

**DELAWARE DEPARTMENT OF EDUCATION
EXCEPTIONAL CHILDREN RESOURCES**

STATE COMPLAINT DECISION

DE SC # 23-05

Date Issued: March 17, 2023

On January 18, 2023, REDACTED(Parent) filed a complaint on behalf of REDACTED REDACTED REDACTED(Student), with the Delaware Department of Education (Department). The complaint alleges the REDACTED School District (District) violated state and federal regulations concerning the provision of a free, appropriate, public education (FAPE) to Student under the Individuals with Disabilities Education Act (IDEA)^[1]. The complaint has been investigated as required by federal regulations at 34 C.F.R. §§ 300.151 to 300.153 and according to the Department's regulations at 14 DE Admin Code §§ 923.51.0 to 53.0. The investigation included a review of Student's educational records, as well as correspondence and interviews with Parent and District Director of Special Services.

ONE YEAR LIMITATIONS PERIOD

In accordance with IDEA and corresponding state and federal regulations, the complaint must allege violations that occurred not more than one (1) year prior to the date the Department receives the complaint. *See*, 34 C.F.R. § 300.153(c); 14 DE Admin. Code § 923.53.2.4. In this case, the Department received the complaint on January 18, 2023. Therefore, the Department's findings address violations from January 18, 2022 to current.

^[1] The complaint decision identifies some people and places generally, to protect personally identifiable information about the student from unauthorized disclosure. An index of names is attached for the benefit of the individuals and agencies involved in the investigation. The index must be removed before the complaint decision is released as a public record.

COMPLAINT ALLEGATIONS

Parent alleges the District violated Part B of the IDEA and implementing regulations, as follows:

1. District assigned rather than promoted Student to Grade REDACTED, per Student's final Grade REDACTED report card. The 3rd marking period report card did not indicate Student was at risk of not being promoted to Grade REDACTED. Parents were not notified prior to receipt of letter from District indicating Student was in danger of not being promoted.
2. Student was inappropriately placed by District when moved from of a general education setting to a small group instruction setting.
3. School did not address the social skills needs of the Student.
4. District placed Student in an inappropriate summer school setting with peers and utilized materials that were below Student's learning level.
5. Student was disciplined inappropriately and was singled out for behavior when peers were not disciplined for their behavior.
6. District discontinued use of a daily communication log which was included in the Student's previous IEP.
7. District did not take proper action or inform the Parent regarding discriminatory racial bullying by a classmate who was targeting Student.

FINDINGS OF FACT

Background Information

8. Student is an REDACTED year-old REDACTED grader who attends REDACTED (School).
9. On January 24, 2022, Parent sent an email to REDACTED (Academic Dean) and REDACTED (Special Education Coordinator 1) at School indicating REDACTED would be registering the Student for school on January 27, 2022. Parent attached Student's IEP. The Parent reported records from REDACTED Charter School (Charter School) were sent at that time.
10. On February 7, 2022, Parent registered the Student in District.

11. On February 11, 2022, Parent called REDACTED (Assistant Superintendent) to determine a start date for Student to attend School.
12. On February 12, 2022, Assistant Superintendent returned Parent's call and indicated the Student would start at School on February 22, 2022. The registration, dated February 15, 2022, was saved in eSchool and had a note attached stating, "special circumstance- coming from Charter School."

Transfer from Charter School to District

13. The Delaware regulations indicate that when a child with a disability who transfers from one (1) Delaware public agency to another shall be temporarily placed in an educational setting which appears to be most suited to the child's needs based on a mutual agreement of the parents and the receiving public agency. This agreement shall be documented by the signatures of a parent and the receiving public agency on a temporary placement form or the cover page of the IEP. Within 60 days of the child's initial attendance in the receiving public agency, the receiving public agency shall: Adopt the child's IEP from the previous public agency at an IEP meeting convened for that purpose, or develop, adopt, and implement a new IEP that meets the applicable requirements in Sections 7.0 through 11.0. (See 14 DE Admin. Code 925 §10.0)
14. There is no evidence of a temporary IEP being signed upon enrollment.
15. Instead, there was an IEP meeting held on March 9, 2022. The IEP team changed Student's placement from setting A to setting B with a documented initiation date of February 22, 2022 as evidenced in the Prior Written Notice (PWN) dated March 10, 2022.
16. The end date of the IEP is April 14, 2022.
17. Page 2 of the IEP was not completed.
18. The goals within the IEP were from the Charter School IEP dated, June 4, 2021, and included social pragmatic language, peer interactions, writing – organization, expressive language- inferences, interpersonal skills, attention to task, and sensory processing skills. However, no accommodations or modifications are documented for any of the identified needs.
19. Signatures throughout the document are dated March 14, 2022.
20. The PWN, dated March 10, 2022, indicated Student will receive core instruction in general education setting for social and emotional learning, whole group math, math number corner, science and social studies and related arts; lunch and recess with general education peers; small group instruction in reading, writing and math in special education setting; adult support for arrival and departure from school setting. The setting on the LRE page of the IEP indicated a setting B placement whereas the IEP from the Charter School indicated a setting A placement.

