

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 758
School District Total Student Enrollment 4357
Percent of Students Receiving Special Education 17.4

Steering Committee

Name	Position/Role	Building	Email
Kristin Nash	Director of Special Education	Springfield SD	kristin.nash@ssdcougars.org
Anthony Barber	Superintendent	Springfield SD	anthony.barber@ssdcougars.org
Marnie Lorah	Other	Springfield SD	marnie.lorah@ssdcougars.org
Cynthia Mattei	Director of Curriculum	Springfield SD	cynthia.mattei@ssdcougars.org
Jeffery Zweiback	Director of Curriculum	Springfield SD	jeffrey.zweiback@ssdcougars.org
Megan Charitonchick	Other	Richardson MS	megan.charitonchick@ssdcougars.org
Hope Taylor Scott	Parent	Springfield SD	hope.tylorscott@ssdcougars.org
Meghan Meyers	Special Education Teacher	Sabold El Sch	meghan.meyers@ssdcougars.org
Corey Balaban	General Education Teacher	Richardson MS	corey.balaban@ssdcougars.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)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

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

Corrective Action	Improvement and Planning Activities
FSA - LEAST RESTRICTIVE ENVIRONMENT - students with disabilities served in other location	<p>1. A representative from Springfield School District will continue to attend every IEP meeting for students educated outside our five buildings. 2. Progress reports are reviewed on a regular basis to determine student progress 3. Once the full team determines that the student is ready to return to in-district programming, a plan for transition will be created for the child to return. 4. Our percentage of students referred by Springfield to APS/licensed schools will decrease 5. IN the 2021-2022 School year, SSD met the target</p>
DISPROPPORTIONATE REPRESENTATION THAT IS RESULT OF INAPPROPRIATE IDENTIFICATION - overidentification of African American and Hispanic students	This is closed due to miscalculation. We did not overidentify African American and Hispanic Students.
FACILITIES -	This was a placeholder until our Bureau Advisor could travel.
Parent checking consent on Invitation missing despite signing, NOREP signature and consent option missing	All were closed.

Identification Method

Identify the 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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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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.)

If we were to host a 1306 placement within the borders of the Springfield/Morton communities, we would act as the LEA in the best interest of the student. We would assign a member of our administrative team to be the individual who reviews the student's paperwork, communicates with the educational liaison for the 1306 and assists in making educational decisions when needed. This individual will attend IEP meetings and communicate with the families as well

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

The Office of Special Education will communicate with the educational liaison from the 1306 to determine the appropriate return time to district. The representative from the Office of Special Education will reach out to the home district to coordinate a plan for the student's return to the home school. We take specific care to be sure plans are thoughtful and in the best interest in the student by involving all stakeholders, educational liaison from 1306 facilities, parents, home district, us as the LEA and most importantly, the student.

Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
As students enter the correctional facility, we will inquire as to whether the individual has previously been identified as a student who requires special education. If so, we would provide appropriate services to meet the individual's needs. If the individual has not previously been identified, we would locate and review educational records and issue a Permission to Evaluate as necessary. once the Permission is returned, an evaluation will be conducted. If the student is identified as requiring special education supports, and IEP will be developed and services will be provided in specific areas of need if s/he should be eligible for special education.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

In looking at the SEDR through the 2017-2018 school year through the 2019-2020 school year, it shows that we have steadily declined in our SE in Other Settings. We were at 7.7% in 2017-2018 school year, 6.0% in the 2018-2019 school year and 5.3% in the 2019-2020 school year. The Data at a Glance shows that we further reduced the percentage of students educated in out of district places to 5.0% in 2020-2021 and 4.1% in 2021-2022. Students who are serviced in SE Inside the Regular Class 80% or more is 7.1% higher than the state average, showing we are doing what we can by keeping students in district with significant needs. Students serviced Inside the Regular Class Less than 40% is 3.4%, showing we are doing what we can by keeping students in district with significant needs who require a little more time in the special education environment but are included with general education peers as much as possible. We focus on those students who are in other settings quite a bit and look to develop programming or provide supports in our district buildings for those who are currently out of district.

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

The goal of Springfield School District is to be certain that students participate with their general education peers as much as possible and still make growth in each of their goals and objectives. Most of our support occurs during elective class time. For example, students participate in the general education classroom for language arts, math, social studies and science with their general education peers and then are scheduled into support classes to receive direct instruction in specific goal areas. This allows us to provide consult to the general education teacher regarding accommodations and modifications. It allows students to receive direct instruction in skill deficits and opportunities with peers to generalize the skills when in the general education classes. Related services, social skills, gifted services and instrumental lessons are also scheduled into elective class time as best they can. Therefore, all student schedules have the ability to fit this model regardless of whether the child receives special education services. For students who require the opportunity to generalize their social skills, we provide an itinerant level of social skills instruction during lunches, called Lunch Bunch. This is an opportunity to provide focused social instruction and allow for generalization of these skills in a small lunch group, as well as on the playground at recess. When there are students who require a higher level of academic support, Integrative Learning Support is available. These are classrooms in which students go to receive modified curriculum in a smaller setting. The children work on academic, social, emotional, behavioral and related service goals in an integrated manner. When there are students who require intensive emotional support, services are provided through emotional support programming. This is an in-addition-to model in the elementary/middle school level. The Study Skills Behavioral class is designed to support the emotional needs of students at Springfield High School. The Study Skills Behavioral class incorporates behavioral interventions and strategies, counseling with social workers, and check-ins with the guidance department so that students are able to successfully access their education during the school day. Topics such as awareness of self and others, communication, self-advocacy and assertiveness, time management and organization, and anxiety and stress management. Students can participate in these programs as much as they need. It can be scheduled as one period a day, through an entire day, or can be used as a place where students can have breaks, counseling, ask for advice on a drop in basis. Given the fact that Springfield School District believes that students should be included as much as possible, supports are provided in both general education and special education environments, depending on the needs of the students.

