral progress once a year. Warrior Academy also provides opportunities to develop self- esteem, team building and problem solving including but not limited to high and low rope courses and programs with the JROTC program.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Ensuring FAPE to students identified as having significant emotional disturbances and in need of full time educational placements is an ongoing concern for the GASD and has been a concern for neighboring district in Adams county. Contracting services from IU #12 has provided part-time and full-time educational placements. However, the availability of therapeutic emotional support placements continues to present a challenge for the district and the IU. The mental health of the special education student who has significant emotional issues and presents a danger to themselves or others proves to be the most challenging for the district. Hospitalization or a partial therapeutic setting is often the recommendation. But, there are students who need an educational program with an intensive therapeutic component that is not there in the continuum of services of emotional support programs, a partial or hospitalization. It is these students who are hard to place. Finding appropriate placement options for these students with severe mental health and behavioral issues is difficult due to the gaps in the mental health services in our county and the lack of a facility that can address their needs.

Multiple-disabilities also present a difficult challenge in fulfilling transition requirements. IU#12 provides excellent programs for the multi disabled student utilizing job-site placements. In the past our district has had several multi disabled students who needed the option of a group home, but the availability of group homes is non-existent in Adams County and crowded in neighboring districts.

Students with autism are successfully included in regular education classrooms with itinerant or supplemental speech or learning support services. The district IU Speech Language Specialists assigned to our district also provide support to regular classroom teachers and learning support teachers with strategies to be used in the classroom and with social skills training and groups. The district now has

four LIU contracted autistic support fair share classrooms at every level, primary and intermediate elementary, middle and high school for student who require more support.

The district has previously utilized the services of the Adams County Child and Adolescent Service System Program (CASSP) until it was terminated in Adams County. Agency involvement with MH/IDD, mental health providers such as PA Counseling, TrueNorth and Youth Advocate Program continue to occur. The high school learning support teachers work closely with Office of Vocational Rehabilitation (OVR) when designing the transition plans for identified students.

The District is looking to expand services for students in learning support who require a high level of supplemental and/or full-time support. Currently the GASD contracts with the LIU to provide intensive learning support services at all three levels, elementary, middle and high school. In looking forward, the goal is to reduce the need for LIU support starting at the elementary level through the addition of staffing and programming. Over the course of the plan the goal is to add this level of support at the middle school too. This request for both elementary and middle school was made for the start of the 2018-19 school year, pending Board Budget Approval.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The strengths and highlights of the Gettysburg Area School District special education programs and services are strongly intertwined with district-wide strengths and initiatives.

ELA Curriculum and program:

The District has a very strong ELA/reading programs for our elementary students and access to research-based reading interventions across the K-12 continuum.

. Foundations, from the Wilson Program is used with ALL K-3 students as a part of the core program. Special education students also have access to numerous interventions including the Wilson Program and Foundations for those students who have serious below grade level deficits in phonemic awareness and phonics skills. Other reading programs used at the elementary level are Rewards, Quick Reads and Journeys from the district adopted reading program, Houghton-Mifflin. At the secondary level, READ 180 is used for the 6-12 special education students and those regular education students who need an intervention for comprehension. Students attend READ 180 classes based on their lexile levels at the middle school and the high school. SYSTEMS 44 is provided to those students who are still in need of phonics skills at the upper grades. Exceptional growth rates are noted for our high school Read 180 students.

Supports Beyond School Day

: District operated *summer school* is offered to K-5 students performing below proficient especially targeting the special education population in order to address both reading and math deficits. All students may attend, but classroom teachers recommend those students who would benefit from the additional interventions during the summer. This enables the district to give a student who would never be eligible for ESY the benefit of summer instruction. In 2017 the District began including

preschool students transitioning to Kindergarten with IEPs. *After-school tutoring* is offered three days a week at the high school. Transportation is provided. A special education teacher directs the program and special needs students are specifically targeted for tutoring in any of the core curriculum areas.