21. The June 4, 2021 IEP from Charter School indicated Student had additional adult support for movement throughout the school building.
22. The PWN dated March 10, 2022 indicated, "Student will receive adult support for arrival and departure from the school setting for safety purposes." It also indicated, "Student shall have increased small group instruction in the core subjects state above in place of para-educator across the school day."
23. On April 11, 2022, as evidenced by the PWN dated April 14, 2022, an IEP meeting was held to:
 - a. determine eligibility based on a privately conducted evaluation from REDACTED., data from Charter School, and new information gathered.
 - b. develop annual goals which included reading fluency, reading comprehension, written response, written expression, math computation, math problem solving, self-regulation-class participation, social skills, collaborative conversations, self-regulation and sensory motor skills, receptive/expressive language-inferences, receptive/expressive language-context clues, pragmatic language-social problem solving, and independent travel
 - c. accept the functional behavior assessment (FBA) from May 2021
 - d. develop a behavior support plan (BSP)

Promotion to Grade 3

24. On June 9, 2022, Parent received a letter from the District stating Student was assigned, not promoted, to Grade REDACTED. Parent called REDACTED (Principal) questioning the letter and asking for Student's report card to be sent home. Parent was concerned because Student's third marking period report card did not indicate Student was in danger of failing, nor were parent(s) notified of Student being at risk of failing Grade REDACTED.
25. Principal responded, due to the fact that there were problems with the HVAC system, Principal would send a report card home and would contact Parent the next day to discuss the matter.
26. On June 21, 2023, Principal responded to Parent's call and informed Parent that Student was assigned to Grade REDACTED because District did not have Charter School report card on file on which to base the decision.
27. On June 24, 2022, Principal emailed Parent to inform that District had received the final report card from Charter School and Student was promoted to Grade REDACTED. The information was corrected in the District system within 30 minutes.

Academic and Social Skills

28. According to Student's IEP dated February 22, 2022, Student had difficulty maintaining focus and controlling impulsive behavior in the classroom for whole group instruction. Student did better when work was in front of Student and there was adult support versus

sitting and listening in whole group instruction. Student received small group instruction for math, reading, writing. It further indicated, "Student will be with REDACTED non-disabled peers between 79% and 40% of the school day for social and emotional learning, whole group reading, whole group math, math number corner, science and social students and the related arts."

29. Social skills annual goals were identified in IEP from Charter School and IEP(s) dated April 11, 2022 and Revision IEP, dated December 20, 2022. As benchmarks and goals were met, new goals and benchmarks were set. However, it was noted the small group instructional environment allowed Student to practice social skills goals with adult support.
30. Social skills instruction was also addressed in Student's Behavioral Support Plan dated April 11, 2022 and revised December 20, 2022.
31. Student received small group instruction in math, reading and writing. The Student's first quarter report card indicated Student had mastered some of REDACTED math and reading goals. The IEP revision of December 20, 2022 discontinued mastered goals and set new benchmarks and goals.
32. On December 20, 2022, an IEP Revision meeting was held due to the student's positive progress noted in report card and benchmarks. Proposed actions included:
 - Revised fluency goal
 - Revised reading comprehension goal
 - Revised math goals
 - Agreement to daily use of Communication log rather than a point card
 - Modified current Behavior Support Plan
 - Family discussed a behavioral incident between Student and another student. Issue was addressed and handled between family and administration.
33. On December 20, 2022, Student's BSP was revised. Targeted behaviors included off-task behavior and disruptive behavior (frequency). Social skills training was also included in the revised BSP.
34. The functional behavior assessment (FBA) from May 2021 was not revised during the April 14, 2022 nor the December 20, 2022 IEP meetings.
35. On January 31, 2023, an IEP Revision Meeting was scheduled to consider Student placement.

