

Profile and Plan Essentials

LEA Name		AUN
Gettysburg Area SD		112013753
Address 1		
900 Biglerville Rd		
Address 2		
City	State	Zip
Gettysburg	PA	17325
Director of Special Education Name		
Diane M. Nace		
Director of Special Education Email		
dnace@gasd-pa.org		
Director of Special Education Phone Number	Director of Special Education Ext	
717-334-6254	1221	
Chief Administrator Name		
Dr Jason C Perrin		
Chief Administrator Email		
jperrin@gasd-pa.org		

Special Education Students

Total Number of Students Receiving Special Education 432

School District Total Student Enrollment 2856

Percent of Students Receiving Special Education 15.1

Steering Committee

Name	Position/Role	Building	Email
Diane Nace	Director of Special Education	Gettysburg Area SD	dnace@gasd-pa.org
Leann Deardorff	Special Education Teacher	Gettysburg Area MS	ldeardorff@gasd-pa.org
Carrie McMaster	Special Education Teacher	James Gettys El Sch	CMcMaster@gasd-pa.org
Jeffrey Matzner	Director of Curriculum	Gettysburg Area SD	jmatzner@gasd-pa.org
Royce Stoner	Special Education Teacher	Gettysburg Area HS	rstoner@gasd-pa.org
Jennifer Mendoza	Other	Gettysburg Area SD	jmendoza@gasd-pa.org
Brandi Glenn-Akers	Other	Gettysburg Area SD	bakers@gasd-pa.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity

Develop Special Education Department staff training on transition requirements for IEP Development (case managers of students in grades 7-12).
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Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Revise procedure for administrators to follow regarding parent request for exemption from state assessments which aligns with PDE requirements
Develop a yearly family communication with information about the state mandated assessments the procedure for requesting an exemption from participation. Information will be posted to district website.

Education Environments (Indicator 5)

Improvement and Planning Activity
Develop Special Education Department staff training on determining LRE for IEP Development
Addition of BCBA to behavioral interventions, FBA, and PBSP development

Parent Involvement (Indicator 8)

Improvement and Planning Activity
Develop a parent survey to identify topics of interest for possible parent trainings, and possible barriers to participation. Review and develop a schedule with other members of Student Services Department.
Collect sign-in sheets to track and compare participation numbers. Also develop a Google form which parents can complete during the meetings, with a QR code, which they can utilize as a way to sign-in, especially during virtual options.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

1. Is your School District currently a host district for a 1306 facility?

Yes

24 P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Hoffman Homes for Youth	Resident Treatment Facility		Licensed Private Academic	73

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Gettysburg Area School District (GASD) serves as the host school for students residing at Hoffman Homes for Youth, a residential facility located within the boundaries of GASD. GASD services students residing at Hoffman Homes, regardless of the educational program which the student is enrolled. There are a variety of educational programs available to students residing at Hoffman Homes for Youth: attending the on-site Hoffman Academy, or any educational program at one of the Gettysburg school buildings, Gettysburg cyber program or a program contracted by GASD (LIU, PAL, AEDY). The students who reside within Hoffman Homes for Youth and are identified as a student who receives Special Education services are included in special education programs and by staff whose training is consistent with IDEA and Chapter 14. Educational placement decisions are made between GASD, as the LEA, Hoffman Academy (PAL school), the parent/guardian, and any other organizations which the student is receiving supports and services, such as their home county Children and Youth, MH/IDD, etc. The team discusses and considers 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, support providers, 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 or drug possession 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, makes 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. IEP meetings are scheduled by Hoffman Academy and GASD attends as the Host LEA.

2. Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

GASD is responsible for maintaining contact with the student's Resident or Home school district. The following actions will be used to keep the Home district informed. Request for Records: Upon admission, all students at Hoffman Homes complete a Gettysburg enrollment packet, including a release for records. This is received electronically by the Student Services Secretary. Although Hoffman Academy seeks education records themselves, the district will

use a single point of contact for requesting records and transcripts for all secondary students (6-12) from the student's home district. This will be the role of the district enrollment coordinator. This is a change from the previous plan, as GASD transitioned to a centralized registration system in February 2024.

