

Profile and Plan Essentials

LEA Name		AUN
Radnor Township SD		125237603
Address 1		
135 S Wayne Ave		
Address 2		
City	State	Zip
Wayne	PA	19087
Director of Special Education Name		
Cara F Miller		
Director of Special Education Email		
cara.miller@rtsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
610-688-8100		6051
Chief Administrator Name		
Dr Kenneth E Batchelor		
Chief Administrator Email		
kenneth.batchelor@rtsd.org		

Special Education Students

Total Number of Students Receiving Special Education

561

School District Total Student Enrollment

2589

Percent of Students Receiving Special Education

21.7

Steering Committee

Name	Position/Role	Building	Email
Cara Miller	Director of Special Education	Radnor Township SD	cara.miller@rtsd.org
Danielle Fowlston	Other	Radnor Township SD	danielle.fowlston@rtsd.org
Kate Jumper	Other	Radnor Township SD	kate.jumper@rtsd.org
Christine Bryan	Other	Radnor Township SD	christine.bryan@rtsd.org
Kelly Bourne	Other	Radnor Township SD	kelly.bourne@rtsd.org
Kathy Rapino	Special Education Teacher	Radnor MS	kathy.rapino@rtsd.org
Christopher McVoy	Special Education Teacher	Radnor El Sch	christopher.mcvoy@rtsd.org
Clare Girton	Board Member	Radnor Township SD	clare.girton@rtsd.org
Mr. Joseph Lestrangle	Parent	Wayne El Sch	joelestrange@gmail.com
Tim Chewning	Parent	Radnor SHS	tim.chewning32@gmail.com
Jordan Byrd	Parent	Radnor El Sch	jeh.217@gmail.com
Daniel Bechtold	Other	Radnor Township SD	dan.bechtold@rtsd.org
Eileen Rudisill	Other	Radnor SHS	eileen.rudisill@rtsd.org
Jennifer McDougall	General Education Teacher	Ithan El Sch	jennifer.mcdougall@rtsd.org
Mrs. Audrey Lestrangle	Parent	Wayne El Sch	audreyelestrange@rtsd.org
Caitlin Liston	General Education Teacher	Radnor MS	caitlin.liston@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)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

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

Yes

I.1. 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	23

2. 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 Educational Decision Maker (EDM). The District sets up transportation for the student. When an IEP meeting is called RTSD attends as the Host LEA. The LEA ensures that all teachers on the IEP team are fully PA certified. A certified special education teacher is providing the direct services and case management. At the current time, the District has 23 students that live at St. Edmond's Home. 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). The LEA will ensure that the IEP teams have fully certified teachers providing services. 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.

3. Describe the School 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

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

No

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

Least Restrictive Environment

- 3. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

The District currently serves 79% of students in the general education setting for 80% or more of their school day, compared to the state average of 61.7%. This indicates that the District is including students in the Least Restrictive Environment (LRE) at a rate higher than the state average. Additionally, 3.4% of students in the District receive instruction in the general education setting for 40% or less of their day, compared to the state average of 10.8%. When examining special education students educated in other settings, the state average is 4.4%, while the District currently reports 3.9%.

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

The District utilizes the Student Assistance Program (SAP) and Multi-Tiered Systems of Support (MTSS) across all five buildings to identify and support struggling learners. Student needs may include medical concerns, attendance issues, academic challenges, and social or emotional needs. The SAP team reviews each student individually and develops a plan to support the specific area in which the student is experiencing difficulty. Through collaboration with the District's SAP liaison from the Caron Foundation and the District's social workers, SAP teams meet regularly to discuss student needs and develop strategies to support students academically, socially, emotionally, and behaviorally. Attendance concerns are often an indicator that a student is struggling and can exacerbate mental health, academic, and behavioral challenges. Social workers collaborate with student support teams to develop and implement Student Attendance Improvement Plans (SAIPs). Each of the District's five buildings also maintains MTSS teams composed of teachers, psychologists, administrators, nurses, and special education staff who are trained in the MTSS framework. These teams meet regularly to review student data, evaluate needs, and determine appropriate supports. Interventions may include targeted academic, social-emotional, or behavioral programs designed to address identified needs. Once interventions are implemented, data is collected over a designated period, typically four to eight weeks, to monitor progress and determine next steps. The District also ensures ongoing training for SAP team members. When refresher training is needed, the District partners with the Caron Foundation to provide additional professional development and support.

- 5. Describe the academic programming and training efforts the School District 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. 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. The District has utilized a contractor that specializes in structured literacy. Over the past two school years, this consultant has in-serviced staff and school administrators on the Science of Reading. The District developed a "train the trainer" model with in district educators to turn around the training to smaller groups of educators.