Communication

36. On November 8, 2022, General and Special Education teachers met with Parent to discuss Parent's repeated request for use of a daily communication log regarding Student's behavior similar to what had been used at Charter School.
37. The April, 2022 IEP does not indicate a communication log was required.

38. At the November 8, 2022 meeting, it was agreed a weekly communication log would be initiated. However, it was not included in the IEP. This weekly communication was implemented.
39. On December 2, 2022, REDACTED (Special Education Coordinator) and parent discussed use of a communication sheet that Student could use to accrue points toward tangible rewards for appropriate behavior. Parent indicated Student was very aware of any accommodations that set REDACTED apart from peers. Parent would prefer a daily email/message to REDACTED regarding Student behavior. Coordinator indicated REDACTED would share their conversation with Teacher and Special Education Teacher on December 7, 2022.
40. To address Parent request for daily communication, a daily point card system was initiated for Student on December 7, 2022. The team cited this suggestion from REDACTED evaluation. The point card system was to utilized in addition to the school-wide positive reinforcement system in place.
41. On December 8, 2022, Parent requested the point card be discontinued because Parent believed it drew attention to Student and caused Student anxiety.
42. On December 12, 2022, a daily communication log similar to template used in previous school was initiated with Parent.

Education During the Summer

43. From June 28, 2022 to August 4, 2022, Student attended summer programming at REDACTED (School 2).
44. Student changed classrooms on the second day due to staffing issues.
45. The Student received summer programming in a C setting, as indicated in the IEP dated April 11, 2022, due to the fact that all students receiving summer services are students with disabilities.
46. Upon Parent request, Student attended an additional week of summer programming.
47. The Student's Summer School 2022 Report Card confirmed Student attended 17 of 17 sessions. IEP Goals addressed were Reading Comprehension, Math Problem-Solving and Math Computation. All skills were documented as maintained. Student also received Occupational and Speech/Language Therapies per IEP.
48. On August 5, 2022, Parent called REDACTED (Deputy Superintendent) to share concerns about the Student's summer programming experience. Deputy Superintendent said REDACTED would look into it upon return from vacation.

49. Parent stated to date, REDACTED never received a return call. Deputy Superintendent reported REDACTED did speak with Parent.
50. Regarding Parent concern that Student did not learn anything in summer school, Deputy Superintendent stated REDACTED explained to Parent summer school was for reinforcement of previous year and designed to prevent regression and minimize any needed recoupment.
51. Deputy Superintendent stated REDACTED referred Parent to the Special Education Coordinator and Site Coordinator for summer school. Deputy Superintendent stated when conversation was done, there were no next steps identified. Deputy Superintendent stated REDACTED also connected Parent to School Principal.
52. During interview with Investigator, REDACTED (Director of Special Services) stated that the Student's IEP goals were targeted during summer services. The report card confirms Student maintained skills in targeted goals of math computation, reading comprehension and fluency. Director of Special Services stated Teacher may have given other worksheets (that do not require instructional support), during student arrival/ breakfast to keep students engaged.

Discipline

53. On August 5, 2022, Parent emailed REDACTED (Summer School Coordinator) as a follow-up to a call REDACTED had made to the Coordinator the previous day regarding two incidents of Student being disciplined for chewing gum. Parent reported REDACTED informed the teacher that chewing was an accommodation in the Student's IEP. Investigator reviewed Doctor's letter regarding accommodation. Parent reported Teacher indicated Teacher had not seen the IEP. The Director of Special Services stated to the Investigator that all summer services teachers had received Student's IEP.
54. Parent also wanted to make the Summer School Coordinator aware of an incident the previous day in the gym when Student accidentally hit a staff person with a basketball. Staff person responded with what Student perceived as a negative response and began to cry. Another staff person comforted the student.
55. On August 8, 2022, Summer School Coordinator responded to Parent's email of August 5, 2022, regarding gum chewing incident and resulting consequence. REDACTED confirmed REDACTED had spoken with the staff person involved in the incident and discussed action to ensure it did not occur going forward. As to the other incident in the gym, Coordinator confirmed Coordinator would speak with the staff person when they returned for summer break.
56. On November 19, 2022, Parent emailed Teacher regarding Student being disciplined on November 17, 2022 for "telling peers what they needed for class." Parent was concerned REDACTED was not notified regarding Student's behavior. Student had missed five minutes of class time due to the discipline.