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

As stated above, Springfield School District has moved away from co-teaching model at the elementary and high school level for fear that our special education teachers' skills and abilities were being used to just reinforce the general education teachers' daily teaching, not for teaching direct skills to

students. In the middle school we are able to have a blend of coteaching and "in addition to" classes to support children on a daily basis. At the high school level, teachers have consult time built into their schedules on a regular basis. At the middle school, special education teachers are assigned to grade levels and have team time every other day to discuss and plan for students. At the elementary level, special education teachers find time to check in with general education teachers to plan for shared students on a daily basis either before or after school. If a support is not provided in the general education classroom, the IEP team has made the determination that the student has a higher level of need and requires more intensive support in an alternate environment. The team may feel the child needs a smaller class size, asynchronous learning opportunities, or more related services. In Springfield School District, we always have the focus of student progress in mind as students grow older. We work hard to provide students with most intensive support in the younger years and look to see how we can provide for them in the general education classrooms as much as possible. We often find that as students get older, they spend more time in the general education classroom. The one area in which we find that students may spend more time in special education is with emotional support. Students who are generally identified in the adolescent years as requiring a high level of emotional support due to excessive absences, depression, etc. may need to spend more time in our emotional support program than when they were younger. This program, however, helps to increase attendance of the student, increases the number who graduate in a timely fashion, and supports credit recovery for students who may need it. It is our opinion that the students would really not participate with his/her class as the absences would increase and time would be spent in the truancy prevention program in order to provide supports for school attendance. During Inservice time, teachers have been trained to address student needs in the general education classrooms. The special education teachers work closely with general education teachers, attend team meetings and provide support to teachers and students to allow a successful experience and meaningful participation in the general education curriculum. We have also had our Special Education Attorney explain the role and responsibilities of the general education teachers and the implications of not providing for special education students in the general education setting. In order to keep students with significant disabilities in our general education settings, Springfield School District has taken many measures, some of which are: PCAs work with students who require re-direction to be successful in the general education classroom, we have hired speech therapists who experience with assistive technology, we have a reading specialist who provides multi-sensory research based instruction to those students who are struggling significantly in the area of reading, Applied Behavioral Analysis methods and therapists support students to help improve or change specific behaviors, and transition services occur within district. In the past two years we have added one Program Support Specialist (PSS) to each of the elementary schools. This Program Support Specialist assists with de-escalating behaviors, making sure behavior plans are implemented, and supporting our staff. In the coming school year, we will be adding this position to our Middle School as well. We have also created a position titled Student Support Specialist (SSS). We currently have four SSS in our elementary schools. This position provides support to more than one student when in the general education classroom and allows them to be independent when in small group classes. The SSS works with multiple students throughout the school day. This alleviates the need for multiple adults in a classroom when students do not require a lot of support. Our current SSS contractors are currently in training to become Registered Behavior Technicians (RBTs). These are just a few of the supplementary aids and services that our district provides to allow students to make progress in the least restrictive environment. We continue to provide social work services, extensive professional development in the areas of social skills programming supports, continue to work with staff on progress monitoring data acquisition, support our in-district autistic support program at the elementary level, continue to support a supplemental emotional support program at the HS level and continue to provide psychological services across the District. We have had training in conducting FBAs and have continued the utilization of multisensory research based instruction to reading instruction, Read Naturally, Fast ForWord, and Read 180 to assist in our Literacy support for students in prereferral programming. We continue these efforts with the singular focus of maintaining and supporting our students in District the results of which have shown that nearly 90% of our students receive Penn Data recorded itinerant and supplemental services.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. All students have the opportunity to participate in all extracurricular activities as peers who are non-disabled. In an attempt to engage more students who are in our life skills program, we have begun Springfield Buddies Club. Springfield Buddies provides a variety of activities and interactions bringing together all students regardless of grade, gender, and educational levels. The goal of the club is to foster patience, kindness, and acceptance for students in our school with varying levels of disabilities by bridging relationship between them and other members of our student body. The club offers a variety of activities, including dances, game club dates, and bocce team, based on student interest to increase engagement. This inclusive club continues to evolve based on student strengths, needs and social opportunities. Most recently, in the fall of 2021, an 8th grade student approached the middle school administration to create a middle school Buddies program. Our team moved quickly to make sure this was put into place and students raved over how much fun it was to be a part of such a club. It was wildly successful! Providing supplementary aids and services for clubs typically comes to us the form of a student who requires a PCA or adult to remain with him/her in order to modify activities and redirect students so that they can fully participate after school. We will always make accommodations and provide whatever a child needs to be successful and to participate in the clubs, including a personal care assistant.
5. Describe the District procedures, which ensure that, 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 lead extracurricular activities?
We, as the LEA, attend all IEPs of students who are being educated in out of district placements. While discussing the Gaskins questions we typically have the conversation about whether students are interested in participating in extracurriculars. We have had students participate on our Freshman Football team, 8th grade recognition, Prom, graduation, offered for students to mentor in-district students, and other after school clubs. All students whether in our 5 district school or in out of district placements, are held to the district requirements of clubs and activities – attendance, grade point average and student code of conduct.
6. Discuss the 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)
As previously stated, the district has been steadily declining in the number of students who are placed in out of district programs. This is due to our consistent efforts in looking at student needs and collaborating with our general education administrators on how to address all needs. We are also always looking for trends of numbers and needs of students who are being educated in out of district placements to determine if we are able to create programs to bring the students to district buildings to be educated. Currently, we have programs for students who require autistic support and emotional support from Kindergarten through High School. The programs look different at different age levels. In K-1, we have classrooms to help address student needs in these areas. We provide support by way of counseling, teaching self awareness, self replacement/calming techniques, recognizing when to take a break, etc. in these programs. In Kindergarten, our district philosophy is that half day is most appropriate for all students. If we feel a student requires a higher level of support, we often offer an extended day where the child will have the opportunity to receive related services and direct instruction so that it does not impact the kindergarten day. The amount of time students participate in general education varies at this level depending upon need. If a child's behavior requires further interventions, we provide students with additional supports in form of sensory regulation tools, positive behavior support plans and possibly extra adult support. These additional interventions allow the child to participate with peers in the general education classroom as well as transitioning throughout the day. At the 2nd-8th grade level, there are "go to" classrooms where students receive social skills instruction during elective class time. The programs are flexible, allowing staff to push in-to classes and unstructured time (i.e. lunch, recess) and to pull out if necessary to debrief about skills. At the high school level, the Study Skills Behavioral classes allow for students to have staff members who they can count on when in times of