6. 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 K-12 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. Students that required support staff beyond the school day, a SDI is written into the IEP outlining that need for support. In 2023, the District launched the Special Olympics/Unified Sports Bocce program. During the 2025–2026 school year, the club successfully fundraised the necessary funds to support and sustain the program. The District is also collaborating with Special Olympics to establish Bocce as an official sport at Radnor High School. In addition, the District is currently working with the Athletic Director to introduce a Fitness and Training program in the fall of 2026, which will provide students with an additional after-school opportunity to participate in inclusive athletic activities. Best Buddies, an organization within our secondary schools, also partners with special education students to support participation in community programs and events, promoting inclusion and meaningful peer connections.

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

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.

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

The District has expanded its low incidence classrooms at the elementary level with 3 classrooms. We built the low incidence program based on student need and currently have three 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 BCBAs who have worked with our teams to integrate Verbal Behavior Mapping within these classes for the students that require it. In 2024, after reviewing student data, the District also opened a district-wide Intensive Learning Support classroom at one elementary school. This program provides highly individualized instruction for students who have transitioned out of the low-incidence classroom but require more support than an itinerant learning support model can provide. 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. The creation of the Transition Coordinator position at the high school has strengthened the District's transition programming for students who require work and community-based experiences. In 2023, the District established this position to support the development of a comprehensive transition program. The Transition Coordinator initially focused on building the program within the high school and has since worked to develop relationships with community partners to expand opportunities for students. This program enables 12th-grade-plus students to remain in their community while developing job readiness and workplace skills within Radnor. During the 2024–2025 school year, the Transition Coordinator developed SOARS (Secondary Opportunities for Adult Readiness Skills). SOARS focuses on empowering students through supported pre-vocational experiences, service learning, and a comprehensive transition framework designed to prepare students for adulthood.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Early Learning Academy	Other	IU program	Montgomery County Intermediate Unit	Emotional Support	2
Marple Education Center	Other	IU program	Delaware County Intermediate Unit	Autistic Support	5
Devereux Cares	Approved Private School (APS)		Devereux	Autistic Support	1
George Crothers Memorial School	Approved Private School (APS)		CADES	Multiple Disabilities Support	15

HMS SCHOOL FOR CHILDREN WITH CEREBRAL PALSY	Approved Private School (APS)		PRIVATE	Multiple Disabilities Support	1
Overbrook School for the Blind	Approved Private School (APS)		PRIVATE	Blind and Visually Impaired Support	2
The Timothy School	Approved Private School (APS)		PRIVATE	Autistic Support	2
Vanguard School	Approved Private School (APS)		PRIVATE	Autistic Support	1
Davidson School (RTF)	Approved Private School (APS)		Elwyn	Autistic Support	1
River Rock	Licensed Private Academic		PRIVATE	Emotional Support	1
Keystone Freedom Academy	Licensed Private Academic		PRIVATE	Emotional Support	1
Pathways to Empowerment	Other	IU Program	Montgomery County Intermediate Unit	Emotional Support	1
Melmark	Approved Private School (APS)		Private	Multiple Disabilities Support	2
Lifeworks School	Licensed Private Academic		Lifeworks Schools	Emotional Support	2
Delaware County Academy (DCA)	Other		Delaware County Intermediate Unit	Emotional Support	1
Devereux SIL	Approved Private School (APS)		Devereux	Autistic Support	1

Positive Behavior Support

Date of Approval

2021-02-23

Uploaded Files

BoardDocs® 113.pdf

BoardDocs®218 .pdf

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

The District supports the emotional and social needs of students with disabilities by utilizing school psychologists to conduct comprehensive evaluations that include assessments measuring emotional and social functioning. These evaluations may also include a Functional Behavioral Assessment (FBA), conducted by the District's contracted Board Certified Behavior Analyst (BCBA). By providing the IEP team with relevant information regarding a student's behavioral needs, the team can determine appropriate resources, supports, and strategies to help students access their education in the least restrictive environment while making progress toward their IEP goals. Supports may include direct instruction through research-based programs, social skills groups, and additional adult support provided by emotional support teachers, registered behavior technicians, and personal care assistants. Students may also receive counseling services through school counselors or, when appropriate, contracted clinical support counselors who provide one-to-one sessions as determined by the IEP team. When behavioral needs are identified, the IEP team may determine that a Positive Behavior Support Plan (PBSP) is necessary following the completion of an FBA conducted by the BCBA. The PBSP can be developed during the IEP meeting with the full team present. These plans outline antecedent strategies, behavioral goals, and appropriate responses to behavior, all designed to support the student in successfully accessing the curriculum within the school environment.

10. 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 6 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.

11. Describe the School District's 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 BCBAs 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.

12. Describe the School District's 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, 15 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.

