

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Radnor Township SD		125237603
<b>Address 1</b>		
135 S Wayne Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Wayne	PA	19087
<b>Director of Special Education Name</b>		
Jenny A. Le Sage		
<b>Director of Special Education Email</b>		
jenny.lesage@rtsd.org		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
610-688-8100		6087
<b>Chief Administrator Name</b>		
Dr Kenneth E Batchelor		
<b>Chief Administrator Email</b>		
kenneth.batchelor@rtsd.org		

## Special Education Students

**Total Number of Students Receiving Special Education** 466

**School District Total Student Enrollment** 3593

**Percent of Students Receiving Special Education** 13

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Dan Bechtold	Other	Radnor Township SD	Dan.Bechtold@rtsd.org
Shawn Dutkiewicz	Other	Radnor Township SD	shawn.dutkiewicz@rtsd.org
Cara Miller	Other	Radnor Township SD	cara.miller@rtsd.org
Jenny Le Sage	Director of Special Education	Radnor Township SD	jenny.lesage@rtsd.org
Nancy Young	Building Principal	Radnor El Sch	nancy.young@rtsd.org
Hallie Ambler	Parent	Radnor SHS	amblerfour@gmail.com
Olga Zografakis	Special Education Teacher	Radnor MS	olga.zografakis@rtsd.org
Alison Knapp	Special Education Teacher	Radnor MS	alison.knapp@rtsd.org
Nancy Monahan	Board Member	Radnor Township SD	nancy.monahan@rtsd.org
Panayota Kevgas	Building Principal	Radnor SHS	panayota.kevgas@rtsd.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)

<b>Improvement and Planning Activity</b>
<p>3A Participation rate for children with IEPs The District did not meet the target for participation rate for children with IEPs in the area of ELA 4 &amp; 8 and Math 4, 8 &amp; 11. The Radnor Township School District will enact the following steps to increase their state assessment participation rates for the 2022-2023 school year: Action Step 1 and Timeline: The RTSD Office of Student Services will provide a training for building administrators who serve as LEAs. This training will cover best practices on working with parents whose children have IEPs and 504s to encourage them to have their children take the state standardized exams. This training will take place on or before February 28, 2023. Action Step 2 and Timeline: The RTSD Office of Student Services will provide a training for Special Education teachers who serve as IEP or 504 case managers. This training will cover best practices on working with parents whose children have IEPs and 504s to encourage them to have their children take the state standardized exams. This training will take place on or before February 28, 2023. Action Step 3 and Timeline: Building administrators will include information about the value of taking the state standardized exams in a communication to parents/guardians in the spring. This information may be sent hard copy via traditional mail or by electronic means. Communication will be completed prior to March 31 for PSSAs and April 30 for Keystone Exams.</p>
<p>3D Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards The Radnor Township School District will enact the following steps to decrease the gap in proficiency rates for children with IEPs. Action Step 1 and Timeline: The RTSD Office of Student Services in collaboration with the Office of Teaching and Learning will continue to provide district teaching staff with professional development in the area of Multi Tiered Systems of Support. We are currently in our second full year of implementation and have already made significant progress in reviewing our schedules, classes offered and ability to have multiple staff provide meaningful support during designated times each school day. The secondary schools have added additional classes to their roster to more fully support students with IEPs in the areas of reading and mathematics. Radnor Township School District Teaching and Learning Department is currently undergoing a comprehensive math audit District Wide. This audit will assist the District to determine mathematic needs and allow for</p>

the vertical math teams to determine best programming throughout all grade levels. The Office of Student Services is working with these teams to support the needs of our students with IEPs and have researched resources and supports to assist our students within the area of mathematic instruction. Action Step 2 and Timeline: The RTSD Office of Student Services and the Office of Teaching and Learning are providing ELA training to our teachers and are collaborating with the IUs to determine best practices regarding Structured Literacy. Meetings between the IU and RTSD are ongoing this year with an impending plan to work cooperatively with the IU to support our teachers organically within the learning environment. We are setting up a system to have the IU teach and then come on site to mentor our teachers within the ELA learning environment. Action Step 3 and Timeline: Once our lower level teachers implement a Structured Literacy Learning System we will work with the IU to have members of our staff trained so that we can build internal capacity to continue this model throughout the district.