57. On November 30, 2022, Teacher emailed the Parent and indicated the Student had not had a typical morning that day. Teacher stated that during lesson in Number Corner, Student was perseverating on peers' behavior and further disrupting the lesson. Teacher told Student to take a break and offered Student to speak to Special Education Teacher. Teacher reported Student missed no more than five minutes of class.
58. On November 30, 2022, Parent requested more specific details of what occurred in the class on November 17, 2022 when Student was disciplined for incident of telling peers what they needed for class.
59. On December 2, 2022, REDACTED (Special Education Coordinator) called the Parent and relayed exactly what had occurred in class on November 17, 2022. Special Education Coordinator reported that during Number Corner the Student had been sent back to REDACTED desk to take a break and create distance (5 ft) from the group, as Student had been perseverating and calling out two students. While seated at Student's desk, Student saw another peer leaning back on REDACTED chair (15 ft away) and repeatedly called it out. Student was then asked to sit in a side room (within line of sight of staff) for the remainder of the lesson (3 minutes).
60. Special Education Coordinator also shared with Parent, Teacher had spoken with Student after class regarding Student's behavior and the resulting consequences. Special Education Teacher followed up with a conversation with Student as well.
61. Parent emphasized to Special Education Coordinator that when redirecting Student, use of positive language and not negative talk was important.
62. Special Education Coordinator told Parent Special Education Coordinator would follow-up with faculty and emphasize when redirecting Student conversation should be constructive, offering positive choices and related to behavior. This was also stated in the BSP dated January 3, 2023.

Bullying /Racism

63. On December 1, 2022, Student was spit on by another student (Student 2) in the lunchroom. Parent was notified of the incident via Class Dojo by REDACTED (Academic Dean). Parent requested incident report. Parent stated School Nurse sent report one month later.
64. On December 13, 2022, Parent contacted the Principal regarding an incident reported by Student to Parent. Student 2 had used a racial slur directed at Student. According to Parent, when Student attempted to report multiple racial comments from Student 2 who had spit in Student's face on December 1, 2022, Student stated to Parent Student was told, "Worry about yourself." Parent had not been contacted about any incidents regarding racial slurs.

65. The Principal stated Student 2's parent was contacted. Principal stated Parent was not contacted because staff witnessing event(s) stated the Student 2 had been randomly making the comment(s) and that it was not directed at Student.
66. Parent removed Student from school for three days as the incidents had created increased anxiety.
67. Upon return to school, Student 2 made the comment again once to the Student, at which time the Student 2 was removed from the environment and consequences administered.
68. Special Education Coordinator reported Student 2's behavior was eliminated one week after Student's return to school as staff worked with Student 2.
69. Student 2's class schedule was changed and Student 2 was kept away from Student when in shared spaces (cafeteria, gym).

CONCLUSIONS

A. Promotion to Grade REDACTED

Parent alleged the District assigned, rather than promoted, Student to Grade REDACTED. The District sent the letter that student would be assigned to Grade REDACTED as the Charter School did not send latest report card to District. Upon receipt of the report card from the Charter School, the Student was promoted to Grade REDACTED and information was documented in Student record within 72 hours. **For these reasons, I find there was no violation of the IDEA and corresponding state and federal regulation.**

B. Least Restrictive Environment

The Delaware regulations indicate that when a child with a disability who transfers from one (1) Delaware public agency to another shall be temporarily placed in an educational setting which appears to be most suited to the child's needs based on a mutual agreement of the parents and the receiving public agency. This agreement shall be documented by the signatures of a parent and the receiving public agency on a temporary placement form or the cover page of the IEP. Within 60 days of the child's initial attendance in the receiving public agency, the receiving public agency shall: Adopt the child's IEP from the previous public agency at an IEP meeting convened for that purpose, or develop, adopt, and implement a new IEP that meets the applicable requirements in Sections 7.0 through 11.0. (See 14 DE Admin. Code 925 §10.0)

Based on review of Student performance data documented in Student's IEP from previous school setting, as well as current progress toward IEP goals in current school setting, at the time of this complaint filing, the least restrictive environment for the Student was determined to be setting B. Review of documentation including outside Psychological evaluation (REDACTED 2/21/22) and Student's demonstrated significant academic progress on the first

quarter report card and benchmarks, annual goals and benchmarks were adjusted to reflect Student progress in reading and math during a December 20, 2022 IEP Revision meeting. The IEP team indicated the small group instructional setting supported Student success toward identified academic and social/behavioral IEP goals. Therefore, IEP team determined Student would remain in the B setting. A January 31, 2023 meeting was scheduled to revisit Student's setting and progress.