Teaming Meeting (established March 2021): The purpose of this meeting is to connect the Host district to the child's clinical team in order to assist in providing the best updates to Home districts. This had been a missing piece in several instances in the past. Participants are the district social worker, Director of Student Services and the Clinical Supervisor at Hoffman Homes. Needed information to assist in educational decision making will be shared with Home district via email or phone calls. This data is tracked on a newly created collaborative document*. The meetings are scheduled on an as-needed basis, with minimum frequency of quarterly.

Involvement of GASD School Counselors: School counselors are the point of contact for all Hoffman residents who attend GASD District or District contracted programs, including regular education, special education or District cyber program. Contact with the Home district will include quarterly grade or progress reporting, updates regarding discharge and sending final grades/transcripts to the Home district.

IEP Meetings for Students Enrolled at Hoffman Academy: IEP meeting attendance is the best opportunity for updating and keeping the Home district notified and involved. Through our contracted relationship with Hoffman Academy, the Host district is invited to all IEP and special education meetings. When the Home district does not participate in the IEP process, the GASD Supervisor of Special Education, or designee, will contact the Home district special education supervisor to encourage participation and to provide necessary information.

IEP Meetings for Students Enrolled in GASD or LIU special education programs: IEP meeting attendance is the best opportunity for updating and keeping the Home district notified and involved. A Home district representative will be invited to all IEP/special education meetings.

Collaborative/Shared Document (*Google sheet): This document will serve as a place for both entities (Hoffman and GASD) to log information that will assist in process of keeping Home districts informed. Access will be limited to Supervisor of Special Education, Director of Student Services, Student Services secretary and Hoffman Academy's Education Director and Hoffman Academy School Counselor.

Hoffman Liaison: In its contracted relationship with Hoffman Academy, GASD has agreed to allow the educational director to serve as liaison to keep the Home district informed educational matters related to student attending Hoffman Academy. This in no way negates the districts' obligation under 22 PA Code §11.11(b) to maintain contact with the child's home or resident district.

Incarcerated Students Oversight

1. Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Adams County Adult Correctional Complex	Prison	Other	3

1. Describe the system of oversight the School 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 Adult Correctional Complex (ACAAA) and the Lincoln Intermediate Unit 12 (LIU) 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 LIU 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 as needed, 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. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

Educational decisions made by each student's IEP team are based on the individual student's needs with consideration of the student's least restrictive environment. In reviewing LEA data there are several disability categories that show a higher percentage than the state average of students placed outside the general education classroom for "more than 20%" of the school day including emotional disturbance, autism, and multiple disabilities. Although the district has shown a decrease in students served in general education classrooms, it has improved for those who are served in the regular education setting "less than 40%", improving overall from 15.1% in 2016-17 to 9.3% in 2019-20 (a decrease is seen as improved). That rate went up to 10.2% in 2020-21. This can indicate that some students have required less support and are being integrated into the regular education setting more often, but it can also mean some students require more support and have moved into a more restrictive placement outside the typical school building. Students served in other special education placements have increased 0.5% from 6.6% in 16-17 to 7.1% in 20-21. The district has utilized more full-time placements for a number of students requiring emotional support and autistic support as the behavioral and mental health needs of some students have been hard to meet in the public school education setting. These challenges remain even with the addition of mental health school-based services. The district experiences a high mobility rate. Each year several students enroll in the LEA from neighboring districts and their placement in a separate public facility has been maintained.

2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The district's K-5 buildings utilize a tiered intervention system for students not meeting academic benchmarks. 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 receive additional intensive interventions 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, reading specialists and sometimes school counselors. 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. At the secondary level, the Pupil Services Team identifies and develops support plans for students experiencing academic and social/emotional needs. This can include the use of intervention teachers for push-in support, small group or pull-out support.