### 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

District has completed all monitoring corrective action/improvement plans.

## 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 Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>We were identified as having a significant disproportionality in the area of Black Students identified with Specific Learning Disabilities. The Threshold has remained 3.0 for 2018, 2019, and 2020. The District has had a Risk of 4.91 in 2018, 5.76 in 2019 and 4.85 in 2020.</p>	<p>The District piloted a pre-school program for students during the 2021-2022 school year within one of the elementary buildings. This program enables students to participate within a structured school based program that works on pre-academic skills, social skills and school learning behaviors for students who are 4 prior to September 1 and who meet the criteria that is similar to PA state's Head Start program. RTSD is located at the northernmost tip of Delaware County and the Head Start program, through the DCIU, is located at the lower area of Delaware County. Families do not have the ability to transport their children to the Head Start Program locations. We currently have one class which holds 15 spots. The District is in year two of K-12 planning for Multi-Tiered Systems of Support (MTSS) within language arts (reading, writing), Mathematics and Social/Emotional learning. Through building teams, students with academic and social/emotional needs are identified early and placed in groups, which provide supplementary teaching and on-going progress monitoring, to ensure that students are meeting their goals.</p>

## Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
St. Edmonds Home for Children	Residential Setting		District	28

### 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.)

Students entering St. Edmonds Home for Children register at Radnor Township School District. The Office of Student Services works with the Director and Social Workers at St. Edmonds and receives all educational and medical documents for the student. The Office of Student Services reaches out to the residential district, parents, and invites the staff at St. Edmonds to attend a meeting to discuss supports and services the student requires and educational environment/placement. Once the meeting is concluded and FAPE has been determined a NOREP is issued to the EDM. The District sets up transportation for the student. When an IEP meeting is called RTSD attends as the Host LEA. As the Host LEA we provide educational programming for students and ensure that the provisions of a free appropriate public education is provided in the least restrictive environment (LRE). We invite and work with the Home District and involve all agencies as necessary and which we have consent to work with in order to fully explore all educational options and determinations for the student. As the Host District, we are responsible to uphold our obligations for 'Child Find'. This includes any/all students that may qualify for an IEP or a 504.

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

The District attends (in person or remotely) all IEP meetings for school age students that reside at St. Edmonds Home for Children. The St. Edmonds team works collaboratively with the Radnor Township School District and the IEP team to ensure that the student is receiving FAPE in the Least Restrictive Environment and that all members of the student's team are heard in this process. We are consistently looking to provide opportunities for the students to participate with their typical peers in a more inclusive environment through IEP team members' collaborating and participating in the IEP process. District teams, including the Director of Transportation and the Director of Student Services meet with the Director of the 1306 (St. Edmonds) facility and have continuing dialogue on how to best meet the educational needs of the students that reside there. When it has been determined by the IEP team that a student is ready to be transitioned, the district ensures a successful transition back to district. IEP revisions are completed as needed. At times it may be necessary to conduct a re-evaluation to determine the programming and support needed for the student as the student transitions to district.



## 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).

## Least Restrictive Environment

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

The District is currently at 80.5% of students within the general education setting during 80% of their day. The state average is 61.5%. At this time the District is including students within the LRE at a percentage over that of the state average. The state has an average of 9.6% of special education students receiving education within the general education environment less than 40% of their day. The District's number is so small in that category that it was not displayed. Regarding educating special education students in other settings the state average is 4.8%, whereas the District is currently at 4.3%.