trouble to gather their thoughts, calm down, and move on throughout the day. Since developing this continuum of services for these students we are able to graduate students who had once been on the cusp of dropping out. Springfield School District continually looks to improve programming to increase student success. In order to address the very high number of young students who require AAC devices, the district has provided professional development training to teacher and paraprofessionals on the use of augmentative and alternative communication (AAC) devices. Speech therapists continue to provide consultation sessions for staff working directly with individuals with AAC, provided training to families as well as general education peers to help facilitate communication to build friendships within the general education setting. In addition, the district utilizes Delaware County Intermediate Unit personnel to lead professional development and consultative opportunities for regular education and special education teachers as they prepare for students' communication needs. As stated, Springfield is continuously looking to see how we can accommodate and program for students so that they can remain in district. It is our belief that students are a part of a small community. Generally families enjoy staying in Springfield through their adult years and seldomly move out. It is important that the students in our schools know those with disabilities so that these individuals can be a part of the community. They can work, socialize and continue to grow well beyond their school age years. We begin looking at needs from the date of a student's enrollment and do our best to include them in as much as possible to allow them to grow.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Strath Haven High School	Other	Public School housing DCIU program	DCIU Hearing Support program	Deaf and Hard of Hearing Support	6
Strath Haven Middle School	Other	Public School housing DCIU program	DCIU Hearing Support Program	Deaf and Hard of Hearing Support	1
Swarthmore Rutledge Elementary School	Other	Public school housing DCIU program	DCIU Hearing Support Program	Deaf and Hard of Hearing Support	3
CADES	Approved Private School (APS)			Multiple Disabilities Support	6
DCIU New Pathways	Other	DCIU program	DCIU	Emotional Support	1
Elwyn	Approved Private School (APS)			Autistic Support	2
Fairwold Academy	Approved Private School (APS)			Emotional Support	1

Upper Merion Vantage Academy	Licensed Private Academic			Emotional Support	1
Lifeworks Rockbourne campus	Licensed Private Academic			Emotional Support	3
Lifeworks Doylestown campus	Licensed Private Academic			Emotional Support	1
Marple Education Center	Other	DCIU		Multiple Disabilities Support	1
Martin Luther Silver Springs	Approved Private School (APS)			Emotional Support	1
Overbrook School for the Blind	Approved Private School (APS)			Blind and Visually Impaired Support	2
The County Alternative	Other	DCIU		Emotional Support	1
Timothy School	Approved Private School (APS)			Autistic Support	3
Vanguard School	Approved Private School (APS)			Autistic Support	4
Devereux	Approved Private School (APS)			Autistic Support	1
Vanguard School	Approved Private School (APS)			Emotional Support	1
Vanguard School	Approved Private School (APS)			Learning Support	1