The middle school intervention teacher supports the core academic area, and the high school utilizes a Learning Lab for scheduled or periodic support, as well as credit recovery options for students who are credit deficient.

3. **Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

All teachers within Gettysburg Area School District have received training in inclusive practices within regular education environments. All teachers have received training in the area of differentiation, accommodations, and modifications as well as de-escalation strategies. In the 2023-2024 school year, GASD differentiated their training in de-escalation and restraint use to pivot the elementary grades to utilize Safe Crisis Management (SCM) instead of Crisis Prevention Institute's (CPI) model. The Gettysburg Area School District has identified differentiation and effective instructional delivery as a priority over the next three years, especially in regards to supporting our increasing population of neurodivergent students who have been found not eligible for Specially Designed Instruction through Special Education supports and services. These students are serviced through supports provided through a 504 Plan, however, not all of these have been identified as some mental health diagnoses have not always been reported to the school district by parents. The inclusion of these students in general education has provided a challenge to our general education teachers, which training in the characteristics and instructional practices (often also rooted in best practices) to meet their sometimes unidentified needs will help with supporting the professional growth of the teacher and increased successful participation in the general education curriculum.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

Students who require additional support and services to participate in extracurricular activities are provided those aids and services. Decisions are made by IEP teams on an individual basis. IEP teams, as part of the discussion regarding educational placement, can identify areas requiring additional support for extracurricular participation. Secondary students are encouraged to participate in school clubs (during school hours) and other activities such as athletics that occur during after-school hours. The District has provided adult assistants or natural peer support for students with IEPs involved in extracurricular activities such as band and accommodations for other students involved in extracurricular activities such as clubs. The LEA provided nursing services for students with seizure plans who have participated in Allied Sports (golf, bowling, track/field).

5. **Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district-led extracurricular activities.**

IEP teams make the decisions about a student's educational placement and the least restrictive environment. GASD students who are educated in private settings (such as River Rock) and are interested in participating in district lead extracurricular activities are able to do so. When a student or parent expresses interest in extracurricular activities, the IEP team discusses the specific activity and how the student's disability and specific needs will impact the student's ability to access this activity, The team then decides what aids or services, including transportation, are needed. Additionally, the District works closely with Hoffman Homes to ensure that students who are in need of educational placement in the district are educated either at our buildings in district-operated special education programs or in IU-operated classes within our buildings. These decisions are made by IEP teams in conjunction with the mental health needs of each individual.

6. **Discuss the School District's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**

GASD students whose needs cannot be met in regular education or special education LIU classes with supplementary aids and services are those students who have been recommended for residential, or out-of-district 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. The IEP Team makes decisions regarding the individual needs and support services required to enable educational progress for the students who are placed outside the general education setting. For students with ED, the intensive behavioral support and small student-teacher ratio, as well as smaller educational settings overall, and the need for more intense (such as daily) counseling are the factors that impact this data set the most. Students attending full-time emotional support placements typically experienced significant difficulty in other less restrictive placements, even with supplementary aids and services. This tends to be evenly distributed between grade levels. Students with significant autism who are in placements outside of the regular classroom require very specialized instruction (for example- verbal behavior instruction in communication, behavior and academic instruction which is extremely discrepant from grade placement. Capacity building regarding social/emotional/behavioral learning is ongoing. The continuum of services offered in the district and through the Fair Share classes within the Lincoln Intermediate Unit meets the needs of most of our students with ED, autism, ID, and MDS. We do, however, have a number of students whose needs exceed those provided in a typical school setting. The district routinely reviews supports and services provided to students, their location, and the provider and has expanded the services it can offer to students by contracting with providers who specialize in providing services to special populations.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Hoffman Academy	Licensed Private Academic		Hoffman Homes for Youth	Emotional Support	2
Franklin Learning Center	Other	center based program	Lincoln Intermediate Unit 12	Life Skills Support	1
Yellow Breeches	Licensed Private Academic		Yellow Breeches, Inc	Emotional Support	2
New Oxford Elementary	Other		Lincoln Intermediate Unit	Multiple Disabilities Support	1
Instruction Conducted in Home	Other		Lincoln Intermediate Unit	Multiple Disabilities Support	1
Maple Avenue MS	Other	IU class in neighboring school district	Lincoln Intermediate Unit	Emotional Support	1
Emory Markle Middle	Other		Lincoln Intermediate Unit	Multiple Disabilities Support	1
Transition - New Visions	Other		Lincoln Intermediate Unit	Life Skills Support	1