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 District utilizes the Student Assistance Program (SAP) and also MTSS in all 5 buildings to identify struggling learners district-wide. The needs that the students have can range from medical needs, attendance issues, and academic issues as well as social/emotional needs. The SAP team looks at each student individually and the team determines the plan for the student to assist them within the area that they are struggling. Through our SAP liaison from CARON Foundation and our Social Workers, the SAP teams meet regularly and discuss student needs and determine strategies and plans to assist students academically, socially, emotionally and behaviorally. Attendance issues are an indicator of a student struggling and often times can exacerbate a student's mental, academic, and behavioral issues. Our Social Workers collaborate with student teams to write and support Student Attendance Improvement Plans (SAIP). Each of our 5 buildings has teams of teachers, psychologists, administrators, nurses and special education teachers who have been trained to be on our MTSS teams. These teams meet regularly and discuss student's needs. They evaluate the data and determine the support the student needs. These supports can be programs that assist a student with academic, social/emotional, and behavioral needs. These students are then given a prescribed program to address their needs. Data will be collected for a determined amount of time (typically 4-8 weeks).

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

The District continues to implement professional development programs that enhance evidence based models and support PDE initiatives to ensure education occurs in the least restrictive environment. The District has utilized an electronic system called NOTEBOOK, in which there are archives of learning/strategies/hand-outs for our most recent trainings. One of the topics within our NOTEBOOK is Executive Functioning. The entire training along with the hand-outs and visuals from the training with Dr. Peg Dawson are located in this staff accessible NOTEBOOK. The District also has technology staff that work with IEP teams to conduct meaningful technology assessments for students who require strategies to access the curriculum. The District also contracts an 'Inclusion Coach' to work with student teams to review strategies and modifications within the general education curriculum so that all students can be included in learning with their neurotypical peers.

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

The District will employ staff to assist students within the extracurricular activities if the IEP team determines that it is a need and that the participation is a part of the student's FAPE. The District has started a Bocce League within the Unified Sports (Special Olympics) for the fall and is planning to start Track & Field for the next school year. Best Buddies, an organization within our secondary schools works with our special education students to assist with community programs and events.

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?**

All students that are placed within an IU program or an APS will be provided transportation to return to their neighborhood school to participate within

extracurricular activities such as clubs, band, musicals, dances, plays, and/or sporting activities. These discussions are held during IEP meetings and at that time any other needed supports are discussed to ensure that the child will be able to have full access.

**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 has expanded its low incidence classrooms at the elementary level. We built the low incidence program based on student need and currently have two classes at our elementary level. These classes have multiple students with a diagnosis of Autism, I.D., and/or significant Language Delay. We have employed two BCBA’s who have worked with our teams to integrate Verbal Behavior Mapping within these classes for the students that require it. This year we are piloting our Transition Coordinator position at the high school. This program will build a strong transition program for students who will require work and community experience. The Transition Coordinator will build our program within the high school first, then work to explore and build relationships with community partners. This program will enable our 12th grade plus students to remain within their community and build their work skills in Radnor. We also have a very solid behavioral program that was started at the elementary schools and is now district-wide. Each building has a Registered Behavior Technician that works with an Emotional Support Teacher to ensure that students who have Positive Behavior Support Plans (PBSPs) are receiving the supports and services within that plan. They are also responsible for tracking the data so that the team can make data driven decisions to support the student.

**Out of District Placements**

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Timothy School	Approved Private School (APS)		PRIVATE	Autistic Support	2
Vanguard School	Approved Private School (APS)		PRIVATE	Autistic Support	5
Davidson School (RTF)	Approved Private School (APS)		Elwyn	Autistic Support	1
Devereux Brandywine (RTF)	Approved Private School (APS)		Devereux	Autistic Support	1
George Crothers Memorial School	Approved Private School (APS)		CADES	Multiple Disabilities Support	3
HMS SCHOOL FOR CHILDREN WITH	Approved Private		PRIVATE	Multiple Disabilities	1



