Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 454
School District Total Student Enrollment 2798
Percent of Students Receiving Special Education   16.2

Steering Committee

Name	Position/Role	Building	Email
Randall Skrinjorich	Superintendent	Ringgold SD	rskrinjorich@ringgold.org
Mr. Thomas Grierson	Other	Ringgold SD	tgrierson@ringgold.org
Sherry Black	Director of Special Education	Ringgold SD	sblack@ringgold.org
Carol Flament	Board Member	Ringgold SD	cflament@ringgold.org
Lisa Mauro	Building Principal	Ringgold MS	lmauro@ringgold.org
Ashli Gilbert	Building Principal	Ringgold El Sch South	agilbert@ringgold.org
Racheal Fike	Special Education Teacher	Ringgold SHS	rfike@ringgold.org
Janelle Stanko	Parent	Ringgold SHS	butterflyjanelle@comcast.net

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
LRE	January 2022 professional development with special education teachers regarding topics in special education and IEP essentials
LRE	During the spring of 2022, the Ringgold School District secured that assistance of a special education consultant to review, analyze and advise on best practices to support students and meet requirements of FAPE and LRE.
LRE	Development of an ES Support classroom at the high school level to help reduce out of district placements of students with emotional and behavioral concerns.
LRE	Partnership and work with ARC and the Include Me Program for the school year of 2022-2023

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

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.)
   The Ringgold School District does not contain any facilities providing services to non-resident students under Section 1306 of the Public School Code. However, if there were to be a facility providing services to 1306 students, the Ringgold School District would follow state guidelines to assure FAPE, and appropriate special education services in the least restrictive environment. The guidelines for Non-Resident students in institutions are outlined in the Basic Education Circular, Non-Resident Students in Institutions.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   The Ringgold School District works with the 1306 facility to ease the transition back to school. Once it is evident that a student will be returning to the resident district, personnel from the district will reach out to gather information, speak with relevant stakeholders and discuss options for the student. A meeting with the student and the family should take place to answer all questions and to craft a schedule and educational programming that will meet the needs of 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).
   The Ringgold School District works cooperatively with the Juvenile Probation Department, the local Intermediate units, and Juvenile Detention Centers/Correctional Facilities to ensure FAPE and appropriate special education services are provided to eligible students who are incarcerated. The above agencies inform the district of any services being provided to the student as well as the discharge date for any student that may be returning to the Ringgold School District. All Child Find and Due Process guidelines are followed as if the child were attending any public school within the state. Requests for evaluations of incarcerated students are handled either through the placements or can be done with our own school psychologists. In addition, the district works cooperatively with the appropriate intermediate unit or agencies to ensure FAPE.   Prior to the student's return to the public school from a correctional facility, an IEP meeting is held with all team members to review credits completed, needs, and educational planning and placement.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
   The Ringgold School District complies with all state and federal regulations of the Individuals with Disabilities Education Improvement Act and Chapter 14 Special Education Services and Program requirements to provide all students with disabilities FAPE in the LRE as determined by the IEP Team. The district is working with ARC services and the Include Me Program to help staff understand how to make valuable learning opportunities for all students within the general education setting. Special education teachers work with general education staff to make educational opportunities accessible for diverse learners. Methodology of UDL principles, tiered educational approaches, and expectations are in place so that students can grow educationally.   Ringgold's special education and regular education staff have been trained to consider the regular education environment first, before any removal to a more restrictive educational setting. Such removal to a more restrictive setting would only occur when education in that setting with supplementary aids and services cannot be achieved satisfactorily as determined by the IEP team. The Ringgold School District is better than the Pennsylvania state average in educational placement. 67% of the Ringgold School District special education population spends at least 80% of the day within the regular classroom environment. This is 6% more than the state average of 61%.   Only 7.5% of Ringgold's special education population is in the regular education classes less than 40% of the time. The state average is 9.6%. The one area that the Ringgold School District continues to struggle is with special education students in outside placements. The Ringgold School District has more than the state average of 4.8% of the special education population placed in educational environments outside the boundaries of the district. This will be the focus of the district in the upcoming years.