Hanover					
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	1
Alloway Creek Elem	Other	IU class in neighboring district	Lincoln Intermediate Unit	Emotional Support	1
Bermudian Springs Elementary	Other		Lincoln Intermediate Unit	Emotional Support	2
Biglerville Elem	Other	Neighboring SD	Upper Adams School District	Life Skills Support	2
Spring Grove High School	Other	IU in neighboring district	Lincoln Intermediate Unit	Emotional Support	1
Transition - Project SEARCH	Other		Lincoln Intermediate Unit/OVR/Gettysburg Hospital	Life Skills Support	1
York Learning Center	Other	center based program	Lincoln Intermediate Unit 12	Emotional Support	1
New Story	Licensed Private Academic		New Story	Autistic Support	2
Conewago Township Elem	Other	IU class in neighboring District	Lincoln Intermediate Unit	Deaf and Hard of Hearing Support	1
Alloway Creek Elementary	Other		Lincoln Intermediate Unit	Multiple Disabilities Support	1
Transition - Senior to Senior	Other		Lincoln Intermediate Unit	Life Skills Support	1
Franklin Learning Center	Other	center based program	Lincoln Intermediate Unit 12	Autistic Support	1
Diakon/Center Point	Licensed Private Academic		Diakon Lutheran Services/Capital Area IU 15	Emotional Support	1
Paradise School	Other	center based program	Lincoln Intermediate Unit 12	Emotional Support	4
Transition - Gettysburg Village Outlets	Other		Lincoln Intermediate Unit	Life Skills Support	3
Bermudian Springs Elem	Other	IU class operated in another district	Lincoln Intermediate Unit	Emotional Support	2
Franklin Learning Center	Other	center based program	Lincoln Intermediate Unit 12	Multiple Disabilities Support	2

Positive Behavior Support

Date of Approval

2015-12-07

Uploaded Files

policy113.2.pdf

1. How does the School District support the emotional, social needs of students with disabilities?

The district addresses the social and emotional needs of students based on identified individual needs. Students can be provided with informal behavior support plans at the Tier 1 level. This includes classroom incentives and classroom behavior management, behavior contracts and charts, and small group instruction in social skills, behavior or self-regulation skills. Counselors, psychologists and the district social worker help to design and assist in implementing these strategies in the regular or special education setting. Formal functional behavior assessments can be conducted for students whose behaviors are impeding their learning and are not responding to informal strategies. Following the completion of the FBA, a positive behavior support plan is developed. The district provides emotional support programming for students who require intensive behavior support depending on individual factors. The district contracts with the LIU for emotional support, as well as therapeutic emotional support which includes a full-time behavioral health provider. Students who require very intensive behavioral support may benefit from attending emotional support programs operated outside the public school setting. The district contracts with several private academic licensed programs to meet this need as well. Students receiving special education services in the district are also eligible to access school-based therapy.

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.