CEREBRAL PALSY	School (APS)			Support	
Overbrook School for the Blind	Approved Private School (APS)		PRIVATE	Blind and Visually Impaired Support	2
Gateway/Pickering	Other	IU program	Chester County Intermediate Unit	Emotional Support	2
Indian Lane Elementary	Other	IU program (cross district class)	Delaware County Intermediate Unit	Speech and Language Support	1
Delaware County Alternative	Other	IU program	Delaware County Intermediate Unit	Emotional Support	1
Haverford High School	Other	IU program (cross district)	Delaware County Intermediate Unit	Life Skills Support	1
Explorations	Other	IU program - partial hospitalization	Montgomery County Intermediate Unit	Emotional Support	2
Early Learning Academy	Other	IU program	Montgomery County Intermediate Unit	Emotional Support	1
Marple Education Center	Other	IU program	Delaware County Intermediate Unit	Autistic Support	1
The Lincoln Academy	Licensed Private Academic		PRIVATE	Emotional Support	2

## Positive Behavior Support

### Date of Approval

2021-02-23

### Uploaded Files

BoardDocs® 113.pdf

BoardDocs®218 .pdf

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

The District supports the emotional and social needs of students with disabilities by utilizing our school psychologists to conduct thorough evaluations which include assessments to measure emotional and social needs. It also may include a functional behavior assessment (FBA) which is conducted by our contracted BCBA. By providing the IEP team with relevant information concerning behavioral needs, the team can meet to discuss the resources, supports and strategies to enable our students to access their education in the least restrictive environment while making progress toward their IEP goals. Some of the supports provided are direct instruction research based programs, social skills groups, added adult support by emotional support teachers, registered behavior technicians, and personal care assistants. We also support our students through counseling sessions by our school counselors or if needed our contracted clinical support counselors with one to one sessions as prescribed by the IEP team. IEP teams can also determine if a positive behavior support plan is needed and write one following the BCBA conducting an FBA. This PBSP can be written at the IEP meeting with the entire team present. These plans provide antecedent strategies, behavioral goals, and consequences which all support the student in accessing the curriculum within the school environment.

**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 of the 5 buildings in Radnor Township School District has trained Safety Care Teams who work collaboratively with each other to support the students within their building. These team members are trained in Safety Cares yearly through our in-house Safety-Care Trainers or through the DCIU. Our Safety Care Teams in each building, Elementary through Secondary, consist of Administrators, Social Workers, Counselors, Psychologists, Teachers, and support staff such as RBTs, Personal Care Assistants and Paraprofessionals. On-going and student specific trainings occur throughout the school year and are conducted by our BCBA, Psychologists, and also our Emotional Support Teacher as needed. Some of these trainings also support our special education paraprofessionals in maintaining their 20 hours of required trainings per year.

**3. Describe the district positive school wide support programs.**

The Radnor Township School District utilizes Positive Behavior Support as the primary method of addressing any maladaptive student behavior. The District staff recognize that Positive Behavior Support is comprised of a wide array of evidence-based techniques and procedures and is an integral part of effective educational programming for our students. The use of effective strategies for preventing and reducing inappropriate student behavior and teaching and strengthening pro-social replacement behaviors enhances educational success for students. District team members have been trained in Positive Behavior Support Techniques and have access to District CBAs for further clarification regarding PBSPs to be used in all the special education classrooms throughout

the District. Radnor Township School District also employs building level RBT (Registered Behavior Technicians) who work directly with the emotional support staff in each building to provide support to students within the building and to collect behavioral data to inform the team.

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

The Radnor Township School District has many highly qualified professionals working in our schools who provide psychological counseling services to meet the needs of our students. This includes 7 certified school psychologists assigned to specific schools, 12 certified school counselors, 1 drug/alcohol and SAP coordinator/counselor, 3 school social workers, and 5 emotional support teachers across the District. The District also has 3.4 mental health counselors at the elementary, middle and high school levels to further support the counseling needs of our students. The District has a broad continuum of counseling services available to address the varying types and levels of support needed by students. All special education teachers/case managers are trained to provide behavioral support to their individual students as required. These special education team members often serve as the first staff member to intervene when a student needs immediate counseling and/or behavioral support.