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 Ringgold School District is adopting a PBIS model of approach toward the social and emotional needs of all students in need of accommodations in their learning environments. Within this PBIS framework is The Leader In Me content that allows for general education teachers, special education teachers, counselors, paraprofessionals, and families to work to develop the SEL competencies for all children especially those with SEL needs. Teachers in the Ringgold School District utilize varied approaches to the educational development of all students through the use of UDL principles, small group instruction, whole group lectures, project-based learning, and maker space opportunities.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
   Both the general education faculty and special education faculty receive professional development with resources and curriculum materials as it relates to the Pennsylvania state core standards. Additionally, special education teachers work with both students and faculty to accommodate the needs of the students and to set learning paths for students to follow. Paraprofessionals are utilized where appropriate to assist with behavior plans, reading, small groups, and many other ways to accommodate students within the classroom. Ringgold School District has established a multi-tiered system of support to which students can obtain services within the regular education classroom setting while being provided scaffolded approaches to learning throughout the school day. In order to enhance and expand the continum of supports/services and educational placement options available within the district to help students with disabilities access the general education curriculum, Ringgold is utiizing tools such as Amplify and intervention tools, IXL, Read 180, System 44, New2U, SRA so that students can access materials that enhance their opportunities to demonstrate their growth and understanding. Maker Space and Project Lead the Way are elementary district initiatives to have students work collaboratively to show what they know. These varied approaches provide opportunities for all students to participate and reach core standards within the general education environment. Additionally, when assistive technology is indicated it is used to help students access the curriculum.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
   The district employs paraprofessional staff to assist students with disabilities in the general education setting. The district's paraprofessional staff is deemed highly qualified by successfully passing the Para Pro Praxis Test or completing college-level credits. Training for the paraprofessional staff is provided by Safe Schools training and through professional development within the school district. Twenty hours of annual instruction on various related topics such as first aid and CPR, Safety Care or CPI training, and Access billing. Additionally, the district contracts services through Pediatric Therapeutic Services (PTS) for BCBA support, school psychologists, and social work services. These services provide a continuum of care that supports students' academic and social-emotional needs. The district also provides AT, OT, PT, SLP, VI, O & M, and hearing services to students who require this assistance to access FAPE in the least restrictive environment. Ringgold's special education and regular education staff have been trained to consider the regular education environment first, before any removal to a more restrictive setting. Such removal to a more restrictive setting only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. In order to support students in the least restrictive environment, Ringgold is involved in PBIS frameworks, SEL curriculum, The Include Me Program, inclusion models of education, direct instruction, targeted intervention, progress monitoring, and ABA training. Ringgold utilizes professional development time to work collaboratively with advisors in special education including but not limited to PaTTAN, IU 1, AIU 3, and private consultants.

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?
   Students have the right to attend all school functions and extracurricular activities. All students need to fulfill eligibility requirements and abide by all policies and procedures established by the school district. When students wish to attend or participate in such activities, individual needs are addressed in a similar manner as if the student were receiving the education within the boundaries of the Ringgold School District. There are vast services that can be provided to allow students to interact and fully participate with non-disabled peers.

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)
   The district is re-aligning high school and middle school programming to establish emotional and autistic support resources, classrooms, personnel and supports to have students with more significant areas of need right within our district facilities. The district will continue to monitor data and evaluate needs as we build out this programming. Analysis of our data shows that emotional support and autistic support are the most common in our out-of-district placements. If we can invest in the development and the staffing of these programs within our own district we will be able to reduce the number of out of district placements.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
ACLD Tilotson	Approved Private School (APS)		Association for Children and Adults with Learning Disabilities	Learning Support	1
Bentworth High School	Other	Public High School	Bentworth School District	Emotional Support	2
Children's Institute of Pittsburgh	Approved Private School (APS)		Children's Institute of Pittsburgh	Multiple Disabilities Support	1
Laboratory School - IU 1	Other	Intermediate Unit	Intermediate Unit 1	Emotional Support	1
Mon Valley School	Other	Intermediate Unit	Allegheny Intermediate Unit 3	Autistic Support	4
Mon Valley School	Other	Intermediate Unit	Allegheny Intermediate Unit 3	Life Skills Support	3
Mon Valley School	Other	Intermediate Unit	Allegheny Intermediate Unit 3	Emotional Support	2
Pathfinders	Other	Intermediate Unit	Allegheny Intermediate Unit 3	Life Skills Support	1
Transforamtion Learning	Licensed Private Academic		Transformation Learning Corportation	Emotional Support	13
Watson Institute	Licensed Private Academic		Watson Institute	Life Skills Support	9
Wesley Spectrum K-9 School	Licensed Private Academic		Wesley Family Services	Autistic Support	1
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	2