Secondary Transition:

The District participates in *Adams County Transition Council*, a collective working group of all the transition coordinators and/or secondary special education teachers in Adams County who plan county-wide transition events with OVR. Through the Adams County Transition Council, a Student Day for tenth and eleventh grade special education students is held at Harrisburg Area Community College (HACC) Gettysburg Campus. Post-secondary schools, agencies, law enforcement, Special Olympics and career based agencies attend and give presentations.

Besides the collaboration between the secondary teachers and Occupational Vocational Rehabilitation (OVR) for eleventh grade students and their parents, additional transitional supports have been initiated for those students 14 years old or older. Gettysburg special education students, grades 11-12 are also provided with the opportunity to attend an 8-week transition course, Promoting Academic Success, taught at HACC. The district transports the students to the college for PAS which is offered once a week for 8 weeks. An online resource, Career Cruising offers interest and aptitude assessments, post-secondary. The special education students at the secondary level will also be scheduled for Career Cruising. The Adams County Tech Prep program, housed in the GASD, continues to offer programs to all students, including the special needs population the opportunity to take programs in Allied Health, Building Trades, Culinary, Diesel Mechanics, Early Learning, and Law Enforcement. .

Allied Sports:

During the 2013-14 school year the athletic department initiated Allied Sports, an after-school PIAA sanctioned sports program targeting special needs students at the secondary level. Non-identified students are also welcome to participate. The District now has three varsity designated sports including bowling, golf and track & field. School districts in Adams county are looking to replicate this program so that inter-district competitions can be held for each sport.

MTSS:

The K-5 elementary schools use data based teams using the **Multi-Tiered System of Supports** (MTSS). Each building has an intervention block where all students are receiving the intervention that addresses their literacy needs. Over the course of the past two years special education replacement classes at the elementary level have been eliminated and all identified students are totally included in general education classes with interventions through the block and flexible grouping. Each building has access to resource supports in reading specialists (2 per K-8 building,) ELL support, district special education teachers (2 per elementary school, one per grade level 6-8 and five in the high school).

SWPBS

has been initiated district-wide and through this school wide positive behavior support system, the district schools have implemented building-specific programs to promote. A decrease in negative behaviors has been experienced.

Student Assistance Program:

GASD offers SAP in all grades **K-12**

. There is a guidance counselor in each elementary building. SAP teams at each school are trained and meet regularly to discuss students who are experiencing barriers to their learning. Student mental health and behavior needs at the elementary level have been increasing and the implementation of the SAP program at the elementary level is supporting these needs.

Technology & 1:1 Computer Initiatives:

Other district-wide initiatives that greatly benefit the special needs population are the Hybrid Learning (station rotation) Model and the **1:1 computer initiative at the high school (24/7 for high school students) and at the middle school**

The emphasis on literacy, data analysis and intervention and remediation support the RtII model. These initiatives have bolstered the support through the inclusion model for the special needs population. The 24/7 initiative at the high school provides all students and especially the special needs student with the benefit of 24/7 technology through the use of their own computer.

Hybrid learning grades 3-6:

Teachers in grade 3-6 have received extensive training through Delicker Strategies (grant) and the LIU #12 that includes the use of digital content for math and ELA taught in conjunction with the core curriculum in a station rotation model. The student are grouped and rotate through Direct Instruction, Collaborative work and Independent work. The work began in 2014-15 as a pilot and has expanded to the current grades. Student grouping and "push-in" support from learning support teachers and paraprofessionals (as well as the ELL teachers) enable students to remain in the regular education classroom to receive support and instruction at their level. Students who require a good deal of support still receive pull-out instruction as needed.

Additional strengths and highlights include:

- School Board support
- LIU partnership and relationships cultivated with Supervisors and central leadership
- LIU expertise, programming and equipment for our most significantly delayed students (Franklin Learning Center)
- Paraprofessional support. Each school is staffed with compassionate and skilled support professionals who routinely meet or exceed their training requirements
- Adams County Study Council - monthly networking and problem solving meetings of the six special education directors in Adams County and two from York

The district uses district resources, the Lincoln Intermediate Unit, PaTTAN and outside agencies for training opportunities for faculty, staff and parents

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Hoffman Homes for Youth	Nonresident	Hoffman Academy	80
Adams County Prison	Incarcerated	Lincoln Intermediate Unit #12	2