**5. Describe the district restraint procedure.**

Radnor Township School District utilizes the Safety Care Behavior Training as the crisis management procedure district-wide. Safety Care training provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety Care delivers the tools our staff needs to be safe when working with students engaging in challenging behaviors. We currently use up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments, as well as individuals who have experienced psychological or other types of trauma. Safety Care promotes a reinforcement-based approach to developing new skills, maintaining safety, and reducing or eliminating restrictive interventions such as restraint. We currently have 5 in-district trainers that provide our yearly training to recertify our current staff. We also provide the 2-day initial training to any new staff that requires it as a part of their daily duties. Each of the buildings in our district have crisis teams that are all trained in Safety Care methodology. These teams are comprised of nurses, paraprofessionals, regular and special education teachers and administrators. The on-going training and working within teams has made our teams very receptive to individual student needs and allow for each team to reconvene and discuss the strategies that were utilized and their effectiveness. After any physical restraint the parents/guardians are notified immediately and an IEP team meeting is scheduled to discuss the restraint and either determine that an FBA needs to be done OR if one is already in place, changes may be discussed and made to the PBSP, and the crisis plan may be updated to more fully support the student during any crisis. When a student is restrained within the District. The Safety-Care team meets to review the restraint. They respond to the questions through the RISC system and submit these answers to the Office of Student Services. Each area, Student Information, Restraint Information, and IEP Information are determined and these are uploaded on the RISC system. As stated within the IEP Information a waiver is either signed by the parent or an IEP team meeting is conducted. The team will discuss the need for an Evaluation, Reevaluation, FBA, New PBSP, Revised PBSP and/or SDI revisions.

## 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.**

Radnor Township School District did not have any Instruction Conducted in the Home for the last two school years.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RESSPL	Elementary	Full-time (1.0)	02/13/2023 05:31 PM

<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The support teachers at this level have caseloads that cover K-5th grade. These teachers group their students according to their grade levels when they are delivering services.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IESSPL	Elementary	Full-time (1.0)	02/13/2023 05:31 PM

<b>Building Name</b>		
Ithan El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The support teachers at this level have caseloads that cover K-5th grade. These teachers group their students according to their grade levels when they are delivering services.		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WESSPL2	Elementary	Full-time (1.0)	02/13/2023 05:31 PM

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The support teachers at this level have caseloads that cover K-5th grade. These teachers group their students according to their grade levels when they are delivering services.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RHSSPL	Secondary	Full-time (1.0)	02/10/2023 02:35 PM

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
none		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RMSSPL	Secondary	Full-time (1.0)	02/13/2023 05:32 PM

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The support teachers at this level have caseloads that cover K-5th grade. These teachers group their students according to their grade levels when they are delivering services.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WESSPL	Elementary	Full-time (1.0)	02/13/2023 05:32 PM

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The support teachers at this level have caseloads that cover K-5th grade. These teachers group their students according to their grade levels when they are delivering services.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Transition Co.	Secondary	Full-time (1.0)	01/30/2023 02:29 PM



<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.1

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.1

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	20 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.07

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RHS IT 2	Secondary	Full-time (1.0)	01/30/2023 02:04 PM

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.35

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
None	0.5

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RHS IT 1	Secondary	Full-time (1.0)	12/28/2022 02:45 PM

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		27
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.54

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.16

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.05

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.05

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RHS LSS	Secondary	Full-time (1.0)	01/30/2023 02:30 PM

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
NONE	0.55

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
none		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RHS LS 3	Secondary	Full-time (1.0)	01/30/2023 02:21 PM

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
NONE		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RHS LS 2	Secondary	Full-time (1.0)	12/28/2022 04:02 PM

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.26

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RHS LS 1	Secondary	Full-time (1.0)	12/28/2022 03:57 PM

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<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RHS ES 3	Secondary	Full-time (1.0)	12/28/2022 02:39 PM

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<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.17

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.12

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.1

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RHS ES 2	Secondary	Full-time (1.0)	01/30/2023 02:17 PM