Positive Behavior Support

Date of Approval

2014-06-12

Uploaded Files

behaviorsupport113.1.pdf

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

The Springfield School District is committed to differentiating behavioral supports for our students. As such, we've developed a Behavior Support Team to target growth in academics, attendance, and behavior for students in grades K-12. Grounded in the theory and behavioral research of Dr. Laura Riffell, the Behavior Support Team (BST) employs a multifaceted team approach to discussing and determining student needs as well as appropriate methods for data collection and analysis/synthesis. This process leads to the development of an accurate functional behavior assessment that serves as the framework for a data driven positive behavior support plan. We continue to invest in this process through the provision of professional development, team time, and many other supports to ensure the sustainability of this process. At each level we have appropriate emotional support services for students. These are in the form of in-addition to classes that were described in the LRE portion of the plan. We find that students feel very supported while attending these classes and really rely on the strategies learned to get themselves through the day. As mentioned in the LRE portion, students who are working on generalizing these strategies can be supported by a Student Support Specialist (SSS). Mentioned in the previous section and as part of the in-addition to model, we provide our social skills services at the elementary level during lunch, called Lunch Bunch. This is an opportunity to provide focused social instruction and the generalization of these skills in a small lunch group table, as well as on the playground at recess.

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.

At the elementary level, a crisis response plan has been created in each building. This school wide plan includes principles and guidelines as well as responses to take during a crisis. A Crisis Response Team is established as part of this plan and are called to respond to a behavior that requires immediate intervention. Members of the team include administration, counselors, special education teacher, school psychologist. They are CPI trained and well versed in the infractions and steps to take to de-escalate a situation. In addition to the Crisis Response Team members, specific administrators, teachers and paraprofessionals are also trained in the varied levels of Crisis Prevention Institute (CPI) training. Administrators and teachers are trained in all levels from de-escalation to full restraint. Para professionals are trained in the de-escalation/non-violent crisis intervention training. The feeling is that the paraprofessionals are with the students on a more regular, different manner than teachers and administrators. They are on the "front-lines" and can de-escalate situations quickly. Teachers and administrators are then called in if the situation warrants further techniques. As mentioned in the LRE section, we have added one Program Support Specialist (PSS) to each of the elementary schools and in the middle school. This Program Support Specialist assists with de-escalating behaviors, making sure behavior plans are implemented, and supporting our staff. Additionally, we have also created a position titled Student Support Specialist (SSS). The SSS provides support to more than one student when in the general education classroom and allows them to be independent when in small group classes. The SSS contractors are currently in training to become Registered Behavior Technicians (RBTs) then will be supervised by a

Board Certified Behavior Analysis (BCBA). This training will allow the SSS to develop a deeper understanding of techniques and strategies students may require within the classroom to regulate behaviors and be successful in the classroom. The role of the PSS and SSS are designed to support students in the classroom as well as staff to respond to behaviors in a positive manner.

3. Describe the district positive school wide support programs.

The school district uses Responsive Classroom at the elementary level. This is our fifth curriculum for social/emotional development. It is designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. As students move into Middle School use Developmental Designs The Origins program during advisory. It addresses both academic and social/emotional realities of adolescence. As students rise to High School, social/emotional needs are addressed through the emotional support classes for students who require further direct instruction. All elementary and middle schools have a system for Cougar Pawsitives where any/all students are caught being good and rewarded for such acts of kindness. Cougar Pawsitives are in the form of tickets. Tickets are placed in a hat for drawings of gift cards and prizes that can be won. For those students who do not respond to the curricula in place, Responsive Classroom, at our elementary schools, we have an added layer of Cougar Cash where specific students earn money for good behavior. They can then cash in at the store on a schedule that relates to their needs. For some, once a week is enough. For others daily or even twice daily is appropriate to reinforce positive behavior and social interactions.

4. Describe the district school-based behavior health services.

The Springfield School District employs three full time and one .6 fully licensed clinical social workers, ten guidance counselors, and five psychologists that support students in grades K-12 and their families with social, emotional, and behavioral counseling. These members of our school wide positive behavior support teams also work with families to make connections to appropriate institutions outside of the school district that can provide additional support if need be and to navigate the completion of the Medical Access application. They take part in weekly team meetings focused on student needs as they relate to academics, behavioral support, instructional support for teachers, drug and alcohol counseling, and social skills/executive functioning. Each of these staff members participates as an active member of the school based case management team that collects and reports progress monitoring data at regular intervals including, but not limited to, parent teacher conferences, IEP meetings, and other student based meetings.

5. Describe the district restraint procedure.

Our staff is trained to move through the levels of non-violent crisis intervention, starting with understanding the levels of escalation, and how to address those in an appropriate manner. Restraints are the absolute last resort. We never wish to put our hands on a student. We only do so if we are able to provide the best possible Care, Welfare, Safety and Security for the students who present as though s/he are in crisis as well as the staff who intervene. In the event, the crisis response team needs to conduct a physical intervention, the team will debrief after the event, call parents, plan an IEP meeting and finally reach out to district administration to report the restraint and finalize needed documentation.

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.