Positive Behavior Support

Date of Approval
2019-07-19

Uploaded Files
Behavior Supports Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   The Ringgold School District supports students with emotional and social needs through a continuum of services. PBIS frameworks and SEL curriculum have been introduced throughout the district. In addition to the school-wide models, the district also uses the Student Assistance Program process to help secure additional services for individual students. Through a screening process recommendations for support are discussed by a team of trained staff members. Services available include everything from executive functioning skill models, teacher mentorships, school-based counseling, or small group sessions.   If drug and alcohol services are necessary those can also be made available. Additionally, the district is embedding the SEL curriculum (The Leader In Me) throughout the district, community, and activities to impress the importance of leadership and the belief that all children have the ability to lead. Tier intervention for support is available for both academic and social-emotional learning opportunities. Support personnel such as behavior specialists, behavior analysts, school counselors, school psychologists, and school social work services are accessible for students needing more individualized support.

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.
   Each building will have a response to a crisis team that will aid in situations that require immediate and/or emergency attention. Members of the team will be selected based on their abilities to de-escalate situations. Staff will be training in either Safety Care or CPI de-escalation techniques that will assist in decreasing anxiety, tensions, and frustrations. Staff training will also include PBIS with TaC team members from IU1 and the building teams. Professional development for SEL curriculum implementation will be addressed at district-wide in-service training days.   Training with the student services and special education department includes functional behavior assessments, positive behaviors support plans, ABA models, and behavioral support training.

3. Describe the district positive school wide support programs.
   The Ringgold School District is implementing PBIS and an SEL curriculum (Leader In Me) as a way to teach, model, and allow students to practice lifelong executive functioning, leadership, and coping skills. Through the PBIS framework and SEL, each building within the district will implement expectations that will be taught, modeled, practiced, reinforced, and re-taught throughout the school day and the school year leading to a shared school culture across all environments.

4. Describe the district school-based behavior health services.
   The Ringgold School District works collaboratively with the Center for Community Resources to assist with our Student Assistance Program. Additionally, the Ringgold School District collaborates with SPHS to provide school-based counseling services to students and families that seek it. The district has school

counselors in all school buildings and contracts with PTS (Pediatric Therapeutic Services) to have 3 school psychologists, a behavioral analyst, and a social worker available to our students and families. 3 certified school nurses are hired by the district as well as 2 nursing assistants.

5. Describe the district restraint procedure.
   All district restraints are reported to the Office of Pupil Services. The administrator gathers all the information and it is reported to the RISC (Restraint Information System Collection) quarterly. If a restraint is ultilized an IEP team meeting must be conducted within the 10 days following the restraint. Restraints are a last resort for the district. Every effort is made to keep students safe and de-escalating the situation without the use of restraint.

Intensive Interagency

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

The Ringgold School District has not had difficulty providing FAPE for students with any specific disability. Students who are seen within the home environment have had the opportunity to access their education facilitators either in person through home visits or via virtual platforms. The district works in collaboration with various behavioral health services such as the Washington County Behavioral Health and Development Services, SPHS services, Washington County Children and Youth Services, Washington County CASSP, ARC Human Services and the local Intermediate Units to help access and obtain services for students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vision	Multiple	Part-time (0.5)	04/28/2022 03:05 PM

Building Name		
Ringgold SHS		
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	15 to 16
Age Range Justification		**FTE %**
		0.02