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RHS ES 1	Secondary	Full-time (1.0)	12/28/2022 02:47 PM

<b>Building Name</b>		
Radnor SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.24

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RMS AS	Secondary	Part-time (0.5)	12/28/2022 02:25 PM

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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RMS ES	Secondary	Full-time (1.0)	12/28/2022 02:23 PM
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<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RMS LSS	Secondary	Full-time (1.0)	12/28/2022 02:21 PM

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<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
None	0.25

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RMS 8B	Secondary	Full-time (1.0)	12/28/2022 02:17 PM

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.25

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.05

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.12

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RMS 8A	Secondary	Full-time (1.0)	12/28/2022 02:13 PM

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.12

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
None	0.1

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.1

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RMS 7B	Secondary	Full-time (1.0)	12/28/2022 02:05 PM



<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.2

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.18

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
none		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RMS 7A	Secondary	Full-time (1.0)	12/28/2022 02:01 PM

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.2

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13

<b>Age Range Justification</b>	<b>FTE %</b>
None	0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RMS 6B	Secondary	Full-time (1.0)	01/30/2023 02:30 PM

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.05

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RMS 6A	Secondary	Full-time (1.0)	12/28/2022 01:56 PM

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
NONE		0.05

<b>Building Name</b>		
Radnor MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
NONE		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES 1	Elementary	Full-time (1.0)	12/28/2022 01:32 PM

<b>Building Name</b>		
Radnor Township SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
This case load spans all three elementary buildings. Students are not taught together		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IES 3	Elementary	Full-time (1.0)	12/28/2022 01:26 PM

<b>Building Name</b>		
Ithan El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	10 to 11
<b>Age Range Justification</b>	<b>FTE %</b>	
none	0.12	

<b>Building Name</b>		
Ithan El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IES 2	Elementary	Full-time (1.0)	12/28/2022 01:26 PM

<b>Building Name</b>		
Ithan El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

None	0.32
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IES 1	Elementary	Full-time (1.0)	12/28/2022 01:25 PM

<b>Building Name</b>		
Ithan El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 1	Elementary	Full-time (1.0)	12/28/2022 01:09 PM

<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
none		0.24

<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.02

<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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RES 2	Elementary	Full-time (1.0)	12/28/2022 01:11 PM
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<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.32

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RES 3	Elementary	Full-time (1.0)	12/28/2022 01:13 PM

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<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9

<b>Age Range Justification</b>	<b>FTE %</b>
None	0.15

<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
none		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RES 4	Elementary	Full-time (1.0)	12/28/2022 01:17 PM

<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.26

<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.05

<b>Building Name</b>		
Radnor El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WES 4	Elementary	Full-time (1.0)	12/28/2022 01:02 PM

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.2

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WES 3	Elementary	Full-time (1.0)	12/28/2022 12:59 PM

<b>Building Name</b>
Wayne El Sch

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.34

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WES 2	Elementary	Full-time (1.0)	12/28/2022 12:56 PM

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.05

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
None		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WES 1	Elementary	Full-time (1.0)	12/28/2022 12:54 PM

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
none		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WES LI 2	Elementary	Full-time (1.0)	12/28/2022 12:51 PM

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
NONE		0.4

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
NONE		0.05

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
NONE		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WES LI 1	Elementary	Full-time (1.0)	12/28/2022 12:48 PM

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9



<b>Age Range Justification</b>	<b>FTE %</b>
none	0.17

<b>Building Name</b>		
Wayne El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
NONE		0.4

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Radnor SHS		12
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 28 feet, 0 inches	560sqft	20
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
rhs floor plan (1).pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Radnor SHS		006
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 25 feet, 0 inches	950sqft	33
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
rhs floor plan (1).pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Wayne El Sch		33
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
WESmap.pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Wayne El Sch		43
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 23 feet, 0 inches	460sqft	16
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
WESmap.pdf		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Radnor MS		311
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 21 feet, 0 inches	420sqft	15
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		