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Student's Residence	Instruction in the Home	MDS	2
Devereux Kanner Learning Center	Approved Private Schools	AS	1
New England School for Girls (VT)	Out-of-State Schools	LS	1
Upper Adams School District	Neighboring School Districts	Autistic Support	2
Hanover Area School District	Neighboring School Districts	Austistic Support	2
Bermudian Springs School District	Neighboring School Districts	Emotional Support	1
Paradise School	Other	Full-Time Emotional Support	11
Conewago Area School District	Neighboring School Districts	MDS Support	1
Gettysburg Outlets	Other	Life Skills Transition Site (LIU)	2
York Learning Center	Special Education Centers	Multiple Disabilities Support	1
Littlestown Area School District	Neighboring School Districts	Multiple Disabilities Support	2
River Rock Academy	Other	Alternative Education	1
Adams County Learning Center	Other	Behavior Intervention	5
Adams County Prison	Other	Alternative Education	2
Franklin Learning Center	Special Education Centers	Austistic Support	3
Franklin Learning Center	Special Education Centers	Life Skills Support	1
Franklin Learning Center	Special Education Centers	Multiple Disabilities Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	16	1
Locations:				
Gettysburg Area High	A Senior High School	A building in which General Education		

School	Building	programs are operated		
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Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	17	1
Locations:				
Gettysburg Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	4	0.06
Locations:				
Gettysburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	1
Locations:				
Gettysburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	16	1
Locations:				
Gettysburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	21	0.68
Locations:				
Gettysburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	22	1
Locations:				
Gettysburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 13	10	1
Locations:				
Gettysburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	28	1
Locations:				
Gettysburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	1
Locations:				
Gettysburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	6	1
Locations:				
Gettysburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	7	0.92
Justification: One student is 6. Parents in agreement with this placement				
Locations:				
James Gettys Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	16	1
Locations:				
James Gettys Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	9	0.75
Locations:				
Franklin Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	1
Locations:				
Franklin Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	9	1
Locations:				
Lincoln Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	8 to 10	10	0.87
Locations:				
Lincoln Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	3	0.25
Locations:				
Franklin Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	5	0.3
Locations:				
James Gettys Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	5	0.55
Locations:				
Lincoln Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	1	0.14
Locations:				
Lincoln Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	7	0.4
Locations:				
Gettysburg Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 14	1	0.08
Locations:				
Gettysburg Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	1	0.15
Locations:				
Gettysburg Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	12	0.85
Locations:				
Gettysburg Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	9	0.45
Justification: This exception is deemed appropriate and justified in IEP.				
Locations:				
Gettysburg Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 15	1	0.11
Locations:				
Gettysburg Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 19	3	0.63
Locations:				
Gettysburg Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 15	1	0.08
Locations:				
Gettysburg Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.94
Locations:				
Gettysburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.06
Locations:				
Gettysburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	2	0.12
Locations:				
Gettysburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.4
Locations:				
Gettysburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.13
Locations:				
James Gettys Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.25
Locations:				
Franklin Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.08
Locations:				
Gettysburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	18	0.61
Justification: Speech/Language Itinerant Support				
Locations:				
James Gettys Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	23	0.6
Justification: Speech/Language Itinerant Support				
Locations:				
Lincoln Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	20	0.63
Justification: Speech/Language Itinerant Support				
Locations:				
Franklin township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	3	0.15
Justification: Speech/Language Itinerant Support				
Locations:				
Gettysburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #41

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	15 to 16	2	0.15

	Support			
Locations:				
Gettysburg Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 11	2	0.5
Locations:				
James Gettys Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.27
Locations:				
Franklin Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	18 to 18	1	0.25
Locations:				
Gettysburg Senior High	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Gettysburg High School	1
Paraprofessional	Gettysburg High School	1
Paraprofessional	Gettysburg High School	1
Paraprofessional	Gettysburg Middle School	1
Paraprofessional	Lincoln Elementary	1
Paraprofessional	Lincoln Elementary	1
Paraprofessional	Franklin Township Elementary	1
Paraprofessional	Franklin Township Elementary	1