As per Board Policy #113.2, {URL:<https://go.boarddocs.com/pa/gett/Board.nsf/Public?open&id=policies#>} the Superintendent shall provide for regular training and retraining as needed for staff in the use of specific procedures methods and techniques, including de-escalation techniques, emergency response and the use of restraints and seclusion. Administrators, teachers, guidance counselors and paraprofessionals 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. The district employs one staff member who is designated to train district staff utilizing Crisis Prevention Institute (CPI) Non-Violent crisis Intervention training 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. 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. The district also utilizes the professional development providers Effective School Solutions (ESS) and Neurologic by Lakeside to train teachers to understand why students become escalated and what classroom-based strategies can be used to de-escalate and calm. This training does not include the use of physical restraints.

3. Describe the School District's positive school wide support programs.

The Board directs the district behavior support programs to be based on positive rather than negative behavior techniques to ensure that students are free for demeaning treatment and unreasonable use of restraints or other aversive techniques. The district has put into place the foundation and belief that school-wide positive behavior supports can 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, and citizenship. The “theme” may have changed since it’s inception but it has been in practice and is addressed monthly during “Warrior Way” lessons. The middle school's approach to school wide is very similar to the high school focusing on monthly themes such as attendance, school involvement, bullying prevention, etc. A weekly flex period is included to practice skills learned in a non-academic social setting (clubs). 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 1or Tier 2 level. 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.

4. Describe the School District's school-based behavior health services.

The district employs a Coordinator of Educational Services to oversee the behavioral health supports district-wide. Programs currently in place include K-12 Student Assistance Program (SAP) at all five schools and School-Based Outpatient, both provided under contract with TrueNorth Counseling. SAP is a state-mandated program to address barriers to learning through screening and assessment and involves a trained core team of school individuals who work with the SAP liaison from TrueNorth. Additionally, the district has contracted with Effective School Solutions to provide clinicians staffed at the secondary level to address the mental health needs of a number of students. The SAP process is used to identify students who require this level of support in order to be successful at school. The district social worker provides ongoing groups and individual counseling sessions to students as identified by school data teams. Special education students may require, as a related service, the services of a counselor, social worker or psychologist.

5. Describe the School District's restraint procedure.

The Gettysburg Area School District Policy 113 (Special Education) and Administrative Guidelines 113.2 (Behavior Support: Restraint Procedure) support the use of positive, rather than negative, measures for behavior support programs and provide for the use of restraint as a last resort. Reporting procedures include parent notification, submission of incident details and the required restraint form to the Supervisor of Special Education. This applies in the district, IU programs, and other private settings. The IEP team schedules an IEP meeting within 10 days of the restraint to discuss the restraint, and whether an FBA is necessary (if not already in place), review and/or revise the behavior plan. Other outcomes are also discussed. This meeting can be waived by the parent in writing. The restraints are entered quarterly (at a minimum) into the RISC system. If a child has been restrained multiple times the IEP team will meet to discuss the restraint reduction plan, such as revising the FBA and/or positive behavior support plan.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The District has one student currently placed on Instruction Conducted in the Home. The continued concern at this time is the availability of private nurses provided through student /parent insurance. However, the availability of nurses has improved with the abatement of the COVID-19 Pandemic. The one student who is enrolled in ICIH have been due to medical necessity as being identified as “medically fragile” by her medical team. Her status is reviewed yearly. As children are able to transition into public school classes (MDS or LSS) from Instruction Conducted in the Home, the IEP teams meet to determine the appropriate level of support. Some students are not able to attend a full day or every day of the week. Those students are then provided a modified schedule to maximize the time they are able to attend. Agency involvement with MH/IDD and Service Access Management (SAM), as well mental health service providers (such as PA Counseling, TrueNorth, and Youth Advocate Program) continues to occur and is often initiated or facilitated by the District or LIU social workers. As the lasting effects of the COVID-19 pandemic closures continue to become more evident on the impact on the mental health of our students, the noted staffing shortage of agency behaviors consultants, behavior techs, etc. has continued to limit the availability of resources available to our students with the most significant mental health needs. Appropriate placement options for these students with severe mental health and behavioral issues is difficult and remains limited due to the gaps in the mental health services and providers located in Adams County, and the limited full-time emotional placements located within Adams County that can address their needs. The district has contracted with several new providers in the last four years that were previously not utilized. Additionally, the school district has expanded its partnership with New Story Schools to provide a new level of service - “In District Placements”. These classrooms, which are housed within GASD school buildings, but staffed by highly trained New Story staff, provides a level of service to a wider spectrum of students, while allowing our students to remain in district, either in their neighborhood school, or another school building within the district, thus allowing our students more of an opportunity to remain with their district peers and remain part of the school community. An added benefit and service of this partnership has allowed GASD to be able to have district-wide access to a Board Certified Behavior Analyst (BCBA), which, while primarily focused on providing services to these specific classrooms, will be able to help the school-based teams with developing appropriate behavioral interventions for students with behaviors which are impacting their learning, or the learning of their peers, and reduce the number of out of district placements, and reduce the numbers of restraints within these placements. While in an out of district placement, one student was identified with 10+ restraints, which required the development of a "Restraint Reduction Plan". Additionally, at the same placement, two students were identified where the use of a mechanical restraint was used, which required a review, and change of placement for these students. Our hope is that by developing more district-based programming, we can reduce our dependency on Lincoln Intermediate Unit #12's programs, and only utilize them for our students whom the IEP teams have exhausted all other options within the district and are in need of more significant support.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	2	District Wide	District
Other	0.5	District Wide	District
Guidance Counselor	8	District Wide	District
Social Worker	1	District Wide	District
Paraprofessionals	6	Elementary	District
Paraprofessionals	7	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Behavioral Characteristics and Supports for students with Autism			
Lead Person/Position		Year of Training	
New Story Schools		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Building Administrators Special Education Teachers Other