There were technical, procedural violations regarding not having a temporary IEP and developing a new IEP dated February 22, 2022 that was incomplete (e.g. second page not complete, no accommodations or modifications documented). The PWN, dated March 10, 2022, had an IEP start date of February 22, 2022. **These are technical, procedural violations; however, they did not rise to the level of denial of FAPE.**

However, the decision to change the placement to a more restrictive environment was determined on the Student's first day of attendance. This decision was made without new data being considered. **Therefore, I find this to be in violation of the IDEA and corresponding state and federal regulations regarding the denial of FAPE.**

C. Education During the Summer

The IDEA and implementing state and federal regulations require school districts to provide a free appropriate public education (FAPE) to students with disabilities. See, 20 U.S.C. § 1401(9): 34 C.F.R. § 300.101(a): 14 DE Admin Code § 923.1.2. FAPE is special education that is specialty designed instruction, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions, and related services, as defined by the DDOE rules and regulations approved by the State Board of Education, and as may be required to assist a child with a disability to benefit from an education that:

- (a) Is provided at public expense, under public supervision and direction and without charge in the public school system;
- (b) Meets the standards of the Delaware Department of Education;
- (c) Includes elementary, secondary or vocational education in the State;
- (d) Is individualized to meet the unique needs of the child with a disability;
- (e) Provides significant learning to the child with a disability; and
- (f) Confers meaningful benefit on the child with a disability that is gauged to the child with a disability potential.

See, 14 Del. C. § 3101(5).

The IDEA and implementing state and federal regulations also set forth requirements for development of an IEP with consideration of special factors. In the case of a child with limited reading proficiency, the IEP Team must consider the use of services, supports and evidence-based interventions to address those needs. See, 34 C.F.R. § 300.324(a)(3)(ii): 14 DE Admin Code § 925.24.2.7.

Additionally, the IEP team may address a child's needs through a statement of measurable annual goals in the IEP. See, 34 C.F.R. § 300.320(a)(2)(i): 14 DE Admin Code § 925.20.1.2.

The child's IEP may include a statement of the program modifications or supports for school personnel that will be provided to advance appropriately toward attaining the annual goals. *See*, 34 C.F.R. § 300.320(a)(4); 14 DE Admin Code § 925.20.1.4.

In summer 2022, Student was eligible for 12-month programming as a Student with the classification of Autism. *Title 14 Del.C. §1703*

Student was placed in a C setting (noted on April 11, 2022 IEP), as all students receiving summer services are students with IEPs. The Student received a progress report for Extended School Year (ESY) Services. However, the Student did not qualify for ESY. Rather, Student was entitled to 12-month programming. The progress report confirms Student "maintained skills" in reading comprehension and math problem solving. The IEP contained additional goals, that did not appear to be addressed.

As a Student eligible for 12-month programming, Student did receive OT and S/L therapies during the summer as is indicated on the progress report. However, no additional data was provided.

The Student was placed in another classroom for the last week of 12-month programming at the Parent's request. Worksheets Parent received during this week were below the Student's level of learning. The Director of Special Services clarified these worksheets were used to engage students during arrival/breakfast and did not require teacher instruction. Director of Special Services stated these were not materials used to address IEP goals for this Student.