Paraprofessional	James Gettys Elementary	1
Paraprofessional	James Gettysburg Elementary	1
Paraprofessional	James Gettys Elementary	0.5
School Psychologist	District Wide	1
School Psychologist	District Wide	1
Coordinator of Educational Services	District Wide	0.5
Special Educational Supervisor	District Wide	1
Paraprofessional	Gettysburg Middle School-LSS	1
Paraprofessional	Gettysburg Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	21 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Occupational Therapy	Intermediate Unit	2.75 Days
Physical Therapy	Intermediate Unit	0.45 Days
COTA	Intermediate Unit	5 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Intermediate Unit	35 Hours
Personal Care Assistant	Outside Contractor	12 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	The Gettysburg Area School District is implementing new initiatives to provide more support to our population of students diagnosed with an autism spectrum disorder. The district contracts an autistic support consultant through Lincoln Intermediate 12. The first step was addressing the elementary principals regarding the need to organize successful programming that meets the needs of the students, general and special education teachers and professional support staff. The district will provide proposed professional development topics to staff and parents regarding Autism specifically Autism awareness, supporting teachers and students in the classroom and developing social skills. The consultant will provide coaching for the classroom teacher, support with the behavior plans, academic interventions and will work with individual staff to support students. Classroom Strategies for Students on the Autism Spectrum - (one session each year) Overview of Autism with Strategies (for parents and staff) - (2014 and 2016) Small group consultation (with IEP or 504 team) and data gathering with Autism consultant - (by buildings 2 times a year) "Students with High Functioning Autism" supports are now available from the LIU #12. The consultant will meet with the staff of the middle school and high school once annually. The consultant will also work with individual IEP Teams as needed to support strategies implemented in the regular classroom.
Person Responsible	Special Education Supervisor
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	8
# of Participants Per Session	30
Provider	LIU 12
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Training will provide administrators, psychologists, counselors and general and special education teachers and staff with the knowledge and tools to best meet the needs of students on the spectrum.
Research & Best Practices Base	Evidence-based practices will be used for the professional development activities.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals

	School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

Behavior Support

Description	Train new paraprofessional and/or current employees in Non-Violent Crisis Intervention (CPI). Founded on the philosophy of providing for the best possible care, welfare, safety, and security of everyone involved, this program provides school personnel with the skills and strategies for safely managing assaultive and disruptive behavior. Presently 90 district employees are trained. The goal is 10 new staff trained per year. (1-2 sessions offered each summer) Each year a formal refresher course for CPI will also be provided with the goal to re-certify 10-15 staff each year. (one session a year). Each year the district offers 1-2 summer CPI courses.
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	There is a need of refresher training on completing a Functional Behavior Assessment and writing Positive Behavior Support Plans (due to staff turn over in special education and new building administrators). Optional summer academy training will be offered for any staff who is involved in the process. More formal training will occur over 2 year period for identified staff.
Person Responsible	Coordinator of Educational Services and School Psychologist
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	8
# of Participants Per Session	15
Provider	Gettysburg Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	CPI - Participants will organize their thoughts about responding to agitated, disruptive, or assaultive individuals, will become active participants in the debriefing process and will learn to identify when it is appropriate to physically intervene. FBA/PBSP - Participants will learn how to include positive behavioral interventions, strategies, and supports to address behaviors that interfere with learning.
Research & Best Practices Base	CPI is founded on the philosophy of providing for the best possible care, welfare, safety and security of everyone involved. The program provides school personnel with the skills and strategies for safely managing assaultive and disruptive behavior. FBA/PBSP training is based on the requirements outlined in IDEA and Applied Behavior Analysis.
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Department Focused Presentation Online-Asynchronous Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles periodic review during faculty meetings
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	Participant survey CPI certification test
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Paraprofessional