Description of Training			
Sensory Processing and Emotional Regulation			
Lead Person/Position		Year of Training	
D. Nace/ Supervisor of Special Education & LIU #12		2024	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
FBA Development Process	
Lead Person/Position	Year of Training

Brandi Glenn-Akers/Coordinator of Pupil Services		2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Building Administrators Special Education Teachers Other

Description of Training			
Positive Behavior Support Plan Development			
Lead Person/Position		Year of Training	
Brandi Glenn-Akers/Coordinator of Pupil Services		2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Special Education Teachers Other

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Elementary Building Principals/ Guidance Counselors		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

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Paraprofessional

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Elementary Building Principals/ Counselors		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	District	Paraprofessionals

Description of Training			
PSSA Test administration			
Lead Person/Position		Year of Training	
Building Principals		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	PaTTAN Other	Paraprofessionals

Description of Training	
Behavior support/classroom management	
Lead Person/Position	Year of Training

Online via Master Teacher and Vector Solutions		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Other	Paraprofessionals

Transition

Description of Training			
Indicator 13 and Act 158 Pathways to Graduation Review			
Lead Person/Position		Year of Training	
D. Nace/Supervisor of Special Ed		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Special Education Teachers

Description of Training			
Writing Quality Transition Plans			
Lead Person/Position		Year of Training	
D. Nace/ Supervisor of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Science of Literacy

Description of Training			
Science of Literacy			
Lead Person/Position		Year of Training	
Reading Specialist		2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	General Education Teachers Special Education Teachers

Description of Training			
Small Group Reading Instruction			
Lead Person/Position		Year of Training	
Reading Specialist		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	General Education Teachers Special Education Teachers Other

Description of Training			
Close Reading and text dependent analysis responses			
Lead Person/Position		Year of Training	
LIU #12		2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Building Administrators General Education Teachers

			Special Education Teachers
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Description of Training			
ELA For All Learners (Middle School ELA)			
Lead Person/Position		Year of Training	
Reading Specialist		2024	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	General Education Teachers Special Education Teachers

Description of Training			
LETRS Module 1: The Challenge of Learning to Read (K-5)			
Lead Person/Position		Year of Training	
Reading Specialist		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training	
Phonics Instruction in grades K-3	
Lead Person/Position	Year of Training