We do not typically place students on Instruction Conducted in the Home. The district will work with families to find an alternate way of providing service which would include finding an out of district educational placement or finding a location/build a plan to deliver service within our buildings.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLC/Sp	Elementary	Full-time (1.0)	07/20/2022 06:05 PM

Building Name	
Springfield Literacy Center	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	11
Identify Classroom	Classroom Location Age Range
School District	Elementary 5 to 8
Age Range Justification	FTE %
	0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLC/LS/1	Elementary	Full-time (1.0)	07/20/2022 06:04 PM

Building Name	
Springfield Literacy Center	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Springfield Literacy Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

Building Name		
Springfield Literacy Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Springfield Literacy Center		
Support Type		
Physical Support		

Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Springfield Literacy Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLC/ES/1	Elementary	Full-time (1.0)	07/20/2022 06:01 PM

Building Name		
Springfield Literacy Center		
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	5 to 7
Age Range Justification		FTE %
		0.1

Building Name		
Springfield Literacy Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.1

Building Name		
Springfield Literacy Center		
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
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.2

Building Name		
Springfield Literacy Center		

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
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLC/AS/1	Elementary	Full-time (1.0)	07/20/2022 05:59 PM

Building Name		
Springfield Literacy Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Springfield Literacy Center		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Springfield Literacy Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.05

Building Name		
Springfield Literacy Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLC/LS/0.5	Elementary	Part-time (0.5)	07/20/2022 05:57 PM

Building Name		
Springfield Literacy Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Springfield Literacy Center		
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
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Springfield Literacy Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.1

Building Name		
Springfield Literacy Center		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Springfield Literacy Center		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Springfield Literacy Center		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scenic/Sp	Elementary	Full-time (1.0)	07/20/2022 06:06 PM

Building Name		
Scenic Hills El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %

	0.52
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scenic/ILS/2	Elementary	Full-time (1.0)	07/20/2022 05:50 PM

Building Name		
Scenic Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Scenic Hills 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	10 to 12
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scenic/LS/4	Elementary	Full-time (1.0)	07/20/2022 05:47 PM

Building Name		
Scenic Hills El Sch		
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	10 to 11
Age Range Justification		FTE %
		0.28

Building Name		
Scenic Hills El Sch		
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	Elementary	10 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Scenic Hills El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scenic/AS/1	Elementary	Full-time (1.0)	07/20/2022 06:08 PM

Building Name		
Scenic Hills 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	9 to 12
Age Range Justification		FTE %
		0.2

Building Name		
Scenic Hills El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scenic/LS/3	Elementary	Full-time (1.0)	07/20/2022 06:08 PM

Building Name		
Scenic Hills 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	7 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Scenic Hills El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Scenic Hills El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scenic/LS/2	Elementary	Full-time (1.0)	07/20/2022 05:41 PM

Building Name		
Scenic Hills El Sch		
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	9 to 10
Age Range Justification		FTE %
		0.28

Building Name		
Scenic Hills El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scenic/LS/1	Elementary	Full-time (1.0)	07/20/2022 05:40 PM

Building Name		
Scenic Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.3

Building Name		
Scenic Hills El Sch		
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
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scenic/ES/1	Elementary	Full-time (1.0)	07/20/2022 06:09 PM

Building Name		
Scenic Hills 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	8 to 8

Age Range Justification	FTE %
	0.02

Building Name		
Scenic Hills El Sch		
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	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Scenic Hills El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Scenic Hills El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sabold/Sp	Elementary	Full-time (1.0)	07/20/2022 06:09 PM

Building Name	
Sabold 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
School District	Elementary
Age Range Justification	
FTE %	
0.23	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sabold/LS/4	Elementary	Full-time (1.0)	07/20/2022 05:33 PM

Building Name

Sabold 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	7 to 10
Age Range Justification		FTE %
		0.18

Building Name		
Sabold El Sch		
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
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Sabold 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
School District	Elementary	8 to 8

Age Range Justification	FTE %
	0.08

Building Name		
Sabold El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sabold/LS/3	Elementary	Full-time (1.0)	07/20/2022 05:30 PM

Building Name		
Sabold El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.24

Building Name		
Sabold El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Sabold El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

Building Name		
Sabold 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
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sabold/ILS/2	Elementary	Full-time (1.0)	07/20/2022 05:27 PM

Building Name		
Sabold 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	9 to 11
Age Range Justification		FTE %
		0.3

Building Name		
Sabold El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9

Age Range Justification	FTE %
	0.05

Building Name		
Sabold El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sabold/ILS/1	Elementary	Full-time (1.0)	07/20/2022 05:23 PM

Building Name		
Sabold El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.5

Building Name		
Sabold 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
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sabold/LS/2	Elementary	Full-time (1.0)	07/20/2022 05:20 PM

Building Name		
Sabold 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	8 to 10
Age Range Justification		FTE %
		0.2

Building Name		
Sabold El Sch		
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	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Sabold El Sch		
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
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Sabold 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

School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sabold/ES/1	Elementary	Full-time (1.0)	07/20/2022 05:18 PM

Building Name		
Sabold El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.16

Building Name		
Sabold El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %

	0.1
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Building Name		
Sabold El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.33

Building Name		
Sabold El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sabold/LS/1	Elementary	Full-time (1.0)	07/20/2022 05:15 PM

Building Name		
Sabold El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Sabold El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Sabold El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.07

Building Name		
Sabold El Sch		
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	Elementary	11 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/ETR/Sp	Secondary	Full-time (1.0)	07/20/2022 05:11 PM

Building Name		
Richardson MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %

	0.28
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Building Name		
Springfield HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/LS/5	Secondary	Full-time (1.0)	07/20/2022 05:08 PM

Building Name		
Richardson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/ILS/2	Secondary	Full-time (1.0)	07/20/2022 05:05 PM