Building Name		
Ringgold SD		
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	12 to 13
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised

| Hearing | Multiple | Part-time (0.5) | 04/28/2022 03:05 PM |

Building Name		
Ringgold 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	14 to 14
Age Range Justification		**FTE %**
		0.02

Building Name		
Ringgold El Sch North		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 3	Secondary	Full-time (1.0)	04/28/2022 02:59 PM

Building Name		
Ringgold El Sch South		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	7 to 12
Age Range Justification		**FTE %**
Students are seen individually or within age appropriate small groups		0.14

Building Name		
Ringgold MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	10 to 12
Age Range Justification		**FTE %**
		0.08

Building Name	
Ringgold SHS	
Support Type	
Speech And Language Support	
Support Sub-Type	

Speech And Language Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RHS 6	Secondary	Full-time (1.0)	04/28/2022 02:56 PM

Building Name		
Ringgold SHS		
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	14 to 18
Age Range Justification		**FTE %**
		0.34

Building Name	
Ringgold SHS	
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 18
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RHS 5	Secondary	Full-time (1.0)	04/28/2022 02:53 PM

Building Name	
Ringgold SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	20

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.4

Building Name	
Ringgold SHS	
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	14 to 17
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDS/ LS RHS 4	Secondary	Full-time (1.0)	04/28/2022 02:50 PM

Building Name		
Ringgold SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.5

Building Name		
Ringgold SHS		
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	14 to 17
Age Range Justification		**FTE %**

	0.08

Building Name	
Ringgold SHS	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	

Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.12

Building Name	
Ringgold SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.04

Building Name	
Ringgold SHS	
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	14 to 17
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RHS 3	Secondary	Full-time (1.0)	04/28/2022 02:45 PM

Building Name		
Ringgold SHS		
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 18
Age Range Justification		**FTE %**
		0.32

Building Name		
Ringgold SHS		
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	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.2

Building Name		
Ringgold SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.17

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
LS RHS 2	Secondary	Full-time (1.0)	04/28/2022 02:41 PM

Building Name		
Ringgold SHS		
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 18
Age Range Justification		**FTE %**

	0.36

Building Name		
Ringgold SHS		
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	14 to 18
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RHS 1	Secondary	Full-time (1.0)	04/28/2022 02:38 PM

Building Name		
Ringgold SHS		
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 18
Age Range Justification		**FTE %**
		0.38

Building Name		
Ringgold SHS		
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	14 to 18
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDS RHS	Secondary	Full-time (1.0)	04/28/2022 02:36 PM

Building Name		
Ringgold SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Full-Time (80% or More)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.38

Building Name
Ringgold SHS

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	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS RHS	Secondary	Full-time (1.0)	04/28/2022 02:34 PM

Building Name	
Ringgold SHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Student meets in the classroom minimally and typically is in the general education curriculum		0.05

Building Name
Ringgold SHS
Support Type
Life Skills Support

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Age waivers and appropriate age groupings are in place		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RMS 5	Secondary	Full-time (1.0)	04/28/2022 02:28 PM

Building Name		
Ringgold MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.28

Building Name	
Ringgold 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	13 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RMS 4	Secondary	Full-time (1.0)	04/28/2022 02:26 PM

Building Name		
Ringgold MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name	
Ringgold 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	12 to 14
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RMS 3	Secondary	Full-time (1.0)	04/28/2022 02:22 PM

Building Name		
Ringgold MS		
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	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.3

Building Name		
Ringgold 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	11 to 12

Age Range Justification	FTE %
	0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RMS 2	Secondary	Full-time (1.0)	04/27/2022 06:53 PM

Building Name		
Ringgold 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 13
Age Range Justification		**FTE %**
		0.26

Building Name		
Ringgold 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	11 to 13
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RMS 1	Elementary	Full-time (1.0)	04/27/2022 06:54 PM

Building Name		
Ringgold MS		
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	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS RMS	Secondary	Full-time (1.0)	04/27/2022 06:47 PM

Building Name	
Ringgold MS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**

Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	10 to 14
Age Range Justification		**FTE %**
		0.25