Description	The district's SafeSchools Training Program provides professional development for paraprofessionals. Part of the 20 hours required yearly of the highly qualified paraprofessionals will be provided through SafeSchools courses. Elementary and secondary paraprofessionals will take the following courses: Stress management; Student Mental Health; Conflict Management; On.line Safety for Children; Disruptive Student Behavior and Homeless Students. In addition the secondary paraprofessionals will take two additional courses in Student Drug and Alcohol Abuse and Dating Violence. The elementary paraprofessionals will take an additional course in Playground Supervision. Each on-line course requires a quiz and the courses will be assigned and monitored by the Special Education Supervisor. (Offered yearly) The Master Teacher provides online one-hour training sessions in over 120 course are designed for special education (as well as Title 1) paraprofessionals to maintain Highly Qualified status (20 hours annually). course on Confidentiality, Introduction to Disabilities, Introduction to Accommodations and Modifications, Classroom and Behavior management, Paraprofessional's Role and Responsibility in Inclusive Classroom, Helping vs. Hovering, and Bullying prevention are highly recommended course. Other courses may be assigned for specific types of needs as needed (such as wheelchair transfers). (Offer yearly) CPI training will be required for all the district paraprofessionals with refresher courses required of those who have already taken the 12 hour training. (Offered yearly) The Autism professional development which encompasses the understanding of and implementation of positive reinforcements. (Offered 2 times) PSSA and Keystone test administration training each year for any paraprofessional working in a tested grade (3-11) (**Required yearly)
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Person Responsible	Supervisor of Special Education
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	20
Provider	Gettysburg Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Strategies for understanding and implementing positive reinforcement and developing the skills to manage disruptive and assaultive behaviors. Will also give overviews and insight into dealing with the issues that confront students today.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Online-Asynchronous
Participant Roles	Paraprofessional

	New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Each on-line course requires a quiz and the courses will be assigned and monitored by the Special Education Supervisor.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading NCLB #1

Description	<u>Multi- Year Goal</u> – All teachers in all subjects will integrate effective reading strategies into their curriculum to provide additional repetition of effective reading strategies in non-reading courses and increase course success for students with special needs who struggle with reading. <u>Year 1 Middle/High School Focus</u> - Using district prescribed professional development time a core group of reading/language arts/English teachers will provide information to non-reading course teachers about effective ways to integrate extra repetitions of key reading skills (i.e. vocabulary instruction, text structure, comprehension strategies, etc...) into their non-reading curriculums. <u>Year 2 Elementary/Middle/High School Focus</u> - Using district prescribed professional time, all teachers will work collaboratively and use co-planning strategies within their departments/grade levels to use information from Year 1 training and integrate reading strategies into non-reading courses on a broader scope (beyond one lesson). Core trainers from Year 1 will be available for consultation and support.
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	Year 3 <u>Elementary/Middle/High School Focus</u> - Using district prescribed professional development time or through department meetings, all teachers will work collaboratively and use co-planning strategies within their departments/grade levels to develop a list of strategies to adapt their content for students who are significantly below grade level in the area of reading.
Person Responsible	Core selected reading/LA/English teachers (1 for each content area department at the MS and HS) and building level principals
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	18
# of Sessions	3
# of Participants Per Session	60
Provider	GASD Teachers
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	List of strategies to adapt content area subjects for students who are significantly below grade level in the area of reading. The strategies should promote access to the curriculum while increasing reading skills.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities
Evaluation Methods	Student PSSA data Participant survey Teachers will submit a lesson/assignment that integrates the presented skill into their content area.

Transition

Description	A work session "Surfing Transition" with parents of secondary learning support students. Purpose of the session is to acquaint parents with PDE's secondary transition guide at www.secondarytransition.org. and to answer parent's questions regarding transition planning. (offered one time) Indicator 13 Refresher - Teachers will work to develop the transition grid activity descriptors that match what is occurring within the general education classes. (offered 2 times). HS transition coordinator will support MS team to bring Early Reach activities with (OVR/LIU 12) to middle school students beginning in 2018-19 with one group. Writing measurable postsecondary goals based on age-appropriate transition
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	assessments. (offered 1 time during scheduled PD days)
Person Responsible	Special Education Supervisor
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	25
Provider	Gettysburg Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers New Staff Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Post school outcome surveys for each cohort group. Keystone Data

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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 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 affirms 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Carlos Wampler on 4/27/2018

Board President

Affirmed by Jason Perrin on 4/27/2018

Superintendent/Chief Executive Officer