Building Name		
Richardson MS		
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	Secondary	13 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Richardson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/LSS/1	Secondary	Full-time (1.0)	07/20/2022 05:02 PM

Building Name		
Richardson MS		
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	13 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Richardson 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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/ILS/1	Secondary	Full-time (1.0)	07/20/2022 04:57 PM

Building Name		
Richardson MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Richardson 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	12 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Richardson MS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/LS/4	Secondary	Full-time (1.0)	07/20/2022 04:55 PM

Building Name		
Richardson 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	12 to 14
Age Range Justification		FTE %
		0.34

Building Name		
Richardson MS		
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	13 to 13
Age Range Justification		FTE %
		0.05

Building Name		
Richardson MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/ES/2	Secondary	Full-time (1.0)	07/20/2022 04:53 PM

Building Name		
Richardson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Richardson MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/LS/3	Secondary	Full-time (1.0)	07/20/2022 04:51 PM

Building Name		
Richardson 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	12 to 14
Age Range Justification		FTE %

	0.34
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Building Name		
Richardson MS		
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	12 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Richardson MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/LS/2	Secondary	Full-time (1.0)	07/20/2022 04:37 PM

Building Name		
Richardson 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
ETR/ES/1	Secondary	Full-time (1.0)	07/20/2022 04:35 PM

Building Name		
Richardson MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Richardson MS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.16

Building Name		
Richardson MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Richardson MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %

	0.17
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ETR/LS/1	Secondary	Full-time (1.0)	07/20/2022 04:33 PM

Building Name		
Richardson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.24

Building Name		
Richardson 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	Secondary	11 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/SAILL	Secondary	Full-time (1.0)	07/14/2022 09:42 AM

Building Name		
Springfield HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Springfield HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/LSS/1	Secondary	Full-time (1.0)	07/20/2022 04:59 PM

Building Name		
Springfield HS		
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	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Springfield 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	16 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Springfield HS		
Support Type		

Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Springfield HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Springfield 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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.55

Building Name		
Springfield HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/ES/2	Secondary	Full-time (1.0)	07/14/2022 09:35 AM

Building Name		
Springfield HS		
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	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Springfield 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 15
Age Range Justification		FTE %
		0.05

Building Name		
Springfield HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.26

Building Name		
Springfield HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/ES/1	Secondary	Full-time (1.0)	07/14/2022 09:32 AM

Building Name		
Springfield HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.14

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

	0.3
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Building Name		
Springfield HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/ILS/2	Secondary	Full-time (1.0)	07/14/2022 09:30 AM

Building Name		
Springfield HS		
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	14 to 17
Age Range Justification		FTE %
		0.36

Building Name		
Springfield HS		
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	14 to 17
Age Range Justification		FTE %
		0.4

Building Name		
Springfield HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Springfield HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/ILS/1	Secondary	Full-time (1.0)	07/14/2022 09:28 AM

Building Name		
Springfield 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	15 to 17
Age Range Justification		FTE %
		0.22

Building Name		
Springfield HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %

	0.75
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/LS/5	Secondary	Full-time (1.0)	07/14/2022 09:25 AM

Building Name		
Springfield HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.32

Building Name		
Springfield HS		
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	Secondary	14 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/LS/4	Secondary	Full-time (1.0)	07/14/2022 09:23 AM

Building Name		
Springfield HS		
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	Secondary	14 to 16
Age Range Justification		FTE %
		0.16

Building Name		
Springfield 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	14 to 16
Age Range Justification		FTE %
		0.3

Building Name		
Springfield 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
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.06

Building Name		
Springfield 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	15 to 15
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/LS/3	Secondary	Full-time (1.0)	07/14/2022 09:20 AM

Building Name
Springfield HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.38

Building Name		
Springfield HS		
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	14 to 16
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/LS/2	Secondary	Full-time (1.0)	07/11/2022 04:56 PM

Building Name		
Springfield HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.32

Building Name		
Springfield 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 15
Age Range Justification		FTE %
		0.05

Building Name		
Springfield HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS/LS/1	Secondary	Full-time (1.0)	07/11/2022 04:53 PM

Building Name		
Springfield HS		
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	16 to 18
Age Range Justification		FTE %
		0.36

Building Name		
Springfield 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	17 to 18
Age Range Justification		FTE %
		0.1

Special Education Facilities

Building Name		Room #
Sabold El Sch		29
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 25 feet, 0 inches	950sqft	33
Implementation Date		
2022-03-28		
Uploaded Files		
Sabold Building Hightlighted Special Ed Rooms.JPG		

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	

Building Name		Room #
Sabold El Sch		SG14
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13
Implementation Date		
2022-03-28		
Uploaded Files		
Sabold SG 14.JPG		

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	

Building Name		Room #
Sabold El Sch		LGI A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 33 feet, 0 inches	1023sqft	36
Implementation Date		
2022-03-28		
Uploaded Files		
Sabold Building Hightlighted Special Ed Rooms.JPG		

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	

Building Name		Room #
Sabold El Sch		LGIB
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 33 feet, 0 inches	1023sqft	36
Implementation Date		
2022-03-28		
Uploaded Files		
Sabold Building Hightlighted Special Ed Rooms.JPG		