RMSmap.pdf

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 #
Radnor MS		204
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 37 feet, 0 inches	740sqft	26
Implementation Date		
2023-01-30		
Uploaded Files		
RMSmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor MS		S2H
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 14 feet, 0 inches	294sqft	10
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
RMSmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor MS		101B
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
9 feet, 0 inches x 16 feet, 0 inches	144sqft	5
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		

RMSmap.pdf

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 #
Radnor MS		400
School Building		Building Description
Middle		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		
2023-01-30		
Uploaded Files		
RMSmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor MS		208
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
RMSmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor MS		204
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 40 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		



RMSmap.pdf

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 #
Radnor El Sch		115
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 16 feet, 0 inches	256sqft	9
Implementation Date		
2023-01-30		
Uploaded Files		
RESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor El Sch		8
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
11 feet, 0 inches x 12 feet, 0 inches	132sqft	4
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
RESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor El Sch		11
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 27 feet, 0 inches	702sqft	25
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		

RESmap.pdf

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	

<b>Building Name</b>		<b>Room #</b>
Radnor El Sch		26
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 20 feet, 0 inches	560sqft	20
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
RESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Ithan El Sch		22
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 25 feet, 0 inches	500sqft	17
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
IESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Ithan El Sch		40A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 10 feet, 0 inches	190sqft	6
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		

IESmap.pdf

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	

<b>Building Name</b>		<b>Room #</b>
Radnor MS		308
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
RMSmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor SHS		115
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 19 feet, 0 inches	380sqft	13
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
rhs floor plan (1).pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor SHS		230
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 23 feet, 0 inches	460sqft	16
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		

rhs floor plan (1).pdf

20Assurance Check

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

Building Name		Room #
Wayne El Sch		9
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 27 feet, 0 inches	729sqft	26
Implementation Date		
2023-01-30		
Uploaded Files		
WESmap.pdf		

21Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Wayne El Sch		33A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
WESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Ithan El Sch		31
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 19 feet, 0 inches	627sqft	22
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		



IESmap.pdf

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 #
Radnor SHS		20
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 20 feet, 0 inches	540sqft	19
Implementation Date		
2023-01-30		
Uploaded Files		
rhs floor plan (1).pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Ithan El Sch		53
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
<b>Implementation Date</b>		
2023-01-30		
<b>Uploaded Files</b>		
IESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor MS		408
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
<b>Implementation Date</b>		
2023-02-01		
<b>Uploaded Files</b>		

RMSmap.pdf

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 #
Wayne El Sch		6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 16 feet, 0 inches	544sqft	19
Implementation Date		
2023-02-01		
Uploaded Files		
WESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor SHS		001
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 25 feet, 0 inches	375sqft	13
<b>Implementation Date</b>		
2023-02-01		
<b>Uploaded Files</b>		
rhs floor plan (1).pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Wayne El Sch		23
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 13 feet, 0 inches	273sqft	9
<b>Implementation Date</b>		
2023-02-01		
<b>Uploaded Files</b>		

WESmap.pdf

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 #
Ithan El Sch		50
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 15 feet, 0 inches	210sqft	7
Implementation Date		
2023-02-01		
Uploaded Files		
IESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Radnor El Sch		109A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 15 feet, 0 inches	330sqft	11
<b>Implementation Date</b>		
2023-02-01		
<b>Uploaded Files</b>		
RESmap.pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Radnor MS		406
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
<b>Implementation Date</b>		
2023-02-01		
<b>Uploaded Files</b>		

RMSmap.pdf

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 #
Wayne El Sch		8
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 28 feet, 0 inches	756sqft	27
Implementation Date		
2023-02-01		
Uploaded Files		
WESmap.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Wayne El Sch		13A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 0 inches x 14 feet, 5 inches	201sqft	7
<b>Implementation Date</b>		
2023-02-15		
<b>Uploaded Files</b>		
WESmap.pdf		