Reading Specialist		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents Other

Description of Training			
Science of Reading			
Lead Person/Position		Year of Training	
Reading Specialist		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Other

IEP Development

Description of Training			
Writing Compliant IEPs			
Lead Person/Position		Year of Training	
D. Nace/ Supervisor of Special Ed		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District PaTTAN	Special Education Teachers

Description of Training			
PASA Eligibility Review			
Lead Person/Position		Year of Training	
D. Nace/ Supervisor of Special Ed		2024	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers Other

Description of Training			
ESY Eligibility Review			
Lead Person/Position		Year of Training	
D. Nace/ Supervisor of Special Ed		2024	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers Other

Description of Training			
From Referral to IEP - Review of the Evaluation Process			
Lead Person/Position		Year of Training	
D. Nace/ Supervisor of Special Education		2024	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	District	General Education Teachers Other

Signatures & Affirmations

Approval Date

2024-04-22

Uploaded Files

scan_dnace_2024-04-30-08-19-50.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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.

Superintendent/Chief Executive Officer

Jason Perrin

Date

2024-06-03

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JGNSIDP	Elementary	Full-time (1.0)	08/08/2024 01:52 PM

Building Name		
James Gettys El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Student developmental needs can be addressed within the age span		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GA_MSL_S7	Secondary	Full-time (1.0)	08/07/2024 02:09 PM

Building Name
Gettysburg Area MS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.42

Building Name		
Gettysburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ILS LE K2	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Lincoln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

Building Name		
Lincoln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GHSLs (SW)	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16

Age Range Justification	FTE %
	0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GHS LS (JW)	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.5

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GAMSL56	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.15

Building Name		
Gettysburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FT45	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Franklin Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.12

Building Name		
Franklin Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GHS ES	Secondary	Full-time (1.0)	11/19/2025 03:40 PM

Building Name		
Gettysburg Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Gettysburg Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 18
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GAMSLSS	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Gettysburg Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GHS LS (MS)	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FTK3	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name
Franklin Twp El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.16

Building Name		
Franklin Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itin Speech 2	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name	
Gettysburg Area MS	
Support Type	
Speech And Language Support	

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		42
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JGK3	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
James Gettys El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
James Gettys El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GAMS AS	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1LEK3	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name

Lincoln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.18

Building Name		
Lincoln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LELSS	Elementary	Full-time (1.0)	11/05/2025 08:27 AM

Building Name		
Lincoln El Sch		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 12
Age Range Justification		FTE %
		0.5

Building Name		
Lincoln El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 12
Age Range Justification		FTE %
The IEP team has agreed that a 2nd grader's needs can be met within this placement.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GHS AS	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name	
Gettysburg Area HS	
Support Type	
Autistic Support	
Support Sub-Type	

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.12

Building Name		
Gettysburg Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GHS LS (RS)	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.22

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itin Speech 4	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Lincoln El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range

Intermediate Unit	Elementary	5 to 10
Age Range Justification		FTE %
Students out of age range are not seen together		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GHS LS11-12 (JP)	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.52

Building Name		
Gettysburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %

	0.1
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Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itin Speech 1	Multiple	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Franklin Twp El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		43
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 10
Age Range Justification		FTE %
Students out of age range are not seen together		0.66

Building Name		
Gettysburg Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GAMSL7-8	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.25

Building Name		
Gettysburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GAMSL8	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Gettysburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASLE35	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Lincoln El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 9
Age Range Justification		FTE %
		0.5

Building Name		
Lincoln El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

Building Name		
Lincoln El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GAMS ES	Secondary	Full-time (1.0)	11/19/2025 03:35 PM

Building Name		
Gettysburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Gettysburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14

Age Range Justification	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2LE45	Elementary	Full-time (1.0)	08/07/2024 02:16 PM