The evidence indicates that only math, reading, OT, and speech and language services were addressed during 12-month programming. However, Student had additional needs and goals as per Student's IEP. The total IEP should have been addressed during this time period. **Therefore, I find a denial of FAPE and a violation of the IDEA and associated state regulations.**

D. Discipline

During the final week of summer school, the student was disciplined for chewing gum. The Teacher in this class indicated to the Parent she was not aware chewing gum was an accommodation stated in Student's IEP. There is no evidence that this is an accommodation in the IEP. However, there was mention of this in a doctor's note. **I do not find a violation of IDEA or associated state regulations as gum chewing was not provided as an accommodation in the IEP.**

Regarding the inequitable disciplinary actions alleged in this Complaint, the incidents referenced were addressed by school staff prior to this complaint being filed. In response to Parent concern regarding Student being disciplined when speaking out about other students' behavior and the potential result of Student not feeling comfortable advocating for REDACTED, Special Education Coordinator, in a timely manner, made recommendations to faculty regarding use of positive language and choices related to

behavior and “I-statements” when describing the impact of Student’s response or behavior to the Student. The Student’s IEP of March 11, 2022 and December 20, 2022 do contain social skills goals and a BSP related to self-regulation, interactions with others and collaborative conversations. Additional support of “check-ins” with counselor or preferred staff members for Student were added to Student’s IEP. **For these reasons, I find there was no violation of the IDEA and corresponding state and federal regulation regarding the denial of FAPE.**

E. Communication

In regard to the allegation of the discontinuation of the use of a daily communication log that was in place in the previous IEP, review of documentation does not support that it was required in the IEP from the Charter school or included in the IEP dated April 11, 2022. Documentation indicates staff met with Parent in early November regarding Parent’s on-going request for a daily communication log be initiated. Staff agreed to a weekly communication log, as maladaptive behavior had significantly decreased and a daily log was not warranted at the time. The Student also participated in the on-going school-wide Positive Behavior System. It was noted by Investigator, in the revised December 20, 2022 IEP, a *daily* communication log was added to the IEP and was on-going as of the date of the complaint filing. **For this reason, I find there was no violation of the IDEA and corresponding state and federal regulation regarding the denial of FAPE**

F. Racism/Bullying

Regarding the allegation of Student being the target of racism in school and related incidents had been minimized by school administration, review of documentation and in an interview with the Director of Special Services indicated staff witnessing incidents reported the racial slur(s) was random and not targeted to Student. Once the Parent contacted the Principal based on the Student report, the Principal indicated since it was not an incident targeted to the Student, the Principal had not contacted the Parent and measures had been taken to address the Student 2’s behavior. The Student’s increased anxiety caused the Parent to keep the Student home from school for a period of three days. Following the contact from Parent, multiple actions were taken by school personnel to resolve the situation and minimize future contact between Student and Student 2.

The IEP team did address the incident(s) in the December 20, 2022 IEP Revision meeting (PWN of January 5, 2023 stated incident(s) had been handled between Parents and Administration). Review of documentation confirmed instructional supports were initiated for Student 2. The Student and Student 2 were also separated. **For these reasons, I find there was no violation of the IDEA and corresponding state and federal regulation regarding the denial of FAPE.**

Corrective Actions

Student Level Corrective Actions

1. The Student's IEP has an initiation date of April 11, 2022 and an end date of April 10, 2023. The District shall meet with the Parent and determine appropriate compensatory education services owed to Student for violations that occurred from June 24, 2022 – August 4, 2022. If needed, the District may contact SPARC to request IEP Facilitation services for this meeting. In determining the provision of compensatory education, the District should account for failure in providing appropriate services for academic and social skills instruction related to the following goals: written expression; self-regulation-class participation; collaborative conversation; independent travel. The determination of compensatory education services, calculation of time owed, and timeline for delivery should be discussed with Parent and documented. This document shall be provided to the Parent and a copy sent to the Director of Exceptional Children Resources by **May 15, 2023**.

School Level Corrective Actions

1. Evidence of a thorough review of the Student's Functional Behavioral Assessment (FBA), as well as revisions made to both the FBA and Behavior Support Plan (BSP) will be provided to the Director of Exceptional Children Resources by **May 15, 2023**.
2. Professional development regarding student transfers, temporary IEPs, and change of placement shall be provided to all special education staff within the School. Training materials, sign-in sheets, handouts, etc. must be provided to the Director of Exceptional Children Resources by **May 15, 2023**.

District Level Corrective Actions

1. The District will provide professional development for summer school coordinators, teachers, and related service providers in the form of training and written guidelines clarifying goals for delivery of services for students eligible for 12 - month educational programming; students eligible for Extended School Year services and students eligible for both. Training materials (i.e. PowerPoint, webinar, Zoom recording, handouts, sign-in sheet) must be provided to the Director of Exceptional Children Resources by **June 30, 2023**.

Respectfully submitted by;
Investigator