### 34Assurance 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

### 35Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Pupil Services	1	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	Contractor
School Psychologist	4	Secondary	District
Social Worker	1	Elementary	District
Social Worker	2	Secondary	District
School Psychologist	3	Elementary	District
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	3	Elementary	District
Guidance Counselor	1	District Wide	District
Transition Coordinator	1	Secondary	District
Guidance Counselor	8	Secondary	District
Paraprofessionals	37	Elementary	District
Other	8	Elementary	Contractor
Paraprofessionals	33	Secondary	District
Other	5	Secondary	Contractor
Physical Therapist	.8	District Wide	Contractor
Occupational Therapist	2.6	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Strategies for Students with ASD			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services and BCBA		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Neurodiversity Training			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Students		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1.0	District	General Education Teachers Paraprofessionals Special Education Teachers

## Positive Behavior Support

Description of Training			
Safety Cares De-Escalation Training - One day of re-certification			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services and Safety Care Trainers		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safety Cares De-Escalation Training - New staff will receive an initial two day training			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services/In-District		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Paraprofessional

Description of Training			
Para Professionals PA Credential of Competency trainings			
Lead Person/Position		Year of Training	
Daniel Bechtold/Asst. to the Superintendent		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	20	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
Behavior De-Escalation Strategies			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services and BCBA		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3.0	3	District	Paraprofessionals

## Transition

Description of Training	
Transition Coordinator Trainings/Monthly	
Lead Person/Position	Year of Training
Maureen Ertle	2023

		2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	10	Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
RHS Special Ed. Dept. Meetings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenny Le Sage/Director of Student Services and Transition Coordinator		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.0	10	District	Special Education Teachers

<b>Description of Training</b>			
5th-6th grade transition ESY			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Cara Miller/Asst. Director of Student Services		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.0	1	District	Other

<b>Description of Training</b>			
8th-9th grade transition ESY			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Cara Miller/Asst. Director of Student Services		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.0	1	District	Other

### Science of Literacy

<b>Description of Training</b>			
CCIU Science of Literacy Colloboration			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
James Kearney/Asst. Director of Teaching & Learning		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	8	District Intermediate Unit	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Pattan Science of Learning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenny Le Sage/Director of Student Services & Reading Specialists		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	5	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
Read 180 Training			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Other	Special Education Teachers

Description of Training			
Waggle Training			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Other	Special Education Teachers

Description of Training
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Train the Trainer - Structured Literacy			
Lead Person/Position		Year of Training	
James Kearney/Asst. Director of Teaching & Learning		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	4	District	General Education Teachers

Description of Training			
Visualizing & Verbalizing Reading Training			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	Other	Special Education Teachers

Description of Training			
Exploring Multi Sensory Reading Programs			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	4	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers



			Special Education Teachers
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### Parent Training

Description of Training			
Executive Functioning Training			
Lead Person/Position		Year of Training	
Cara Miller/Asst. Director of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Transition to High School			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	District	Parents

Description of Training			
College Planning & Financial Aid			
Lead Person/Position		Year of Training	
Panayota Kevgas/Principal		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	District	Parents

Description of Training			
Transition to Middle School			
Lead Person/Position		Year of Training	
Dr. David Weidlich/Principal		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	District	Parents

Description of Training			
Understanding the Keystone Pathways			
Lead Person/Position		Year of Training	
Panayota Kevgas/Radnor High School Principal		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1.0	District	Parents

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Description of Training			
Understanding your Child's strengths & Needs			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1.0	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Science of Literacy			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Parents

## IEP Development

Description of Training			
Teacher IEP training			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Student Services		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
12	4	District	Special Education Teachers

Description of Training			
PSSA/PASA/Keystone language - IEP writing			
Lead Person/Position		Year of Training	
Jenny Le Sage/Director of Students		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1.0	District	Building Administrators Special Education Teachers

## Signatures & Affirmations

Approval Date

2023-04-25

### Uploaded Files

Spec Ed 2023.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

Kenneth E. Batchelor, Ed.D.

Date

2023-05-22