13. Describe the School District's 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 6 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, support staff, regular and special education teachers, psychologists, 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 parent(s)/guardian(s) will be notified immediately, and an IEP team meeting will be scheduled within 10 calendar days of the restraint unless the parent(s)/guardian(s), after receiving written notice, agree in writing to waive the meeting. The IEP team will the meet 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. If a serious injury occurs during a restraint, the LEA must notify the BSE within 48 hours of the incident. 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.

We do not have any students placed on Instruction Conducted in the Home or waiting for more than 30 days for an appropriate educational placement,

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
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	4	Elementary	District
Transition Coordinator	1	Secondary	District
Guidance Counselor	10	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
Behavior Specialist	1	Elementary	Contractor
Other	1	District Wide	District

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Strategies for Students with ASD			
Lead Person/Position		Year of Training	
Cara Miller/Director of Student Services and BCBA		2026	
		2027	
		2028	
		2029	
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	
Cara Miller/Director of Student Services		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	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	
Kate Jumper, Supervisor of Student Services		2026	
		2027	
		2028	
		2029	
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

Kate Jumper, Supervisor of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Intermediate Unit	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	
Kate Jumper/Supervisor of Special Education		2026 2027 2028 2029	
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	
Kate Jumper, Supervisor of Student Services and BCBA		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3.0	3	District PaTTAN	Paraprofessionals

Transition

Description of Training			
Transition Coordinator Trainings/Monthly			
Lead Person/Position		Year of Training	
Maureen Ertle, Transition Coordinator		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
12	10	Intermediate Unit	Building Administrators Central Office Administrators

			Parents Special Education Teachers
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Description of Training			
RHS Special Ed. Dept. Meetings			
Lead Person/Position		Year of Training	
Cara Miller/Director of Student Services and Transition Coordinator		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	10	District	Building Administrators Special Education Teachers

Description of Training			
5th-6th grade transition ESY			
Lead Person/Position		Year of Training	
Cara Miller/ Director of Student Services		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	District	Building Administrators Special Education Teachers Other

Description of Training			
8th-9th grade transition ESY			
Lead Person/Position		Year of Training	
Cara Miller/Director of Student Services		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	District	Building Administrators Special Education Teachers Other

Description of Training	
Indicator 13 Transition Planning	
Lead Person/Position	Year of Training

Danielle Fowlston/Assistant Director of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Literacy Defined, LLC			
Lead Person/Position		Year of Training	
Cara Miller/Director of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District Other	Central Office Administrators Special Education Teachers

Description of Training			
Literacy Defined, LLC One on One Consultation			
Lead Person/Position		Year of Training	
Cara Miller/Director of Student Services		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	4	Other	Central Office Administrators Special Education Teachers

Parent Training

Description of Training			
Transition to High School			
Lead Person/Position		Year of Training	
Cara Miller/Director of Student Services		2026 2027 2028 2029	
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	
Joseph MacNamara/Principal		2026 2027 2028 2029	
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		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	District	Parents

Description of Training			
Understanding the Keystone Pathways Webinar			
Lead Person/Position		Year of Training	
Joseph MacNamar/Radnor High School Principal		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1.0	District	Parents

Description of Training			
Helping your child with anxiety			
Lead Person/Position		Year of Training	
Cara Miller/Director of Student Services		2026	
		2027	
		2028	
		2029	
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			
Transition Post Secondary Fair			
Lead Person/Position		Year of Training	
Maureen Ertle/ Transition Coordinator at Radnor High School		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience

2.0	1	District	Building Administrators Central Office Administrators Parents Special Education Teachers
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IEP Development

Description of Training			
PSSA/PASA/Keystone language - IEP writing			
Lead Person/Position		Year of Training	
Danielle Fowlston/Assistant Director of Student Services		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1.0	District	Building Administrators Special Education Teachers

Description of Training			
Quartely IEP boot camps - K-12			
Lead Person/Position		Year of Training	
Danielle Fowlston/Assistant Director of Student Services		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District	Central Office Administrators Special Education Teachers

Description of Training			
Monthly Department Meetings			
Lead Person/Position		Year of Training	
Danielle Fowlston/Assistant Director of Student Services		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	District	Building Administrators Central Office Administrators Special Education Teachers

Assistive Technology

Description of Training	
Colloboration with the Delaware County Intermediate Unit (DCIU) on AT in school settings	
Lead Person/Position	Year of Training

Cara Miller/Director of Student Services		2026 2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Parents Special Education Teachers

Description of Training			
Assistive Technology Road Show			
Lead Person/Position		Year of Training	
Danielle Fowlston/Assistant Director		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	2	Intermediate Unit	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Drug, Alcohol, Addiction Awareness for Secondary

Description of Training			
Caron Foundation - Review of PAYS data			
Lead Person/Position		Year of Training	
Cara Miller/Director of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1/0	1	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date

2026-04-21

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- 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

2026-06-29