Building Name		
Ringgold MS		
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	Secondary	10 to 14
Age Range Justification		**FTE %**
		0.62

Building Name		
Ringgold MS		
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	Secondary	10 to 14
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
ES RMS	Secondary	Full-time (1.0)	04/27/2022 06:45 PM

Building Name		
Ringgold MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	10 to 14
Age Range Justification		**FTE %**
		0.17

Building Name		
Ringgold MS		
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	10 to 14
Age Range Justification		**FTE %**
		0.4

Building Name
Ringgold MS
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	10 to 14
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS RMS	Multiple	Full-time (1.0)	04/27/2022 06:42 PM

Building Name		
Ringgold MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	11 to 14
Age Range Justification		**FTE %**
		0.35

Building Name	
Ringgold 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%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.4

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Speech 2	Elementary	Full-time (1.0)	04/27/2022 06:39 PM

Building Name		
Ringgold El Sch South		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		52
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Students work in individual sessions or small groups with peers within the allowable age range		0.8

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
LSS RESS	Elementary	Full-time (1.0)	04/27/2022 06:37 PM

Building Name
Ringgold El Sch South

Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	13

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS RESS	Elementary	Full-time (1.0)	04/27/2022 06:36 PM

Building Name		
Ringgold El Sch South		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
Students work in independent or age appropriate small groups and consents are signed by families		0.62

Building Name
Ringgold El Sch South
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	5 to 9
Age Range Justification		**FTE %**
Students work in independent or age appropriate small groups and consents are signed by families		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RESS 2	Elementary	Full-time (1.0)	04/27/2022 06:33 PM

Building Name		
Ringgold El Sch South		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.5

Building Name
Ringgold El Sch South
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	9 to 10
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RESS 1	Elementary	Full-time (1.0)	04/27/2022 06:32 PM

Building Name		
Ringgold El Sch South		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.48

Building Name	
Ringgold El Sch South	
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	7 to 9
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES RESN	Elementary	Full-time (1.0)	04/27/2022 06:28 PM

Building Name		
Ringgold El Sch North		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.08

Building Name		
Ringgold El Sch North		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10

Age Range Justification		FTE %
		0.15

Building Name		
Ringgold El Sch North		
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	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS RESN	Elementary	Full-time (1.0)	04/27/2022 06:26 PM

Building Name		
Ringgold El Sch North		
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	5 to 8
Age Range Justification		**FTE %**
		0.38

Building Name		
Ringgold El Sch North		
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	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RESN 2	Elementary	Full-time (1.0)	04/27/2022 06:24 PM

Building Name		
Ringgold El Sch North		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS RESN 1	Elementary	Full-time (1.0)	04/27/2022 06:23 PM

Building Name		
Ringgold El Sch North		
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	Elementary	6 to 8
Age Range Justification		**FTE %**
N/A		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1	Elementary	Full-time (1.0)	04/27/2022 06:21 PM

Building Name		
Ringgold El Sch North		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Students are seen individually or in small groups within the age range allowable		0.51

Special Education Facilities

Building Name		Room #
Ringgold El Sch North		414
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 35 feet, 0 inches	980sqft	35
Implementation Date		
2022-05-04		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Ringgold El Sch North		405
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-04		
Uploaded Files		

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 #**	
Ringgold El Sch North		406	
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 27 feet, 0 inches	351sqft	12	
Implementation Date			
2022-05-04			
Uploaded Files			

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 #
Ringgold El Sch North		212
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 33 feet, 0 inches	825sqft	29
Implementation Date		
2022-05-04		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Ringgold El Sch North		407
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-04		
Uploaded Files		

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 #	
Ringgold El Sch South		231	
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, 8 inches x 12 feet, 0 inches	164sqft	5	
Implementation Date			
2022-05-04			
Uploaded Files			

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 #
Ringgold El Sch South		226
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
17 feet, 4 inches x 23 feet, 4 inches	404sqft	14
Implementation Date		
2022-05-04		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Ringgold El Sch South		248
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 0 inches x 35 feet, 7 inches	782sqft	27
Implementation Date		
2022-05-04		
Uploaded Files		