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	

Building Name		Room #
Scenic Hills El Sch		Reading Room 1 (in LMC)
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 15 feet, 0 inches	195sqft	6
Implementation Date		
2022-03-28		
Uploaded Files		

Scenic Building with Highlighted rooms.JPG
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5 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	

Building Name		Room #
Springfield Literacy Center		L7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-03-28		
Uploaded Files		
SLC Lower Level highlighted..JPG		

6 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	

Building Name		Room #
Springfield Literacy Center		L1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-03-28		
Uploaded Files		
SLC Lower Level highlighted..JPG		

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	

Building Name		Room #
Springfield Literacy Center		L2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-03-28		
Uploaded Files		

SLC Lower Level highlighted..JPG

8 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	

Building Name		Room #
Springfield Literacy Center		L16
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 19 feet, 0 inches	722sqft	25
Implementation Date		
2022-03-28		
Uploaded Files		
SLC Lower Level highlighted..JPG		

9 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	

Building Name		Room #
Scenic Hills El Sch		4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 34 feet, 0 inches	1258sqft	44
Implementation Date		
2022-03-28		
Uploaded Files		
Scenic Building with Highlighted rooms.JPG		

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	

Building Name		Room #
Sabold El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 26 feet, 0 inches	988sqft	35
Implementation Date		
2022-08-22		
Uploaded Files		

Sabold Building Hightlighted Special Ed & Speech.JPG

11 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	

Building Name		Room #
Sabold El Sch		Speech
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 16 feet, 0 inches	288sqft	10
Implementation Date		
2022-03-30		
Uploaded Files		
Sabold Building Hightlighted Special Ed & Speech.JPG		

12 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	

Building Name		Room #
Sabold El Sch		OT (room F)
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 14 feet, 0 inches	350sqft	12
Implementation Date		
2022-03-30		
Uploaded Files		
Sabold Building Hightlighted Special Ed & Speech.JPG		

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	

Building Name		Room #
Scenic Hills El Sch		Seek
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 20 feet, 0 inches	320sqft	11
Implementation Date		
2022-03-30		
Uploaded Files		

Scenic Building with Highlighted rooms.JPG
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14 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	

Building Name		Room #
Scenic Hills El Sch		ILS
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 13 feet, 0 inches	351sqft	12
Implementation Date		
2022-03-30		
Uploaded Files		
Scenic Building with Highlighted rooms.JPG		

15 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	

Building Name		Room #
Scenic Hills El Sch		SGI-A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 25 feet, 0 inches	350sqft	12
Implementation Date		
2022-03-30		
Uploaded Files		
Scenic Building with Highlighted rooms.JPG		

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	

Building Name		Room #
Scenic Hills El Sch		SGI-B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 16 feet, 0 inches	400sqft	14
Implementation Date		
2022-03-30		
Uploaded Files		

Scenic Building with Highlighted rooms.JPG
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17 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	

Building Name		Room #
Scenic Hills El Sch		SGI-4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 12 feet, 0 inches	192sqft	6
Implementation Date		
2022-03-30		
Uploaded Files		
Scenic Building with Highlighted rooms.JPG		

18 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	

Building Name		Room #
Richardson MS		100
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 25 feet, 0 inches	475sqft	16
Implementation Date		
2022-03-30		
Uploaded Files		
ETR main floor highlighted.JPG		

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	

Building Name		Room #
Richardson MS		150
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
Implementation Date		
2022-03-30		
Uploaded Files		

ETR main floor highlighted.JPG

20 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	

Building Name		Room #
Richardson MS		168
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 20 feet, 0 inches	620sqft	22
Implementation Date		
2022-03-30		
Uploaded Files		
ETR main floor highlighted.JPG		

21 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	

Building Name		Room #
Richardson MS		170
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 25 feet, 0 inches	475sqft	16
Implementation Date		
2022-03-30		
Uploaded Files		
ETR main floor highlighted.JPG		

22Assurance 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	

Building Name		Room #
Richardson MS		154
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 30 feet, 0 inches	450sqft	16
Implementation Date		
2022-03-30		
Uploaded Files		

ETR main floor highlighted.JPG

23 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	

Building Name		Room #
Richardson MS		23
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 11 feet, 0 inches	154sqft	5
Implementation Date		
2022-03-30		
Uploaded Files		
ETR lower level floor highlighted.JPG		

24 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	

Building Name		Room #
Springfield HS		A113
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 22 feet, 0 inches	726sqft	25
Implementation Date		
2022-08-22		
Uploaded Files		
SHS 1st floor highlighted.JPG		

25Assurance 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	

Building Name		Room #
Springfield HS		A113A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 22 feet, 0 inches	726sqft	25
Implementation Date		
2022-08-22		
Uploaded Files		

SHS 1st floor highlighted.JPG

26 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	

Building Name		Room #
Springfield HS		B113
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2022-03-30		
Uploaded Files		
SHS 1st floor highlighted.JPG		

27 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	

Building Name		Room #
Springfield HS		B109
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 38 feet, 0 inches	1178sqft	42
Implementation Date		
2022-03-30		
Uploaded Files		
SHS 1st floor highlighted.JPG		

28Assurance 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	

Building Name		Room #
Springfield HS		A218
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 28 feet, 0 inches	448sqft	16
Implementation Date		
2022-03-30		
Uploaded Files		