Building Name		
Lincoln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Lincoln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GHS LSS	Secondary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
Gettysburg Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 22
Age Range Justification		FTE %
PDE Age Policy change August 31, 2024 allows for students to return until day before 22nd birthday		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itin Speech 3	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name	
James Gettys El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load

Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 10
Age Range Justification		FTE %
Students out of age range are not seen together		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JG45	Elementary	Full-time (1.0)	06/10/2024 09:56 AM

Building Name		
James Gettys El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.34

Building Name		
James Gettys El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range

School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.55

Special Education Facilities

Building Name		Room #
Franklin Twp El Sch		5
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 9 inches x 29 feet, 5 inches	875sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lincoln El Sch		114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 15 feet, 0 inches	225sqft	8
Implementation Date		
2022-06-07		
Uploaded Files		

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2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area HS		B213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 4 inches	728sqft	26
Implementation Date		
2022-06-07		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Gettysburg Area MS		126
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 26 feet, 0 inches	1014sqft	36
Implementation Date		
2022-06-07		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lincoln El Sch		114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 3 inches x 23 feet, 5 inches	778sqft	27
Implementation Date		

2022-06-07
Uploaded Files

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area HS		B129
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
James Gettys El Sch		10
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 28 feet, 0 inches	924sqft	33
Implementation Date		
2022-06-07		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lincoln El Sch		200
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

35 feet, 9 inches x 25 feet, 10 inches	923sqft	32
Implementation Date		
2022-06-07		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area HS		B234
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 5 inches x 28 feet, 5 inches	807sqft	28
Implementation Date		
2022-06-07		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area MS		128 (Sp)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 15 feet, 0 inches	285sqft	10
Implementation Date		
2022-06-07		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Gettysburg Area MS	113
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 26 feet, 0 inches	962sqft	34
Implementation Date		
2022-06-07		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lincoln El Sch		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 3 inches x 23 feet, 5 inches	778sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area HS		B121
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 4 inches	728sqft	26
Implementation Date		
2022-06-07		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
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James Gettys El Sch		9
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 28 feet, 0 inches	924sqft	33
Implementation Date		
2022-06-07		
Uploaded Files		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area MS		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 35 feet, 0 inches	1295sqft	46
Implementation Date		
2022-06-07		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
James Gettys El Sch		19
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area HS		B229
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
James Gettys El Sch		SGL-C
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 16 feet, 0 inches	256sqft	9
Implementation Date		
2022-06-07		
Uploaded Files		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area MS		221
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 0 inches	928sqft	33
Implementation Date		
2022-06-07		
Uploaded Files		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lincoln El Sch		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 3 inches x 23 feet, 5 inches	778sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Facilities

Building Name		Room #
Franklin Twp El Sch		25
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 12 feet, 0 inches	168sqft	6
Implementation Date		
2022-06-07		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Franklin Twp El Sch		16
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 31 feet, 0 inches	1116sqft	39
Implementation Date		
2022-06-07		
Uploaded Files		

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2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area MS		107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 26 feet, 0 inches	962sqft	34
Implementation Date		
2022-06-07		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Franklin Twp El Sch		25
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 12 feet, 0 inches	168sqft	6
Implementation Date		
2022-06-07		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
James Gettys El Sch		18
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 28 feet, 0 inches	924sqft	33
Implementation Date		

2022-06-07
Uploaded Files

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area MS		200
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 5 inches x 35 feet, 0 inches	1309sqft	46
Implementation Date		
2022-06-07		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area HS		B120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lincoln El Sch		145
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

32 feet, 4 inches x 25 feet, 5 inches	821sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Gettysburg Area MS		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 26 feet, 0 inches	962sqft	34
Implementation Date		
2022-06-07		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lincoln El Sch		123
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 4 inches x 25 feet, 5 inches	821sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Lincoln El Sch	147
School Building	Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 6 inches x 23 feet, 6 inches	787sqft	28
Implementation Date		
2024-08-08		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No