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 #	
Ringgold El Sch South		252	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
22 feet, 0 inches x 27 feet, 6 inches	605sqft	21	
Implementation Date			
2022-05-04			
Uploaded Files			

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 #
Ringgold MS		109
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 25 feet, 5 inches	787sqft	28
Implementation Date		
2022-05-04		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Ringgold MS		144
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
Implementation Date		
2022-05-04		
Uploaded Files		

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 #	
Ringgold MS		206	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 31 feet, 0 inches	868sqft	31	
Implementation Date			
2022-05-04			
Uploaded Files			

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 #
Ringgold SHS		104
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 29 feet, 5 inches	911sqft	32
Implementation Date		
2022-05-04		
Uploaded Files		

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 #
Ringgold SHS		109
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**
39 feet, 0 inches x 30 feet, 0 inches	1170sqft	41
Implementation Date		
2022-05-04		
Uploaded Files		

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 #	
Ringgold SHS		133	
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 31 feet, 0 inches	837sqft	29	
Implementation Date			
2022-05-04			
Uploaded Files			

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 #
Ringgold SHS		201
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**
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-05-04		
Uploaded Files		

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 #
Ringgold SHS		213B
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**
26 feet, 0 inches x 14 feet, 5 inches	374sqft	13
Implementation Date		
2022-05-04		
Uploaded Files		

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

18Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Behavior Specialist	4	District Wide	Contractor
Guidance Counselor	9	District Wide	District
School Psychologist	3	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Transition Coordinator	1	Secondary	District
Paraprofessionals	27	District Wide	District
Occupational Therapist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Other	4	District Wide	Contractor
Behavior Specialist	2	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
ABA & Behavior Support Training			
Lead Person/Position		**Year of Training**	
BCBA/TaC IU staff		22-23	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	Throughout the Year	District Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Lead Person/Position		**Year of Training**	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
		District Other	

Positive Behavior Support

Description of Training			
PBIS Training			
Lead Person/Position		**Year of Training**	
TaC Support IU		21-22	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
8	6	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Functional Behavior Assessment			
Lead Person/Position		**Year of Training**	
District BCBA/ School Psychologist		21-22	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Leader In Me			
Lead Person/Position		**Year of Training**	
Director of Curriculum		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Leader In Me			
Lead Person/Position		**Year of Training**	
Director of Curriculum		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	Other	Building Administrators Central Office Administrators

General Education Teachers
Parents
Paraprofessionals
Special Education Teachers
Other

Paraprofessional

Description of Training	
Annual Training	
Lead Person/Position	**Year of Training**
Director of Pupil Services	22-23

Hours Per Training	Number of Sessions	Provider	Audience
6	4	District	Paraprofessionals

Description of Training	
Annual Training	
Lead Person/Position	**Year of Training**
Director of Pupil Services	2023-24

Hours Per Training	Number of Sessions	Provider	Audience
6	4	District Other	Paraprofessionals

Transition

Description of Training	
Transition Planning - Preparing for the World of Work	
Lead Person/Position	**Year of Training**

Director of Pupil Services		22-23	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Intermediate Unit PaTTAN Other	Building Administrators Special Education Teachers Other

Science of Literacy

Description of Training			
MClass & Amplify Training for Elementary Teaching Staff			
Lead Person/Position		**Year of Training**	
Amplify Contractors		22-23	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1	Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Understanding Special Education			
Lead Person/Position		**Year of Training**	
Director of Pupil Service		22-23	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents Other

Description of Training
Topics in Special Education

Lead Person/Position		Year of Training	
Director of Pupil Services		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents

Description of Training			
Topics in Special Education			
Lead Person/Position		**Year of Training**	
Director of Pupil Services			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents

IEP Development

Description of Training			
IEP's and SDI's			
Lead Person/Position		**Year of Training**	
Director of Pupil Services		22-23	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date
2022-06-15

Uploaded Files
RSD Bd Affirmation Special Education Plan 2022.pdf

- x There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- x The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- x The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer
Randall Skrinjorich
Date
2022-08-19