SHS 2nd floor highlighted.JPG

29 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	

Building Name		Room #
Springfield HS		A218A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 28 feet, 0 inches	448sqft	16
Implementation Date		
2022-03-30		
Uploaded Files		
SHS 2nd floor highlighted.JPG		

30 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	

Building Name		Room #
Springfield HS		A212
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 14 feet, 0 inches	462sqft	16
Implementation Date		
2022-03-30		
Uploaded Files		
SHS 2nd floor highlighted.JPG		

31 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	

Building Name		Room #
Springfield HS		B205
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 13 feet, 0 inches	351sqft	12
Implementation Date		
2022-03-30		
Uploaded Files		

SHS 2nd floor highlighted.JPG

32 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	

Building Name		Room #
Springfield HS		B205A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 13 feet, 0 inches	351sqft	12
Implementation Date		
2022-03-30		
Uploaded Files		
SHS 2nd floor highlighted.JPG		

33 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	

Building Name		Room #
Springfield HS		B305
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 15 feet, 0 inches	360sqft	12
Implementation Date		
2022-03-30		
Uploaded Files		
SHS 3rd floor highlighted.JPG		

34 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	

Building Name		Room #
Springfield HS		B305A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 15 feet, 0 inches	540sqft	19
Implementation Date		
2022-03-30		
Uploaded Files		

SHS 3rd floor highlighted.JPG

35 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	

Special Education Support Services

36Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	27	Elementary	District
Paraprofessionals	23	Secondary	District
School Psychologist	3	Elementary	District
School Psychologist	2	Secondary	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	Elementary	Contractor
Occupational Therapist	.6	Secondary	Contractor
Director of Pupil Services	1	District Wide	District
Other	1 Supervisor of Special Education	District Wide	District
Guidance Counselor	8	Secondary	District
Social Worker	1	Elementary	Contractor
Guidance Counselor	3	Elementary	District
Social Worker	2.6	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Basic Intensive Skill Training in Applied Behavior Analysis for Teams Serving Students with Autism			
Lead Person/Position		Year of Training	
Marnie Lorah/ Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	District PaTTAN	Special Education Teachers

Positive Behavior Support

Description of Training			
Responsive Classroom for new staff			
Lead Person/Position		Year of Training	
Cynthia Mattei - Director of Teaching and Learning Elementary		2022-2023 through 2024-2025 yearly	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	General Education Teachers Special Education Teachers

Description of Training			
Developmental Designs - The Origins Program for new staff			
Lead Person/Position		Year of Training	
Jeffrey Zweiback - Director of Teaching and Learning Middle School		2022-2023 through 2024-2025 yearly	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Other	General Education Teachers Special Education Teachers

Description of Training			
Building Specific Positive Behavior Supports			
Lead Person/Position		Year of Training	
Meg Meyers and Hope Taylor Scott - Teachers on Administrative Assignment		2022-2023 through 2024-2025 yearly	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
RBT Training - for those individuals who are our Student Support Specialists			
Lead Person/Position		Year of Training	
Marnie Lorah - Supervisor of Special Education		summer 2023 and subsequent summers if needed for new staff	
Hours Per Training	Number of Sessions	Provider	Audience
3	14	Other	Other

Paraprofessional

Description of Training			
Non-violent Crisis Intervention			
Lead Person/Position		Year of Training	
Marnie Lorah - Supervisor of Special Education		2022-2023, 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals

Transition

Description of Training

Transition in the IEP for Teachers			
Lead Person/Position			Year of Training
Marnie Lorah - Supervisor of Special Education, Hope Taylor Scott - Teacher on Administrative Assignment			2022-2023, 2024-2025
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Transition in the IEP for Families			
Lead Person/Position			Year of Training
Marnie Lorah - Supervisor of Special Education, Hope Taylor Scott - Teacher on Administrative Assignment			2023-2024
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Science of Literacy

Description of Training			
Guided Reading			
Lead Person/Position			Year of Training
Cynthia Mattei - Director of Teaching and Learning Elementary			2022-2023
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	General Education Teachers Special Education Teachers

Description of Training			
Wilson Foundations			
Lead Person/Position			Year of Training
Cynthia Mattei - Director of Teaching and Learning Elementary			2023-2024
Hours Per Training	Number of Sessions	Provider	Audience

3	1	Other	General Education Teachers Paraprofessionals Special Education Teachers
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Parent Training

Description of Training			
Behavior Strategies for the home			
Lead Person/Position			Year of Training
Meg Meyers and Hope Taylor Scott - TEachers on Administrative Assignment			2022-2023
Hours Per Training	Number of Sessions		Provider Audience
2	2		District Parents

Description of Training			
Transition Overview			
Lead Person/Position			Year of Training
Kristin Nash - Director of Special Education			2023-2024
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Other	Parents

IEP Development

Description of Training			
IEP writing Inservice			
Lead Person/Position			Year of Training
Marnie Lorah - Supervisor of Special Education, Meg Meyers and Hope Taylor Scott - Teachers on Administrative Assignment, Kristin Nash - Director of Special Education			yearly
Hours Per Training	Number of Sessions		Provider Audience

3	6	District	Special Education Teachers
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